



Y8 Autumn Term Curriculum Overview



English

Subject skills:

- Identify and understand the main ideas, viewpoints, themes and purposes in texts.
- Make a personal response to a text and provide some textual reference in support.
- Understand how readers choose and respond to texts.
- Understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written.
- Select from a range of strategies the most appropriate ways to locate and retrieve information and ideas from a variety of texts.
- Select quotations to match points with increasing precision showing an increasing ability to draw on other sources to develop and argument.
- Make multiple inferences to show wider critical thinking.
- Make comments that are securely based in textual evidence and identify different layers of meaning, with some attempt to explore these meanings in detail.
- Identify a range of literary and grammatical features used by the writer and explain the purpose of these and the effect on the reader.
- Explain how different authors use literal and figurative techniques (MAPSO) to create imagery.
- Identify and explain how structural or presentational choices support the writer's theme or purpose.
- Identify and explain how a range of features relating to organisation at text level contribute to the effects achieved e.g. building up to a surprising ending or changing perspectives in the text.

Texts: *Trash by Andy Mulligan* *Selection of WWI poetry*

Subject knowledge:

- What extreme poverty is and what it's like for children living in it.
- The purpose and effect of using multiple narrators in a text.
- How to make multiple inferences from a text.
- How to switch narrators within a piece of writing effectively.
- Recognising persuasive techniques and adapting language to suit audience and purpose.
- How to use specific linguistic features and structural devices to enhance their work and recognising how a writer uses them to effect.
- How to create an effect on the reader, through a variety of literary techniques and crafting their own writing modelled on what they have read.
- Key contextual details surrounding WW1: e.g. countries involved, causes, trenches, warfare, impact on soldiers and families.
- How poetry helps to understand the impact of war.
- How the events of the war were communicated to civilians back home.
- How to write emotively in role.
- What propaganda is and how/why it was used during WW1
- How to analyse a text for language (AFOREST) and layout (CHUBBFUSH)
- How to annotate a poem using SMILE.
- The key context of Jessie Pope and John McCrae.
- The effects of using figurative language in poetry.

- Write confidently for a clear purpose and has a strong awareness of the audience.
- Deliberately choose features of the appropriate form sometimes for effect.
- Organise writing in a suitable format and make appropriate and deliberate and sometimes ambitious choices about presentation to convey ideas clearly.
- use paragraphs deliberately and consistently to make ideas and purpose of the writing clear.
- Within paragraphs, main ideas are developed appropriately for the task.
- Use a range of appropriate and well-chosen cohesive devices within and across sentences and paragraphs.

- Who Wilfred Owen is, his role during WW1 and why he is considered to be the most well-known war poet.
- How to write comparatively using PETE.
- The physical and emotional impact of witnessing a gas attack during WW1.
- The events of the Christmas Truce and its impact on WW1/soldiers.
- The differences between verse and prose.
- The importance of WW1 and why it is still studied today.

Maths

Subject skills:

Ratio and Scale

- Understand ratio and its link to multiplication.
- Use ratio notation.
- Reduce ratios to simplest form.
- Solve ratio problems.

Multiplicative Change

- Use scale factors, linking to ratio, to solve simple direct proportion problems.
- Scale diagrams and maps.

Multiplying and dividing fractions

- Multiplying and dividing a fraction by an integer.
- Multiplying and dividing a fraction by a fraction.

Working in the Cartesian plane

- Plotting and interpreting straight line graphs.
- Equations of lines parallel to the axes (e.g. $y=2$ and $x=3$).
- Finding the equation of a straight line ($y=mx+c$).
- Model situations by translating them into expressions, formulae and graphs.

Representing data

- Using scatter graphs and correlation.
- Designing and using one and two-way tables.
- Listing outcomes.

Probability

Subject knowledge:

Ratio and Scale

- Know the link between ratio and multiplication

Multiplicative Change

- Understand and use scale drawings and maps.

Multiplying and dividing fractions

- Know strategies for dividing fractions by fractions

Working in the Cartesian plane

- Know how to use equations with graphs.

Representing data

- Knowing which graphs are appropriate in which situations.

Probability

- Recognise the different probability diagrams.

- Using sample space diagrams.
- Using tables.

Science

Continue building on the Year 7 Working Scientifically skills for KS3 and include:

- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety.
- Make and record observations and measurements for different investigations; and evaluate the reliability of methods and suggest improvements.
- Apply mathematical concepts and calculate results.
- Present reasoned explanations, including explaining data in relation to predictions and hypotheses.
- Evaluate data, showing awareness of potential sources of random and systematic error.
- Identify further questions arising from results.
- Use and derive simple equations and carry out appropriate calculations.

Subject knowledge:

Energy and Forces

- Comparing energy values of different foods (from labels) (kJ).
- Fuels and energy resources.
- Energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change.
- Comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperature, changes in positions in a field, in elastic distortions and in chemical compositions.
- Other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.
- Energy changes on deformation.
- Comparing power ratings of appliances in watts (W, kW).
- Comparing amounts of energy transferred (J, kJ, kWh).
- Domestic fuel bills, fuel use, and costs.
- Forces as pushes or pulls, arising from the interaction between two objects.
- Using force arrows in diagrams, adding forces in one dimension.
- Forces measured in Newtons, measurements of stretch or compression as force is changed.
- Forces: associated with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water
- Non-contact forces: gravity forces acting at a distance on Earth and in space.
- Gravity force, weight = mass \times gravitational field strength (g), on Earth $g = 10 \text{ N/kg}$, different on other planets and stars.
- Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces.

	<p>Separating Mixtures</p> <ul style="list-style-type: none"> • The properties of the different states of matter (solid, liquid, and gas) in terms of the particle model, including gas pressure. • The properties of the different states of matter (solid, liquid, and gas) in terms of the particle model, including gas pressure. • Similarities and differences, including density differences, between solids, liquids, and gases. • The differences in arrangements, in motion, and in closeness of particles explaining shape and density. • Changes of state in terms of the particle model. • Energy changes on changes of state (qualitative). • Reversibility in melting, freezing, evaporation, sublimation, condensation, and dissolving. • The differences in arrangements, in motion, and in closeness of particles explaining changes of state. • Diffusion in terms of the particle model. • Diffusion in liquids and gases driven by differences in concentration. • The concept of a pure substance. • Mixtures, including dissolving. • The identification of pure substances. • Mixtures, including dissolving. • The identification of pure substances. • Mixtures, including dissolving. • Simple techniques for separating mixtures: filtration, evaporation. • Simple techniques for separating mixtures: evaporation, distillation. • Simple techniques for separating mixtures: chromatography.
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Art - Abstraction

<p>Subject skills:</p> <ul style="list-style-type: none"> • Represent a variety of individual sounds using different types of marks for different sounds. • Combine marks to create a picture from a piece of music. • Create a working drawing by responding to music using line, tone, shape and colour. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • The work of Wassily Kandinsky. • Understand the term, 'abstraction'. • The work of artist/illusionist M C Escher. • Understand the term, 'surrealism'. • Understand how Tim Burton has used the sky in his artworks.
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- Use 2B & 6B pencils to shade the missing sections, tonally matching to Escher's pencil work.
- Refresh key ideas of graduated shading technique and tonal value.
- Use pastels to create tone.
- Make an observational drawing of a skull, focusing on tonal value.
- Use DTP photo editing software to create a digital 'layer'.
- Use white and greyscale pencils to create a moody 'Tim Burton' inspired moonlit 'cloudscape'.

- Know how to blend colours to darken the tonal values.

Computing

Subject skills:

E-Safety & Digital Literacy

- Make an inventory of their media choices and how those choices make them feel.
- Create personal guidelines for promoting healthy media balance.
- Explain why information about them and their behaviours is valuable to companies.
- Analyse how certain types of data are used by companies.
- Analyse how different parts of their digital footprint can lead others to draw conclusions -- both positive and negative -- about who they are.
- Use the Take a Stand thinking routine to examine a dilemma about digital footprints.
- Recognize "red flag feelings" when using social media and use the Feelings & Options thinking routine to consider ways to handle them.
- Consider the different perspectives of those involved in a cyberbullying incident.
- Identify ways to be an upstander or ally to someone being bullied.
- Problem-solve potential challenges to responding to cyberbullying.
- Apply fair use to real-world examples, making a case for or against.

Subject knowledge:

E-Safety & Digital Literacy

- Know personal strategies for balancing media use.
- Learn three strategies to limit individual data collection by companies.
- Define the term "digital footprint" and explain how it can affect their online privacy.
- Reflect on the positive and negative effects social media use has on their relationships.
- Define the terms "copyright," "public domain," and "fair use."
- Identify the purpose of the Four Factors of Fair Use.

Databases

- Data types
- Table creation
- DB design
- Primary key
- Auto increment
- Data entry
- Queries
- Reports

Databases <ul style="list-style-type: none"> • Demonstrate a wide application of computational thinking to their work. • Recognise and understand the function of the main parts of a computer system and how they communicate with one another. • Create physical computing projects which include a range of interactivity to the environment or user. • Understand a range of ways to use ICT safely and responsibly. • Work with a range of tools, materials, equipment, components and processes and show that they understand their characteristics. 	
Design Technology – Wooden Desk Tidy	
Subject skills: <ul style="list-style-type: none"> • Design, cut and shape wood. • Measure and mark accurately. • Recognise what has been done well and how to improve. • Able to use tools to assemble, join and combine materials. • Use a ruler correctly and with accuracy. 	Subject knowledge: <ul style="list-style-type: none"> • The differences between natural and man-made wood. • Current successful designs. • Selecting the correct tools. • How to use a range of different cutting and sanding tools.
Food Technology	
Subject skills: <ul style="list-style-type: none"> • Cook a repertoire of savoury dishes so that they are able to feed themselves and others a healthy and varied diet. • Become competent in a wider range of cooking techniques – using awareness of taste, texture and aroma to decide how to season dishes and combine ingredients. • Adapt and use their own recipes and present practical work to a high standard. • Apply the principles of nutrition and health. 	Subject knowledge: <ul style="list-style-type: none"> • How to work safely and hygienically with food preparing healthy family meals. • How to use equipment safely. • How to use some high-risk foods, eg, raw meat, safely. • Their own practical skills and how to develop them further. • The function of ingredients. • The principles of nutrition and health and how to apply them. • Understand the source, seasonality and characteristics of a broad range of ingredients.
Geography – The wider world: World Cities & Focus on Africa	
Subject skills: <ul style="list-style-type: none"> • Use and interpret aerial photos. • Use, interpret and complete line charts. • Use and interpret atlas maps. • Complete bar charts. • Draw conclusions. 	Subject knowledge: <ul style="list-style-type: none"> • What ‘urbanisation’ is and why it occurs. • How urbanised the world is. • Why cities are located where they are. • How Rio de Janeiro is urbanising. • Why people move from rural to urban areas in China.

- Write descriptively.
- Use and interpret ground and satellite photos.
- Draw sketches from photos.
- Label and annotate sketches.
- Use, interpret and complete choropleth maps.
- Use, interpret and complete proportional symbol maps.
- Understand and use proportion.
- Use and interpret political and physical maps.
- Describe landscapes from photos.
- Understand and use percentage increase.
- Use and interpret climate graphs.
- Understand and use range.
- Complete pictograms.
- Complete map cross-sections.

- The consequences of rural-urban migration in China for rural and urban areas.
- Where megacities are found and why they have grown.
- The challenges and opportunities of living in Jakarta, Indonesia.
- What it's like to live in a squatter settlement.
- India's largest squatter settlement.
- Ways to solve the problems in squatter settlements.
- What makes a city sustainable.
- Examples of how cities can be sustainable.

History – The Stuarts

Subject skills:

- Demonstrate and apply chronological thought.
- Outline and evaluate reasons for rebellion.
- Describe the roles of different members of society considering change and continuity after the Tudor period.
- Describing some of the significant values, practices, traditions of the church.
- Developing securely the skill of source analysis.
- Describe some of the main causes and effects of events and changes.
- Explain chains of causation and identify periods of continuity.
- Evaluate effect and consequence.
- make links within and across periods and explain connections.
- Select, organise and deploy source material and relevant information to produce well-structured narratives, descriptions and explanations.
- Inferring sound evaluations of source material, questioning provenance and usefulness.
- Critically analysis interpretations of historic events.

Subject knowledge:

- Britain's political and societal journey through the Normans up to the Tudors.
- James I and the unification of Scotland and England.
- The impact Britain's religious upheaval had for James I as King and for the country as a whole.
- The Gun Powder plot.
- Reasons for, and the impact and consequences of, the Civil war, the Interregnum and Oliver Cromwell.
- The significance of religious conflict, discontent over the Kings' use of power and their economic judgements and policies.
- The significance of the mistakes that led to England becoming a republic and the victorious Parliamentarians sentencing Charles I to death.
- The Great Fire of London – accident or arson?

Modern Foreign Languages - C'est Parti and Les Vacances

Subject skills:

- Pick out the main points and details in a short passage/text (including longer texts containing predictable information).
- Identify, understand and give opinions and justifications to pre-learned language with new elements to communicate new meanings.
- Express ideas, reasons and factual information in more than one time frame (use of present, past and future).
- Use formal and informal modes of address in their answers with increasing confidence.
- Confidently and independently take part in short conversations.
- Demonstrate a strong understanding of phonic sounds by reading phrases and short texts aloud.
- Pick out the gist and some detail in a variety of text styles and including different time frame.
- Use a dictionary to determine whether verbs are regular or irregular (and may refer to a verb table).
- Write short paragraphs from memory and adapt structures to add new language to express a range of simple, personal ideas and opinion.
- Use more than one time frame and demonstrate knowledge of present, past and near future tenses with regular and irregular key verbs.
- Translate short sentences into French containing language from recent topics.
- Use a variety of negative forms.
- Use comparative and superlative forms.
- Use some modal verbs, including in combination with infinitives.
- Use a wider range of adjectives, connectives, modifiers and time phrases and adverbs in their writing to extend ideas.
- Demonstrate knowledge of agreement of articles, colour, gender and number mostly accurately.

Subject knowledge:

- How to greet someone and to give information about themselves and their lives in conversation.
- Know how to conjugate 'avoir' and 'etre' in the present tense.
- Understanding of the conjugation of regular present tense (ER, IR and RE) verbs.
- Recognise country names and associated nationalities.
- French speaking countries around the world.
- Description of a holiday location and the area.
- How to ask questions about a holiday experience/location.
- Past tense expressions.
- How to describe the weather.
- Know how to talk about future plans and dreams, and to learn opinion expressions.

Music – Musical Theatre

Subject skills:

- How and what to listen for.

Subject knowledge:

- Introduction to musical theatre.

<ul style="list-style-type: none"> • Listening with respect. • Articulating responses. • Responding to a pulse within pieces of music. • Performing rhythmic patterns. • Composing rhythmic patterns. • Basic vocal techniques. • Singing as part of a group. • Singing with confidence. • Increase familiarity with a wide range of music and songs from a range of cultures and traditions. 	<ul style="list-style-type: none"> • Andrew Lloyd Webber. • Singing styles in opera. • Musical scoring.
PE	
<p>Subject skills:</p> <p>Netball</p> <ul style="list-style-type: none"> • Lead a group warm up and skill drill. • Perform a range of passes on the move with increasing speed and accuracy. • Perform footwork rule in skills and match situation at speed. • Perform a range of attacking and defending skills in game situation. • Perform shooting action from different positions with increasing accuracy. • Play a 7 a side match, being able to play in at least 4 different positions and understand all the rules. • Take on the role of umpire in a game <p>Hockey</p> <ul style="list-style-type: none"> • Lead a small group warm up. • Dribble the ball using the reverse stick with increasing control. • Dribble the ball and then shoot at goal with control using a range of passes with increasing accuracy. • Perform a penalty and short corner to corner. • Tackle after losing the ball effectively. • Play a 7 v 7 game , understanding the rules and play in attacking and defending positions in the game. <p>Football</p> <ul style="list-style-type: none"> • Perform a pass using inside and outside of foot and understand the importance of receiving correctly. 	<p>Subject knowledge:</p> <p>Netball</p> <ul style="list-style-type: none"> • How a game of netball works. • Understand the footwork rule. <p>Hockey</p> <ul style="list-style-type: none"> • Grip, Dribbling & Handling. • Passing and receiving. • Outwitting opponents/use of space. • Shooting. • Defending/block tackle. <p>Football</p> <ul style="list-style-type: none"> • Where passing is used in football. • The importance of width and playing into space in order to attack. • How to execute a successful shot on goal, eg, across goal. • How to head the ball correctly and safely. • When to defend and how to stop opponents from advancing. <p>Gymnastics</p> <ul style="list-style-type: none"> • Locomotion – Partner work. • Transference of Weight – Partner work. • Balance – Individual/Partner work. • Balance – Partner & Group work.

- Perform these passes in a small-sided game.
- Outwit opponents with a variety of passes.
- Perform and accurately replicate different types of dribbling with control, speed and fluency.
- Outwit opponents with the combination of turns and dribbling.
- Perform techniques in a small-sided game making decisions about how best to advance on opposition.
- Appreciate how to adjust shot selection based on opponents positioning.
- Perform the different types of heading in different situation.
- Perform and develop defensive strategies i.e tackling, jockeying, forcing onto weaker foot.

Gymnastics

- Perform a range of different partner balances using certain body parts.
- Link together the partner balances of increasing difficulty to perform a sequence.
- Create their own partner balances and use them in their sequence.
- Use large apparatus to develop their flight onto and over apparatus using springboard and trampette.
- Take on a coaching role, helping others to be able to improve their performance and grade sequences.

Health-Related Fitness

- Complete a timed cross-country run looking at all the fitness components.
- Perform a range of indoor athletics events - Triple jump, Long jump, Speed bounce, Chest push, range of relay sprint events, shot putt.
- Take on the role of coach, measuring and timing each of the activities and leading a group through each activity
- Provide advice on how pupils can improve at each event and how they can adapt the activity to make it more challenging.
- Lead a group warm up before completing a fitness circuit.

- Balance – Development of group balances.

Health-Related Fitness

- Different methods of warm-up and warm-down.
- Various muscles and how they are affected during a work-out.

<ul style="list-style-type: none"> • Develop their own fitness circuit of 8 different activities working on developing their fitness levels with increasing intensity, being able to name the muscles being used and understand how to improve the difficulty of the activity. 	
PSHE	
<p>Being Me in My World – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Negotiating and solving problems. • Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness. • Define what stereotypes are. • How to access local health services and other sources of support. • How to safely access sources of support for themselves or their peers. • Describe the positive feelings that result from doing something positive. <p>Celebrating Difference – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Describe what inequality means in the UK. • Give examples of LGBTQ bullying. • Describe the steps that can be taken to challenge LGBTQ bullying. 	<p>Being Me in My World – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Similarities, differences and diversity of peoples’ identities. • The influence family has on self-identity. • Stereotypes. • First impressions and how they can lead to judgements that may be misinformed. <p>Celebrating Difference – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Individuals who have made a positive contribution despite prejudice and discrimination. • Examples of social injustice in the UK. • The benefits of living in a multi-cultural society. • The emotional impact of LGBTQ bullying on perpetrator and victim. • How taking positive action can improve mental wellbeing. • Self-efficacy. • How respect and equality, or the lack of these, affects relationships.
RE – Old & New Testaments	
<p>Subject skills:</p> <ul style="list-style-type: none"> • Looking up Bible references successfully: Book, Chapter and Verse. • Explaining why each interpretation is referred to. For example, the light, the lamb, the bread of life. • Summarising miracle stories and justifying why Christians believe they are true. • Identifying why Christians believe in the ‘Son of God’. • Discussing how a belief in Christ shapes the lives of Christians. 	<p>Subject knowledge:</p> <ul style="list-style-type: none"> • The structure of the Bible – the Old and New Testaments. • The parables that Jesus told and some of the miracles that He performed. • The many different names / interpretations given to Jesus by Christians. • The main events in Jesus’ life: birth—childhood-temptations-transfiguration-death-resurrection.

