

Year Eight Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>SPaG intervention</p> <p>This plan will cover six weeks, with each week dedicated to a specific SPaG element. Start with an initial assessment to gauge each student's current abilities and identify areas needing improvement. Begin with essential spelling rules in the first two weeks, using multisensory activities and visual aids to cater to diverse learning needs. Weeks three and four should concentrate on punctuation, incorporating interactive games and practical exercises to reinforce correct usage. The final two weeks will focus on foundational grammar structures, employing engaging activities to solidify understanding.</p>	<p>Skellig</p> <p>The plan will begin with an introductory week focused on familiarising students with the novel, including its themes and characters, through engaging activities such as group reading and discussion. The next two weeks should concentrate on exploring the plot and key events, utilising visual aids and storytelling techniques to enhance comprehension. Week four should delve into character analysis, encouraging students to express their understanding through creative projects like drawing or role-playing. In week five, focus on thematic exploration, using discussions and multimedia resources to help students connect with the underlying messages of the story. The final week should be dedicated to a comprehensive review and assessment, incorporating both formative and summative evaluations to measure students' understanding and progress.</p>	<p>The Boy in the dress</p> <p>Begin with the first week dedicated to introducing the novel, its author, and main themes through interactive discussions and visual aids to spark interest. The second and third weeks should focus on the plot development and key events, using multimedia resources, guided reading sessions, and story mapping to support comprehension. In week four, concentrate on character analysis, encouraging students to explore the motivations and growth of the main characters through creative activities like drawing, role-playing, or writing character diaries. Week five should delve into the themes of identity, acceptance, and self-expression, facilitating discussions, and reflective exercises to help students connect personally with the material. The final week will be dedicated to review and assessment, incorporating both formative and summative methods to evaluate students' understanding and progress.</p>	<p>Private Peaceful</p> <p>Begin with the first week dedicated to introducing the novel, its author, and the historical context of World War I through interactive discussions and visual aids to engage students. The second and third weeks should focus on plot development and key events, using multimedia resources, guided reading sessions, and story mapping to support comprehension. In week four, concentrate on character analysis, encouraging students to explore the motivations and growth of the main characters through creative activities like drawing, role-playing, or writing character diaries. Week five should delve into the themes of bravery, loyalty, and the horrors of war, facilitating discussions and reflective exercises to help students connect personally with the material. The final week will be dedicated to review and assessment, incorporating both formative and summative methods to evaluate students' understanding and progress.</p>	<p>Hatchet</p> <p>Begin with the first week dedicated to introducing the novel, its author, and the survival genre through interactive discussions and visual aids to pique students' interest. The second and third weeks should focus on the plot development and key events, using multimedia resources, guided reading sessions, and story mapping to aid comprehension. In week four, concentrate on character analysis, encouraging students to explore the protagonist's growth and resilience through creative activities like drawing, role-playing, or writing character journals. Week five should delve into the themes of survival, self-reliance, and adaptation, facilitating discussions and reflective exercises to help students connect personally with the material. The final week will be dedicated to review and assessment, incorporating both formative and summative methods to evaluate students' understanding and progress.</p>	<p>Romeo and Juliet</p> <p>Begin with the first week dedicated to introducing the play, its author, and the historical and cultural context of Shakespeare's time through interactive discussions, visual aids, and simplified summaries. The second and third weeks should focus on plot development and key scenes, using multimedia resources, guided reading sessions, and scene reenactments to aid comprehension. In week four, concentrate on character analysis, encouraging students to explore the motivations and relationships of the main characters through creative activities like drawing, role-playing, or writing character diaries. Week five should delve into the themes of love, conflict, and fate, facilitating discussions and reflective exercises to help students connect personally with the material. The final week will be dedicated to review and assessment, incorporating both formative and summative methods to evaluate students' understanding and progress.</p>

Maths	<p>Ratio</p> <p>This half term we will be working on Ratio, this will include understanding the inequality symbols and be able to work out half of a number up to the value of 20.</p>	<p>Ratio</p> <p>This half term, we will be working on Ratio, including being able to identify a half and a third of a given number up to 24 and counting using fractions. In addition to this we will be looking at equivalent fractions.</p>	<p>Ratio</p> <p>This half term we will be working on Ratio, this will include using fractions up to 1 over 20 and finding a fraction of a number. We will also be adding and subtracting fractions with a common denominator.</p>	<p>Money</p> <p>This half term we will be working on Money, this will include being able to recognise coins and notes. We will also be demonstrating different ways to build up a specific amount of money.</p>	<p>Money</p> <p>This half term we will be working on Money, this will include knowing what you can purchase with a given amount of money and converting amounts from pence to £ and vice versa.</p>	<p>Money</p> <p>This half term we will be working on Money, this will include being able to read a monetary amount on a calculator display and solving real life money problems.</p>
Science	<p>Biology – Photosynthesis & Respiration</p> <p>Gas exchange system. Human respiratory system. Process of respiration on a scale of respiratory system. Photosynthesis and cellular respiration</p>	<p>Physics – Electricity & Magnetism</p> <p>Electricity. Types of charged particles. Electric current. Typical UK plug wiring. Fuse and it's purpose. Permanent magnetism. Magnetic fields</p>	<p>Chemistry – Earth & Atmosphere</p> <p>Earth structure. Crust, mantle, core. Layers of the atmosphere. Atmosphere composition.</p>	<p>Biology – Health & the Human Body</p> <p>Human organs. Internal organs and their functions. Organ systems. Healthy diet. Effect of exercise on heart rate.</p>	<p>Physics – Space & Magnetism</p> <p>Astronomy. Main terminology. Stages of life of a star. Our solar system and it's planets. Electromagnetism. Practical uses of electromagnets.</p>	<p>Chemistry – Chemical Reactions.</p> <p>Chemical reactions. Reaction of acids with alkalis. Reaction of acids with metals. Rate of reaction, reaction energy transfer. Reaction profile.</p>
PE	<p>Football - Official</p> <p>Pupils will build upon and develop the basic skills of football including passing dribbling and shooting. After learning and practicing the techniques students will have the opportunity to work together as a team which will help</p>	<p>Basketball</p> <p>Pupils will build upon and continue to develop the basic skills of basketball including passing dribbling and shooting. After learning and practicing the techniques students will have the opportunity to work together as a team which will help</p>	<p>Fitness</p> <p>Pupils will recap their knowledge on the components of fitness and will be able to provide appropriate examples. Pupils will understand how to do various fitness tests and what these measure. They will participate in these tests and compare their results to national data. Students will identify one area of improvement and</p>	<p>Table Tennis - Official</p> <p>Pupils will build upon and develop the basic skills of table tennis including serving, forehand and backhand shots. Pupils will use their prior knowledge of various rules and build upon these so that they can identify a foul and keep track of the scores in order to be</p>	<p>Athletics</p> <p>Pupils will continue to develop their understanding of the techniques for various athletic events. These include: 100m sprint, 1500m, foam javelin, tennis ball throw, long jump, triple jump etc. Pupils will record their results and be able to compare this data to that of their results from the</p>	<p>Cricket - Official</p> <p>Pupils will build upon and develop the basic skills of cricket including catching, throwing, bowling, batting and fielding. Pupils will use their prior knowledge of various rules and build upon these so that they can identify a foul and keep track of the scores in order to be</p>

	<p>improve their social skills. Students will start to consider the varying roles in sport and will build upon their prior knowledge in order to officiate various football scenarios and matches to ensure and instill their knowledge of the laws. Theory focus is for pupils to be able to independently identify the correct names for muscle groups and this links to Biology.</p>	<p>improve their social skills. They will gain knowledge of various basketball rules so that they can identify a foul, travel and double dribble. Theory focus is for pupils to be able to independently identify the correct names for the bones and this links to Biology.</p>	<p>will design a programme to improve that component of fitness. Students will revisit the test at the end of the half term and reflect on their results. Theory focus is being able to identify components of fitness and provide examples that link to sport. This links to BTEC Sport.</p>	<p>an effective official during a match. Pupils will have the opportunity to both compete against their peers and to be on a team with their peers. Theory focus is to independently explain how muscles work together in pairs and this links to Biology.</p>	<p>previous year. This will help to demonstrate their progress and increase their confidence. It also enables students to identify their own strengths and areas for improvement. Theory focus will be for students to use key terms to explain the biomechanics of individual events such as angle of release. This links to Physics.</p>	<p>an effective official during a match. Pupils will have the opportunity to both compete within their class group. Theory link is to use key terminology and signals associated with cricket. Links to speaking and listening in English in terms of communication skills.</p>
<p>Humanities</p>	<p><u>Lowestoft in WW2.</u></p> <p>The unit will enable students to consolidate their understanding of continuity and change. Through interrogating a range of Primary and Secondary sources they will learn how to reach a justified conclusion and support it with evidence. This will give them a solid foundation upon which to build in the units through the rest of Year 8.</p>	<p><u>Weather and climate.</u></p> <p>The aim of this unit is to introduce students to the idea of coastlines that are under threat from rapid erosion, flooding and man-made risk factors. They will look, again, at a range of sources, both local, national and international. Following on from the previous unit they will apply those skills learned and develop them further. They will be better able to integrate sources by the end of this unit.</p>	<p><u>The wider Roman world.</u></p> <p>Building on the skills refined in the previous unit the students will consider the global reach and influence of the Roman Empire.</p> <p>This unit will focus on the key skill, A03, of analyzing and interpreting how events from the past have been represented over time.</p>	<p><u>Ancient Egypt.</u></p> <p>Using any prior knowledge as well as demonstrating their ability to apply the skills practiced in the previous 3 units students will compare Ancient Egypt with the Roman Empire. This unit will allow the students to demonstrate their progress across all 4 History assessment objectives.</p>	<p><u>Britain in the 1960's.</u></p> <p>The students will assess why the 1960s are seen as a key time in the development of British society. Amongst themes studied will be youth culture, popular causes, the end of empire, discrimination and change. They will be tasked with drawing their own conclusions on the significance of the decade and backing it with evidence from the sources studied.</p>	<p><u>Tourism/Castles.</u></p> <p>The students will visit/study a site of local historical significance. In this final unit of the year, they will understand the context of the site in wider historiography. They will interpret differing evaluations of the site and its significance. To produce their final piece, they will need to select sources, order them chronologically and demonstrate that they are able to make substantiated judgements.</p>

<p>PD</p> <p><i>Students will experience CPR training at some point over the year.</i></p>	<p>Personal Development 1</p> <p>The autumn term will focus on relationships and communication, including healthy relationships and positive communication. They will recognise the difference between relationships and friendships, exploring keeping safe around sexting, consent and contraception.</p>	<p>Personal Development 2</p> <p>Students will explore equality and diversity, discrimination and LGBTQ+</p>	<p>Personal Development 3</p> <p>Students will spend the first part of the term exploring Buddhism and explore rights and responsibilities and rebirth in Spring.</p> <p>They will also explore mental health and wellbeing, positive and negative coping strategies.</p>	<p>Personal Development 4</p> <p>Continuing with the work that they have explored in Spring 1, students will recap the Zones of Regulation learning from Year 7 – my strategies.</p> <p>They will also explore eating disorders, body image and the impact of social media on this and mental health.</p>	<p>Personal Development 5</p> <p>Students will be exploring democracy issues in the local community, planning to solve issues and doing something about it.</p>	<p>Personal Development 6</p> <p>Continuing with the community theme, Students will spend the first part of Term 6 exploring Hinduism and in particular the summer festival of Yath Ratra.</p> <p>They will have an opportunity to extend their learning from Summer 1 and through an understanding of activism, share their learning with others.</p>
<p>Food Technology</p>	<p>NCFE Unit 1- Preparing to cook</p> <p>Students will complete Unit 1 of the NCFE Food and cookery level 1 course. They will understand potential hazards and risks in a cooking environment, demonstrate safe and hygienic practice during the preparation and cooking process. Students will practice and demonstrate correct and safe use of kitchen equipment, preparation and storage of food. During this course pupils will have the opportunity to gain the theoretical knowledge and practice the acquired skills by preparing and cooking several sweet and savoury dishes.</p>			<p>NCFE Unit 2- Understanding Food</p> <p>This unit will equip students with a good understanding of where foods come from, factors affecting food choice and the effects of diet on humans' bodies. Students will continue practicing existing cooking skills, focusing on healthy balanced diet, choices of diet and diet modification.</p>		
<p>NCFE Computing</p>	<p>Being Safe and Responsible online</p> <p>Students will gain an understanding of how to keep safe online and why.</p>	<p>Digital Communication Part 1</p> <p>Students will understand the difference to formal and informal communication whilst looking at various methods of communication.</p>	<p>Digital Communication Part 2</p> <p>Students will continue the communication unit and explore their own digital footprint.</p>	<p>Transacting</p> <p>Students will be able to identify verification methods and how to apply them, alongside using online forms.</p>	<p>Introduction to Programming</p> <p>Build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does</p>	<p>Independent Project</p> <p>Students will use their new skills to research for their own projects, code and build their projects and display at possible science fair.</p>

					<p>offer learners the opportunity to expand on their knowledge.</p> <p>The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. All of the examples and activities for this unit use Scratch 3.</p>	
Art	<p>Landscape Artists Serena Hall and Monet</p> <p>Learning how to use water colour paints in response to Monet and acrylic paint in response to Serena Hall.</p>	<p>World Masks Cultural studies</p> <p>Learning about how different cultures celebrate yearly events. Designing masks using card, mod roc and crafts.</p>	<p>Kandinsky</p> <p>Exploring Artist work, life and style. Learning key facts and experimenting with shape, colour and texture.</p>	<p>Cultural Identities</p> <p>Students will learn about Indian culture. We will look at the history behind Henna painting and Rangoli art. Students will design a henna inspired pattern to print.</p>	<p>Portraits</p> <p>Proportion and material exploration focusing on mark making. Students will look at a variety of artists' work and explore materials to make responses to work they have seen.</p>	<p>Textile bag</p> <p>Design, hand sewing, machine sewing and mono printing. Students will design and make a shopping bag using fabrics and embellishments.</p>