



Reporting Y8		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
		CfCs		BfL & LAL				BfL & LAL				BfL & LAL			
English	Animal Farm Students focus on reading and writing based on the novel 'Animal Farm' by George Orwell. They undertake a variety of tasks based upon plot, character and themes in the text, analysing language, structure and using their evaluative skills. Students also develop their creative and descriptive writing ability.			Pioneers Non-fiction texts looking at explorers, adventurers and pioneers e.g.. Fawcett / Scott. Students prepare a presentation on a pioneering female of their choice.			Hamlet Students study the play and practise analytical writing. They explore the text through drama and learn some of the soliloquy and perform them. Students write creatively, imagining they are a guard who witnesses the ghost of Hamlet's father appearing.			Poetry - Protest Students read a variety of texts on similar themes and practise the skill of comparing texts. They are introduced to a wider range of texts from female writers and writers from a wider range of cultures.			Study of a novel Students study a class novel from range available - according to ability of the group. The focus is on how stories are structured - the story arc; how writer's create characters and how they create tension; themes and writer's intentions.		
	Maths	1. Number: Calculations, Divisibility and division, Calculating with negative numbers, powers, roots and brackets, Multiples and factors.	2: Area and Volume: Areas of triangles, parallelograms and trapezia, Volumes of cubes and cuboids, 2D representation of 3D solids, Surface area of cubes and cuboids, Measures.	Autumn Assessment	3: Statistics, graphs and charts: Pie charts, using tables, Stem & leaf diagrams, Comparing data, Scatter graphs, Misleading graphs.	4: Expressions and equations: Algebraic powers, Expressions and brackets, Factorising expressions, One step equations, Two-step equations, The balancing method.	5: Real-life graphs: Conversion, Distance-time graphs, Line graphs, More line graphs, Real-life graphs, Curved graphs.	Spring Assessment	6: Decimals and ratio: Ordering decimals and rounding, Place-value calculations, Calculations with decimals, Ratio and proportion with decimals.	7: Lines and angles: Quadrilaterals, Alternate angles and proof, Angles in parallel lines, Exterior and interior angles, Solving geometric problems.	8: Calculating with fractions: Ordering fractions, Adding and subtracting fractions, Multiplying fractions, Dividing fractions, Calculating with mixed numbers.	9: Straight-line graphs: Direct proportion on graphs, gradients, Equations of straight lines.9: Straight-line graphs: Direct proportion on graphs, gradients, Equations of straight lines.	KS3 EOY Exams	10: Percentages, decimals and fractions: Fractions and decimals, Equivalent proportions, Writing percentages, Percentage of amounts.	
Science		Working scientifically, C2.1 The Periodic Table, P2.3 Motion and Pressure,B2.2 Ecosystems: Students begin by developing their Working scientifically skills before learning about the Periodic Table, to include specifically the elements of Group 1, 7 and 0. They study Motion and Pressure in Physics, which includes how to calculate speed and interpret motion graphs. They learn how to work out pressure in solids, and applications of pressure in liquids and gases. Students study the biology of ecosystems which includes how plants make food by photosynthesis, the minerals they need to be healthy and the structure of leaves. They learn about respiration in living organisms to release energy . They then study the interrelationships in ecosystems including food chains and how they can be disrupted. (Curriculum and global link to climate change) Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS: C2.1/B2.2/P2.3 TESTS and feedback			C1.3 Reactions, C2.3 Metals and Acids B2.1 Health: Students learn about chemical reactions and how to represent these with word equations. They study reactions that include burning fuels, thermal decomposition and exothermic or endothermic reactions. They then study reactions of some of the ways metals react before learning about other materials and their properties, including ceramics, polymers and composites. Students will learn about health and the importance of diet (curriculum link DT food). They learn how to test foods for particular nutrients and how the digestive system works.(curriculum link PE) They learn about the effects of smoking, drugs and alcohol on health. (curriculum link PD) Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS C1.3/C2.3/B2.1 TEST and feedback				C2.4 Earth, B2.3 Adaptations,P2.1 Electricity, P2.2 Energy: Students learn about the Earth, it's atmosphere and it's rocks. Specifically sedimentary, metamorphic and Igneous rocks and how they cycle from one to another.(Curriculum link :Georg weathering) They learn more about the importance of carbon cycle and the impact of humans on climate change (Curriculum and global link to climate change).They learn about electricity in circuits, and how to measure current, potential difference and resistance, as well as magnets and electromagnets. Then they learn about energy and how it can be stored and transferred. This topic include how electricity is generated including using renewable sources. They learn about energy and power, and can apply this to electrical appliances in the home. (Curriculum and global link to climate change) Throughout the term they will have mini-quizzes to test their knowledge as well as opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS : C2.4/B2.3/P21./P2.2 TESTS and feedback			B15: Students study a topic on Ecology which allows for outside sampling and will be assessed with a			
Computing	Digital citizenship - more focus on social media (as are or will be 13+). Online fraud, money mules, introduce laws around computer use.	Digital Citizenship Assessment	Data Representation: binary to represent colours and images in computers. Binary mathematics (add, shifts); Use of the hexadecimal numbering system. Conversion between binary-decimal-hexadecimal. Use of hex in computing - image representation, programming	Data Representation Assessment and DIT	Programming: Algorithms: Using flowcharts to solve simple and complex problems. The use of sub-routines to make individually programmable parts. Use of pseudocode as a "fake" programming language which can be applied to multiple programming solutions	Algorithm Assessment and DIT in preparation for programming	Programming: identify key programming terminology. Using programming techniques to solve a variety of problems involving sequence, selection, iteration, sub-routines.	Programming Assessment	Computer systems: identify different forms of hardware and categories and input, output, storage and process.	Programming Assessment	End of Year project: HTML5 game creation. Using aspects of data representation but more closely algorithms and coding to analyse, plan, design, code and test an HTML 5 game using the Construct 2 engine				

Curriculum Enrichment Week

Geography	<p>Ecosystems - Tropical Rainforests Students study the location of specific biomes across the World. The unit of study focussed specifically on the Tropical Rainforests - with features of adaptations of flora and fauna. Reasons for equatorial climate are investigated and numeracy skills through use of climate graphs to support comparison of different climatic zones. Indigenous people of the forest studied - Penan Tribe, investigate differences in lifestyle - social / economic and environmental issues comparing life with the Tawai Tribe. Threats to the forest are identified and sustainable management techniques are debated. A decision making exercise is completed on the Peruvian Road Building project - students assess the benefits and costs of this project. Evaluation skills used. Assessment: Comparison of Penan Tribe and our lifestyles - to what extent focus. Assessment: DME - evaluating skills</p>		<p>Resource Issues: Students study resource issues from fossil fuels to sustainable resources. They identify energy production using renewable and non-renewable sources comparing the energy sources and the impact they have on the environment. Nuclear energy is also studied as an energy source debating the advantages and disadvantages of using it using Chernobyl as an example. Sustainable energy cities are studied re-visiting Middle East with Mazdar City as an example of a sustainable city. Assessment: Is nuclear energy a sustainable energy source?</p>	<p>Weather : Students study key concepts of weather - with key features, weather recording and the concept of meteorological air pressure systems. Different rainfall types are studied with using examples of an extreme weather event within the UK - link to physical UK Landscapes. Tropical Storms are studied focussing on the causes, effects and responses through different levels of development of countries. Assessment on weather types.</p>	<p>Climate Change This unit opens with physical and human causes to climate change. The unit identifies the climate crisis and the links between CO2 levels and global temperatures rising. Effects of the climate crisis on specific locations across the globe. Solutions to reducing the climate crisis are investigated. Assessment: evaluate the impact of the climate crisis</p>	<p>Geographical Investigations: Students will research, plan and risk assess a local investigation. Fieldwork techniques carried out and data presentation techniques will be completed. Conclusions and evaluation completed using skills to support geographical fieldwork techniques. Assessment - question based on skills.</p>
History	<p>This unit will analyse the causes and key events of the English Civil War. This will culminate in some work analysing what kind of a leader Oliver Cromwell was and why this ultimately led to the monarchy being re-instated.</p>	<p>Empire and Slavery: This unit will analyse how the British empire started and developed. Students will study triangular trade, Africa before slavery, the impact of the transatlantic slave trade, life on plantations, slave rebellions and the legacy of the slave trade. Assessment: Middle Passage source assessment</p>	<p>The Industrial Revolution: This unit will begin with an overview of this period. Students will then study how everyday life changed for people during this period of time by studying food, work, living conditions, disease, travel, key inventors, the development of trains, political protests. We will complete a local study on Cornwall during this period. Assessment: To what extent did life improve during the Industrial revolution?</p>	<p>Students will complete a case study on Whitechapel in the C19th which links to their previous unit on the Industrial Revolution. This links to our GCSE paper 1 Crime and Punishment. Assessment point: Whitechapel source investigation or recruitment in WW1</p>	<p>C20th overview and revolutionary actions: Students will be answering a series of enquiry questions; what was Britain like at the start of the C20th? How did women get the vote? Why was there a revolution in Russia in 1917? Why did men join up at the start of WW1? What contribution did the empire make the the war effort?</p>	
French	<p>Identity & Culture T'es branché(e)?</p> <ul style="list-style-type: none"> Talking about films and TV programmes Talking around reading Talking about the internet Talking about what you do in different weather <p>Assessment & DIT: L, S, R, W as per end of unit</p>	<p>Local area, holiday & travel Paris, je t'adore!</p> <ul style="list-style-type: none"> Saying what you can do in Paris Saying what you like doing Asking for tourist information Saying what you visited and what it was like Saying what you did <p>Assessment & DIT: L, S, R, W as per end of unit</p>	<p>Identity & Culture Mon identité</p> <ul style="list-style-type: none"> Talking about personality Talking about relationships Talking about music Talking about clothes Talking about last weekend <p>Assessment & DIT: L, S, R, W as per end of unit</p>	<p>Local area, holidays & travel Chez moi, chez toi</p> <ul style="list-style-type: none"> Saying where you would like to live Describing your home Talking about meals Discussing what food to buy Talking about a future event <p>Assessment & DIT: L, S, R, W as per end of unit</p>	<p>Identity & Culture Quel talent?!</p> <ul style="list-style-type: none"> Talking about talent and ambition Saying what you must and can do Telling someone what to do Describing people's personalities Showing how much you can do with the French language <p>Assessment & DIT: L, S, R, W as per end of unit</p>	<p>International & Global dimension Les pays francophones</p> <ul style="list-style-type: none"> Learning about world geography Learning about where French is spoken in the world Learning about Bastille Day
Spanish	<p>Mis vacaciones Talking about a past holiday using the preterite of the verb ir, saying what you did on holiday using regular -ar, -ir and -er verbs. Saying what your holiday was like using the preterite of ser. End of module assessments in L,S,R,W.</p>	<p>Todo sobre mi vida Saying what you use your phone for with revision of the present tense. Saying what type of music you like using a range of opinions. Talking about TV using the comparative. Saying what you did yesterday using the preterite and comparing it to the present. End of module assessments in L,S,R,W.</p>	<p>A comer Saying what food you like using a wider range of opinions. Describing mealtimes, using negatives. Ordering a meal using usted. Discussing what to buy for a party using the near future tense. Giving an account of a party using 3 tenses together. End of module assessments in L, S, R, W.</p>	<p>¿Qué hacemos? Arranging to go out using me gustaría + the infinitive. Making excuses using querer and poder. Discussing getting ready to go out using reflexive verbs. Talking about clothes using 'this' and 'these'. Talking about sporting events using 3 tenses together. End of module assessments in L, S, R W.</p>	<p>Operación vernano Describing a holiday home using the comparative. Describing holiday activities using the superlative. Asking for directions using the imperative. Talking about summer camps using all 3 tenses together. Describing a world trip. End of module assessments in L, S, R, W.</p>	<p>Zona proyecto Completing a cultural project of your choice, choose from: finding out about a Spanish holiday destination and designing a board game; writing a profile of an Hispanic singer; making a cooking video about how to cook a Spanish dish; creating a tourist brochure about a Spanish speaking town/city.</p>
Art	<p>The World Around Me AO1 - Contextual links - Michael Craig Martin & Roland Hicks AO2 - Media/Techniques - Drawing, colour application, painting, collage. 3D skills AO3 - Recording - Observational drawings of everyday objects. AO4 - 2D painting, 3D mini sculpture</p>		<p>African masks project AO1 - Contextual links - African Art, Kimmy Cantrell. AO2 - Media/Techniques - Drawing techniques using a range of media, string printing, painting, 3D clay skills. AO3 - Drawing and recording using a range of media. AO4 - Outcome - Clay piece</p>		<p>Landscape project AO1 - Contextual links - Kurt Jackson & John Piper AO2 - Media, techniques - Drawing techniques, collage, painting skills AO3 - Recording - Drawings of landscapes using a range of media. AO4 - Painting / collage landscape piece</p>	

Design Technology	<p>Health and safety instruction</p> <p>Rotation of 3x projects - To allow all groups to complete the graphics project in 113.</p> <p>Graphics project: Endangered species 6 week project where students research and investigate causes why animals become endangered - links to ecological concerns. Culminating in a logo to promote awareness.</p> <p>Skills: research of endangered species, analysis of logo design, design and development of ideas in CAD (building on CorelDraw skills taught in Y7).</p> <p>Birdfeeder project: Introduction to Engineering.</p> <p>Materials: Aluminium sheet, HIPS Processes: reading orthographic drawings, marking out, cold metal forming, vacuum forming, riveting.</p> <p>Maths link: Tolerances.</p> <p>Clocks part 1: Production of clock carcass.</p> <p>Materials: 18mm MDF. Processes: developing marking out skills, blind hole drilling dowel joints. Literacy: "Best production plan step EVER!"</p>				<p>Clocks Project (part 2): skills covered, design ideas drawn in 3d, rendered, planning and development of ideas. Building on skills and competences developed during Y7, students have more scope for customisation. Changing drill bits. Material: 18mm MDF, plus materials students bring in. CAD/CAM: Laser cutter mdf parts for clock.</p> <p>Literacy: comparison of ideas. Movement: Art Deco</p>	Curriculum Enrichment Week		
DT Food and Textiles	<p>DT FOOD:</p> <p>Students will cover this content over two thirds of the year.</p> <p>Explore the term 'culture' and foods from different cultures including religious food laws. Identify important temperatures related to food hygiene, cooking and storage. Identify the sections of the Eatwell guide, the main functions of macro and micro nutrients and identify the 8 tips on healthy eating. Understand the sources and structure of carbohydrates and explain slow and quick release energy. Analyse and compare the nutritional value of different products. Understand the traffic light system of food labelling and the RNI related to values and percentages. Use sensory profiles to compare the taste of products and come up with ideas. Using the 8 tips on healthy eating and nutritional knowledge explain the adaptations and health effects for a given recipe. Understand the term energy balance. Apply knowledge of food hygiene and temperature control to produce a HACCP system for a given food product.</p> <p>ASSESSMENT 1: EXPLAIN WHY IT IS IMPORTANT TO KEEP FOODS OUT OF THE DANGER ZONE.</p> <p>ASSESSMENT 2: COMPARE AND ANALYSE THE NUTRITIONAL VALUE OF DIFFERENT PRODUCTS.</p> <p>ASSESSMENT 3: PRODUCE A HACCP SYSTEM FOR A GIVEN FOOD PRODUCT.</p> <p>PRACTICAL ASSESSMENTS: PASTA BAKE AND CHICKEN NUGGETS AND WEDGES.</p> <p>Practical skills: Use of yeast, kneading, shaping, glazing, proving, cutting techniques, frying, simmering, boiling, all in one method, use of electric hand mixer, lining a tin, portioning, all in one sauce method, draining, grating, preparation and cooking chicken, using food processor to make bread crumbs, baking.</p>				<p>DT TEXTILES:</p> <p>Students will cover this content over one third of the year.</p> <p>Product analysis. Students look at existing products to consider the overall quality and fit for purpose. Group task to investigate fabric properties to help determine most suitable fabric for their task, sustainability taken into consideration. Designing and annotating ideas for project, taken into consideration their research.</p> <p>HWK task: To research the traditional Japanese kite festival 'Koinobori'.</p> <p>Practical: Numeracy-scaled drawings, creating 3D shape. Techniques - applied decoration, use of sewing machine for construction. Use of a recycled component.</p> <p>Planning For making: each lesson-consider new stage for independent learning.</p> <p>Evaluation: Self assessment and peer assessment.</p>			
Drama	<p>Physical theatre - a new way of working.</p> <p>What is non naturalistic theatre and how does work become stylised?</p> <p>Learning Aims – to become familiar with a new physical way of working.</p> <p>Examples of physical theatre companies work on YouTube</p> <p>Mirroring.</p> <p>Synchronised movement.</p> <p>Build this in small groups then teach to your peers for a class performance.</p> <p>Video and watch back to self assess your work</p> <p>Exploring Status and how this affects the way your character behaves in a given situation. Wider thinking – who has the power in a situation and how do they influence?</p> <p>Improvisation with status characters and scenarios.</p> <p>Scripts with clear status change or subtle shift to be portrayed through use of NON VERBAL proxemics, eye contact, levels or stage positioning.</p> <p>Teacher assessment and grade collection</p>	<p>Exploring the issue of Peer Pressure amongst teenagers - using Drama to discuss issues and to resolve problems through role play.</p> <p>Learning Aims: to explore how Drama can resolve an issue in or out of school.</p> <p>Devise short scenes and write your own script. Role play a variety of scenarios and create characters and situation.</p> <p>Create your own performance (Theatre in Education) to inform and educate a younger audience about the issue of peer pressure with clear consequences and resolutions</p> <p>Wider thinking – how to use drama as a tool to educate.</p> <p>Peer assessment to check in during rehearsal and teacher led assessment and grade collection.</p>	<p>Explore the issue of child slavery and a "living wage" in the production of clothing and sportswear.</p> <p>Learning Aims: to learn about child exploitation in manufacturing.</p> <p>Research and fact-finding. Learn about the history of child slavery in NIKE products.</p> <p>Read the play "Trainers - a true story" - a play about the use of children working in factories in far east to produce Trainers.</p> <p>Wider thinking in a global context – who produces our clothes and shoes? Are they treated fairly?</p> <p>Cross curricular link to Geography work.</p> <p>Use set, costume, sound and lighting to create a whole class performance of "Trainers" - invite Year 7 to watch as live audience.</p> <p>Audience feedback</p> <p>Plan and create a Theatre in Education short play to be taken out to feeder primary Schools in Year 9 with messages about E-Safety.</p> <p>Cross curricular links to IT.</p> <p>Research characters, likely scenarios, facts and figures and clear safety messages about going online at a young age.</p>					
Music	Samba	Pachelbel's Cannon	Minimalism	Christmas Cathedral Concert Preparation	African Music		The Blues	The Singer/Songwriter
PD	<ul style="list-style-type: none"> Unit 1: My goals, behaviours and emotions Consolidation 		<ul style="list-style-type: none"> Unit 2: Looking after our health (physical and mental) Unit 3: Sex, relationships and conflict. Consolidation 				<ul style="list-style-type: none"> Unit 4: Careers and Finance Consolidation 	

PE	<p>In Invasion Games students will develop a range of developmental skills, techniques and tactics appropriate to a range of Invasion Games, mainly focussed upon defensive principles, using these in competitive and pressurised situations. During this unit students will also work upon developing a number of personal qualities, such as cooperation, respect and self-management.</p> <p>In Fitness units students will learn how exercise affects their heart rates, working upon and testing a wide range of components of fitness and know how these aid personal sporting performance. During this unit students will also work upon developing a number of personal qualities, such as Independence, Resilience and Self-Management.</p> <p>In Aesthetic activities students will be able to independently choreograph a routine including a wide range of performance skills and movements showing precision, fluency and body management. In addition students will be able to appreciate what makes a quality performance and offer constructive and knowledgeable feedback to other performers. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, confidence and resilience.</p> <p>During the Autumn and Spring terms we run a carousel from these 5 activity areas.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>		<p>In Multi-Skills activities students will work to improve their movement skills, i.e. different movement patterns, changing direction and/at speed, showing flexibility, balance, strength, reaction time and hand-eye coordination. They will do this by experiencing a wide range of movement activities and games, giving them an understanding of they are used in the sports which they play. During this unit students will be encouraged to develop a number of personal qualities, such as, confidence, communication, cooperation, resilience and self-management.</p> <p>In Outdoor and Adventurous activities students will take part in a series of Orienteering activities and courses where they will be required to find points on a map. They will be taught how to use pacing and a compass to increase the accuracy and detail of their work. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, teamwork, leadership and self-management.</p> <p>During the Autumn and Spring terms we run a carousel from these 5 activity areas.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>		<p>In Athletic activities students will further develop the physical and technical skills in a range of athletic events. They will understand how to increase their effectiveness in a range of events, such as increasing power, speed, endurance and technical ability. Students will also know the rules and regulations for their chosen events. During this unit students will be encouraged to develop a number of personal qualities, such as resilience, respect and humility.</p> <p>In Net Games students will continue to develop Forehand and Backhand ground strokes and know how to serve correctly and effectively, increasing power, accuracy and variety as experience and ability increases. Students will be able to use these strokes in competitive singles and doubles games. More effective players will be able to use and adapt these strokes and tactics to outwit an opponent. During this unit students will be encouraged to develop a number of personal qualities, such as Resilience, Self-Management, Integrity and Honesty.</p> <p>In Striking and Fielding Games students will work on developing a range of skills. This will include increasing the range of batting strokes, both attacking and defensively, improving the effectiveness when bowling, i.e. speed, direction, deception and accuracy and further developing their ability as a fielder, i.e. catching, intercepting and throwing. This will be done in small sided and larger style games. During this unit students will be encouraged to develop a number of personal qualities, such as Cooperation, Respect and Self-Management.</p> <p>During the Summer term we run a carousel from these 3 activity areas.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>	
RE	<ul style="list-style-type: none"> • Introduction-The Journey of Life, what is a rite of passage? • Welcoming ceremonies, secular and infant baptism • What is a Believers Baptism? • Why get married? • Christian Marriage, a history, symbolism and meaning • Marriage in other religious traditions • Same sex marriage • Assessment preparation • Assessment • DIT and feedback 	<ul style="list-style-type: none"> • How do we view old age? • What do religious believers say about old age? • Death and loss religious traditions • Is there life after death? • The Snowman, what themes are contained within this film and how do they link with Human experience? 	<ul style="list-style-type: none"> • Introduction to Pilgrimage • Iona- why is it special for Christians? • Jerusalem, why is this sacred place so important to many believers? • Lourdes- A history and how it influences Christians today • Assessment preparation • Assessment • DIT and feedback 	<ul style="list-style-type: none"> • Moral Issues - What is meant by animal rights • Animals in medical experiments • Animas and experimentation for household products and cosmetics. • Hunting and the fur trade • Religious views towards animals • The Ethics of zoos • Assessment preparation • Assessment • DIT and feedback 	<ul style="list-style-type: none"> • NATRE Spirited Arts competition 	