

 Richard Lander School		YEAR 8 CURRICULUM OVERVIEW										BE THE BEST YOU CAN BE													
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		Enrichment											
Reporting Y8		CfCs		BfL & LAL				BfL & LAL				BfL & LAL													
Art & Photography																									
Year 8		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				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				Landscape project AO1 - Contextual links - Kurt Jackson AO2 - Media, techniques - Drawing techniques, collage, painting skills AO3 - Recording - Drawings of landscapes using a range of media. AO4 - Painting / collage landscape piece															
Computing																									
Year 8		Computer systems: identify different forms of hardware and categories and input, output, storage and process. Identify different network types - LAN\ WAN, wireless, personal area (bluetooth). The impact of modern systems (eg AI) on computer design and other technologies		Computer Systems 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		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		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			
Design Technology																									
Year 8		Health and safety instruction		Rotation of 3x projects - To allow all groups to complete the graphics project in 113. 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 that can be used for branding on promotional items, to promote awareness of endangered or extinct animals. Skills: research of endangered species, analysis of logo design, design and development of ideas in CAD (building on coreldraw skills taught in Y7). Birdfeeder project: Introduction to Engineering. Materials: Aluminium sheet, HIPS Processes: reading orthographic drawings, marking out, cold metal forming, vacuum forming, riveting. Maths link: Tolerances, measurements. Clocks: Development of practical skills using the 3x main workshop machines. Materials: 6mm MDF. Processes: developing cutting skills, drilling and material finishes. Literacy: writing a design specification										Bug boxes: 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: locally sourced softwood, plus reclaimed materials from previous projects. Literacy: consideration of sustainable issues through describing the 6 R's.											
DT Food																									
Year 8		DT FOOD: Students will cover this content over two thirds of the year. Explore the term 'culture' and foods from different cultures including religious food laws. A focus on British dishes and ingredients. 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 new product ideas. Using the 8 tips on healthy eating and nutritional knowledge to 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 well executed food products TERM 1 ASSESSMENT: BASELINE ASSESSMENT, IMPORTANCE OF KEY TEMPERATURES IN RELATION TO FOOD SAFETY,FUNCTIONS OF INGREDIENTS, TRAY BAKE PRACTICAL TERM 2 ASSESSMENT: ENERGY BALANCE, ALTERNATIVE PROTEIN SELECTION, PROTEIN CASSEROLE PRACTICAL 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.																							

DT Textiles				
Year 8	DT TEXTILES: Students apply the iterative design process to design and manufacture a functional textile windsock. They investigate and analyse existing products to understand how design decisions influence function, aesthetics, and performance. Students research and evaluate the properties of textile materials, selecting and justifying the most appropriate fabric for their product. They develop and communicate design ideas that consider scale, dimensions, and manufacturing processes before producing a high-quality outcome using appropriate textile tools, equipment, and techniques. The project develops knowledge of material properties, practical making skills, evaluation, and the ability to design purposeful products that meet identified user needs. Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Investigating the suitable properties of fabric for windsocks ASSESSMENT 2: Design ideas ASSESSMENT 3: Making ASSESSMENT 4: Literacy and numeracy			
Drama				
Year 8	Theatre Styles: Physical Theatre Students will explore several physical theatre techniques used to create non-naturalistic performances. This will include Body as Prop, Synchronised Movement and Mirroring as well as more advanced Lifts and Balances. Students will look at exemplar work from professional physical theatre companies such as DV8 and Frantic Assembly. Students will conclude this scheme of work with an assessment where they will retell a well-known fairytale using only physical theatre techniques.	Theatre Styles: Naturalism and Comedy Students will explore a naturalistic style of theatre whilst exploring the script Our Day Out by Willy Russell. This classic play uses comedic styles and follows the story of a class of students from Liverpool who go on their first school trip to Wales. Students will use the drama skills they have developed in order to prepare and perform characters from a script and also explore how to perform in line with a playwright's intention.	Theatre styles: Theatre in Education Students will explore a very common career path in the performing arts - Theatre in Education. Students will study Trainors - a play that explores child slavery and a "living wage" in the production of clothing and sportswear. Students will study how drama and theatre can teach about key issues, looking at some of the reasons why we create theatre. Finally, students will plan and create a Theatre in Education short play that they will have the opportunity to perform on tour to our feeder primary Schools in Year 9 with messages about E-Safety.	
English				
Year 8	Our World: including 'The Summer We Turned Green' Studying The Summer We Turned Green offers students a chance to engage with contemporary themes and issues through a compelling and relatable story. This novel addresses important topics such as environmental awareness, personal growth, and the impact of individual actions on the world. By exploring these themes, students develop a deeper understanding of environmental issues and the importance of sustainability. The story also provides opportunities for students to enhance their reading and analytical skills, engage in discussions about real-world problems, and reflect on their own role in addressing these challenges.	The Unknown Year 8 unit that introduces students to the mysterious, eerie and unsettling worlds of Gothic and dystopian fiction. Through the close study of carefully chosen extracts, students will explore how writers use language, setting and character to build tension, create atmosphere and present fear of the unknown. The unit begins with classic Gothic texts that focus on dark settings, suspense and the supernatural. It then moves into the dystopian genre where students examine imagined futures shaped by control, oppression and isolation. Alongside reading and analysis, students will develop their own creative responses by crafting descriptive and narrative writing inspired by the genres.	Revenge and Tragedy This unit introduces students to key scenes and extracts from Macbeth, focusing on how Shakespeare presents ambition, guilt, revenge and downfall. Students will explore how language, structure and dramatic devices create tension and build character. After studying the play, the unit broadens to consider a selection of tragic and modern poems that are inspired by similar themes. Students will develop their understanding of how writers across time have explored revenge and tragedy. They will also create their own analytical and creative responses.	

French						
Year 8	Quadmester 1 Essential question: Tu as passé de bonnes vacances? Core Subject Knowledge: • Talking about school holidays • Saying what you did during the holidays • Describing a visit to a theme park • Saying where you went and how • Using 2 tenses Skills: Reading End of module reading assessment.	Quadmester 2 Essential question: Quelle est ta fête préférée? Core Subject Knowledge: • Describing festivals • Buying food at a market • Using quantities • Talking about a future school trip • Using 2 tenses Skills: Listening End of module listening assessment.	Quadmester 3 Essential question: Tu fais quoi pendant ton temps libre? Core Subject Knowledge: • Talking about celebrities and TV programmes • Talking about digital technology • Arranging to go to the cinema • Talking about leisure activities • Talking in three time frames Skills: Speaking Cinema role-play.	Quadmester 4 Essential question: Comment est ta région? Core Subject Knowledge: • Talking about where you live • Discussing the weather • Describing where you live • Talking about daily routine • Talking about moving house • Using 3 tenses Skills: Writing Write a blog about your region.	By the end of Year 8, students in this subject will.... Be confident in three time frames and can use the imperfect with set phrases. Use the perfect tense with avoir and être Use the negative in the perfect tense Understand more about cultural festivals in the French speaking world Be able to buy food and drink Be able to talk about their leisure time. Be able to describe where they live Talk about daily life	
Geography						
Year 8	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. Assesment: Comparison of Penan Tribe and our lifestyles - to what extent focus with skills, knowledge and understanding. Assessment: DME - evaluating skills - sense of reason and place		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 withusing examples of an extreme weather event within the UK - Storm Goretti 2026. Tropical Storms are studied focussing on the casues, effects and responses through different levels of development of countries. Make links between global weather patterns and previous topics eg. low pressure belts over Tropical Forests on equator.	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: To what extent is Climate Change unfair	How has conflict shaped Afghanistan? Students study the physical geography of Afghanistan in lesson 1 exploring Hindu Kush and its climate, also introducing the Taliban. Then historical conflicts are summarised exploring their impacts on Afghanistan of today and their links to limiting development. Focus upon life under Taliban rule using personal testimony from RLS staff member who grew up in Kabul as a female under the Taliban, then moving onto 'The Breadwinner' book to allow students to understand the challenges of life for females inparticular under the Taliban rule. Wider focus to finish on key reasons behind being LIC.	
History						
Year 8	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.	Empire and Slavery: This unit will analyse how the British empire started and developed. Students will studytriangular trade, Africa before slavery, the impact of the transatlantic slave trade, life on plantations, slave rebellions and the legacy of the slave trade including Windrush.	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.	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.	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?	

Maths																			
Year 8: Core	1. Ratio: Understand ratio; Ratio problems (whole, part, difference); simplify; Unit ratios; Ratios & fractions; Problem solving.	2. Proportion & Scale: Direct Proportion; Conversion Graphs; Currency; Direct Prop graphs; Similar shapes; Metric units; Scale diagrams; Maps.	3. Algebraic manipulation: Formulae, expressions, identities & equations; Simplify expressions; Directed number with algebra; Substitution; brackets.	4. Coordinates & Graphs: 4 quadrants; Lines parallel to the axes; Tables of values; $y=x$; $y=mx$; Direct proportion; $y=mx+c$; midpoints; Quadratics.	5. Multiply & Divide fractions: fraction x integer; fraction x fraction; reciprocals; Dividing integers & fractions; Divide fractions; Mixed numbers; Algebraic fractions.	6. Symmetry & Reflection: Line & rotational symmetry; Reflection in horizontal, vertical and diagonal lines; Describe reflections	7. Area, Volume & Density: Name 2D&3D shapes; Area of compound shapes; Prisms; Volumes of cubes & cuboids; Unit conversion; Density.	8. Equations & Inequalities: Solve 1&2 step equations; More complex & fractional equations; Form & solve equations; Unknowns on both sides; Inequalities.	9. Percentages: % of an amount; Percent & decimal conversions; multipliers; % inc/dec using a multiplier; One number as a F/% of another; Reverse %.	10. Indices: Add & subtract expressions with Indices; Multiply & divide expressions with indices; Addition & subtraction laws; Powers of powers; Negative & Fractional indices.	11. Standard form: Positive & Negative powers of 10; Numbers > 1 in st form, Numbers <1 in st. form; Calculators.	12. Interpret & Represent data: Data types; Averages & range; outliers & errors; Appropriate averages; Compare distributions ; Averages from freq table; Represent & interpret grouped	13. Angles in parallel lines & Polygons: Rules & notation; Angles in parallel lines; Special quadrilaterals and their diagonals; Find unknown lengths and angles in special quads; Interior & Exterior angles of polygons.	14. Tables & Probability: Probability vocab 7 scale; Probability of 1 or more events; Probability experiments; Sample-space diagrams; Two-way tables; Frequency trees	KS3 EOY Revision & Exams	15. Circles: Vocab; Pi; Circumference & perimeter; Area; Compound shapes.	16. Graphs & Charts: Pictograms & bar charts; Vertical line charts; Pie charts; Line graphs; Interpreting & comparing; Misleading graphs	17. Sequences: Generating sequences; nth term of a linear sequence; Generate using a more complex algebraic rule.	
Year 8: Support	1. Ratio: Understand ratio; Ratios & fractions; Simplify ratios; Problem solving (part and whole given).	2. Proportion & Scale: Unitary method; Multiplier method; Conversion graphs; Currency conversion; Scale diagrams.	3. Directed number: + - directed numbers; $\times$ $\div$ directed numbers.	4. Algebraic manipulation: Collect like terms; Expand a single bracket; Factorise into a single bracket.	5. Coordinates & Graphs: 4 quadrants; Lines parallel to the axes; Tables of values; $y=mx+c$; Plot straight line graphs.	6. Multiply fractions: Representation of fractions; Mixed 7 improper conversion; Simplify; Multiply integers & fractions.	7. Area, Volume & Density: Name 2D&3D shapes; Area of triangles, quadrilaterals & compound shapes; Volumes of cubes & cuboids.	8. Equations: Bar models; Solve 1&2 step equations; equations with fractions and brackets; Solve problems.	9. Fractions & Percentages: %&fraction of an amount; Fraction, Percent & decimal conversions; % inc/dec.	10. Decimals: Arithmetic & rounding; Multiplication & division; Integers and decimals; Rounding to	11: Expressions & Indices: Underscore; Standard form: Interpret & collect data; Averages & range; Ungrouped frequency tables; Mean from an ungrouped frequency table; Grouped frequency tables.	12. Stand ar d form: Interpret & represent data: Interpret & collect data; Averages & range; Ungrouped frequency tables; Mean from an ungrouped frequency table; Grouped frequency tables.	13. Angles in polygons: Measure & draw angles; Angles on a straight line & around a point; Vertically opposite; Angles in triangles; Angles in quadrilaterals; unknown sides, lengths & angles.	14. Tables and probability: Probability vocabulary & scale; Listing outcomes; Probability of single event; Probability experiments; Two way tables & sample spaces; frequency trees.	KS3 EOY Revision & Exams	17. Graphs & charts: Draw pie charts; Angles in sectors of pie charts; Interpret pie charts.	17. Sequences: Describe & continue a sequence; Generate a sequence given a rule in words; Generate a sequence given a simple algebraic rule.	18. Symmetry & Reflection: Reflect in a horizontal line; Reflect in a diagonal line.	

Music							
Year 8	THE BLUES - In this unit, Students listen to and learn from exemplar Blues pieces to help explain the evolution, history and importance of the blues. This includes listening to and singing to work song Hoe Emma Hoe, and learning about a range of performers who use the 12 bar blues (Lead Belly, In the Mood, Miles Davies and Jimmy Hendrix). Students then learn about the, 12 bar structure, primary chords, Walking Bass and added 7th melodies which are incorporated into performance on guitar, drums, keyboard and other instruments of choice. Students are given the blues pentatonic scales to begin to improve melodic lines of the chord structure. To differentiate, some students learn to play the blues in B (to enable students to create an improvised xylophone line) and some students learn the blues in C, to create extended solo variations. Students continue to evaluate the use of musical elements in their work and give and receive peer and student feedback to improve their compositions ready for performance. The blues is taught right after the African Drumming unit so students have a deeper understanding of the roots of this musical heritage.	AFRICAN MUSIC - In this unit, Students listen to and learn from exemplar African pieces including authentic African Djembe drumming pieces from across West Africa and select pieces by South African vocal group Ladysmith Blackmambazo. Students then learn about the styles, structure and techniques to learn how to play authentic songs on djembe drums. Students learn to perform as a drum circle with their class and then compose a pastiche piece in smaller groups. Students continue to evaluate the use of musical elements in their work and give and receive peer and student feedback to improve their compositions ready for performance. To differentiate, some classes will learn how to incorporate singing (usually via pentatonic melodies where folk modal melodies are explored), xylophone (to assimilate the miramba) or keyboard or guitar (to give chordal accompaniment if needed). CHRISTMAS CATHEDRAL PREP All of Year 7 and 8 students attend the Service of 9 Lessons & Carols held at Truro Cathedral. This is a beautiful event where the Mass Year 7/8 choir perform a wide range of repertoire, alongside the school choirs, orchestra, brass ensemble and selected soloists. This Christmas Preparation occurs alongside the SOW in Year 7 and 8, and large year group rehearsals are also held outside of KS3 curriculum time. Students continue to learn how to sing in tune, with expression, and learn to present themselves as part of a mass ensemble.	MUSIC THROUGH THE AGES Students explore 'Music through the Ages' a new SOW where students practically with music from some of the 'Great Composers' throughout the traditional Western Music History. Students go on a practical journey through exploring music from Baroque, Classical, Romantic and 20th Century Composers. Students learn to arrange and perform Pachelbel's canon either using music technology or as an acoustic arrangement whilst learning about the music theory that had developed at the time. This helps Y8s to reinforce the skill of reading western music notation and get them playing and performing together on melodic instruments. The SOW explores chord progression (I-V, vi, IV etc.) major and minor chords and differentiating melody from ground bass (a Baroque compositional technique) to ornate melody). Students listen and appraise the piece and then re-create their own Cannon in small groups using classroom instruments. Students perform their arrangements to their peers and students work on improving their performance. Students then learn to play 'Für Elise' on the piano exploring A minor and its relative C major whilst looking at Classical Music in context, and different piano techniques (looking at chromatic melodic movement, and using broken or block chords). Whilst exploring Romantic Music students recreate their own version of Wagner's 'Ride of the Valkyrie' using tritone and diminished and more complex in group compositions. To finish, students will explore Atonal music of the 20th Century, and using 'La Voiles' by Debussy as inspiration, students will create their own sea-like creations, using the atonal, whole tone scale.	Band Skills - In this scheme of work, students learn the skills required to make a successful arrangement of a pop/rock song and learn fundamental ensemble performance skills. They are given the compositional elements of a song, such as the chords, melody, bass line, drum beat and vocal melody and learn how to arrange these parts using texture, structure and dynamic changes. Students take part in whole class singing and appraise different pop/rock songs.	FILM MUSIC - Students are introduced to a range of different film music styles where they listening and appraise music from scary, love, magical, drama and detective movies. Students also appraise iconic soundtracks from famous composers such as John Williams and Hans Zimmer, such as Harry Potter, Star Wars and Pirates of the Caribbean and learn to play these leitmotifs on the piano, embedding the chords in their left hand and melodies in their right hand. Students also develop an awareness of the purpose of film music and the impact this can have on certain genres of film. Students then create a Film Score with a story of their choice that includes dramatic moments in the music and then use all their Knowledge of the Musical Elements and Performance to compose suitable Programmatic music for their story board. This SOW links directly to the area of study from the OCR GCSE Music specification.	SONG WRITING - This scheme of work allows year 8 students to consolidate their learning of all different styles of music they have experienced during the year. They use their knowledge of the musical elements to create their own song with lyrics in a style chosen within their small groups. Students further analysis a wide range of songs in different styles that use verse and chorus structure, to help them understand and appreciate good phrasing, good use of poetry, imagery, rhyme and symmetry in lyrics. Students work in a mixture of group sizes from soloists, duets and groups of 3, 4 or 5 to create their song. They continually assess their use of musical elements and through peer and teacher feedback to continually improve their song. Students perform their piece at the end of the scheme. To differentiate, some students are exposed to added and extended chords to help further shape the character and mood of their piece. Some students also write multiple pieces. Some students will also write up their music compositions using music software including Sibelius, MusScore, and Garageband (small select students in school).	

PD					
Year 8	- Self esteem, reproduction including menopause and the birth of a baby. * Sex and the law * What is meant by consent?	Staying safe - First Aid, the condom as a method of staying safe, other forms of contraception, HIV and AIDs awareness. Body image and pornography.	Smoking and addiction . A focus on Cannabis and the links with poor mental health. Students will have a lesson with our community police officer.	Sexuality , toxic friendships, conflict and domestic conflict, running away, disability.	
PE and Sports Science					
Year 8 PE	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. In Fitness units students will learn how exercise effects 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. In asthetic 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 knowledgable feedback to other performers. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, confidence and resilience. During the Autumn and Spring terms we run a carousel from these 5 activity areas. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback	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. 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. During the Autumn and Spring terms we run a carousel from these 5 activity areas. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback	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. 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. 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. During the Summer term we run a carousel from these 3 activity areas. Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback		

RE						
Year 8	What is meant by, 'the Journey of Life'? - 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	Why don't Hindu's want to be reincarnated and what can they do about it? What do religious believers say about old age? How far does it make a difference if you believe in life after death?	Does the world need prophets today? (People of God)	Good bad, right wrong: How do I decide? A focus on animal rights including animals in testing and entertainment.	NATRE Spirited Arts competition	
Science						
Year 8	B2.2 Ecosystems, C1.4 Acids and Alkalis, P2.2 Energy. Students begin with a consolidation of safety in science lessons. They 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 inter-relationships in ecosystems including food chains and how they can be disrupted. In chemistry, students learn about acids and alkalis, how we can use indicators to identify them and neutralisation reactions. They develop their understanding of chemical reactions by writing word and symbol equations. The physics topic on energy shows how energy can be stored and transferred. This topic explains how electricity is generated including using renewable sources. They learn about energy and power, and can apply this to electrical appliances in the home. Throughout the term students will have opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS: B2.2/C1.4/P2.2 TESTS and feedback	B2.1 Health and lifestyle, P2.1 Electricity and magnetism, C2.1 The Periodic Table. Students will learn about health and the importance of diet. They learn how to test foods for particular nutrients and how the digestive system works. They learn about the effects of smoking, drugs and alcohol on health. In the electricity topic they learn about electricity in circuits and how to measure current, potential difference and resistance, as well as magnets and electromagnets. In chemistry, students study the Periodic Table and how it is arranged. They learn specifically the elements of Group 1, 7 and 0 and any patterns in the properties of these groups. Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS: B2.1 /P2.1/C2.1 TESTS and feedback	C2.3 Metals, B2.3 Adaptations C2.4 Earth, P2.3 Motion and Pressure. In chemistry, students study some of the ways metals react before learning about other materials and their properties, including ceramics, polymers and composites. In biology they study a topic on adaptation and inheritance, learning about why organisms are different and how natural selection favours the best adapted to survive. Students learn about the Earth, it's atmosphere and it's rocks. They study sedimentary, metamorphic and igneous rocks and how they cycle from one to another. They learn more about the importance of the carbon cycle and the impact of humans on climate change. They study motion and pressure in Physics, which includes how to calculate speed and interpret motion graphs. Students learn how to work out pressure on solids, and applications of pressure in liquids and gases. Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS: C2.3/B2.3/C2.4/P2.3 TESTS and feedback			
Spanish						
Year 8	Quadmester 1 Essential question: ¿Adónde fuiste de vacaciones? Core Subject Knowledge: - Talking about a past holiday - Saying what you did on holiday - Describing the last day on holiday - Saying what your holiday was like Skills: Reading End of module reading assessment.	Quadmester 2 Essential question: ¿Qué te gusta hacer? Core Subject Knowledge: - Saying what you use your phone for - Saying what type of music you like - Talking about TV - Saying what you did yesterday Skills: Listening End of module listening assessment.	Quadmester 3 Essential question: ¿Qué te gusta comer? Core Subject Knowledge: - Saying what food you like - Describing mealtimes - Ordering a meal - Discussing what to buy for a party - Giving an account of a party Skills: Speaking Restaurant role-play.	Quadmester 4 Essential question: ¿Te gustaría ir al cine? Core Subject Knowledge: - Arranging to go out - Making excuses - Discussing getting ready to go out - Talking about clothes - Talking about sporting events Skills: Writing Write an blog about a recent sporting event.	By the end of Year 8, students in this subject will.... Use the preterite of regular –ar, -ir and –er verbs. Use the preterite of ir and ser. Use the comparative. Use a wider range of opinions. Use negatives. Use the near future tense. Use me gustaría + infinitive. Understand and use the stem-changing verbs querer and poder. Use reflexive verbs. Use 3 tenses together using the 1st and 3rd person forms	