

YEAR 8: IGS CURRICULUM OVERVIEWS

In this booklet you will find all Curriculum Overviews for each subject, detailing:

- What is being taught;
- The sequence it is being taught in;
- The 'powerful' knowledge in the curriculum for that subject- this is the most important knowledge that students need to know to be successful in the subject (e.g. key concepts and skills);
- What is being assessed;
- How you can support their learning further at home..







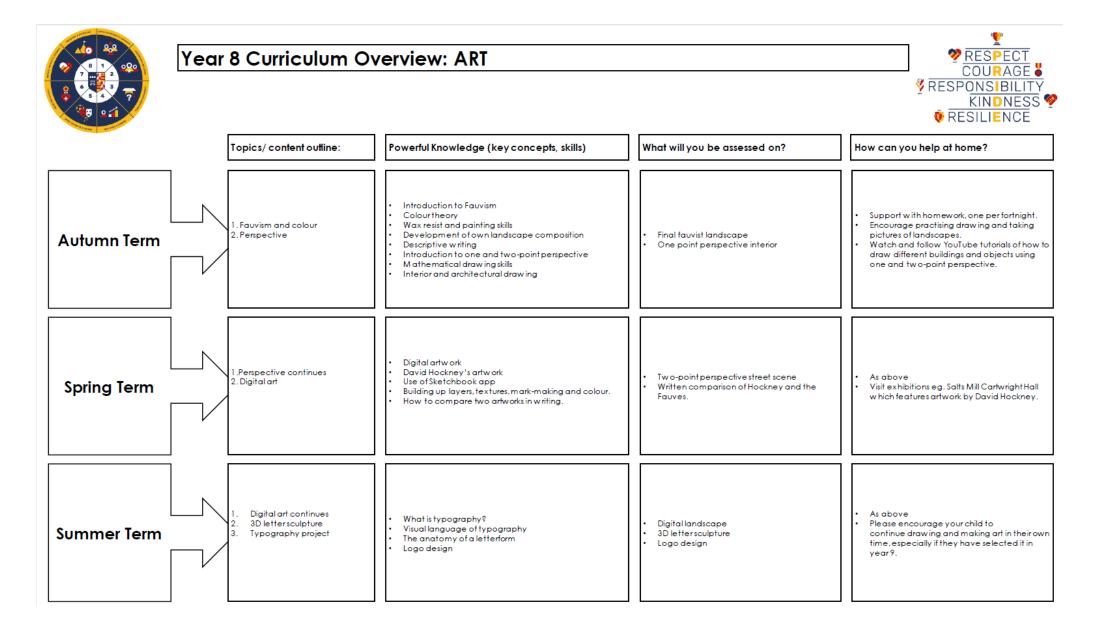


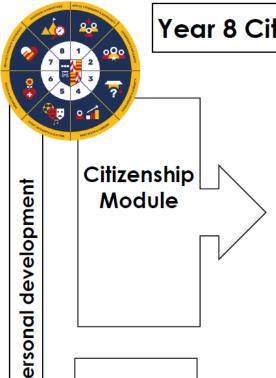




Contents

Year 8 Curriculum Overview: Art	2
Year 8 Curriculum Overview: Citizenship	3
Year 8 Curriculum Overview: Design Technology – Design Materials	4
Year 8 Curriculum Overview: Design Technology – Food	5
Year 8 Curriculum Overview: Design Technology - Textiles	
Year 8 Curriculum Overview: Drama	7
Year 8 Curriculum Overview: English	8
Year 8 Curriculum Overview: French	9
Year 8 Curriculum Overview: Geography	10
Year 8 Curriculum Overview: History	11
Year 8 Curriculum Overview: Information Technology	12
Year 8 Curriculum Overview: Mathematics	13
Year 8 Curriculum Overview: Music	14
Year 8 Curriculum Overview: PE	15
Year 8 Curriculum Overview: PSHE	16
Year 8 Curriculum Overview: RS	17
Year 8 Curriculum Overview: Science	18
Year 8 Curriculum Overview: Spanish	19





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Subject

Year 8 Citizenship Curriculum Overview

Session Content

Citizenship module

- How does
 parliament enact
 changes
- 2. What are values and how do we live by them
- 3. Role of the police and public services

Powerful Knowledge

- An Act of Parliament creates a new law or changes an existing law. An Act is
 a Bill that has been approved by both the House of Commons and the House
 of Lords and been given Royal Assent by the Monarch. Taken together, Acts
 of Parliament make up what is known as Statute Law in the UK.
- Equality Act was passed in 2010 and replaced previous anti-discrimination laws to reduce confusion. The Equality Act protects people from discrimination based on 9 protected characteristics: age, disability, pregnancy, marriage, sex, sexuality, gender reassignment, religion, race. The British values are tolerance, mutual respect, democracy, rule of law and individual liberty. In school we have our PRIDE values.
- 3. Police officers (no matter their rank) each individually hold the Office of Constable. The Office of Constable grants them powers to detect, prevent and investigate crime. Every police officer is a member of a police force. The police force organises and coordinates their crime fighting. The public sector is responsible for providing all public services in the UK, including education. emergency services and healthcare. Public services are funded by the government.

How can you help at home?

- Use the resources on Showbie to discuss the Equality Act and what it means in reality for how we should behave towards others
- Discuss how and why the British Values are so important for our country

Finance Module

Finance module

- 1. Budgeting recap
- 2. Opening a bank account
- 3. Recognising scams and fraud
- 4. Reducing financial risk

- There are many different budgeting online tools that can help with working out what you are earning vs what you are spending to support in managing cash flow.
- To open a bank account, you usually must fill in an application form. Often, you can do this in a branch or online, and sometimes you can also do this over the phone. You will also have to provide proof of your identity including your full name, date of birth and address.
- In law, fraud is intentional deception to secure unfair or unlawful gain, or to deprive a victim of a legal right. Fraud can violate civil law or criminal law. A scam is a type of fraud where individuals use dishonest schemes to try and make money.
- Financial risk can be reduced by being aware of scams such as phishing emails and schemes and being aware of how to keep your personal data private.

- Use the resources on Showbie to discuss money management, consider talking through how to open a bank account and look together at the resources and advice on recognising scams and fraud



Year 8 Curriculum Overview: Design & Technology; Design Materials



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Electronic Game

- 1. Design brief and specification
- 2. Drilling PCB & Soldering
- Microcontrollers theory 4. Testing electronic games
- 5. Testing the game 6.CAD sketchbook
- 7.3D Isometric drawina
- 8. CAD Onshape
- CAD Corel Draw
- 10. Assembly and circuit testing

Working with PCBs

- Soldering new components
- Microcontrollers
- Designing Nets
- Computer Aided Design iPad Sketchbook
- Computer Aided Design PC Corel Draw
- Making and assembling nets / packaging electronics
- Testing and evaluating game design

Specific Keywords; PCB Drill, Side Cutters, Coloured LED, Microcontroller, Chip Seat, Craft Knife, Safety Ruler, CAD (Computer Aided Design), CAM (Computer Aided Manufacture). Polarised

Low stake Tests

Logo Design Peer Assessment

Final Project Self Assessment

End of project test

Resources for the Electronic Game project are stored in Showbie.

Encourage CAD sketching on the iPad for practise

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

Spring Term

Clock Project

- 1. Famous designers
- 2. Design Brief and specification
- 3.2D technical drawing
- 4.3D Oblique drawing
- 5. CAD Onshape3D CAD
- 6. Vacuum forming mould
- 7. Vacuum forming and working
- with HIPs 8. Clock Product Assembly
- 9. Testing and Evaluation

- Create a unique Design Brief and Specification
- 2D and 3D technical sketching
- 2D and 3D technical CAD: Onshape 3D files
- Develop with client feedback
- About Thermoplastics / The mosetting plastics
- Making the mould for forming
- Vacuum forming and finishing High Impact Polystrene Sheet

Specific Keywords; Datum, Datum point, centre line, construction lines, reference points, thermoplastic, thermosetting, High impact Polystyrene sheet, Vacuum Low stake Tests

Design Ideas Peer Assessment

Final Project Teacher Assessment

End of project test

Resources for the Clock project are stored in Showbie.

Encourage technical drawing and CAD sketching on the iPad.

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

Summer Term

Engineering Challenges

- .Flextangle
- Paper/card engineering design 2. Architectual sketching
- 2D / 3D thinking
- 3. Faraday Challenge
- 4. Foodtruck designs

- Working to scale
- 2D to 3D thinking
- Innovation thinking
- Folding and cutting complex shapes
- Architecture Industry
- Problem solving
- Working in teams
- Sign writing
- Vinyl Cutter

Specific Keywords: Commercial scale, innovation, creative risk, evaluation, STEM (Science, Technology, Maths and engineering), Orthographic Projection

Reflection and Review - Peer Assessment

Self-Assessment of creative tasks

End of project feedback and personal target setting

Resources for the Engineering are stored in Showbie.

Visit these websites: The Institution of Engineering and Technology, STEM.org.uk, Dysoninstitute.com

Pupils can share and repeat these challenges at home and have another go to perfect their creative thinking.



Year 8 Curriculum Overview: Design & Technology; Food Technology



Topics/content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? 1. Hygiene and Nutrient Hand 2.Carbohydrates Macro / Micronutrients 3.Lavered Pasta Salad Understanding what they are and the function. Low stake tests Weighing and Measuring ingredients at home 4.Carbohydrates Understanding which Foods provide these Nutrients 5.SavouryScones Teacher Assessment of Layered Pasta salad Finding a container with student name and Food Food Packaging group on to take the dish home in. **Autumn Term** 7. Food Packaging and Product Self Assessment of Fruit Cobbler Analysis ACCESSFM Practicing Bridge and claw method. Peer Assessment of Focaccia Bread 8. Protein 9. Bolognese sauce Specific Key words: Macronutrients, Carbohydrates, Fats, Practicing washing up and clearing away. Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, End of Unit test 10. Protein – Dietary Needs 11.Fruit Cobbler Food labels, 12.Vitamins Salt - the role of salt in the diet Peer Assessment of Focaccia Bread 13. Focaccia Bread Sugar – the role of sugar in the diet 14. Minerals 15. Fruit Muffins Different Diet - understanding different diets End of Unit test 16. Final Assessment Spring Term 17. Sugar/Salt extension Fortification of food As above for rotation two. As above for rotation two. Specific Key words: Macronutrients, Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, As above for Rotation two Food labels As above for rotation two .As above for rotation two **Summer Term** As above for rotation two As above for rotation two As above for rotation two



Year 8 Curriculum Overview: Design & Technology; Textiles



				• RESILIENCE
То	opics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term 1. V 2. A 3. P 4. E 5. E 6. A 8. S 9. L 10. I 10. I	Working to a brief Analysis of Context Product Analysis Fibres Fabrics, focus of weaving Afercare Resist method, focus of tie dye Specification Lay plan/pattern making D. Manufacture of bucket hat Testing Esting Est aluation	Specific Keywords; contextual, natural cellulose, warp, weft, selv edge, raw edge, fray, twill weave, resist, sizing,	Low stake Tests Design and developed ideas Teacher Assessment Manufacturing Stamp Peer Assessment Printing Self-Assessment	Resources for the bucket hat and E cuff projects are stored in Showbie. Encourage sketching practise. Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.
Spring Term (Rotate at February half term)	Cuff Ucket Hat Working to a brief Analysis of Context Product Analysis Fibres Fabrics, focus of weaving Afercare Resist method, focus of tie dye Specification	Specific Keywords; component, polarity, ergonomics, anthropometrics As above for rotation two		
Summer Term	Lay plan/pattern making). Manufacture of bucket hat . Testing 2. Evaluation Cuff	As above for rotation two	As above for rotation two	As above for rotation two



Autumn

Term

Year 8 Curriculum Overview: Drama



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Styles: 1 Melodrama

2. Greek Chorus

Group Work Skills: listening, communicating, negotiating, discussing & supporting. Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

Dramatic Techniques: Still Image, Mime, Exaggeration, Slow Motion, Sound effects, Stage Fighting, Choral Speaking, Flocking & Clocking. Design Skills: Staging (End On & Ampitheatre), Placards, Masks, Sound & Music.

- Your Group Work Skills
- Your knowledge of how to use the following elements to work in the two different Styles of performance:

Your application of the Dramatic Techniques.

Your use of Acting Skills to create clear characters.

Your use of the stage space and other design elements to enhance your performance.

- Your verbal responses/contributions to class discussions
- Your Devising & Script interpretation skills.

- Reviewing the Assessment Grids to identify the key differences between the Styles.
- Researching Victorian Melodrama.
- Researching Ancient Greek Theatre.

 Consolidation of Melodrama & Greek Chorus. Spring Term

New Styles:

- 2. Slapstick Comedy
- 3. Epic Theatre

1. Epic Theatre

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

Dramatic Techniques: Still Image, Mime, Exaggeration, Slow Motion, Non-naturalistic Movement, ,Sound effects & Multi-rolling, Design Skills: Staging (End On & In the Round) Placards and Sound & Music.

- Your Group Work Skills
- Your knowledge of how to use the following elements to work in the two different Styles of performance:

Your application of the

Dramatic Techniques.

Your use of Acting Skills to create clear characters.

Your use of the stage space and other design elements to enhance your performance.

- Your verbal responses/contributions to class discussions
- Your Devising & Script interpretation skills.

- Reviewing the Assessment Grids to identify the key differences between the Styles.
- Researching Slapstick Comedy.
- Researching Epic Theatre.

2. Consolidation of Slapstick & Epic Theatre Summer New Style: Term 3. Documentary **Theatre**

Group Work Skills: listening, communicating, negotiating, discussing & supporting.

Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels)

Dramatic Techniques: Still Image, Exaggeration, Slow Motion, Non-naturalistic Movement, Sound effects, Multi-rolling, Narration, Thought Tracking, Flashback/forwards, Direct Address & Spass Design Skills: Staging (End On & In the Round) Placards & Sound & Music.

- Your Group Work Skills
- Your knowledge of how to use the following elements to work in the two different Styles of performance:

Your application of the

Dramatic Techniques.

Your use of Acting Skills to create clear

Your use of the stage space and other design elements to enhance your performance.

- Your verbal responses/contributions to class
- Your Devising & Script interpretation skills.

- Reviewing the Assessment Grids to identify the key differences between the Styles.
- Researching Epic Theatre.
 - Researching Documentary Theatre.
 - Revising the Theatre History Timeline.



Autumn Term

Spring Term

Summer Term

Year 8 Curriculum Overview: ENGLISH



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Frankenstein the Play

- Hrankenstein the Plan
 The Gothic
- Extracts from gothic prose + poetry
- Creative writing in the style of the gothic

Concept of the hero Concept of the villain Concept of the outsider Identity Human Psychology

Morality
19th Century Society
Gender roles and relations
Power of nature
Gothic genre
Narrative Structure

- Analysis of the presentation of a character testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices
- An evaluation of the most effective gothic text, testing your ability to craft an argument and your ability to compare ideas across different texts
- Writing an extract from your own gothic story, testing your imaginative ideas, structure of ideas, variety of sentence structures, accuracy of punctuation, vocabulary choices
- Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try
- Watch different film versions of 'Frankenstein'
- Watch gothic films, or read gothic novels / short stories, inspired by the reading list and identify the gothic conventions you can recognise

Justice + Injustice: • Attitudes towards morality

- deriv ed from religious texts
 Non-fiction articles exploring attitudes towards crime and
- punishment
 The Merchant of Venice by
 William Shakespeare
- Sherlock Holmes stories

Concept of the hero Concept of the villain Concept of the outsider Human Psychology and Mental Health Morality

Morality
15th Century and 19th Century society
Social status and class differences
Inequality and race relations
Narrative Structure

- Explore the presentation of a key character, testing your inference and interpretation skills and ability to analyse language / comment on the effects of the writers' word choices
- Write an evaluative response, comparing the presentation of justice across two texts of your choice, testing your ability to craft an argument and compare ideas across different texts
- Writing an article to argue your views on the system of capital punishment, testing you on your ability to incorporate relevant ideas into a clear argument, structure your ideas, use a variety of sentence structures, punctuate accurately and use vocabulary for impact
- Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try
- Watch film versions or theatre performances of 'The Merchant of Venice'
- Visit websites like

https://www.bl.uk/shakespeare/articles/strangers-in-the-city-the-cosmopolitan-nature-of-16th-century-venice and https://nosweatshakespeare.com/blog/shakespeare-venice/ to learn more about Venice in the 16th Century

The Spirit of Adventure and Endurance:

- Salt to the Sea by Ruta Sepetys
- Exploration of travel brochures and advertisements
- Non fiction extracts about exploration and climate change

Concept of the hero
Concept of the villain
Human Psychology and Mental Health
World War Two society
Social Status and class difference
Polifical ideologies
Power of nature
Narrative Structure

- Explore how a writer presents ideas about space exploration, testing your inference and interpretation skills and your ability to analyse language / comment on the effects of the writers' word choices
- Explore the presentation of nature across two texts, testing your ability to craft an argument in response and compare ideas across different texts
- Writing an article to persuade, testing your ability to craft an argument, incorporating relevant ideas, a variety of sentence structures, punctuate accurately and use vocabulary for impact
- Wider reading sheet on Showbie with suggestions of enrichment reading and activities to try
- Support students with reading the novel together at home. A scanned in copy is available on Showbie
- Listen to podcasts with adventurers like Bear Grylls, such as 'Happy Place', 'The High Performance Podcast' and 'The Diary of a CEO'
- Find out more about the Wilhelm Gustloff tragedy
 at

https://www.smithsonianmag.com/history/deadl iest-disaster-sea-happened-75-years-ago-yetits-barely-known-why-180974077/



Year 8 Curriculum Overview: FRENCH



Topics/ content outline: Powerful Knowledge (key concepts, skills) What will you be assessed on? How can you help at home? Join teacher Showbie group and H5ATM ✓ Using time phrases Free time Progress check 1 – dictation, ✓ Using the present tense of activities Keep an eye on ClassCharts for all reading skills and translation common verbs (jouer, faire, aller) homework and assessment information **Opinions** ✓ Using infinitive verbs with opinions **Autumn Term** Support with student organisation Weather Key task 1 – writing (free time Support with guiding revision tasks set ✓ Introtothe future tense activities, weather & opinions, Clothes (flashcards, mind maps, quizzing) ✓ Revision skills next weekend) Work through speaking questions Future plans together. ✓ Using a wider range of present Daily routine Progress check 2 - reading out Join teacher Showbie group and H5ATM tense verbs in the 'ie' form loud, listening skills and My house ✓ Word order and adjectival Keep an eye on ClassCharts for all translation Where I live agreement homework and assessment information ✓ Using key phrases 'il y a' and 'on Spring Term Home Support with student organisation Key task 2 – writing (where you Support with guiding revision tasks set peut' activities live, what's in your town, (flashcards, mind maps, quizzing) ✓ Recap of the future tense My town opinions on town, what you Work through speaking questions ✓ Giving opinions in the future tense Future plans together. can do, future plans) ✓ Key phonics in French ✓ Using the verb 'aller' with all Join teacher Showbie group and H5ATM Normally pronouns

Summer Term

- holidays 2. Holiday
- activities
- 3. Future plans
- 4. Dream holiday
- ✓ Conjugating regular –ER verbs in the present tense
- ✓ Giving justified opinions
- ✓ Recap of the future tense
- ✓ Using the conditional tense
- ✓ Introto 'si' clauses/WOW phrases

Summary task (normal holidays, holiday activities, future plans, dream holiday)

- Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)
- Work through speaking questions together.



Year 8 Curriculum Overview: Geography



Autumn Term

Topics/content outline:

- Our Local World How special are the Yorkshire Dales?
- Our Natural World -How fragile are Antarctica and the Oceans?

Powerful Knowledge (key concepts, skills)

What are National Parks? Why thev exist? Aims of National Parks Weathering and erosion Limestone landscapes Tourism in National Parks Sustainable tourism

Where is Antarctica? Physical characteristics of the environment and climate Plant and animal adaptations Tourism in Antarctica How can tourism be more sustainable? Location, distribution, types and formation of coral reefs Why do coral reefs need protecting? The global plastic problem

What will you be assessed on?

National Parks assessment: Aims, Processes of weathering and erosion, Managing tourism

Antarctica - Knowledge check

Antarctica - mid topic assessment, tourism focus

End of unit assessment- distribution, types, of coral reefs, map skills, consideration of the need to protect fragile environmentsevaluation question

How can you help at home?

- Visit a National Park e.g. Malham in the Yorkshire Dales National Park or talk about any National Parks that you have visited
- Watch Blue Planet Revisited Series 1.2 Great Barrier Reef or 'Our Great National Parks' on
- Watch Seven Worlds, One Planet series 1, episode 1 Antarctica or Frozen Planet on BBC iPlayer
- Complete revision clock/ other methods including revision cards.
- Consolidate notes from book and from Showbie.

3. Our Unequal World - Are resources equally distributed? Spring Term

4. Our Dangerous World -Are volcanoes and wildfires dangerous?

What is development? What is water, food and health insecurity? How do inequalities affect people? Why do two countries differ in

their development? How malaria can impact a country and the population within that country. How fairtrade can try and reduce inequalities in a country.

Distribution of volcanoes Plate boundaries Structure of the earth How volcanoes form Volcanic hazards Preparing for volcanic eruptions Prediction eruptions Wildfires

- Causes
- Impacts
- Responses

Resources assessment

- Resource inequality knowledge check
- Resource inequality assessment problems of water inequality, comparing and explaining development statistics for two contrasting countries, fairtrade.
- Volcanoes and wildfires Knowledge check
- Volcanoes and wildfires assessment distribution (TEA), plate boundaries, hazards, comparing volcanoes and wildfires.

- Complete a country factfile for a country in a less developed part of the world
- Watch travel programmes/ documentaries on BBC iPlayer such as any Simon Reeve programme or the Misadventures of Romesh Ranganathan
- Research what charities such as Against Malaria Foundation and WaterAid do
- Watch any documentaries on volcanoes or wildfires
- Follow any news stories about volcanic eruptions or wildfires
- Discuss the signage that is seen around Ilkley Moor and other local areas regarding BBQs and the risk of wildfires

5. Our Urban World - Are cities sustainable? **Summer Term** 6. Our Dynamic World -How are climate change and Russia linked?

Why have cities grown? Why are people flocking to cities in India? What opportunities are there in Mumbai? What are the challenges faced in Mumbai? Can cities be sustainable? How is Copenhagen sustainable?

What are the human and physical causes of climate change? What are the impacts of climate change? How can we reduce the impacts of climate change? What impact does climate change have on

- Our Urban World knowledge check
- Our Urban World end of topic assessment
- Our Dynamic world knowledge check
- Our Dynamic world end of topic presentation - Presenting how Russia has been impacted by climate change including the causes and how could this be reduced.
- Follow any news stories about cities https://www.theguardian.com/cities, including Mumbai and the redevelopment of Dharavi
- Watch Kevin McCloud's 'Slumming It' https://www.voutube.com/watch?v=vwDlgkdSMto
- Follow any news stories about climate change and Russia (specifically energy)



Year 8 Curriculum Overview: History



the People of Movebath?

Powerful Knowledge (key concepts, skills)

Enquiry 1

Students will develop their understanding of the following substantive concepts: 1. Protestantism 2. Catholicism 3. Religion 4. The Pope 5. Kings 6. Heir 7. Act 8. Reform

Enquiry 2

Students will develop their understanding of the following substantive concepts: 1. Religion 2. The Pope 3. Monarch 4. Succession 5. Catholicism 6. Protestantism 7. Reformation

What will you be assessed on?

Enquiry 1

Students will complete a short know ledge test which addresses the core know ledge and short written assessment.

Enquiry 2

Students will complete a short know ledge test which addresses the core know ledge.

Following competition of Enquiry 1 and 2, students will produce a piece of extended writing about religious change in the Tudor period.

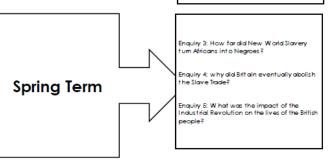
How can you help at home?

Enquiry

Visit a local Catholic and Protestant Church and consider the similarities and differences

Enquiry 2

Visit a local monastery that w as dissolved following the Break with Rome. Both Bolton Abbey and Fountains Abbey are good examples.



Enquiry 3 and 4

Students will develop their understanding of the following substantive concepts: 1. social hierarchy 2. jobs 3. race 4. slavery 5. trade 6. Rebellion 7. Protest 8. Parliament 9. Legislation 10. Racism 11. freedom 12. rights

Enquiry :

Students will develop their understanding of the following substantive concepts: 1. Industrial Revolution 2. Boom 3. Urbanisation 4. Slums 5. Factories 6. Rebellion 7. Protest 8. Franchise 9. Parliament 10. Reform 11. Laissez Faire 12. Self-help 13. Rights

Enquiry 3 and 4

Students will complete a know ledge test which addresses the core know ledge and written assessment which will analyse the factors which caused Britain's eventual abolition of the Slave Trade.

Enquiry 5

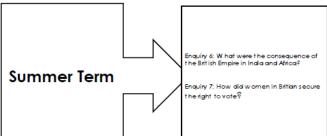
Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to evaluate constating interpretation of the Industrial Revolution.

Enquiry 3 and 4

Visit the International Slavery Museum in Liverpool to learn more about the history of Atlantic Slavery. Visit Harew ood House to see how Britain and the local area benefitted from the Slave Trade.

Enquiry 5

Visit a local site w hich illustrate the impact of the Industrial Revolution, such as Saltaire or the Washburn Heritage Centre, Few ston



Enquiry 6

Students will develop their understanding of the following substantive concepts: 1. Racism 2. Empire 3. Colonisation 4. Colony 5. Force 6. Conversion 7. Christianly 8. Civilising 9. Loot 10. Monarchy 11. Joint-stock company 12. Exploitation

Enquiry 7

Students's will develop their understanding of the following substantive concepts: 1. Separate spheres 2. w orking class w omen 3. middle class w omen 4. legislation 5. parliament 6. The franchise 7. voting 8. militancy 9. sexism 10. gender

Enquiry 6

Students will complete a know ledge test which addresses the core know ledge and written assessment. The written assessment will require students to write a structured account of the British Empire in India and Africa.

Enquiry 7

Students will complete a short know ledge test which addresses the core know ledge.

Enquiry 6

Read the book Stolen History by Sathnam Sanghera

Enquiry 5

Watch the BBC Documentary series Suffragette by Lucy Worsley



Year 8

Curriculum Overview: Information Technology



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

- 1. E-safetv
- 2. Computer Networks
- 3. Web design 3. Binary Digits

Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example,

binary addition, and conversion between binary and decimal]

E-Safety publication

Explanation of how computers communicate

Development of a multi-page website

Demonstration of binary conversions.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 2 hours a week)



1. Mobile app development 2. Animation & photoshop

Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

Touch up photos, create graphics such as logos or edit images to make something unreal.

Development of a multi-page mobile application

Demonstration of digital manipulation

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 2 hours a week)



- 1. Basic programming
- 2. Variable and Input
- 3. Data types
- 4. Selection
- 5. Iteration
- 6. Making situations

Demonstrate the use 2 or more programming languages, to solve a variety of computational problems; make appropriate use of data structures (for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

Ability to write basic programs to solve a given problem.

Demonstrate the use of variables and data types.

Apply appropriate use of selection and iteration.

Regularly check your child's learning journey.

Evaluate, critique (with kindness) and support your child's homework.

Engage with on-line learning material / videos (minimum 2 hours a week)



Year 8 Curriculum Overview: Mathematics



Topics / Content Outline

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

- (1) Multiply & Divide Fractions
- (2) Fluency With FDP
- (3) Ratio
- (4) Working With Percentages
- (5) Proportion

- Multiply fractions by integers & fractions
- Divide fractions by integers & fractions
- Expressing as a fraction or percentage
- · Simplify ratio
- Divide into a given ratio
- Percentage increase & decrease
- · Percentage change
- Conversion graphs
- Currency conversions

End of topic tests will be completed in lessons every 2 – 3 weeks.

A mid-year assessment will be

completed on the topics covered

up to that point in the year. Students

will receive a revision checklist two

weeks before and full information will

Encourage active participation in weekly <u>Sparx</u> Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Encourage active participation in

weekly Sparx Maths 'Compulsory'

homework, promoting resilience by

encouraging students to try the

homework independently using the

attached support videos if needed.

Spring Term

- (6) Brackets & Expressions
- (7) Probability Basics
- (8) Equations & Inequalities
- (9) Further Angles & Shape
- (10) Constructions

- Simplifying expressions
- Expanding brackets
- Factorisina into a bracket
- Probability scale
- Probability of single events
- Forming & solving equations & inequalities
- Equations & inequalities (x on both sides)
- Angles in parallel lines
- Angles in polygons

be posted on ClassCharts.

End of topic tests will be completed in lessons every 2 – 3 weeks.

Support students with revision (as required) ahead of the assessment.

Summer Term

- (11) Area, Perimeter & Circles
- (12) Real World Maths
- (13) Sets & Venn Diagrams
- (14) The Cartesian Plane
- (15) Reflections

- Circumference of a circle
- Area of a circle
- Area of compound shapes
- Metric units
- · Mean, median and range
- Probability from Venn diagrams
- · Gradient of a line
- Plottina linear graphs
- Reflect across a mirror line

An end of year assessment will be completed on the topics covered across the year. Students will receive a revision checklist two weeks before and full information will be posted on ClassCharts.

End of topic tests will be completed in lessons every 2 – 3 weeks.

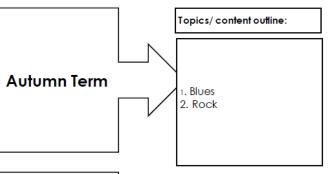
Encourage active participation in weekly <u>Sparx</u> Maths 'Compulsory' homework, promoting resilience by encouraging students to try the homework independently using the attached support videos if needed.

Support students with revision (as required) ahead of the assessment.



Year 8 Curriculum Overview: MUSIC





Powerful Knowledge (key concepts, skills)

1: 7th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition.
 2: chord sequence; power chords; riffs; hooks; strophic structure.

What will you be assessed on?

In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints. 1: active listening at home. When listening to music on the radio and on the TV, students should be able to

"spot a riff", "catch a hook" etc. We

will practice this in class.

How can you help at home?

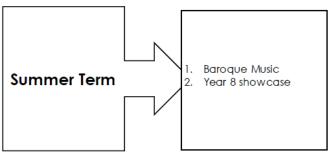
Spring Term

1. Film: Heroes and Villains

 Leitmotifs; underscore; composition brief; melodic intervals; major and minor; GarageBand techniques (eg layering and autoplay) Students will be assessed on performance and composition tasks.

Vocab and understanding of key concepts will be assessed in lesson checkpoints.

Film research. Look out for the work of Zimmer/Williams/Newman and discuss what it is it specifically in the music that helps build tension etc.



- Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments
 students can opt to pursue an individual
- students can opt to pursue an individua pathway or work with friends on a cover version/performance or composition.

In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints. 1: Baroque- look up instruments of the period on YouTube or look for interactive opportunities in our local area. http://www.leedsbaroaue.org/



Year 8 Curriculum Overview: PE



Autumn Term 1. Hockey 2. Netball 3. Football

Powerful Knowledge (key concepts, skills)

- To develop accuracy and consistency simple skills
- 2. Be able to speed up the skills in small sided games
- To understand the basic rules and basic officiating
- 4. To know and understand the basic fitness components
- 5. To learn to work together

What will you be assessed on?

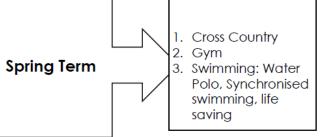
Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- 3. Physical Ability
- 4. Sportsmanship/working with others
- 5. Resilience/perseverance
- Self and Peer assessment

How can you help at home?

Encourage Extra-curricular sport:

- 1. In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle



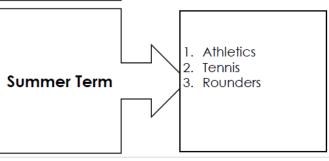
- To improve and develop their own fitness including Aerobic fitness/ flexibility.
- To learn and develop more complex motor skills
- To learn different agua activities.
- To know and understand the fitness components and show them in performances.
- To be able to motivate themselves individually

Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- 3. Physical Ability
- 4. Sportsmanship/working with others
- 5. Resilience/perseverance
- 6. Self and Peer assessment

Encourage Extra-curricular sport:

- 1. In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle



- To develop the core skills-running, throwing, striking and fielding by using their improved fitness components
- To understand the rules in all activities to score, measure, time and positions on the pitch and how to make tactical decisions
- To know and understand all safety aspects of athletics and lead to simple officiating
- To challenge themselves to improve distance/time

Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following

- Knowledge and understanding of rules and tactics
- 2. Performance of basic skills
- 3. Physical Ability
- 4. Sportsmanship/working with others
- 5. Resilience/perseverance
- 6. Self and Peer assessment

Encourage extra-curricular sport:

- In school
- 2. In the Community
- 3. Encourage regular exercise
- 4. A healthy diet and lifestyle

Year 8 PSHE Curriculum Overview Session Content **Powerful Knowledge** The Equality Act and freedom The Equality Act was passed in 2010 and replaced previous anti-discrimination laws to reduce confusion The Equality Act protects people from discrimination based on 9 protected characteristics; age disability, pregnancy, marriage, sex, sexuality, gender reassignment, religion and race. Freedom of Recognising and challenging speech is a principle that supports the freedom of an individual or a community to articulate their opinions and ideas without fear of retaliation, censorship, or legal sanction. Hate speech is public speech racism and radicalisation that expresses hate or encourages violence towards a person or group based on something an inherent Recognising and challenging **Autumn** characteristic. homophobia, biphobia and Discrimination is legally defined in the UK as: a person (A) discriminates against another (B) if, because of a protected characteristic. At reats B less favourably than At reats or would treat others. Racism is transphobia discrimination towards people on the basis on their ace. Radicalisation is causing someone to adopt Term Online communication - what extreme, racist, political or social views. evelopment is public what is private? Homophobia is prejudice or discrimination against gay people, biphobia is prejudice or discrimination against bisexual people and transphobia is prejudice or discrimination against transexual people. Online grooming The internet enables messages to be sent and received quickly and to be seen or accessed by many Critically assessing media people. Recognising what your digit al footprint is and how to manage it is important for keeping you's ell sources and their reliability safe when you are interacting with the online world. Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Online grooming is where someone uses technology to build the relationship. You can critically assess the sources that you are reading and using online to deduce whether they are factually correct or disinformation. It is important to be aware of echo chambers and how to recognise when you are not hearing or taking a balanced view to a situation Medicinal vs recreational A drug is a chemical that changes the brain and/or body when consumed. Drugs can be ilegal or legal, recreational or Health medicinal and every drug can be dangerous if used incorrectly. Illegal drugs are classed as A, B, C, psychoactive substance drugs O or temporary class depending on the seriousness of the consequences of their use. Caffeine is the drug that is contained in energy drinks. Caffeine is a stimulant and can be used to make an individual feel Energy drinks more awake. Caffeine is found in dangerous night level in energy drinks alongside other damaging chemicals and sugar. The side effects of caffeine include increased heart rate, anxiety, strugging to seep. Though not illegal, supermarkets will not sell Spring sonal The risks of alcohol, vapes and energy drinks to under 16's. Alcohol, tobacco and vapes are ilegal to buy or sell if you are under 18. Talk to frank is a factual resource that gives true and Habit vs dependency and information about these substances. Many young people are not smoking but vaping straight away – vapes contain many harmful chemicas and there are no long-term studies on the damage they cause to health. Term managing influence The teenage brain is more likely to suffer from substance use disorder as the prefrontal cortex is immature and teens enjoy th wellbeing Mental health - challenging rewards of their peers. Substances are addictive because they stimulate the dopamine loop in the brain. Alcohol and cannabis use can irreversibly lower IQ in under 18's. A teenager who has substance use also refer is 6.5 x more likely to have or ē misconceptions as an adult. Peers are the biggest influence on a young person's choices. Determining your personal values and understanding rule of law helps to make the right decisions. Managing emotions and Everyone has mental health which includes their psychological and emotional well-being. It is important to be factually informed to know what diagnosis and terminology means and where people can access support if needed. ₾. digital resilience All emotions are natural and important. Emotions help us to communicate with others, such as when we feel sad and need some help. They also can help us to act quickly in important situations. For example, when you're about to cross the street and see a car coming quickly, fear gets you to jump back onto the curb Qualities of a healthy Relationships require work and time and are not linear. Some things in a relationships are always unacceptable and could be criminal, but other things are down to personal values and beliefs and communication of these between the people in the opje relationship (including FGM) relationships. Tolerance and mutual respect for other people are important foundations of healthy relationships. FGM is a type ₫ Managing conflict in Sometimes relationships are no longerworking and they need to be re-navigated. Having strong and non-confrontational relationships When forming new relationships, it is important to be open and honest and realistic in your expectations. A healthy approach Forming new partnerships is listening to each other, being respectful and accepting what each person's boundaries are. Recognising red flags and Consent – the law challenging them in an appropriate way is important for creating healthy relationships Consent is agreeing to do something and having the capacity to do so. In the UK the legal age for a person of any sex, Summer 5. Explicit image sharing - the gender or sexual orientation to consent to sexual activity is 16. Under this age an individual is deemed not to have the capacity to consent. Sexual activity between two or more people is always unlawful if at least one of the people is under the age of 16. Parents have capacity to consent for their chia's educational and medical choices. Parents are legally responsible Term Basic contraception r their children until the age of 18. It is a criminal offense to send or receive a sexually explicit image of a personunder the age of 18. It is an offence to take or Genderidentity and sexuality. share an infimate image without consent with the intention of causing the victim humilation, darm or distress. Contraception can be used to prevent pregnancy and sexually transmitted infections. Challenging discrimination Sexuality and sexual orientation is about who some one feets physically and emotionally attracted to. This can be romantic o emotional attraction, or both. Gender identity is each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identify may be

How can you help at home?

- Discuss how the Equality Act is implemented or discussed at your w orkplace or in groups you may help to facilitate
- Use the materials and case studies on Show bie to discuss appropriate and inappropriate behaviours
- Use the links below to read more about supporting your children to stay safe

https://www.nspcc.org.uk/keeping-childrensafe/online-safety/

https://saferinternet.org.uk/guide-andresource/parents-and-carers

the same as or different from their bitth-assigned sex. Discrimination means treating you unfairly because of who you are. Th Equality Act 2010 protects you from discrimination. Being a bystander means you see/hear but do not challenge

- Look through the talk to frank resources to explore the effects of
- Explore law on illegal drugs and what the consequences could be for possession
- Explore the article on county lines and how the origins of illegal drugs are always criminal and exploitative
- Explore the law on consent, gillick competency and consent medically
- Discuss 'what to do if' a friendship ends/a relationship ends and strategize an approach



Year 8 Curriculum Overview: Religious Studies



Topics/ content outline: Powerful Knowledge (key concepts, skills) Importance of Shabbat for Jews (link to ten commandments). How do Jews pray? Features of prayer. l. How do Jews celebrate festivals? . How do Jews celebraterites of passage? The origins and importance of RH and YK. i. How do Jews come together as a Significance of the Bar / Bat Mitzvah. **Autumn Term** Significance and impact of Jewish pilgrimage. 6. How do Jews get a sense of belonging and identity from their religion? The promised land as identified in the first and second covenant. 7. How do Christian's worship? The meaning and purpose of worship. 8 How do Christians pray? Types of prayer including set and informal prayers. 9. How do Christians celebrate festivals? 10. How do Christians celebraterites of How and why Christians celebrate Easter. passage? 10. Christian funeral rites (eulogy, prayer, bible readings and rite of committal). 11. How do Christians come together as a 11. Role and importance of pilgrimage. community? 12. How do Christians get a sense of Role of the church in the local community. 2. How do Muslims pray? Key features of a Mosque. 3. How do Muslims celebrate festivals? Importance of Salah on belief. 4. How do Muslims celebrate rites of Origins of Ramadan and Id-ul-Fitr. Arranged marriage and Muslim beliefs. 5. How do Muslims come together as a community? The concept of Ummah and family in Islam. 6. How do Muslims get a sense of belonging The five pillars as obligatory practices in Islam. and identity from their reliaion? Spring Term . How do Hindus worship? Features of a Mandir 8. How do Hindus pray? The Puja tray and how this worship impacts on faith and action . How do Hindus celébrate festivals? The celebration of the Divali and Holi Festivals 10. How do Hindus celebrate rites of The key features of a Hindu marriage and how these support the couple. 10. passage? 11. How do Hindus come together as a 11. The features of Kumbh Mela community? 12. How the Varnas gave/give people identity and belonging (links to Karma) 12. How do Hindus get a sense of belonging 2. How do Buddhists pray? The use and importance of Temples, Shrines and Monasteries in Buddhist life. 3. How do Buddhists celebrate festivals? How Buddhists practice meditation. 4. How do Buddhists celebrate rites of 2. passage? 3. We sak as a celebration of Siddhartha's birth, enlightenment, and death. 5. How do Buddhists come together as a How funerals are practiced in different sects of Buddhism. community? Sangha as a method of support and 'refuge' for Buddhists. 6. How do Buddhists get a sense of belonging Interpretation of key beliefs and how these are different. **Summer Term** and identity from their religion? The features of a Gurdwara and how they support worship 7. How do Sikhs worship? The importance of the Gutka for prayer at home 8. 8. How do Sikhs pray? 9. Key events of Vaisakhi celebration 9. How do Sikhs celebrate festivals? 10. How do Sikhs celebrate rites of passage? 10. The Amrit Sanskar ceremony and its impact on a Sikh's faith 11. How do Sikhs come together as a 11. The impact of Sewa on the Sikh Community Interpretation of key beliefs and how these are different. community?

How can you help at home?

- Watch the BBC 'beina' series for Judaism and Christianity.
- Complete knowledge organiser for Judaism and Christianity.
- · If you have a family member/friend of the Jewish and Christian faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your
- Watch the BBC 'being' series for Islam and Hinduism.
- Complete knowledge organiser for Islam and
- · If you have a family member/friend of the Muslim and Hindu faith, speak to them.
- · Use the lesson titles to inform conversations you could have at home and explore your
 - own beliefs.

12. The Sangat and its support of the Sikh Community.

12. How do Sikhs get a sense of belonging

- Watch the BBC 'being' series for Buddhism and Sikhism.
- · Complete knowledge organiser for Buddhism and Sikhism.
- If you have a family member/friend of the Buddhist and Sikh faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



Year 8 Curriculum Overview: Science

15. Generating Electricity

16.Space



What will you be assessed on? How can you help at home? Topics/content outline: Powerful Knowledge (key concepts, skills) Students will sit 3 large summative tests during Revision techniques will be taught alongside the vear 7. science content. You can ask your child which Function of bones muscles, tendons & ligaments These tests will cover all content that the students revision techniques they are using and have them . Skeleton & Muscles Waves transfer energy **Autumn Term** have studied up to that point. explain why they work (mind maps, flash cards, 2. Waves (Light & Sound) White light is made of all the colours of the spectrum The second test will contain roughly 70% etc.). They can also show you the knowledge 3.Acids & Alkalis Neutralisation reactions between acids & alkalis untested content and 30% previously tested organisers they have been using for revision for 4. Photosynthesis, Food Webs & · Energy from the sun is used by plants to produce content. each topic. Interdependence biom ass The third test will cover key knowledge from 5. Electricity & Electromagnets You may also help by testing your child on key · Energy is transferred along a food chain years 7 & 8 and will be used to help support year knowledge after they have revised it (little and · Definitions of current and voltage 9 biology, chemistry and physics teachers often is better than everything at the same time). support gaps in knowledge. · Reproductive organs of plants 6. Plant Reproduction Seed dispersal methods Students will be told in plenty of time what will 7. Metals · Reactions of metals appear on each test. **Spring Term** 8. Microorganisms · Structure and uses of microorganisms 9. Health · Disease spread & the immune system 10. Heating & Cooling How energy is transferred between hot and cold objects 11. Earth & the Atmosphere · The rock & carbon cycles 12. Variation, Genetics & · Composition of the atmosphere Ev olution How variation and inheritance lead to evolution 13. Machines Machines can be used as force or distance multipliers **Summer Term** 14. Material Science · Uses and structures of materials

· Methods of electricity generation

The motion of the earth causes days and seasons

• The difference between mass and weight



Year 8 Curriculum Overview: SPANISH



Topics/content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

- Saying where you live
- . Describing your house
- 3. Saying where you are going to live
- Describing your ideal house
- √ Forming justified opinions
- ✓ Ser vs estar
- ✓ Hay vs tiene
- ✓ Adjectival agreement
- Complex structures (lo+ adjective / se puede)
- Near future tense
- ✓ Conditional tense
- ✓ Writing skills
- ✓ Revision skills

- Key task 1 Writing (describing where you live, what your house is like, where you are going to live in the future and your ideal house)
- Join teacher Showbie group
 Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation and completion of sentence builder homework tasks set
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)

Spring Term

- My town
- Describing the good and bad thing about your town
- Saying what one can do in your town
- ✓ Using un/una, unos/unas, muchos/muchas accurately
- ✓ Using higher level opinions
- ✓ Forming justified opinions
- √ Adjectival agreement
- Complex structures (lo+ adjective / se puede)
- Recap of near future tense
- ✓ Listening and reading skills

- Key task 2 Listening, reading and translation (where you live/describing your town)
- Join teacher Showbie group
- Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation and completion of sentence builder homework tasks set
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)

Summer Term

- . TV
- 2. Film
- 3. Music

- Developing justified opinions using a range of positive/negative opinion phrases and adjectives.
- ✓ Using the comparative
- ✓ Transactional language
- ✓ Near future tense
- ✓ Conditional tense
- ✓ Intro to the past (preterite) tense

- Key task 3 writing (tv/film preferences using the past, present and future tenses)
- Key task 4 Dictation, reading skills and translation (music preferences)
- Join teacher Showbie group
- Keep an eye on ClassCharts for all homework and assessment information
- Support with student organisation and completion of sentence builder homework tasks set
- Support with guiding revision tasks set (flashcards, mind maps, quizzing)