



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

YEAR 8: IGS CURRICULUM OVERVIEW

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.



PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE

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Year 8 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Fauvism and colour 2. Perspective	<ul style="list-style-type: none"> • Introduction to Fauvism • Colour theory • Wax resist and painting skills • Development of own landscape composition • Descriptive writing • Introduction to one and two-point perspective • Mathematical drawing skills • Interior and architectural drawing 	<ul style="list-style-type: none"> • Final fauvist landscape • One point perspective interior 	<ul style="list-style-type: none"> • Support with homework, one per fortnight. • Encourage practising drawing and taking pictures of landscapes. • Watch and follow YouTube tutorials of how to draw different buildings and objects using one and two-point perspective.
Spring Term	1. Perspective continues 2. Typography project	<ul style="list-style-type: none"> • What is typography? • Visual language of typography • The anatomy of a letterform • Logo design 	<ul style="list-style-type: none"> • Two-point perspective street scene • Logo design 	<ul style="list-style-type: none"> • As above
Summer Term	1. Digital art	<ul style="list-style-type: none"> • Digital artwork • David Hockney's artwork • Use of Sketchbook app • Building up layers, textures, mark-making and colour. • How to compare two artworks in writing. 	<ul style="list-style-type: none"> • Digital landscape • Written comparison of Hockney and the Fauves. 	<ul style="list-style-type: none"> • As above • Visit exhibitions eg, Salts Mill Cartwright Hall which features artwork by David Hockney. • Please encourage your child to continue drawing and making art in their own time, especially if they have selected it in year 9.



Subject – Personal development

Citizenship Module

Finance Module

Year 8 Citizenship Curriculum Overview

Session Content

Citizenship module

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

Finance module

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

Powerful Knowledge

1. 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.
2. 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.

1. 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.
2. 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.
3. 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.
4. 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.

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

- 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: Computer Science



Autumn Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-safety 2. Computer Networks 3. Web design 3. Binary Digits	<p>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.</p> <p>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]</p>	<p>E-Safety publication</p> <p>Explanation of how computers communicate</p> <p>Development of a multi-page website</p> <p>Demonstration of binary conversions.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material/videos.</p>
1. Mobile app development 2. Programming in Small Basic	<p>Demonstrate the use of 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</p>	<p>Development of a multi-page mobile applications.</p> <p>Ability to write basic programs to solve a given problem.</p> <p>Demonstrate the use of variables and data types.</p> <p>Apply appropriate use of selection and iteration</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material/videos.</p>
1. Graphics 2. Animation	<p>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.</p> <p>Touch up photos, create graphics such as logos or edit images to make something unreal.</p>	<p>Demonstration of digital manipulation techniques, suitable for an audience and purpose.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material/videos.</p>

Spring Term



Summer Term





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	<p>Clock Project</p> <ol style="list-style-type: none"> 1. Famous designers 2. Design Brief and specification 3. 2D technical drawing 4. 3D Oblique drawing 5. CAD Onshape 3D CAD 6. Vacuum forming mould 7. Vacuum forming and working with HIPs 8. Clock Product Assembly 9. Testing and Evaluation 	<ul style="list-style-type: none"> • 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 /Thermosetting plastics • Making the mould for forming • Vacuum forming and finishing High Impact Polystyrene Sheet <p>Specific Keywords; Datum, Datum point, centre line, construction lines, reference points, thermoplastic, thermosetting, High impact Polystyrene sheet, Vacuum forming</p>	<p>Low stake Tests</p> <p>Logo Design Peer Assessment</p> <p>Final Project Self Assessment</p> <p>End of project test</p>	<p>Resources for the Clock project are stored in Showbie.</p> <p>Encourage CAD sketching on the iPad for practise.</p> <p>Encourage revision for the LST's.</p> <p>Pupils to develop their revision skills to suit their learning style.</p>
Spring Term	<p>Torch Project</p> <ol style="list-style-type: none"> 1. Design brief 2. Drilling PCB & Soldering 3. 3D Isometric drawing 4. CAD Onshape 5. Making the casing using workshop tools and equipment 6. Applying a finishing technique 7. Testing and evaluation 	<ul style="list-style-type: none"> • Working with PCBs • Soldering new components • Computer Aided Design – OnShape • Using workshop tools to create the casing • Working with timbers • Testing and evaluating game design <p>Specific Keywords; PCB Drill, Side Cutters, Coloured LED, Microcontroller, Chip Seat, Craft Knife, Safety Ruler, CAD (Computer Aided Design), CAM (Computer Aided Manufacture), Polarised</p>	<p>Low stake Tests</p> <p>Design Ideas Peer Assessment</p> <p>Final Project Teacher Assessment</p> <p>End of project test</p>	<p>Resources for the Torch project are stored in Showbie.</p> <p>Encourage technical drawing and CAD sketching on the iPad.</p> <p>Encourage revision for the LST's.</p> <p>Pupils to develop their revision skills to suit their learning style.</p>
Summer Term	<p>Engineering Challenges</p> <ol style="list-style-type: none"> 1. Flextriangle - Paper/ card engineering design 2. Architectural sketching - 2D / 3D thinking 3. Faraday Challenge 4. Foodtruck designs 5 	<ul style="list-style-type: none"> • 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 <p>Specific Keywords; Commercial scale, innovation, creative risk, evaluation, STEM (Science, Technology, Maths and engineering), Orthographic Projection</p>	<p>Reflection and Review - Peer Assessment</p> <p>Self-Assessment of creative tasks</p> <p>End of project feedback and personal target setting</p>	<p>Resources for the Engineering are stored in Showbie.</p> <p>Visit these websites: The Institution of Engineering and Technology, STEM.org.uk, Dysoninstitute.com</p> <p>Pupils can share and repeat these challenges at home and have another go to perfect their creative thinking.</p>



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?
Autumn Term	1.Hygiene and Nutrient Hand 2.Carbohydrates 3.Layered Pasta Salad 4.Carbohydrates 5.Savoury Scones 6 Fats 7. Food Packaging and Product Analysis ACCESSFM 8. Protein 9. Bolognese sauce 10. Protein – Dietary Needs 11.Fruit Cobbler 12.Vitamins	<p>Macro / Micronutrients Understanding what they are and the function. Understanding which Foods provide these Nutrients</p> <p>Food Packaging</p> <p>Specific Key words : Macronutrients ,Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, Food labels,</p>	<p>Low stake tests</p> <p>Teacher Assessment of Fruit Cobbler</p> <p>Self Assessment of Focaccia Bread</p> <p>Mid topic test</p>	<p>Weighing and Measuring ingredients at home</p> <p>Finding a container with student name and Food group on to take the dish home in.</p> <p>Practicing Bridge and claw method.</p> <p>Practicing washing up and clearing away.</p>
Spring Term	13. Focaccia Bread 14. Minerals 15. Fruit Muffins 16. Final Assessment 17. Sugar / Salt extension As above for rotation two.	<p>Salt – the role of salt in the diet</p> <p>Sugar – the role of sugar in the diet</p> <p>Different Diet – understanding different diets</p> <p>Fortification of food</p> <p>Specific Key words : Macronutrients ,Carbohydrates, Fats, Protein. Micronutrients, Vitamins, Minerals. Diet, Nutrition, Food labels</p> <p>As above for rotation two</p>	<p>Revision</p> <p>End of Unit test</p> <p>As above for Rotation two</p>	<p>As above for rotation two.</p>
Summer Term	.As above for rotation two	<p>As above for rotation two</p>	<p>As above for rotation two</p>	<p>As above for rotation two</p>



Year 8 Curriculum Overview: Design & Technology; Textiles



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Bucket Hat 1. Working to a brief 2. Analysis of Context 3. Product Analysis 4. Fibres 5. Fabrics, focus of weaving 6. Aftercare 7. Resist method, focus of tie dye 8. Specification 9. Lay plan/pattern making 10. Manufacture of bucket hat 11. Testing 12. Evaluation	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)	E Cuff 1. Bucket Hat 1. Working to a brief 2. Analysis of Context 3. Product Analysis 4. Fibres 5. Fabrics, focus of weaving 6. Aftercare 7. Resist method, focus of tie dye 8. Specification	Specific Keywords; component, polarity, ergonomics, anthropometrics As above for rotation two		
Summer Term	9. Lay plan/pattern making 10. Manufacture of bucket hat 11. Testing 12. Evaluation E Cuff 1. 2.	As above for rotation two	As above for rotation two	As above for rotation two



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?
Autumn Term	Styles: 1. Kabuki 2. Melodrama - Consolidation of Kabuki & Melodrama	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) Dramatic Techniques: Still Image, Mime Poses, Mime, Exaggeration, Narration, Slow Motion, Sound effects, Stage Fighting. Design Skills: Staging (End On & Hanamichi Bridge), Sound & Music.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Reviewing the Assessment Grids to identify the key differences between the Styles. - Researching Japanese Kabuki Theatre. - Researching Victorian Melodrama.
Spring Term	Styles: 3. Epic Theatre 4. Slapstick Comedy	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, Multi-rolling, Non-naturalistic Movements, Direct Address & Spass. Design Skills: Staging (End On & In The Round) Placards and Sound & Music.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Reviewing the Assessment Grids to identify the key differences between the Styles. - Researching Epic Theatre. - Researching Slapstick Comedy.
Summer Term	- Consolidation of Epic Theatre & Slapstick Comedy New Style: 5. Greek Chorus - Final Styles Consolidation	Group Work Skills: listening, communicating, negotiating, discussing & supporting. Acting Skills: Vocal Skills, Physical Skills & Spatial Skills (Proxemics, Levels) Dramatic Techniques: Mime, Exaggeration, Flocking, Clocking, Sound effects & Choral Speaking Design Skills: Staging (Ampitheatre) Masks & Sound & Music.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Reviewing the Assessment Grids to identify the key differences between the Styles. - Researching Ancient Greek Theatre. - Revising the Theatre History Timeline.



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?
Autumn Term	Fear: <ul style="list-style-type: none"> Frankenstein the Play 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 19 th Century Society Gender roles and relations Power of nature Gothic genre Narrative Structure	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Spring Term	Justice + Injustice: <ul style="list-style-type: none"> Attitudes towards morality derived 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 15 th Century and 19 th Century society Social status and class differences Inequality and race relations Narrative Structure	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Summer Term	The Spirit of Adventure and Endurance: <ul style="list-style-type: none"> 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 Political ideologies Power of nature Narrative Structure	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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/deadliest-disaster-sea-happened-75-years-ago-yet-its-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?
Autumn Term	<ol style="list-style-type: none"> Free time activities Opinions Weather Clothes Future plans 	<ul style="list-style-type: none"> ✓ Using time phrases ✓ Using the present tense of common verbs (jouer, faire, aller) ✓ Using infinitive verbs with opinions ✓ Intro to the future tense ✓ Revision skills 	<p>Progress check 1 – dictation, reading skills and translation</p> <p>Key task 1 – writing (free time activities, weather & opinions, next weekend)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on <u>ClassCharts</u> 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.
Spring Term	<ol style="list-style-type: none"> Daily routine My house Where I live Home activities My town Future plans 	<ul style="list-style-type: none"> ✓ Using a wider range of present tense verbs in the 'je' form ✓ Word order and adjectival agreement ✓ Using key phrases 'il y a' and 'on peut' ✓ Recap of the future tense ✓ Giving opinions in the future tense ✓ Key phonics in French 	<p>Progress check 2 – reading out loud, listening skills and translation</p> <p>Key task 2 – writing (where you live, what's in your town, opinions on town, what you can do, future plans)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on <u>ClassCharts</u> 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.
Summer Term	<ol style="list-style-type: none"> Normally holidays Holiday activities Future plans Dream holiday 	<ul style="list-style-type: none"> ✓ Using the verb '<u>aller</u>' with all pronouns ✓ Conjugating regular -ER verbs in the present tense ✓ Giving justified opinions ✓ Recap of the future tense ✓ Using the conditional tense ✓ Intro to '<u>si</u>' clauses/WOW phrases 	<p>Summary task (normal holidays, holiday activities, future plans, dream holiday)</p>	<ul style="list-style-type: none"> ➤ Join teacher Showbie group and H5ATM folder ➤ Keep an eye on <u>ClassCharts</u> 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Our Local World – How special are the Yorkshire Dales? Our Natural World – How fragile are Antarctica and the Oceans? 	<p>What are National Parks? Why they exist?</p> <p>Aims of National Parks</p> <p>Weathering and erosion</p> <p>Limestone landscapes</p> <p>Tourism in National Parks</p> <p>Sustainable tourism</p> <p>Where is Antarctica?</p> <p>Physical characteristics of the environment and climate</p> <p>Plant and animal adaptations</p> <p>Tourism in Antarctica</p> <p>How can tourism be more sustainable?</p> <p>Location, distribution, types and formation of coral reefs</p> <p>Why do coral reefs need protecting?</p> <p>The global plastic problem</p>	<ul style="list-style-type: none"> National Parks assessment: Aims, Processes of weathering and erosion, Managing tourism <p>Antarctica – Knowledge check</p> <p>Antarctica – mid topic assessment, tourism focus</p> <ul style="list-style-type: none"> End of unit assessment- distribution, types, of coral reefs, map skills, consideration of the need to protect fragile environments- evaluation question 	<ul style="list-style-type: none"> Visit a National Park e.g. Malham in the Yorkshire Dales National Park or talk about any National Parks that you have visited Watch <i>Blue Planet Revisited Series 1.2 Great Barrier Reef</i> or 'Our Great National Parks' on Netflix Watch <i>Seven Worlds, One Planet</i> series 1, episode 1 <i>Antarctica</i> or <i>Frozen Planet</i> on BBC iPlayer Complete revision clock/ other methods including revision cards. Consolidate notes from book and from Showbie.
Spring Term	<ol style="list-style-type: none"> Our Unequal World – Are resources equally distributed? Our Dangerous World – Are volcanoes and wildfires dangerous? 	<p>What is development?</p> <p>What is water, food and health insecurity?</p> <p>How do inequalities affect people?</p> <p>Why do two countries differ in their development?</p> <p>How malaria can impact a country and the population within that country.</p> <p>How fairtrade can try and reduce inequalities in a country.</p> <p>Distribution of volcanoes</p> <p>Plate boundaries</p> <p>Structure of the earth</p> <p>How volcanoes form</p> <p>Volcanic hazards</p> <p>Preparing for volcanic eruptions</p> <p>Prediction eruptions</p> <p>Wildfires</p> <ul style="list-style-type: none"> Causes Impacts Responses 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>Against Malaria Foundation</i> and <i>WaterAid</i> 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
Summer Term	<ol style="list-style-type: none"> Our Urban World – Are cities sustainable? Our Dynamic World – How are climate change and Russia linked? 	<p>Why have cities grown?</p> <p>Why are people flocking to cities in India?</p> <p>What opportunities are there in Mumbai?</p> <p>What are the challenges faced in Mumbai?</p> <p>Can cities be sustainable?</p> <p>How is Copenhagen sustainable?</p> <p>What are the human and physical causes of climate change?</p> <p>What are the impacts of climate change?</p> <p>How can we reduce the impacts of climate change?</p> <p>What impact does climate change have on Russia?</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.youtube.com/watch?v=vwDlqkdSMto Follow any news stories about climate change and Russia (specifically energy)



Year 8 Curriculum Overview: History



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Enquiry 1: Did Henry VIII Break with Rome because of love?</p> <p>Enquiry 2: How did the Reformation affect the People of Morebath?</p>	<p>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</p> <p>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</p>	<p>Enquiry 1 Students will complete a short knowledge test which addresses the core knowledge and short written assessment.</p> <p>Enquiry 2 Students will complete a short knowledge test which addresses the core knowledge.</p> <p>Following completion of Enquiry 1 and 2, students will produce a piece of extended writing about religious change in the Tudor period.</p>	<p>Enquiry 1 Visit a local Catholic and Protestant Church and consider the similarities and differences</p> <p>Enquiry 2 Visit a local monastery that was dissolved following the Break with Rome. Both Bolton Abbey and Fountains Abbey are good examples.</p>
Spring Term	<p>Enquiry 3: How far did New World Slavery turn Africans into Negroes?</p> <p>Enquiry 4: Why did Britain eventually abolish the Slave Trade?</p> <p>Enquiry 5: What was the impact of the Industrial Revolution on the lives of the British people?</p>	<p>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</p> <p>Enquiry 5 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</p>	<p>Enquiry 3 and 4 Students will complete a knowledge test which addresses the core knowledge and written assessment which will analyse the factors which caused Britain's eventual abolition of the Slave Trade.</p> <p>Enquiry 5 Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to evaluate contrasting interpretation of the Industrial Revolution.</p>	<p>Enquiry 3 and 4 Visit the International Slavery Museum in Liverpool to learn more about the history of Atlantic Slavery. Visit Harewood House to see how Britain and the local area benefitted from the Slave Trade.</p> <p>Enquiry 5 Visit a local site which illustrates the impact of the Industrial Revolution, such as Salt Aire or the Washburn Heritage Centre, Fawcett</p>
Summer Term	<p>Enquiry 6: What were the consequences of the British Empire in India and Africa?</p> <p>Enquiry 7: How did women in Britain secure the right to vote?</p>	<p>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. Christianity 8. Civilising 9. Loot 10. Monarchy 11. Joint-stock company 12. Exploitation</p> <p>Enquiry 7 Students will develop their understanding of the following substantive concepts: 1. Separate spheres 2. working class women 3. middle class women 4. legislation 5. parliament 6. The franchise 7. voting 8. militancy 9. sexism 10. gender</p>	<p>Enquiry 6 Students will complete a knowledge test which addresses the core knowledge and written assessment. The written assessment will require students to write a structured account of the British Empire in India and Africa.</p> <p>Enquiry 7 Students will complete a short knowledge test which addresses the core knowledge.</p>	<p>Enquiry 6 Read the book <i>Stolen History</i> by Sathnam Sanghera</p> <p>Enquiry 7 Watch the BBC Documentary series <i>Suffragette</i> by Lucy Worsley</p>



Year 8

Curriculum Overview: Information Technology

Autumn Term



Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
1. E-safety 2. Computer Networks 3. Web design 3. Binary Digits	<p>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.</p> <p>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]</p>	<p>E-Safety publication</p> <p>Explanation of how computers communicate</p> <p>Development of a multi-page website</p> <p>Demonstration of binary conversions.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 2 hours a week)</p>

Spring Term



1. Mobile app development 2. Animation & photoshop	<p>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</p> <p>Touch up photos, create graphics such as logos or edit images to make something unreal.</p>	<p>Development of a multi-page mobile application</p> <p>Demonstration of digital manipulation</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 2 hours a week)</p>
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Summer Term



1. Basic programming 2. Variable and Input 3. Data types 4. Selection 5. Iteration 6. Making situations	<p>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</p>	<p>Ability to write basic programs to solve a given problem.</p> <p>Demonstrate the use of variables and data types.</p> <p>Apply appropriate use of selection and iteration.</p>	<p>Regularly check your child's learning journey.</p> <p>Evaluate, critique (with kindness) and support your child's homework.</p> <p>Engage with on-line learning material / videos (minimum 2 hours a week)</p>
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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	<p>(1) Multiply & Divide Fractions</p> <p>(2) Ratio</p> <p>(3) Working With Percentages</p> <p>(4) Proportion</p> <p>(5) Brackets & Expressions</p>	<ul style="list-style-type: none"> • Multiply fractions by integers & fractions • Divide fractions by integers & fractions • Simplify ratio • Divide into a given ratio • Percentage increase and change • Conversion graphs & currency • Pie charts • Expanding brackets • Factorising into a bracket 	End of topic tests will be completed in lessons every 2 – 3 weeks.	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	<p>(6) Probability Basics</p> <p>(7) Equations</p> <p>(8) Further Angles</p> <p>(9) Inequalities</p>	<ul style="list-style-type: none"> • Probability scale • Sample space • Probability of single events • Two-step equations & inequalities • Forming & solving equations & inequalities • Equations & inequalities (x on both sides) • Multi-step angle problems • Angles in parallel lines • Angles in polygons 	<p>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 be posted as a homework.</p> <p>End of topic tests will be completed in lessons every 2 – 3 weeks.</p>	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. Support students with revision (as required) ahead of the assessment.
Summer Term	<p>(10) Further Shape</p> <p>(11) Constructions</p> <p>(12) Real World Maths</p> <p>(13) Sets & Venns</p> <p>(14) Graphs & Symmetry</p>	<ul style="list-style-type: none"> • Constructing triangles & angles • Triangles, parallelograms & trapezia • Circumference & area of a circle • Area of compound shapes • Surface area & volume of cuboids • Metric units • Mean, median and range • Probability from Venn diagrams • Plotting coordinates & key equations 	<p>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 as a homework.</p> <p>End of topic tests will be completed in lessons every 2 – 3 weeks.</p>	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. Support students with revision (as required) ahead of the assessment.



Year 8 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Blues 2. Baroque Music	Term 1: 7 th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition. Term 2: Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments	In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	Term 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. Term 2: Baroque- look up instruments of the period on YouTube or look for interactive opportunities in our local area. http://www.leedsbaroque.org/
Spring Term	1. Rock Music 2. Film: Heroes and Villains	Term 1: chord sequence; power chords; riffs; hooks; strophic structure. Term 2: 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.
Summer Term	1. Film: Heroes and Villains (cont) 2. Year 8 showcase	Term 1: Leitmotifs; underscore; composition brief; melodic intervals; major and minor; GarageBand techniques (eg layering and autoplay) Term 2: students work with classmates 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.	As Term 2



Year 8 Curriculum Overview: PE



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Hockey 2. Netball 3. Football 	<ol style="list-style-type: none"> 1. To develop accuracy and consistency simple skills 2. Be able to speed up the skills in small sided games 3. To understand the basic rules and basic officiating 4. To know and understand the basic fitness components 5. To learn to work together 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. 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 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Spring Term	<ol style="list-style-type: none"> 1. Cross Country 2. Gym 3. Swimming: Water Polo, Synchronised swimming, life saving 	<ol style="list-style-type: none"> 1. To improve and develop their own fitness including Aerobic fitness/ flexibility. 2. To learn and develop more complex motor skills 3. To learn different aqua activities. 4. To know and understand the fitness components and show them in performances. 5. To be able to motivate themselves individually 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. 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 	<p>Encourage Extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle
Summer Term	<ol style="list-style-type: none"> 1. Athletics 2. Tennis 3. Rounders 	<ol style="list-style-type: none"> 1. To develop the core skills- running, throwing, striking and fielding by using their improved fitness components 2. To understand the rules in all activities to score, measure, time and positions on the pitch and how to make tactical decisions 3. To know and understand all safety aspects of athletics and lead to simple officiating 4. To challenge themselves to improve distance/time 	<p>Students will be assessed against the BRONZE, SILVER and GOLD criteria Which is assessed on the following</p> <ol style="list-style-type: none"> 1. 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 	<p>Encourage extra-curricular sport:</p> <ol style="list-style-type: none"> 1. In school 2. In the Community 3. Encourage regular exercise 4. A healthy diet and lifestyle

Year 8 PSHE Curriculum Overview

Autumn Term

Spring Term

Summer Term

Session Content

Powerful Knowledge

How can you help at home?

Living in the wider world

1. Equality Act and freedom of speech
2. Recognising discrimination – microaggressions
3. Online communication
4. Grooming
5. Identifying misinformation
6. Critically assessing media sources
7. PSHE survey

1. 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 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 that expresses hate or encourages violence towards a person or group based on an inherent characteristic.
2. Discrimination is legally defined in the UK as: a person (A) discriminates against another (B) if, because of a protected characteristic, A treats B less favourably than A treats or would treat others.
3. The internet enables messages to be sent and received quickly and to be seen or accessed by many people. Recognising what your digital footprint is and how to manage it is important for keeping yourself safe when you are interacting with the online world.
4. 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.
5. Misinformation is false or inaccurate information often seen and circulated on social media.
6. 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.
7. PSHE survey

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

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

Health and wellbeing

1. Drugs
2. Energy drinks
3. Vapes
4. Alcohol
5. Managing influence

1. A drug is a chemical that changes the brain and/or body when consumed. Drugs can be illegal or legal, recreational or medicinal and every drug can be dangerous if used incorrectly. Illegal drugs are classed as A, B, C, psychoactive substances or temporary class depending on the seriousness of the consequences of their use.
2. Caffeine is the drug that is contained in energy drinks. Caffeine is a stimulant and can be used to make an individual feel more awake. Caffeine is found in dangerously high levels in energy drinks alongside other damaging chemicals and sugar. The side effects of caffeine include increased heart rate, anxiety, struggling to sleep. Though not illegal, supermarkets will not sell energy drinks to under 16's.
3. Alcohol, tobacco and vapes are illegal to buy or sell if you are under 18. Talk to Frank is a factual resource that gives true information about these substances. Many young people are not smoking but vaping straight away – vapes contain many harmful chemicals and there are no long-term studies on the damage they cause to health. Alcohol is a substance found in many drinks. It is an age-controlled substance in the UK and it is illegal to buy or be bought alcohol if you are under the age of 18. Alcohol can alter the way that an individual behaves, and some evidence also shows it impacts brain development.
4. The teenage brain is more likely to suffer from substance use disorder as the prefrontal cortex is immature and teens enjoy the 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 disorder is 4.5 x more likely to have one 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.

- Look through the talk to frank resources to explore the effects of drugs
- 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

Relationships and sex

1. Healthy relationships
2. Managing conflict and de-escalation
3. Consent – the law
4. Explicit image sharing
5. Basic contraception

1. Relationships require work and time and are not linear. Some things in a relationship 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 relationship. Tolerance and mutual respect for other people are important foundations of healthy relationships.
2. Sometimes relationships are no longer working and they need to be re-navigated. Having strong and non-confrontational communication skills are key.
3. 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, 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 child's educational and medical choices. Parents are legally responsible for their children until the age of 18.
4. It is a criminal offense to send or receive a sexually explicit image of a person under the age of 18. It is an offence to take or share an intimate image without consent with the intention of causing the victim humiliation, alarm or distress.
5. Contraception can be used to prevent pregnancy and sexually transmitted infections. The only forms of contraception that prevent unwanted pregnancy and STI's are barrier methods such as condoms.

- Explore the law on consent, gillick competency and consent medically
- Discuss what consent means in day to day life as well as in other relationships such as friendships
- Discuss 'what to do if' a friendship ends/ a relationship ends and strategize an approach

Subject – Personal development





Year 8 Curriculum Overview: Religious Studies



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. How do Jews worship? 2. How do Jews pray? 3. How do Jews celebrate festivals? 4. How do Jews celebrate rites of passage? 5. How do Jews come together as a community? 6. How do Jews get a sense of belonging and identity from their religion? 7. How do Christians worship? 8. How do Christians pray? 9. How do Christians celebrate festivals? 10. How do Christians celebrate rites of passage? 11. How do Christians come together as a community? 12. How do Christians get a sense of belonging and identity from their religion? 	<ol style="list-style-type: none"> 1. Importance of Shabbat for Jews (link to ten commandments). 2. Features of prayer. 3. The origins and importance of RH and YK. 4. Significance of the Bar / Bat Mitzvah. 5. Significance and impact of Jewish pilgrimage. 6. The promised land as identified in the first and second covenant. 7. The meaning and purpose of worship. 8. Types of prayer including set and informal prayers. 9. How and why Christians celebrate Easter. 10. Christian funeral rites (eulogy, prayer, bible readings and rite of committal). 11. Role and importance of pilgrimage. 12. Role of the church in the local community. 	<ul style="list-style-type: none"> • Watch the BBC 'being' 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 own beliefs.
Spring Term	<ol style="list-style-type: none"> 1. How do Muslims worship? 2. How do Muslims pray? 3. How do Muslims celebrate festivals? 4. How do Muslims celebrate rites of passage? 5. How do Muslims come together as a community? 6. How do Muslims get a sense of belonging and identity from their religion? 7. How do Hindus worship? 8. How do Hindus pray? 9. How do Hindus celebrate festivals? 10. How do Hindus celebrate rites of passage? 11. How do Hindus come together as a community? 12. How do Hindus get a sense of belonging and identity from their religion? 	<ol style="list-style-type: none"> 1. Key features of a Mosque. 2. Importance of Salah on belief. 3. Origins of Ramadan and Id-ul-Fitr. 4. Arranged marriage and Muslim beliefs. 5. The concept of Ummah and family in Islam. 6. The five pillars as obligatory practices in Islam. 7. Features of a Mandir 8. The Puja tray and how this worship impacts on faith and action 9. The celebration of the Divali and Holi Festivals 10. The key features of a Hindu marriage and how these support the couple. 11. The features of Kumbh Mela 12. How the Varnas gave/give people identity and belonging (links to Karma) 	<ul style="list-style-type: none"> • Watch the BBC 'being' series for Islam and Hinduism. • Complete knowledge organiser for Islam and Hinduism. • 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.
Summer Term	<ol style="list-style-type: none"> 1. How do Buddhists worship? 2. How do Buddhists pray? 3. How do Buddhists celebrate festivals? 4. How do Buddhists celebrate rites of passage? 5. How do Buddhists come together as a community? 6. How do Buddhists get a sense of belonging and identity from their religion? 7. How do Sikhs worship? 8. How do Sikhs pray? 9. How do Sikhs celebrate festivals? 10. How do Sikhs celebrate rites of passage? 11. How do Sikhs come together as a community? 12. How do Sikhs get a sense of belonging and identity from their religion? 	<ol style="list-style-type: none"> 1. The use and importance of Temples, Shrines and Monasteries in Buddhist life. 2. How Buddhists practice meditation. 3. Wesak as a celebration of Siddhartha's birth, enlightenment, and death. 4. How funerals are practiced in different sects of Buddhism. 5. Sangha as a method of support and 'refuge' for Buddhists. 6. Interpretation of key beliefs and how these are different. 7. The features of a Gurdwara and how they support worship 8. The importance of the Gutka for prayer at home 9. Key events of Vaisakhi celebration 10. The Amrit Sanskar ceremony and its impact on a Sikh's faith 11. The impact of Sewa on the Sikh Community Interpretation of key beliefs and how these are different. 12. The Sangat and its support of the Sikh Community. 	<ul style="list-style-type: none"> • 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



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Skeleton & Muscles 2. Waves (Light & Sound) 3. Acids & Alkalis 4. Photosynthesis, Food Webs & Interdependence 5. Electricity & Electromagnets 	<p>Topics in Y8 are slightly shorter as they build on prior powerful knowledge gained in Y7.</p> <p>In skeleton & muscles student will study the musculoskeletal system and build upon the knowledge of forces, energy and respiration.</p> <p>Waves builds on energy with students learning about types of waves, the eye, colour, light and sound (where they will again revisit pressure).</p> <p>Acids & alkalis builds on the knowledge of chemical reactions. Photosynthesis, food webs & interdependence builds on knowledge of cells, chemical reactions, particles and energy. Finally, electricity and electromagnets builds on energy and particles and expand upon ideas about magnetic fields.</p>	<p>Students first summative test will take place at the end of the term, and results reported home. It will cover material up to topic 4.</p>	<p>Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.</p> <p>You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).</p>
Spring Term	<ol style="list-style-type: none"> 6. Plant Reproduction 7. Metals 8. Microorganisms 9. Health 10. Heating & Cooling 	<p>Plant reproduction revisits ideas of gametes from human reproduction and builds upon the work done on plant cells. In the metals topic students expand upon their prior work on chemical reactions and study specific reactions of metals as well as the reactivity series.</p> <p>Microorganisms builds on the knowledge of cells from Y7 and expands upon the differences between animal and bacterial cells. Students also learn the uses of anaerobic respiration in yeast.</p> <p>[Health]</p> <p>Heating and cooling builds on knowledge of energy and particles. Students will learn the 3 types of heat transfer and what effects rate of heat transfer.</p>	<p>Students first summative test will take place at the end of the term, and results reported home. It will cover material from topic 5 up to topic 9.</p>	<p>Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.</p> <p>You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).</p>
Summer Term	<ol style="list-style-type: none"> 11. Earth & the Atmosphere 12. Variation, Genetics & Evolution 13. Machines 14. Material Science 15. Generating Electricity 	<p>Earth & the atmosphere builds on energy, pressure, particles and chemical reactions. Students will learn both the rock and carbon cycle and be able to explain these processes.</p> <p>Variation, genetics & evolution builds on cells and introduces DNA and natural selection.</p> <p>Machines builds upon forces, energy and pressure. Students will be able to calculate the effect of force multipliers such as levers, pulleys and hydraulics.</p> <p>Material science builds on particles and how different arrangements and combinations of particles and materials can affect the properties of a material.</p> <p>Generating electricity builds on the electricity and atmosphere topics and examines the various ways of generating electricity alongside their effects on the environment.</p>	<p>The final test of Y8 will cover content from both Y7 and will focus on the powerful knowledge studied on Forces, Energy, Reactions, Matter and Cells. Results will not be reported home but will help inform setting going into Year 9.</p>	<p>Revision techniques will be taught alongside the science content. You can ask your child which revision techniques they are using and have them explain why they work (mind maps, flash cards, etc.). They can also show you the knowledge organisers they have been using for revision for each topic.</p> <p>You may also help by testing your child on key knowledge after they have revised it (little and often is better than everything at the same time).</p>



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	<ol style="list-style-type: none"> Saying where you live Describing your house Saying where you are going to live Describing your ideal house 	<ul style="list-style-type: none"> ✓ 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 	<p>❑ 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)</p>	<ul style="list-style-type: none"> ➤ 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	<ol style="list-style-type: none"> My town Describing the good and bad thing about your town Saying what one can do in your town 	<ul style="list-style-type: none"> ✓ 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 	<p>❑ Key task 2 – Listening, reading and translation (where you live/describing your town)</p>	<ul style="list-style-type: none"> ➤ 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	<ol style="list-style-type: none"> TV Film Music 	<ul style="list-style-type: none"> ✓ 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 	<p>❑ Key task 3 – writing (tv/film preferences using the past, present and future tenses)</p> <p>❑ Key task 4 – Dictation, reading skills and translation (music preferences)</p>	<ul style="list-style-type: none"> ➤ 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)