

Year 8 Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>The Curious Incident of the Dog in the Night-Time</p> <p>Develop an understanding of the difficulties people face in life; they will understand the impact Asperger's syndrome can have on those affected by it and those around them. This unit will allow students to build confidence with reading and encourage a love of reading.</p> <p>Further develop empathy skills. Explore the attitudes and behaviours of a character and the effect this has on the reader. Explore how characters develop across a text. Be able to summarise and synthesise key information. Be able to make comments securely based in textual evidence.</p>	<p>Animal Farm (Transitional Writing)</p> <p>A focus on the concept of equality and power and will allow opportunities for discussion to build oracy skills. Students will explore key events and link them to real life situations allowing them to write about the text with confidence.</p> <p>Create engaging texts. Experiment with a wide range of sentence structures. Use punctuation and spell accurately. Make inferences from a text. Explore language and its effects in the creation of character. Link a text and its context.</p>	<p>Victorian Children</p> <p>Makes use of a number of accounts (fiction and non-fiction) from Victorian texts including newspapers, poetry, autobiography, magazine articles etc as stimulus material. Students will explore what life in the Victorian era was like for children.</p> <p>Be able to retrieve and withdraw explicit and implicit information from a text. Offer perceptive comments securely based in textual evidence. Use terminology with confidence. Be able to evaluate texts with confidence.</p>	<p>Julius Caesar</p> <p><i>Students to explore a text and link to topical issues, such as jealousy and issues between friendships and social groups. It also explores motives to commit crimes and allows opportunities for debate and discussion. be able to make inferences from a text.</i></p> <p>Be able to analyse language with increasing confidence. Explore key themes in a play. Be able to exploring connotations and explore the effect on the reader. Explore key features of writing to persuade.</p>	<p>Creative Writing</p> <p>Visual stimuli and features of the dystopian genre to provoke students to produce a selection of descriptive and creative writing inspired by texts from the genre. Students will be exposed to a number of different texts from different time periods and with different motivations.</p> <p>Be able to create engaging texts using a variety of literary features. Be able to communicate and organise ideas effectively. Be able to experiment with a wide range of sentence structures and vocabulary. Use a range of punctuation and spell accurately. Develop oracy skills and a love of reading.</p>	<p>Conflict Poetry</p> <p>Explore racial discrimination and historical events. It also allows opportunities for discussion about modern conflicts.</p> <p>Be able to explore conflict in poetry. Explore context and show an understanding of historical events. Further build analytical skills to include: selecting quotations, exploring their effect, zooming in on single words and commenting on the reader. Write from different perspectives.</p>
Maths	<p>Four operations and indices</p> <ul style="list-style-type: none"> Apply the four mathematical operations to integers, decimals and simple fractions for both positive and negative Use conventional notation for the priority of operations including brackets, powers, roots and reciprocals <p>Averages</p> <ul style="list-style-type: none"> Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency and spread Apply statistics to describe a population <p>Prime factors, HCF, LCF and standard form</p> <ul style="list-style-type: none"> Use the concepts and vocabulary Interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer 	<p>Building on algebra</p> <ul style="list-style-type: none"> Understand the notation of algebra Manipulate algebraic expressions Evaluate algebraic statements <p>Probability</p> <ul style="list-style-type: none"> Relate relative expected frequencies to theoretical probability Record describe and analyse the frequency of outcomes of Construct theoretical possibility spaces to calculate theoretical probabilities Apply systematic listing strategies Record describe and analyse the frequency of outcomes of probability experiments using frequency trees Enumerate sets and combinations of sets Construct theoretical possibility spaces for combined experiments Apply ideas of randomness, fairness and equally likely events 	<p>Fractions and decimals</p> <ul style="list-style-type: none"> Explore links between fractions, decimals and percentage <p>Sequences</p> <ul style="list-style-type: none"> Use a term-to-term rule to generate a sequence Find the term-to-term rule for a sequence Describe a sequence using the term-to-term rule <p>Ratio and proportion</p> <ul style="list-style-type: none"> Express the division of a quantity into two parts as a ratio; Identify and work with fractions in ratio problems Understand and use proportion as equality of ratios Express a multiplicative relationship between two quantities as a ratio or a fraction Use compound units Change freely between compound units Relate ratios to fractions and to linear function 	<p>Bearings, plans, elevations and loci</p> <ul style="list-style-type: none"> Measure line segments and angles in geometric figures, Identify, describe and construct similar shapes, Interpret plans and elevations of 3D shapes Use scale factors, scale diagrams and maps <p>Angle facts and rules</p> <ul style="list-style-type: none"> Understand and use alternate and corresponding angles on parallel lines Derive and use the sum of angles in a triangle 	<p>Solving equations</p> <ul style="list-style-type: none"> Recognise and use relationships between operations, including inverse operations Solve linear equations in one unknown algebraically Solve linear equations with the unknown on both sides of the equation <p>Percentages</p> <ul style="list-style-type: none"> Recognise when a fraction (percentage) should be interpreted as a number or as an operator Identify the multiplier for a percentage increase or decrease when the percentage is greater than 100% Use calculators to increase an amount by a percentage greater than 100% Solve problems involving percentage change Solve financial problems Understand the meaning of giving an exact solution 	<p>Graphs</p> <ul style="list-style-type: none"> Plot graphs of equations that correspond to straight-line graphs in the coordinate plane Identify and interpret gradients and intercepts of linear functions graphically Recognise, sketch and interpret graphs of linear functions and simple quadratic functions Plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to Find approximate solutions to problems such as simple kinematic problems involving distance and speed <p>Presenting data</p> <ul style="list-style-type: none"> Interpret, analyse and compare the distributions of data sets Use and interpret scatter graphs of bivariate data Recognise correlation

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Science	<p>Scientific Skills</p> <p>Developing scientific theories by having and then testing an idea, based on some prior knowledge. Investigations as a cycle, where this is then evaluated and leads to further questions.</p> <p>The idea of scientific convention, with things being done in a similar way by scientists around the world.</p> <p>Biology A</p> <p>Spiral curriculum themes: Organisms and ecosystems</p> <p>Breathing, digestion, respiration and photosynthesis</p>	<p>Chemistry A</p> <p>Spiral curriculum themes: Matter and Reactions</p> <p>Periodic table, elements, chemical energy and types of reaction</p>	<p>Physics A</p> <p>Spiral curriculum themes: Forces and Electromagnets</p> <p>Contact forces, pressure, electromagnets and magnetism.</p>	<p>Chemistry B</p> <p>Spiral curriculum themes: Earth</p> <p>Earth structure, climate and earth resources</p>	<p>Biology B</p> <p>Spiral curriculum themes: Genes</p> <p>Evolution and inheritance</p>	<p>Physics B</p> <p>Spiral curriculum themes: Energy and waves</p> <p>Work, heating and cooling, wave effects and wave properties.</p>
	History	<p>Empire & Slavery</p> <p><i>Why was the slave trade significant?</i></p> <p>What is Britishness? How and why did Britain build an empire? Why did Britain want an empire? How did the slave trade develop? What was life like on a plantation? Why was slavery abolished? What is the legacy of the British Empire?</p>	<p>The Industrial Revolution</p> <p><i>How did the Industrial Revolution change life in Britain?</i></p> <p>What was life like before the Industrial Revolution? How did life change during the Industrial Revolution? How did cities develop? Why did life change during the Industrial Revolution?</p>	<p>The First World War</p> <p><i>What can sources teach us about World War I?</i></p> <p>Why did the First World War breakout? How do we find out about events in the past? How can we judge how useful a source is? What was life like on the front line? Battle of the Somme Case Study What was life like on the Home Front for women and children?</p>	<p>How did Hitler impact ordinary people in Germany?</p> <p>How did life in Germany change under Hitler? How did Hitler control people? What are historical interpretations? How can we evaluate how convincing an interpretation is?</p>	<p>What is the Holocaust?</p> <p>What damage can stereotyping do? What is anti-Semitism and how has it developed across Europe since the days of Christ? How did Hitler gradually turn Jews into Non-Citizens? What was the final solution? Who was really to blame? Persecution of other minorities</p>
Geography	<p>Coasts</p> <p>Globally significant places both terrestrial and marine Physical geography relating to coasts Understand how human and physical processes influence and change landscapes How much human activity relies on the effecting functioning of natural systems</p>	<p>China</p> <p>Understanding of physical and human features of a region within Asia Understand key processes in relation to population, urbanisation, international development and economic activity Build on knowledge of globes, maps and atlas'.</p>	<p>Restless Earth</p> <p>Understand how human and physical processes influence and change landscapes and climate, and how human activity relies on the effective functioning of natural systems Build on knowledge of maps, atlas' and globes. Economic activities in tertiary sector and the use of natural resources Focus on environmental regions including polar deserts</p>	<p>Antarctica</p> <p>Understand how human and physical processes influence and change landscapes and climate, and how human activity relies on the effective functioning of natural systems Build on knowledge of maps, atlas' and globes. Economic activities in tertiary sector and the use of natural resources Focus on environmental regions including polar deserts</p>	<p>Diverse UK landscapes (<i>Ogden field visit</i>)</p> <p>Understand how human and physical processes influence and change landscapes, and how human activity relies on the effective functioning of natural systems Build on knowledge of maps and atlas' Understand similarities, differences and links between places Use of detailed place-based examples at a variety of scales Use GIS to view, analyse and interpret places and data Use fieldwork to collect, analyse and draw conclusions from primary data</p>	<p>Topical Geography/ Geographical skills (Japan Olympics)</p> <p>Build on knowledge of globes, maps and atlases and apply and develop in the classroom Interpret OS maps including using grid references and scale, topographical and other thematic mapping Use GIS to view, analyse and interpret places and data</p>

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RE	<p>Big Questions</p> <p>Capital punishment Creation Forgiveness Extremism Sex and relationships</p> <p>To be able to identify different viewpoints relating to capital punishment. To be able to explain reasons for and against capital punishment. To be able to evaluate the impact of capital punishment on society. To be able to explain the creation narrative in Christianity and Judaism. To identify religious views of forgiveness. Evaluate why extremists are the way they are and why they operate Consider the impact of Sex and relationships on our lives To explain how some of God's key characteristics are visible in the creation narrative.</p>	<p>Buddhism</p> <p>Global geography of religion Who was Siddartha? The Dharma Meditation Moral precepts</p> <p>Describe "the global geography of religion" Outline the age of some of the world religions. Analyse the spread of religions. Describe Buddhist teachings Outline the impact of certain Buddhist teaching Analyse moral theory according to Buddhism.</p>	<p>Christianity</p> <p>The history of religion Key teachings and beliefs The person of Jesus Christ Miracles investigation</p> <p>Outline the main beliefs of the main religion tradition in the UK. Analyse the history of religion. Describe Christian teachings Outline the impact of certain Christian teaching</p>
Art	<p>Day of the dead Project</p> <p>Mask design Mask making</p> <p>Students will learn about masks from around the world and their different uses from decoration to religious purpose.</p> <p>Students will experiment with designing their own mask, either based upon African or Mexican masks. This will lead to students creating their own cardboard relief mask, some students will have the opportunity to develop their ideas into clay.</p>	<p>Funky Fashion Shoes</p> <p>British fashion designers Shoes Shoes design and making</p> <p>Authentic fake design brief working in design teams.</p> <p>Developing/ Applying Ideas, analyse and evaluate own work, and that of others, in order to strengthen the visual impact or applications of his/her work .</p> <p>Developing/ Applying Ideas and use a range of techniques to record own observations in sketchbooks, journals and other media as a basis for exploring ideas.</p>	<p>Hundertwasser stained glass</p> <p>Hundertwasser & Clarke research Large group piece Individual stained glass and deconstruct. Student illustrate a verse and create a class book.</p> <p>The project is based on the two artists, architects and sculptors Hundertwasser and Brian Clarke (British artist). Students will be involved in work based on pattern, shape, texture and colour. You will be enhancing skills in drawing and painting.</p>
DT	<p>Food Seasonality</p> <p>Students will be developing their practical food skills and where food comes from. Students will focus upon seasonal foods, air miles and fair trade. Students will be guided and encouraged to select either more complex or basic objects/imagery.</p>	<p>Resistant Materials Gift in a Box</p> <p>Focus on resistant materials and is used to develop student's health and safety and hand craft/machine skills in the work shop.</p> <p>Making– what is health and safety in the workshop, accurate use of tools.</p> <p>Design– What are initial designs and design development.</p> <p>Understanding– students will know what jigs are used for different finishing techniques</p>	<p>Textiles Artist inspired Tote Bag.</p> <p>Pupils will enhance their ability to create a personal response to a predetermined design context.</p> <p>Pupils will explore a range of dyeing and printing techniques to include in their design.</p> <p>Students will use their synoptic understanding to select the most appropriate technique or process for each element of their design through testing and evaluation.</p>

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PE	Traditional Sports	Traditional Sports & OAA	Dance & Gymnastics	Non Traditional	Athletics	Summer Sports
	<p>Football</p> <ul style="list-style-type: none"> Students will demonstrate skills and techniques required to perform effectively at football. Students will evaluate own performance and plan for improvements in future Students will prepare adequately to allow them to perform to maximal levels Students will be able to apply rules to performances <p>Badminton</p> <ul style="list-style-type: none"> Students will be able to apply rules to performances Students will demonstrate skills and techniques required to perform effectively at badminton. Students will evaluate own performance and plan for improvements in future. Students will prepare adequately to allow them to perform to maximal levels 	<p>Badminton</p> <ul style="list-style-type: none"> Students will demonstrate skills and techniques required to perform effectively at badminton. Students will evaluate own performance and plan for improvements in future Students will explore methods of motivating self to influence performance levels Students will be able to apply rules to performances <p>Rugby</p> <ul style="list-style-type: none"> To be able to pass a ball in both directions over greater distances. To be able to use a pass to outwit opponents using an extra man. To be able to tackle safely and effectively choosing the correct tackle. Demonstrating a good understanding of the rules. To be able to demonstrate a range of kicks. <p>Fitness</p> <ul style="list-style-type: none"> Explain how the component of fitness being worked on may improve fitness may help your performance. Demonstrate how the certain component of fitness can be used to improve performance. <p>OAA</p> <ul style="list-style-type: none"> Develop team building skills to solve problems and complete tasks. Build up resilience and put resilience into practice when using the climbing wall. Students will explore methods of motivating self to influence performance levels. 	<p>Dance</p> <ul style="list-style-type: none"> Students will be able to replicate subject specific movement material Students will be able to choreograph movement/sequences independently Students will apply interpretive skills in performance Students will be able to evaluate strengths and weaknesses. <p>Gymnastics</p> <ul style="list-style-type: none"> Demonstrations of skills and techniques required to perform various gymnastics moves Evaluation of own and others performance and plan for improvements in future Adequate preparation to allow them to perform to maximal levels Students will explore methods of motivating self to influence performance levels Students will be able to apply competition rules to floor routines <p>Gym and Fitness</p> <ul style="list-style-type: none"> Verbally talk through a potential training program for themselves and why they have selected that certain training method. Demonstrate an improved fitness level with use of fitness booklet showing how they have trained and what the results are. Have some basic knowledge on the 4 main systems. <p>OAA</p> <ul style="list-style-type: none"> Develop team-building skills to solve problems and complete tasks. Build up resilience and put resilience into practice when using the climbing wall. Students will explore methods of motivating self to influence performance levels. 	<p>Tchoukball</p> <ul style="list-style-type: none"> Students will demonstrate skills and techniques required to perform effectively in tchoukball. Students will evaluate own performance and plan for improvements in future. Learn, know, demonstrate and explain rules that are used during tchoukball. Develop their knowledge and skills from the previous year progressing onto longer passes, harder more accurate shooting and good movement with the ball. <p>Trampolining</p> <ul style="list-style-type: none"> Students will demonstrate skills and techniques required to perform effectively at Trampolining. Students will evaluate own performance and plan for improvements in future Students will be able to apply specific techniques and vocabulary to performance Students will understand the different roles involved in Trampolining. <p>Handball</p> <ul style="list-style-type: none"> Students will demonstrate skills and techniques required to perform effectively in handball. Students will evaluate own performance and plan for improvements in future. Learn, know, demonstrate and explain rules that are used during handball. Develop their knowledge and skills from the previous year progressing onto longer passes, harder more accurate shooting and good movement with the ball. 	<ul style="list-style-type: none"> Students will demonstrate skills and techniques required to perform effectively in various athletics events Students will evaluate own performance and plan for improvements in future Students will prepare adequately to allow them to perform to maximal levels Students will explore methods of motivating self to influence performance levels Students will be able to apply competition rules to performances 	<p>Rounders, Cricket & Softball (Catching and Striking)</p> <ul style="list-style-type: none"> To perform, develop and incorporate the skills of Receiving, Long Barrier, Throwing, Batting, Running, Back stop and Bowling in Rounders. Pupils should use their knowledge and understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. Pupils should further understand the laws of the game, and recognise the importance of responding to changing situations within a game. Pupils should further their understanding by learning correct technical language and understanding the meanings as this will help develop their knowledge on learning the rules. For softball understand how to use a glove and look at the different positioning the hands should be in when catching. For softball know the main rules to enable a good competitive game to take place.

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ICT	<p>Online World</p> <p>Types of online services Staying safe online IP/HTTP/SMTP/IMAP protocols</p>	<p>Website Design</p> <p>Evaluating websites Design a multipage website Create a functional multipage website Test and evaluate a multipage website</p>	<p>Fundamentals</p> <p>Computer hardware and software Binary numbers Logic - AND, OR NOT circuits</p>	<p>Python</p> <p>Use a textual programming language to solve a variety of computational problems. Make appropriate use of data structures Design and develop modular programs that use procedures or functions</p>	<p>Game Making</p> <p>Evaluate existing computer games Learn how to plan a simple game Use design and programming techniques to create a game</p>	<p>Animation</p> <p>Evaluate existing animations Learn how to plan an animation Apply appropriate animation techniques to create an original animation</p>
MFL	<p>My life at school</p> <ul style="list-style-type: none"> revisit Spanish phonics. explain what subjects they study and offer justified opinions on these. describe their teachers. describe their 	<p>My life at home</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. explain their daily routine. describe their mealtimes. 	<p>My lifestyle</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. be able to describe aches, pains and illnesses. 	<p>Time with my friends</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. give justified opinions on types of TV programme and 	<p>What's in fashion?</p> <ul style="list-style-type: none"> continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction. explain their usual fashion choices. describe their uniform and give a 	<p>Holidays!</p> <ul style="list-style-type: none"> describe how they normally spend their holidays. describe a memorable past holiday. explain how they'll spend the coming holidays. explain where they would go if they
Music	<p>Keyboard skills and Performance Level 2</p> <p>Revisiting writing/reading music notation. Performing using two hands. More complex performance pieces and opportunity for students to perform using 2 hands. Playing and Performing intermediate pop music.</p>	<p>The Blues</p> <p>Historical context of the Blues Blues Instruments and Performers Performing/Composing and Listening of Blues Music. Introduction to Improvisation and the 12 bar blues.</p>	<p>Music Technology- Dance and Trance Music – Creating an Ibiza Hit!</p> <p>Introduction to Garage band. Basic techniques Creating a small motif for dance music.</p>	<p>Song writing</p> <p>Composing a 4 chord hit. Creating and writing song lyrics.</p>	<p>Writing your own TV Jingle</p> <p>Creating a product Creating an advert/jingle Assessment/Peer/Self-evaluation.</p>	<p>Dance and Choreography.</p> <p>Dance- following set choreography to Uptown Funk. Working together.</p>
Drama	<p>Panto and Commedia Dell'Arte</p> <p>The historical context of Commedia/Panto. Developing physical theatre. Performing -Basic techniques Performing and responding Self-Evaluation</p>	<p>Matilda- Working From a script</p> <p>Creating a character- Stanislavski techniques. Emotions- Voice, movement and gesture. Using scripts- annotating and role on the wall Rehearsal techniques/learning lines.</p>	<p>Theatre through time</p> <p>Masks Greek theatre Shakespeare- Macbeth</p>	<p>Improvisation.</p> <p>The key ingredients of improvisation Improvisation scenes. Prepared improvisation. Self- Evaluation.</p>	<p>Devising Theatre</p> <p>War- Evacuees/the effects. Diary extracts. Working to a Stimulus. How to Devise- Process and Progress.</p>	<p>Scripted Performance</p> <p>Scripted scenes from Our day out/ Rehearse, prepare, Perform. Self/Peer Evaluation</p>