

# Year 8 Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>The Hound of the Baskervilles</b> (Lit AO1 AO2 AO3 AO7 AO8 AO9)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters</p>	<p><b>Non-Fiction (Travel Writing)</b> (Lang AO1 AO2 AO5 AO6)</p> <p>Skills: Language analysis Evaluate experiences Writing for purpose audience format. Technical accuracy</p> <p>Knowledge: Rhetorical devices Transactional writing structure Socratic writing.</p>	<p><b>Dystopian Fiction</b> (Lang AO1 AO2 AO5 AO6)</p> <p>Skills: Creating imagery Using descriptive techniques Responding to prompts Technical accuracy Language analysis Structure analysis (Beginning, middle end)</p> <p>Knowledge: Language devices Original writing structure Genre conventions</p>	<p><b>War Poetry</b> (Lit AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique Approaching an unseen text.</p> <p>Knowledge: Quotes Context Characters</p>	<p><b>Animal Farm</b> (Lit AO1 AO2 AO3 AO7 AO8 AO9)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Allegory</p>	<p><b>Julius Caesar</b> (Lit AO1 AO2 AO3 AO4)</p> <p>Skills: Analysis Exam Technique</p> <p>Knowledge: Quotes Context Characters Themes Dramatic conventions</p>
Maths	<p><b>Four operations and indices</b></p> <ul style="list-style-type: none"> <li>Apply the four mathematical operations to integers, decimals and simple fractions for both positive and negative</li> <li>Use conventional notation for the priority of operations including brackets, powers, roots and reciprocals</li> </ul> <p><b>Averages</b></p> <ul style="list-style-type: none"> <li>Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency and spread</li> <li>Apply statistics to describe a population</li> </ul> <p><b>Prime factors, HCF, LCF and standard form</b></p> <ul style="list-style-type: none"> <li>Use the concepts and vocabulary</li> <li>Interpret standard form <math>A \times 10^n</math>, where <math>1 \leq A &lt; 10</math> and <math>n</math> is an integer</li> </ul>	<p><b>Building on algebra</b></p> <ul style="list-style-type: none"> <li>Understand the notation of algebra</li> <li>Manipulate algebraic expressions</li> <li>Evaluate algebraic statements</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>Relate relative expected frequencies to theoretical probability</li> <li>Record describe and analyse the frequency of outcomes of</li> <li>Construct theoretical possibility spaces to calculate theoretical probabilities</li> <li>Apply systematic listing strategies</li> <li>Record describe and analyse the frequency of outcomes of probability experiments using frequency trees</li> <li>Enumerate sets and combinations of sets</li> <li>Construct theoretical possibility spaces for combined experiments</li> <li>Apply ideas of randomness, fairness and equally likely events</li> </ul>	<p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>Explore links between fractions, decimals and percentage</li> </ul> <p><b>Ratio and proportion</b></p> <ul style="list-style-type: none"> <li>Express the division of a quantity into two parts as a ratio;</li> <li>Identify and work with fractions in ratio problems</li> <li>Understand and use proportion as equality of ratios</li> <li>Express a multiplicative relationship between two quantities as a ratio or a fraction</li> <li>Use compound units</li> <li>Change freely between compound units</li> <li>Relate ratios to fractions and to linear function</li> </ul> <p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>Use a term-to-term rule to generate a sequence</li> <li>Find the term-to-term rule for a sequence</li> <li>Describe a sequence using the term-to-term rule</li> </ul>	<p><b>Bearings, plans, elevations and loci</b></p> <ul style="list-style-type: none"> <li>Measure line segments and angles in geometric figures,</li> <li>Identify, describe and construct similar shapes,</li> <li>Interpret plans and elevations of 3D shapes</li> <li>Use scale factors, scale diagrams and maps</li> </ul> <p><b>Angle facts and rules</b></p> <ul style="list-style-type: none"> <li>Understand and use alternate and corresponding angles on parallel lines</li> <li>Derive and use the sum of angles in a triangle</li> </ul> <p><b>Solving equations</b></p> <ul style="list-style-type: none"> <li>Recognise and use relationships between operations, including inverse operations</li> <li>Solve linear equations in one unknown algebraically</li> <li>Solve linear equations with the unknown on both sides of the equation</li> </ul>	<p><b>Percentages</b></p> <ul style="list-style-type: none"> <li>Recognise when a fraction (percentage) should be interpreted as a number or as an operator</li> <li>Identify the multiplier for a percentage increase or decrease when the percentage is greater than 100%</li> <li>Use calculators to increase an amount by a percentage greater than 100%</li> <li>Solve problems involving percentage change</li> <li>Solve financial problems</li> <li>Understand the meaning of giving an exact solution</li> </ul> <p><b>Perimeter, area and volume</b></p> <ul style="list-style-type: none"> <li>Find the area of 2D shapes</li> <li>Find the circumference of a circle</li> <li>Find the area of a circle</li> <li>Find the volume of a cylinder</li> <li>Calculate the surface area of a cylinder</li> <li>Calculate the volume and surface area of complex 3D shapes</li> <li>Understand, recall and use Pythagoras' theorem in 2D</li> </ul>	<p><b>Graphs</b></p> <ul style="list-style-type: none"> <li>Plot graphs of equations that correspond to straight-line graphs in the coordinate plane</li> <li>Identify and interpret gradients and intercepts of linear functions graphically</li> <li>Recognise, sketch and interpret graphs of linear functions and simple quadratic functions</li> <li>Plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to</li> <li>Find approximate solutions to problems such as simple kinematic problems involving distance and speed</li> </ul> <p><b>Presenting data</b></p> <ul style="list-style-type: none"> <li>Interpret, analyse and compare the distributions of data sets</li> <li>Use and interpret scatter graphs of bivariate data</li> <li>Recognise correlation</li> </ul>
Science	<p><b>Being a Physicist</b></p> <p>Spiral curriculum themes: Waves</p>	<p><b>Becoming a Chemist</b></p> <p>Spiral curriculum themes: Matter and Reactions</p>	<p><b>Being a Physicist</b></p> <p>Spiral curriculum themes: Particles &amp; Forces</p>	<p><b>Being a Chemist</b></p> <p>Spiral curriculum themes: Matter</p>	<p><b>Being a Biologist</b></p> <p>Spiral curriculum themes: Organisms &amp; Ecosystems</p>	<p><b>Being a Physicist</b></p> <p>Spiral curriculum themes: Energy and Waves</p>

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	<p>Describing Light &amp; sound waves</p> <p><b>Becoming a Chemist</b></p> <p>Spiral curriculum themes: Matter &amp; Reactions</p> <p>The Earth</p>	<p>Periodic table, elements, chemical energy and types of reaction</p> <p><b>Being Alive</b></p> <p>Spiral curriculum themes: Organisms and ecosystems</p> <p>Ecosystems</p>	<p>Forces</p>	<p>Investigating types of chemical reaction and the reactions of metals and their uses</p> <p><b>Being a Biologist</b></p> <p>Spiral curriculum themes: Organisms &amp; Ecosystems</p> <p>Genes 2</p>	<p>Investigating biological reactions and plants as producers</p> <p><b>Being a Chemist</b></p> <p>Spiral curriculum themes: Matter &amp; reactions</p> <p>Reactins 2</p>	<p>Energy 2 &amp; Waves 2</p>
History	<p><b>Was medieval Africa more powerful than medieval Europe?</b></p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Pupils will explore the civilisations of Africa during the medieval period. They will consider the wealth and culture existent in Africa at the time, as well as key developments in medicine, scholarship and religion.</p>	<p><b>How did the transatlantic trade in enslaved people shape the British Empire?</b></p> <p><i>Ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p>Pupils will explore the development of the British Empire and the impact of the transatlantic trade in enslaved people and its significance. Pupils will engage with case studies and texts like Stuart's <i>Sugar in the Blood</i> to explore the impact on the enslaved people and those who profited from their exploitation.</p>	<p><b>What can we learn about the British Empire from the study of India?</b></p> <p><i>Ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p>Pupils will explore the history of India, from the Mughal Empire to India's conquest by the East India Company, through to the campaign for independence. They will use a range of materials to examine the impact colonialisation had on both India and Britain, and the people who inhabited them.</p>	<p><b>How far did the Industrial Revolution change Bradford?</b></p> <p><i>Ideas, political power, industry and empire: Britain, 1745-1901</i></p> <p>Building on the idea of revolutions encountered the previous half term, pupils will explore change and continuity in Britain during the Industrial Revolution. They will explore a range of sources that help them to understand what conditions were like for working people during the Industrial Revolution.</p>	<p><b>What can sources teach us about WWI?</b></p> <p><i>Challenges for Britain, Europe and the wider world 1901 to the present day</i></p> <p>Pupils will use sources to explore the causes of the war and what life was like for soldiers during the war. They will consider the experiences of soldiers across the world as well as on the Western Front. They will also develop their understanding of provenance and how this affects the depiction of events.</p>	<p><b>How have disasters shaped the world?</b></p> <p><i>A study of a significant society or issue in world history and its interconnections with other world developments</i></p> <p>Pupils will consider a range of social, economic and political factors that influenced disasters throughout time, drawing parallels and exploring differences. They will also consider the impact of natural disasters, linking to work completed in Geography.</p>
Geography	<p><b>Antarctica</b></p> <p>An understanding of how human and physical processes influence and change landscapes and climate, and how human activity relies on the effective functioning of natural systems</p> <p>Economic activities in tertiary &amp; quaternary sector and the use of natural resources</p> <p>Focus on environmental regions including polar deserts.</p> <p>Build on knowledge of maps, atlases and globes.</p>	<p><b>Middle East</b></p> <p>Development of locational knowledge and deepening of spatial awareness where the focus is the Middle East and the countries located there.</p> <p>A focus on the environmental regions, key physical and human characteristics, countries and major cities located there.</p> <p>Understanding of the physical and human features of a region.</p>	<p><b>Restless Earth</b></p> <p>An understanding of physical geography by considering how physical processes pose major risks to people and property.</p> <p>An understanding of the processes responsible for earthquakes and volcanoes and the effects and responses to these tectonic hazards.</p> <p>An understanding of detailed placed based examples of plate tectonic activity</p> <p>Build on knowledge of maps, atlases and globes</p>	<p><b>China</b></p> <p>An enquiry approach to exploring what China is like now and the challenges and opportunities it faces in the future.</p> <p>An understanding of physical and human features of a region within Asia.</p> <p>An understanding of the key processes in relation to population, urbanisation, international development and economic activity</p> <p>Build on knowledge of globes, maps and atlases.</p>	<p><b>Coasts</b></p> <p>Develops an understanding of physical geography by considering how physical processes shape the coastline and the distinctive landforms that are created</p> <p>Develops an understanding of how human and physical processes influence and change landscapes using place-based exemplars (Towyn)</p> <p>How much human activity relies on the effective functioning of natural systems</p>	<p><b>Diverse UK landscapes</b></p> <p>An understanding of how human and physical processes influence and change landscapes, and how human activity relies on the effective functioning of natural systems</p> <p>Build on knowledge of maps and atlas'</p> <p>Develops place knowledge and an understanding of similarities, differences and links between places</p> <p>Use of detailed place-based examples at a variety of scales</p> <p>Use GIS to view, analyse and interpret places and data</p> <p>Use fieldwork to collect, analyse and</p>

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					draw conclusions from primary data. (Ogden field visit)
RE	<p><b>Does believing in God make us responsible? (Atheism, Science, Religion)</b></p> <p>Pupils explore key philosophical ideas to tie into their previous unit.</p> <ul style="list-style-type: none"> <li>Does God exist? If so, what impact does this have on us?</li> <li>Why might someone not believe in God?</li> <li>Are the arguments convincing.</li> <li>What would religious people say in response to this?</li> </ul>	<p><b>Does religion inspire sustainability? (Islam, Christianity/ Judaism/ other religions, Science)</b></p> <p>Pupils explore the cross-curricular links between religious scripture and the concern with unsustainability (geography).</p> <p>Religious beliefs and ideas are linked to modern issues and partly explored through holy books and literature today (Karen Armstrong's book: Nature, 2023).</p> <p>Whether or not one believes in God it promotes an understanding of looking after our world and respecting it.</p>	<p><b>How does religion link to peace and conflict?</b></p> <p>Pupils gain insights into the world of peace, diplomacy and conflict and explore religion's connection to this.</p> <p>Building an understanding into some key ideas such as diplomacy and conflict and evaluate which path is best suited to ensure peace and why.</p> <p>Pupils explore the peace and conflict within humans through Freud's psychoanalysis as an overview and connect this to religious views from scripture.</p>		
PSHCE	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Mental wellbeing</li> <li>Coping with difficult situations</li> <li>Attitudes towards mental health</li> <li>Risks of caffeine</li> <li>Risks of smoking</li> <li>Risks of alcohol</li> </ul> <p>Peer pressure and vaping</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>Gender identity and sexual orientation</li> <li>An introduction to contraception</li> <li>Effective communication in a relationship</li> <li>Risks of sexting</li> </ul> <p>Challenging discrimination</p>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Online safety</li> <li>Online grooming</li> <li>Gambling</li> <li>Equality in the workplace</li> <li>Different types of employment</li> </ul> <p>My future career goals</p>		
Art (Unit Carousel)	<p><b>masks</b></p> <p>Pupils will discover masks from a range of cultures: Native American, African, New Zealand and their different uses from decoration to religious purpose.</p> <p>This will lead to pupils creating their own cardboard relief mask and demonstrating a good blending technique by applying colour using acrylic paint.</p> <p>Pupils will look at Mexican sugar skulls masks, they will create a variety of different 2D designs and look at how they can use these designs to create a 3D wearable mask using papier mâché techniques.</p>	<p><b>Figures</b></p> <p>In this unit pupils will explore the role of the human figure in art throughout history up to present day. They will study closely the proportions, form and details of the figure enhancing observation and drawing skills and also investigate how shape, colour, line and pattern can be used to show the figure in movement. Pupils will explore a wide range of concepts including composition, colour theory, framing, drawing, design and abstraction, culminating in a Keith Haring inspired final piece. They will create art based on the figure in different mediums developing their skills in pencil, pencil crayon and paint.</p> <p>Pupils will begin by exploring the history of the figure in art. They will gain an understanding of proportions of the human figure and will be able to apply these proportions to their own figure drawings. Pupils will consider the work of other artists and art techniques. During the first half term pupils will explore how artists have created the illusion of figures movement. Pupils will explore a wide range of materials in their</p>	<p><b>Natural form printing</b></p> <p>Pupils will explore a range of printing techniques through the subject of nature. Become aware of the importance of bees, the vital role they play and what we can do to help bees flourish. Gather and present research to inform and inspire own designs. Consider what makes a successful composition and apply these decisions to own work. Build on Year 7 and 8 drawing/tonal skills and colour knowledge to create a variety of pieces in a wide range of media and printed techniques.</p> <p>They will explore a wide range of materials, developing their drawing and mixed media skills – particularly focussing on introducing and exploring mono, print, lino print and collagraph techniques.</p> <p>This will culminate in individual lino printed nature and the pupils own prepared backgrounds.</p>		
DT (Unit Carousel)	<p><b>Food</b> <b>Food from around the world and dietary needs</b></p> <p>Pupils develop their knowledge and practical abilities in practical and theory lessons. Pupils briefly recap the Eatwell guide and nutrients but now use this to look into macro and micronutrients and do a nutritional analysis on two age groups from their given brief. Pupils will look at dishes and staple foods from around the world and link this to their customer. Pupils will then look at different dietary needs and how</p>	<p><b>Product Design</b> <b>PD Passive Speaker with LED</b></p> <p>Pupils will develop their practical skills by creating a more demanding product and will focus on high quality finish. Pupils will learn how to use new tools and machinery to enhance their independence in the workshop. Pupils will have more freedom in creating their own design ideas from analysing a gap in the market and deciding on a specific theme to structure their final amp around.</p>	<p><b>Textiles</b> <b>Reusable Tote/Draw string Bag</b></p> <p>Pupils will build on prior research, design, sewing and evaluation skills. Pupils will use specialist techniques to produce a Kandinsky inspired reusable bag. Pupils will independently apply chosen techniques and combine together to create a final outcome that is of professional quality.</p>		

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	<p>multicultural dishes can be adapted to suit the needs of consumers. Pupils will focus upon diet and cultures</p> <p>Pupils will have opportunities to make decisions about their own and their peers' work. Pupils develop their practical skills by promoting independence and focusing on developing safe practical skills in the food room. Bridge and claw, weighing, measuring, baking, frying, simmering, boiling, mixing, grating, creaming, all in one, folding, whisking, beating, slicing, chopping, trimming, dicing, mincing,</p>			
PE	<p><b>Traditional Sports</b></p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Pupils will demonstrate skills and techniques required to perform effectively at football.</li> <li>• Pupils will evaluate own performance and plan for improvements in future</li> <li>• Pupils will prepare adequately to allow them to perform to maximal levels</li> <li>• Pupils will be able to apply rules to performances</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to apply rules to performances</li> <li>• Pupils will demonstrate skills and techniques required to perform effectively at badminton.</li> <li>• Pupils will evaluate own performance and plan for improvements in future.</li> <li>• Pupils will prepare adequately to allow them to perform to maximal levels</li> </ul> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• Develop team building skills to solve problems and complete tasks.</li> <li>• Build up resilience and put resilience into practice when using the climbing wall.</li> <li>• Pupils will explore methods of motivating self to influence performance levels.</li> </ul>	<p><b>Non-traditional sports</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to replicate subject specific movement material</li> <li>• Pupils will be able to choreograph movement/sequences independently</li> <li>• Pupils will apply interpretive skills in performance</li> <li>• Pupils will be able to evaluate strengths and weaknesses.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Demonstrations of skills and techniques required to perform various gymnastics moves</li> <li>• Evaluation of own and others performance and plan for improvements in future</li> <li>• Adequate preparation to allow them to perform to maximal levels</li> <li>• Pupils will explore methods of motivating self to influence performance levels</li> </ul> <p><b>Gym and Fitness</b></p> <ul style="list-style-type: none"> <li>• Verbally talk through a potential training program for themselves and why they have selected that certain training method.</li> <li>• Demonstrate an improved fitness level with use of fitness booklet showing how they have trained and what the results are.</li> <li>• Have some basic knowledge on the 4 main systems.</li> </ul> <p><b>Tchoukball</b></p> <ul style="list-style-type: none"> <li>• Pupils will demonstrate skills and techniques required to perform effectively in tchoukball.</li> <li>• Pupils will evaluate own performance and plan for improvements in future.</li> <li>• Learn, know, demonstrate and explain rules that are used during tchoukball.</li> <li>• Develop their knowledge and skills from the previous year progressing onto longer passes, harder more accurate shooting and good movement with the ball.</li> </ul> <p><b>Trampolining</b></p> <ul style="list-style-type: none"> <li>• Pupils will demonstrate skills and techniques required to perform effectively at .</li> <li>• Pupils will evaluate own performance and plan for improvements in future</li> <li>• Pupils will be able to apply specific techniques and vocabulary to performance</li> <li>• Pupils will understand the different roles involved in Trampolining.</li> </ul> <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>• Pupils will demonstrate skills and techniques required to perform effectively in handball.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Pupils will demonstrate skills and techniques required to perform effectively in various athletics events</li> <li>• Pupils will evaluate own performance and plan for improvements in future</li> <li>• Pupils will prepare adequately to allow them to perform to maximal levels</li> <li>• Pupils will explore methods of motivating self to influence performance levels</li> <li>• Pupils will be able to apply competition rules to performances</li> </ul>	<p><b>Summer Sports</b></p> <p><b>Rounders, Cricket &amp; Softball</b> (Catching and Striking)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils should further understand the laws of the game, and recognise the importance of responding to changing situations within a game.</li> <li>• 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.</li> <li>• For softball understand how to use a glove and look at the different positioning the hands should be in when catching.</li> <li>• For softball know the main rules to enable a good competitive game to take place.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Pupils will evaluate own performance and plan for improvements in future.</li> <li>• Learn, know, demonstrate and explain rules that are used during handball.</li> <li>• Develop their knowledge and skills from the previous year progressing onto longer passes, harder more accurate shooting and good movement with the ball.</li> </ul>				
Digital Literacy	<p><b>Digital Literacy</b></p> <p>NC Points 5, 7, 8 and 9</p> <p>Building on this unit in Y7, pupils will further their collaboration skills using Microsoft Teams and a variety of third-party online software. They will investigate emerging technology and how it can be used now and, in the future, to improve productivity or life quality. Pupils will revisit e-safety with a focus on 'fake news' and how to distinguish the trustworthiness of information sources.</p> <p><b>Development from:</b> Y1-Y6 HT1 e-safety. Y7 HT1-2 Digital Literacy</p> <p><b>Supporting:</b> continuing safe and productive use of internet enabled devices and software throughout secondary</p> <p><b>Rationale:</b> Collaborative, cloud-based working is an essential skill in the digital age and will be the norm for working in most industries using ICT. This area of e-safety will improve cultural capital as well as providing a life skill to improve their online presence and avoid being misled online and on social media.</p>	<p><b>Graphic Design</b></p> <p>NC Points 7 and 8</p> <p>This unit furthers pupils' knowledge of graphic design principles and practical application of advanced digital graphic manipulation. Pupils will distinguish how properties of graphics affect their usability for screen and print purposes. Practical lessons will allow pupils to apply their skills and knowledge to produce the primary and secondary anthology cover (cross-curricular link with the library) with bitmap editing and how to produce a vector-based website mock-up.</p> <p><b>Development from:</b> Y2 HT6 creating pictures, Y7 HT5-6 Graphic Design</p> <p><b>Supporting:</b> KS4 options art, photography, CMP, iMedia.</p> <p><b>Rationale:</b> The ability to create digital graphics supports creativity and artistry and alleviates the issues of understanding the fundamentals in several option choices within the faculty. This will allow more time to focus on the coursework assignments rather than skill building</p>	<p><b>Animation</b></p> <p>NC Points 7 and 8</p> <p>In this unit, pupils will investigate the principles of animation types and techniques, before creating their own 2D frame-by-frame and tweened animations. They will create animation for web using HTML5 and then attempt a set brief in partnership with an industry link local internet marketing company. The finished products will be judged by the company and the winners given a prize in year group assembly.</p> <p><b>Development from:</b> Y2 HT6 creating pictures, Y7 HT6</p> <p><b>Supporting:</b> KS4 options art, CMP, iMedia</p> <p><b>Rationale:</b> alongside digital graphics, the ability to create animated content supports creativity and artistry and alleviates the issues of understanding the fundamentals in several option choices within the faculty. This will allow more time to focus on the coursework assignments rather than skill building.</p>			
MFL (Spanish)	<p><b>¡Mi vida en el insti!</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• revisit Spanish phonics.</li> <li>• explain what subjects they study and offer justified opinions on these.</li> <li>• describe their teachers.</li> <li>• compare their subjects.</li> <li>• describe their school's facilities.</li> <li>• describe their school uniform and give their opinion on it.</li> <li>• describe the rules at their school and explain if they think that they are fair.</li> <li>• explore what life would be like at a school in a Spanish-speaking country.</li> </ul>	<p><b>¡Mi vida en casa!</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction.</li> <li>• describe their homes.</li> <li>• produce a creative description of their idea home.</li> <li>• explain if they help around the house.</li> <li>• evaluate and explain whether they think it's fair to help around the house.</li> <li>• write a 'Day in the Life' account.</li> </ul>	<p><b>¡Mi estilo de vida!</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction.</li> <li>• explain what you must do in order to lead a healthy life.</li> <li>• give advice on healthy lifestyles based on an assessment of information provided about people's lifestyle choices.</li> <li>• assess their own lifestyle and explain if they think it's healthy or not.</li> </ul>	<p><b>¡Somos gastronómicos!</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their confidence with Spanish pronunciation through implicit and explicit phonics instruction.</li> <li>• explain what they normally eat and drink and give their justified opinions on different food.</li> <li>• assess the healthiness of their diet.</li> <li>• learn about dishes from Spanish-speaking countries and give their opinions on these.</li> <li>• plan a special meal for a famous guest.</li> </ul>	<p><b>¡Vamos a Barcelona!</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• purchase tickets for transport.</li> <li>• get directions to different places in a city.</li> <li>• purchase items in a market setting.</li> <li>• purchase items in a shop setting.</li> <li>• obtain advice in a pharmacy.</li> <li>• order food and drink in a restaurant or café.</li> </ul>	<p><b>¡Mi viaje magnífico!</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• work towards writing a creative account of a holiday.</li> <li>• explain where they went and how they travelled.</li> <li>• give details about the trip, including the accommodation, the weather and the activities that they took part in.</li> <li>• give their opinion on the trip.</li> </ul>



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Music	<p><b>Offbeat</b> Using ukuleles and guitars pupils will:</p> <ul style="list-style-type: none"> <li>Learn to recognise the stylistic conventions of Reggae music</li> <li>Understand how chords contribute to the texture of a song</li> <li>Recognise the key features of a Reggae bass line</li> <li>Understand syncopation and how it is used in Reggae music</li> <li>Identify the different layers that make up Reggae music</li> <li>Understand the key themes and style of Reggae lyrics</li> </ul>	<p><b>Samba and Latin American Music</b></p> <p>Using tuned and non-tuned percussion pupils will:</p> <ul style="list-style-type: none"> <li>Understand how instruments, structures and textures are used in Samba</li> <li>Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music</li> <li>Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.</li> </ul>	<p><b>All About That Bass</b></p> <p>Using music technology and keyboards, pupils will:</p> <ul style="list-style-type: none"> <li>Understand how the Bass Clef is used as a form of musical notation.</li> <li>Identify musical instruments and voices which use the Bass Clef.</li> <li>Know and understand the construction of commonly used Bass Line Patterns, using these when performing and creating music.</li> <li>Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music.</li> </ul>	<p><b>Soundtracks</b></p> <p>Using keyboards and Music Technology, pupils will learn:</p> <ul style="list-style-type: none"> <li>How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.</li> <li>How timing is a crucial factor in the composition and performance of music for film.</li> <li>How film music can change the viewer's interpretation of a scene.</li> <li>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</li> </ul>	<p><b>Blues Music</b></p> <p>Using a range of instruments and singing, pupils will:</p> <ul style="list-style-type: none"> <li>Know how Chords and Triads are performed, notated, and used in Blues e.g., within a 12-bar Blues Chord Sequence.</li> <li>Know, recognise, and perform Chords I, IV, V &amp; V7 in different ways e.g., as a Walking Bass Line.</li> <li>Know and recognise different types and styles of Blues and some Jazz including instruments, timbres and sonorities within Jazz and Blues music.</li> </ul>	<p><b>Blues Music II – Shuffle Beat</b></p> <p>Using a range of instruments and singing, pupils will:</p> <ul style="list-style-type: none"> <li>Know, recognise, and perform swung rhythms on the keyboard, ukulele and guitar.</li> <li>Learn the parts of the drum kit and analyse the shuffle beat in comparison to the Rock Beat.</li> <li>Perform a shuffle beat as part of a small ensemble.</li> <li>Understand and demonstrate what makes an “effective” Jazz improvisation e.g., using the notes of the Blues Scale.</li> <li>Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.</li> </ul>
Drama	<p><b>Sweeney Todd and Melodrama</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Explore gothic drama and its features.</li> <li>Analyse characters from Sweeney Todd.</li> <li>Identify stock characters in Melodrama.</li> <li>Perform a piece of melodrama.</li> <li>Perform scripted extracts from Sweeney Todd.</li> <li>Explore power and status through levels and proxemics</li> <li>Consider lighting and set design for key moments.</li> <li>Devise a performance based on Sweeney Todd exploring the “What if” idea and what the character's motives and intentions are.</li> </ul>	<p><b>Refugee Boy &amp; Naturalism</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Explore the theatre adaptation.</li> <li>Response to stimulus based on refugees and immigration.</li> <li>Character exploration; Given Circumstances.</li> <li>Learn about script reading, stage directions and interpretation.</li> <li>Responding to a script through our use of voice.</li> <li>Review and explore set and costume design with pupils creating a costume design for their selected character.</li> <li>Perform a given scene from Refugee Boy with consideration for set design, lighting and use of props.</li> <li>Take part in active storytelling and</li> </ul>	<p><b>Shutup I'm Dreaming (Live Theatre)</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Watch National Theatre version of Shutup, I'm Dreaming.</li> <li>Analyse the performance and set design.</li> <li>Practically explore themes of the piece and consider how the director Kane Husbands, has chosen to portray them.</li> <li>Consider movement and interaction to replicate normal movement.</li> </ul>	<p><b>Physical Theatre</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Learn about the key elements of Physical Theatre</li> <li>Compare and contrast Physical Theatre companies including Frantic Assembly and DV8.</li> <li>Practice techniques from Frantic Assembly such as Round-By-Through and Chair Duets.</li> <li>Analyse physical movement from an extract of “The Curious Incident Dog in the Nighttime”</li> <li>Devise a physical theatre performance in response to a given stimulus.</li> </ul>	<p><b>Murder Mystery – Charlie Dimone</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>Use conventions such as Hot-Seating and Flashbacks in order to develop a murder investigation,</li> <li>Develop acting skills through multi-rolling of characters.</li> <li>Explore the technique of Given Circumstances to devise an ending.</li> </ul>	

# Year 8 Long Term Overview

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		create a living newspaper performance (forum theatre) based on Refugee Boy.			
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