



Subject	Autumn		Spring		Summer		
English	<p>Celebrity and Newspapers: language study and analysis of style, fact and opinion, bias, tone, format, vocabulary and perspective. During this unit of work students will read a range of non-fiction newspaper articles. Appropriate articles will be selected by the class teacher to encourage a love of reading- these articles will become increasingly challenging as the unit develops to support student's reading development. For each article, students will read critically and develop their language analysis skills. Students will then apply their growing knowledge of vocabulary, grammar and text structure to their own writing when they create</p>	<p>Class Reader 'Holes' by Louis Sachar. Whilst studying the novel independently and as a class, students' appreciation of reading will develop. The nonlinear narrative form of the novel will challenge students to read critically through studying the effects of the setting, plot and characterisation in both the main story and the flashbacks throughout the novel. Whilst reading, students will learn new vocabulary, make inferences and develop strategies to help them to check their own understanding whilst reading. Students will then apply their growing knowledge of literary devices to create their own non-linear narrative. Students will need to plan, draft, edit and proof-read their story to improve its coherence</p>	<p>Exam Week 18th January AQA language paper 2 Dalmations 2 ½ Weeks Exam Prep 1 Week Exams For the reading aspect of the assessment students will independently study a piece of fiction text and be able to comment on how language and structure have been used by the author to present meaning. For the writing aspect of the assessment students will apply their growing knowledge of vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Students will be expected to use Standard English confidently in their own writing and draw on new vocabulary and grammatical constructions from their reading.</p>	<p>Class Reader 'Stone Cold' by Robert Swindells . Students' appreciation and love of reading will continue to develop whilst studying the novel 'Stone Cold'. The dual narrative form of the novel will encourage students to make inferences about the characters. Alongside the novel, students will read a range of non-fiction texts on the topic of homelessness and make critical comparisons across texts. Students will then apply their growing knowledge of vocabulary and grammar to their written argument about the topic of homelessness. Students will need to research, summarise and organise material related to the topic and support their ideas and arguments</p>	<p>Murder Mystery: 'The Adventure of the Speckled Band' by Arthur Conan Doyle. Students will study the pre-1914 novella and study the effects of setting, plot and characterisation within the mystery text. Non-fiction texts on 'Victorian London' and 'Crime and Punishment' will be studied to allow students to make critical comparisons across the texts whilst developing students' understanding of the social and historical context of the novella. Students will draw on their knowledge of the literary devices studied to write their own mystery story. They will plan, draft and edit their writing to consider how their writing reflects the audiences and purpose for which it was intended.</p>	<p>War poetry: students will develop their ability to recognise a range of poetic conventions and understand how they have been used in a collection of war poems. To check their understanding of the poems, students will make critical comparisons across texts. To support students' understanding of the context of the war poetry, students will read non-fiction texts on propaganda. Students will draw on their growing knowledge of literary and poetic devices to enhance the impact of their writing when they create their own poems.</p>	<p>Y8 Overview. Throughout the Y8 English curriculum students will build on their growing knowledge of grammar and vocabulary by studying the effectiveness and impact of the grammatical features of the following texts: 'Holes', 'Stone Cold', 'The Speckled Band', newspaper articles and war poetry. Throughout year 8, students will use the Accelerated Reader programme in class and as self-study to allow students to choose reading books independently for challenge, interest and enjoyment.</p>

	newspaper articles that are written in the appropriate form.	and overall effectiveness .		with any necessary factual detail.			
Mathematics	<p>Number: consolidation of:</p> <ul style="list-style-type: none"> · Four operations · Order of operations · Negative numbers · Fractions · Algebra <p>Number: Fractions - Multiply and divide proper and improper fractions and mixed numbers both positive and negative. Find a fraction of an amount. Find the whole amount, given a fraction of the amount. Find a fractional increase and decrease.</p>	<p>Number: Percentages - Define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%. Solve problems involving percentage change, including percentage increase, decrease and original value problems and simple interest in financial mathematics.</p>	<p>Algebra: Substitute numerical values into formulae and expressions, including scientific formulae. Simplify and manipulate algebraic expressions to maintain equivalence. Use algebraic methods to solve linear equations in one variable. Understand and use the concepts and vocabulary of inequalities. Rearrange formulae to change the subject, where the subject appears once.</p>	<p>Geometry: Circles & area - Convert between cm² and m² Derive and apply formulae to calculate and solve problems involving area of circles, composite shapes and trapeziums. Calculate and solve problems involving perimeters of 2-D shapes (including circles). Include examples using algebra, fractions, decimals, etc.</p>	<p>Ratio, proportion & rates of change: Change freely between related standard units. Use ratio notation, including reduction to simplest form. Divide a given quantity into two or more parts. Given information about one part, find the whole or other part(s). Use compound units such as speed, unit pricing and density to solve problems. Solve problems involving direct and inverse proportion.</p>	<p>Statistics: - Construct and analyse stem and leaf diagrams, including back to back. For non-grouped data given in the form of a table, find the mean, median, mode and range. Geometry: 3D shapes - Use the properties of faces, surfaces, edges and vertices. Convert between cm³ and m³ Know and use the fact that 1 litre = 1000cm³ Solve problems involving volume and surface area of cuboids and other prisms. Construct and interpret plans and elevations of 3-D shapes.</p>	
Science	The Periodic Table / Fluids / Unicellular Organisms	Combustion / Light / Food & Digestion	Metals & Uses / Genetics & Evolution	Scientific Skills / Energy transfers	Metal Reactivity / Forces & Motion / Respiration	Plants Growth / Electromagnets / Plant Reproduction	

Geography	Weather and climate Physical geography relating to weather and climate.	Africa Extending locational knowledge and deepening spatial awareness of the world's countries. Understanding geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa.	Coasts Physical geography relating to Coastal regions.	Global Village Human geography relating to: international development and economic activity.	India Extending locational knowledge and deepening spatial awareness of the world's countries. Human geography relating to Urbanisation.	Middle East Extending locational knowledge and deepening spatial awareness of the world's countries.
History	Ideas, political power, industry and empire 1745-1901. Specific focus life during the Industrial Revolution for different groups and the impact.	Challenges for Britain, Europe and the wider world 1901 to the PD. Specific focus on First World War and the Peace Settlement	Challenges for Britain, Europe and the wider world 1901 to the PD. Specific focus on Dictatorship - Nazi Germany and Russia	Challenges for Britain, Europe and the wider world 1901 to the PD. Specific focus on The Holocaust - compulsory topic	Challenges for Britain, Europe and the wider world 1901 to the PD. Specific focus on significant events in the 20th century, including social, cultural and technological change in post war British society inc health and medicine and the NHS.	Study of a significant issue in world history and its interconnections with other world developments - USA in te 20th century. Students to also prepare moving from KS3 to KS4 Hisotry.
RE	Why are some people prejudice?	How is religion expressed in the Arts?	What is a Moral Issue?	How does religion and belief relate to contemporary issues.	What does it mean to be a Hindu?	What is an Ultimate question?
Languages	Holidays - Where I went and what I did on holiday.	Food - learning about typica Spanish foods and saying what foods I eat and giving opinions on foods.	The life of a teenager - A teenager's daily routine.	Hobbies and interests.	Going out - making plans to go out with friends, making excuses not to go out and what clothes to wear.	Tourist office - Describing a town and giving directions.

Music	Reggae - This unit explores reggae music and the culture it comes from. After exploring the origins of reggae music as one of a number of different styles of Caribbean music, pupils learn about the importance of bass lines in reggae music and how offbeat chords are a key feature of music of this genre.	Blues - This unit develops pupils' understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation. Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression.	Musial Futures Band Skills – All students will be able to create their own band playing a piece of popular music. They will explore the different instruments needed to achieve their objective but independently show progress through developing their listening, performing, communication and group work skills.	Film music - explores the challenges and musical devices used in film soundtrack composition. The unit focuses on three genres of film soundtrack: Action/Thriller Soundtracks, 'Western' Soundtracks and "Horror Movie" Soundtracks. Pupils begin by exploring Leitmotifs and how they have been used to represent certain "characters" or "situations"	Popular music - In this unit, pupils explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. Pupils learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song,	Britpop – The unit explores the music of Britpop, how it began and develop an understanding of the culture in this style. Students will develop their band skills and become familiar with the music through performance, listening, communication, group work and independent learning skills.
Drama	Don't blame facebook exploring the risks of social media and online safety through role play	Transformations exploring horror genre looking at Jekyll and Hyde, Frankenstein through script work	REAL -ity looking at natural disasters compared to reality TV, contrast and powerful drama in performance	Our Day Out exploring Willy Russell's script using historical context and voice work to develop our knowledge on status	Pirates/Skills Exploring vocal and movement skills such as accent, vocal tone and colour, co-ordination and gesture	Script Work Developing the ability to create performance work from a set text. Developing script-writing skills including subtext, stage directions and storytelling.
Art	Portraiture - Exploration of scaled drawings, tone, and how the portrait has been interpreted over time.	Self identity - Continued understanding if portraiture but applying the styles of modern artists and new media to create a set of imagery that is self reflective both in appearance and personality.	Pop Art - Introduction to the work of Andy Warhol and Roy Lichtenstein. Exploration of techniques and subject matter and how everyday objects featured in the work.	Pop Art - Development of ideas and personal development of ideas, exploration of logo's and celebrity.	Food - Mark making, drawing, observation and use of colour. Students learn to use a variety of paints in a variety of ways.	Food - Packaging, graphics and colour. Students encouraged to produce a personal response to the theme in any format they wish.

Computing	Computer Networks	Modelling in spreadsheets	First steps in small basic	Modelling in Small Basic	HTML	Introduction to Programming in Python
Design Technology - Product Design	<p>1 Drawing basics - Developing 3D Oblique and Isometric and introduction to Perspective, Orthographic, Rendering and Presentation Drawings.</p> <p>2 - Design and Make project - Maze game. Students Develop design ideas before producing a Maze game using 2D design. The maze will be cut out of acrylic using the Laser Cutter (CAD/CAM)</p> <p>3 Development of cooking skills. student use what was learnt in Year 7 to design and cook a Chilli/Bolognaise before evaluating what they have done as well as suggesting modifications.</p>		<p>1 Development of designing and CAM skills with Design of CD/DVD/Game Cover using Corel software.</p> <p>2 Students go through the whole design Process from research to evaluation by designing a Tea Light holder in style of a specific 21st century Designer. Research will include Designers as well as Sustainability and the 6Rs.</p> <p>3 Further development of cooking skills as students Research, design, make and evaluate a healthy curry for their family. Evaluation will include a star Profile produced from feedback from family.</p>		<p>1 Theme Park project. 10 sheet/slide mini project. In pairs, students carry out Research before developing ideas for a Logo for their Theme Park. This done, they will produce a PowerPoint presentation showing what their Park has to offer. In the project the students will use their drawing skills as well as the skills they learnt when using graphic software such as Corel draw, Corel PhotoPaint, 2D design and Sketchup. Once completed, the students will present their theme park ideas to the rest of the class who will judge the best ideas.</p> <p>2 Student produce food for a garden party. In teams, carry out research before developing recipes for their food items.</p>	
PE	<p>Boys - Rugby League, Football, Baselineing and Badminton.</p> <p>Girls - Netball, Hockey, Baselineing, Gymnastics</p>		<p>Boys - Handball, Fitness, Table Tennis and Trampolining.</p> <p>Girls - Fitness, Football/Rugby Trampolining and Badminton.</p>		<p>Boys - Badminton, Athletics and Softball/ Cricket.</p> <p>Girls - Table Tennis, Athletics and Rounders.</p>	
Dance	Free-Running Dance & gymnastics, Damien Walters Northern Dance Dance Manchester, STRIDE, Digm, 2Faced, Company Chameleon, LIPA,ALRA	Dance Skills intermediate level, alignment, core strength, flexibility, stamina, isolation & co-ordination	Blood Brothers exploring dance within musical theatre, facial expression & gesture, exploring the combination of Drama & Dance	Bollywood Dance exploring dance from other cultures, classical and traditional features of Bollywood Dance	Street Dance exploring its background, history and a variety of sub-genres. Stepping, Funk, Jazz-Street, Popping, Locking, Hip Hop	Performance Project developing choreographical skills to use in performance, working from a theme/stimulus. Performance appreciation

<p>PSHE</p>	<p>Self-belief and Bullying Self-discovery tasks, getting to know you exercises, transition activities, team building games and learning to learn techniques. What does a bully look like, examples of extreme bullying. How to respond to bullying.</p>	<p>Managing Money Based on resources from Barclays Bank PLC. Discovering our needs and wants in terms of personal spending. The function and uses of money. How to open a different types of bank account. Learning how to pay bills and how balance income and expenditure. Understanding the risks of money in terms of interest and the importance of budgeting. Learning to work towards a budget. Outside speaker from Unify Credit.</p>	<p>Appearance Ideals To understand the issues surrounding media messaging. Analysis of advertising within social media. How to avoid personal comparisons and develop self-esteem and self-awareness. Make students aware of the dangers of body talk and how to alter our day to day conversation around body image. 'Be The Change' project – to promote and encourage natural beauty and avoid the 'selfie' culture.</p>	<p>First Aid Health and Safety for all. Guidelines on basic First Aid. Session plans provided by St Johns Ambulance. SJA to attend school and deliver 'Recovery and Resuscitation'.</p>	<p>Democracy Liberties within the UK with reference to British Values. Comparison between democracy and a dictatorship. Case Study: North Korea. How students can actively partake in democratic systems of government. Understanding of the roles within Parliament. Students will investigate how their voices can be heard by ways of protest and politics. Study into Youth Parliament. Study of the UK voting system with coverage of the General Election.</p>
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