



Key Stage 3

Year 8 Curriculum Overview

Dear Parents,

Welcome to our curriculum overview for Year 8. In this document you will find listed the subjects taught and the content covered during your child's Year 8 education. The content listed is just an overview and gives you a flavour of the range of topics covered. Obviously, there is a lot more planning that goes into our curriculum and lessons. An outline for Maths will be available later, on our website ensuring our newly arrived maths specialist time to review existing schemes and make any necessary adjustments.

Our KS3 curriculum follows the English National Curriculum. Please open the link below for a full version of the contents of the document,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PD_F.pdf

I hope you find this document useful.

Kind regards,

Stephen Phipps

Vice Principal

Curriculum overview
Year 8
Subject: Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Art baseline assessment	Art elements Colour Monochrome <i>portraits</i> <i>Grids/</i> <i>enlargement</i> Chuck Close Identity	Art Elements Colour Texture/Tone <i>Animal</i> <i>Textures and</i> <i>pattern</i> <i>shoes</i> Creativity/ Design Cornelia Hesse Honegger Objects	Art Elements Colour Texture/Tone <i>Animal</i> <i>Textures and</i> <i>pattern</i> <i>shoes</i> Creativity/ Design Cornelia Hesse Honegger Objects	Art Elements Line Tone Colour Shape Space Collage Robin Brooks Eileen Downes John Morse Landscapes	Art elements Line Tone Colour Shape Space Collage Robin Brooks Eileen Downes John Morse Landscapes
Number of lessons	1 per week	1 per week	1 per week	1 per week	1 per week	1 per week
Assessment How will students be assessed?	3 tests to assess skills/spatial awareness/creativity	Assessment at end of project	Assessment at end of project	Assessment at end of project	Assessment at end of project	Assessment at end of project
Key Resources	Paper, oil pastels, soft pastels pencils coloured pastels, watercolours	Paper, Wet/Dry Materials Acrylics	Paper, Wet/Dry Materials Acrylics	Paper, Wet/Dry Materials Acrylics	Paper, Wet/Dry Materials Acrylics	Paper, Wet/Dry Materials Acrylics
Skills taught: Artist Research/ Research materials/techniques/processes. Exploration of ideas/compositions Hand skills, Hand /eye co-ordination, Visual Observational Skills, Creativity/thinking out of the box						

Key Resources	Y8 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y8 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y8 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y8 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y8 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards	Y8 Arabic textbook Duolingo https://www.arabiclanguageonline.com/ Reading books Flashcards PowerPoint presentations https://www.liveworksheets.com/ Grammar worksheets Mini whiteboards
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Skills taught:

The skills being taught in the Year 8 native Arabic language lessons are:

Understand authentic texts on familiar topics and situations (e.g., newspaper/magazine articles, email messages, blogs and letters). • Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g., in articles, interviews or personal messages). • Identify main points, specific information, and details in predictable texts (e.g., advertisements, brochures, menus, timetables, instructions, messages). • Identify main points, themes, opinions, ideas, emotions, and attitudes in predictable texts (e.g., newspaper/ magazine articles, simple plots of films or books). • Deduce the meaning of occasional unknown words and expressions from the context. Participate in short social exchanges (e.g., greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g., order food and drink, simple transactions in shops, use public transport, ask and give directions, request information). • Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g., family, friends, home environment, hobbies and interests, education, work, travel). • Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans. • Communicate with reasonable accuracy, using a range of structures, tenses, and vocabulary relevant to the given situation. • Use simple connectors (e.g., and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points. • Use appropriate strategies to maintain interaction. • Use features of pronunciation and intonation to convey meaning and attitude. Communicate simple factual information in writing using everyday vocabulary and expressions. • Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment, and everyday topics (e.g., writing about a holiday). • Write simple connected texts (e.g., email messages, articles) on familiar topics (e.g., plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel). • Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans. • Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation. • Use simple connectors (e.g., and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Curriculum Map**Year 8****Subject: Computer Science**

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Topic	Data Representation - Binary, Denary, Hexadecimal Notation. Sound conversion. Compression. Cyber Security	Encryption. Steganography. Networks - Packets, Error Checks, Cables, LAN, WAN, PAN, MAN, SAN, WPAN, WLAN, VPN, Routers, Modems, Hubs, Switches, Bridges, WAP, Ethernet, Wifi	Computer Aided design. Computer Architecture. Communication and Internet Technologies	Logic Gates including Boolean Memory, Storage Devices & Media.	Ethics Introduction to Programming Concepts	Programming - Introduction to Python
Number of lessons	7	7	6	6	5	5
Assessment How will students be assessed?	Teacher designed; age-appropriate assessment based upon topic content.	Teacher designed; age-appropriate assessment based upon topic content.	Teacher designed; age-appropriate assessment based upon topic content.	Teacher designed; age-appropriate assessment based upon topic content.	Teacher designed; age-appropriate assessment based upon topic content.	Teacher designed; age-appropriate assessment based upon topic content.
Key Resources	Teacher designed resources	Teacher designed resources	Teacher designed resources. CAD Programme	Teacher designed resources	Teacher designed resources	Python
Skills taught:						

Curriculum Map

Year: 8

Subject: English as a Second Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Baseline tests Unit 1: Languages of the world	Unit 2: Design and architecture Unit 3: Global society	Unit 4: Advertising	Unit 5: Natural resources Unit 6: Natural wonders	Unit 7: Historical figures Unit 8: Storytelling	Unit 9: Music
Number of lessons	12 lessons	16 lessons	12 lessons	12 lessons	10 lessons	8 lessons
Assessment: How will students be assessed?	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.	Exam style exercises testing a range of taught skills.
Key Resources	Cambridge supporthub/SENeca A/LiteracyPlanet	Cambridge supporthub/SENeca A/LiteracyPlanet	Cambridge supporthub/SENeca A/LiteracyPlanet	Cambridge supporthub/SENeca A/LiteracyPlanet	Cambridge supporthub/SENeca A/LiteracyPlanet	Cambridge supporthub/SENeca A/LiteracyPlanet
<p>Skills taught:</p> <p>Reading - Reading for global meaning, reading for detail, reading for opinion.</p> <p>Writing - Communicative achievement, organisation, content.</p> <p>Listening - Listening for global meaning, listening for detail, listening for opinion.</p> <p>Speaking - Communication, express opinion, organisation.</p> <p>Use of English - Grammatical forms, vocabulary, sentence structure.</p>						

Year- 8						
Subject: Physical Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Football Badminton	Basketball Table Tennis	Volleyball Health and Fitness	Handball Gymnastics	Athletics Tag Rugby	Athletics Dance
Number of lessons	12 Lessons	16 Lessons	12 Lessons	14 Lessons	10 Lessons	10 Lessons
Assessment How will students be assessed?	<p>Students will be assessed based off the KS3 Assessment Criteria which have 5 key elements:</p> <ol style="list-style-type: none"> 1. Performance 2. Health and fitness 3. Knowledge and understanding 4. Evaluation Skills 5. SMSC <p>These are the elements that are put in place to assess students and development in preparation for GCSEs.</p> <p>Document can be found in the link below.</p> <p>https://docs.google.com/document/d/1x95XhYrJwakm32dJTtTxfTKy_BtVcaU/edit?usp=sharing&oid=101412703084664272240&rtpof=true&sd=true</p>					

Key Resources

Footballs

Cones

Goals

Badminton

Racket

Shuttles

Badminton Nets.	Bats	Cones	range)	Operators	Cones
Basketballs	Balls	Volleyball net.	Handballs	Apparatus(wide range)	Athletics Equipment Loose
Cones	Nets		Cones	Athletics Equipment Tags	clothing
Holahoops Table tennis tables.	Volleyballs	Fitness Equipment (wide	Safety mats	Rugby balls	Mats

Skills taught: The skills that will be taught are the basics of that specific activity through Physical, Cognitive and social skills that all interlink in Physical Education Curriculum.

Tag Rugby: • Learn how to tackle safely. • Demonstrate a variety of passes to overcome a defensive line. • Be able to run with the ball at pace to dodge/feint round defenders.

Basketball/Handball: • Demonstrate effective passing skills to ensure that each pass is used in the correct situation • To practice different shooting techniques in an isolated practice and attempt to apply it into a game context. • To learn and refine the correct technique of dribbling and abide by the rules of basketball and handball.

Table Tennis: • Be able to perform the push shot on the forehand and backhand so you can return your opponent's shots. • Show consistency of shots low to net, using a forehand drive, so you can remain in rallies for longer periods. • Learn how to serve in line with the rules to complete a competitive match.

Football: • Demonstrate passing across different distances to maintain possession in a game. • Demonstrate ball control using different body parts to increase time on the ball. • Demonstrate dribbling in close and open situations to make progress up the pitch when in possession of the ball.

HRF: Understand the physiological effects of a warmup and how it helps to prepare for physical activity. • Understand the components of a warm up and develop leadership skills through micro-teaching. • Begin to plan for sport specific warm up requirements. • Understand about using gym equipment and exercising safely.

Badminton: • Develop principles of play, replicating core skills and movement needed incl. forehand, backhand, clear, serves and drop shots. • Demonstrate footwork for positioning an effective shot. • Use basic game strategy effectively and react to opponent's shots in a small, sided game.

Athletics: Demonstrate an accurate replication of running, jumping and throwing techniques across different disciplines • Be able to set challenging personal targets across a range of disciplines, setting PBs • Show an understanding of the rules for each event and the underlying principles.

Dance/Gymnastics: To move into a free space, avoiding others. •To explore basic travelling movements whilst moving confidently into a free space. •To explore the movements of a (insert theme) Dance, demonstrating clear dynamics. •To link the (insert theme) movements to form a dance. To perform with a partner using changes of level and direction.

Volleyball: Developed an understanding of simple net/wall game tactics. •Developed a range of ground and overhead shots. •Used criteria to identify key aspects of tactical play and technique. •Understood and identified specialist positions in net/wall games.

•Umpired mini versions of the recognised game.

Curriculum Map

Year: 8

Subject: History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	How did Miranda Kaufmann uncover the hidden lives of the black Tudors?	How should the story of African Kingdoms be told?	Who was responsible for the abolition of the slave trade?	How much did the British public know about the Front in World War One?	How did women protest for equality in the 20 th Century?	Group projects on a topic of their choosing.
Number of lessons	8	5	6	7	5	4
Assessment How will students be assessed?	Questions on the individuals studied and source analysis.	Letter to a historian explaining the flaws in their argument.	Essay on causation for the abolition of the slave trade.	Written assessment on censorship and knowledge in World War One	Essay comparing the methods used by different groups to protest for equality.	Groups will be assessed on the quality of their research and their conclusions on key historical debates.
Key Resources	<i>Black Tudors</i> by Miranda Kaufmann	Books by historians François-Xavier Fauvelle and Toby Green	Books by historians Eric Metaxas and Adam Hochschild	Historical Association Articles	Books by historians Lucy Delap and Helen Lewis	
Skills taught: Research skills, Source analysis, assessing interpretations, evaluating arguments, similarities and differences within history, causation, essay writing skills.						

Curriculum Map

Year 8

Subject: French						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Moi et où j'habite To say where I live and describe myself.</p> <p>Dans ma ville To say what is in my town and what there isn't. Adding opinions.</p> <p>Qu'est-ce qu'on peut faire? 1 – To say what you can do in a town/city.</p> <p>Ma ville 1 (la prép) – To describe the town of my choice. Say what there is and isn't. Say what you can and can't do there. Add opinions.</p> <p>Ma ville (à l'écrit) To describe the town of my choice. To complete the written task set.</p> <p>C'est où? To ask for and give simple directions. Use the imperative.</p>	<p>C'est où? 2 – directions. Use of connectives. To ask for and give more extended</p> <p>Mon quartier – la révision – To spell items of vocabulary. Translate key ideas & opinion. Use il y a and il n'y a pas accurately.</p> <p>Mon quartier. To show understanding of where others live and following directions</p> <p>Qu'est-ce que tu as fait le weekend? To understand what others have done at the weekend</p> <p>Où es-tu allé(e)? To say when I did certain activities and connecting ideas of opinion and justification.</p>	<p>J'ai visité... 1 – To describe a trip to a city/town. To express opinions and adding details.</p> <p>Je vais en vacances To say where I normally go on holiday. To say what I normally do there.</p> <p>Mes vacances de rêve – To describe my dream holiday.</p> <p>To say why</p> <p>Je parle de mes vacances – To ask others about their holidays (past, present, future, dream). opinions. Express</p>	<p>Mes vacances – la révision – To spell items of vocabulary. Translate key ideas & opinion. Use 2 to 3 tenses accurately</p> <p>Mon look 1 – Talk about clothes and say I like and don't like to wear. Using porter & j'aime porter Mon look 2 – To discuss fashion and others' looks. To give opinions on others' looks & justify</p> <p>Quel temps fait-il? – To describe the weather. Using a wider range of verbs and connectives.</p>	<p>Qu'est-ce que tu portes? – To say what I wear for different weather / occasions. To use <i>quand</i> and say why</p> <p>Tu en fais souvent? – To say how often I do an activity. To use <i>jouer, faire, aller, regarder</i></p> <p>Mon weekend 1 – To say what I do, what I'd like to do at the weekend and when and say why.</p> <p>Mon weekend 2 – To describe my (+ others') daily routine and say when I do certain activities and why</p>	<p>La musique 1 – To talk about music genres and express what I like to listen to and say why.</p> <p>La musique 2 – To say what music I love, like, hate and prefer. To say why. To develop speaking answers</p> <p>Mes intérêts – la révision – To spell items of vocabulary. Translate key ideas & opinion. Use 2 to 3 tenses accurately</p> <p>Mes intérêts To show understanding of others' interests, what they did/do/would like to do</p>
Number of lessons	12	10	8	8	8	8

Assessment How will students be assessed?

In-class formative assessment.
End of Term Assessments In-class formative

assessment.
End of Term Assessments In-class formative assessment.
End of Term Assessments

Key Resources	Teacher's resources	Teacher's resources	Teacher's resources	Teacher's resources	Teacher's resources	Teacher's resources
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Skills taught:
4 language skills
 -Speaking
 -Listening
 -Reading
 -Writing

Curriculum Map						
Year- 8						
Subject: Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Restless Earth	Restless Earth	Resources	Map Reading And Geographical Techniques	Africa	The Horn of Africa
Number of lessons	6 Weeks	8 Weeks	6 Weeks	7 Weeks	5 Week	5 Week

Year- 8						
Subject: Global Perspectives						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Business Person [Economic Opportunities]	Building a City from Scratch [How Countries Work]	Questioning and Research Techniques [Current Affairs]	Questioning and Research Techniques [Current Affairs]	Questioning and Research Techniques [Historical Artifact]	Questioning and Research Techniques [False News/Fact-checking]
Number of lessons	6 Weeks	8 Weeks	6 Weeks	7 Weeks	5 Week	5 Week
Assessment How will students be assessed?	<p>Link to Global Perspectives Learning Plan: http://yuginlee.weebly.com/uploads/3/7/7/4/37745897/igcse_global_perspectives_learning_plan_grade_9.pdf</p> <p>Link to Cambridge Geography Curriculum: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-04</p> <p>57/ Class Code Link to Y8 Google Classroom: eoq3ezk</p>					

- 3: End of year exams.
- 4: Collaborative Team Project(s)
- 5: Individual Mini Project(s) and Presentations.

These are the elements that are put in place to assess students and development in preparation for IGCSEs. The overall curriculum for Global Perspectives as subject can be found on Google Classroom.

Individual Schemes of Work (SOW) for each topic (ie: Research Questioning) can also be found on Google Classroom. Class content is usually uploaded at the beginning of a topic – for the entire topic. This allows students to review content in advance, prepare work and familiarise themselves with what will be done in class.

Additional information:

Students will be assessed as follows:

- 1: In class modelled exam questions.
- 2: End of topic mini exams.

Key Resources	Tailormade resources with real time content.	Tailormade resources with real time content.	Tailormade resources with real time content.	Tailormade resources with real time content.	Tailormade resources with real time content.	Tailormade resources with real time content.

Curriculum Map						
Year 8						
Subject: Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	Life processes Photosynthesis	Ecosystem Science in context	Material and structure Properties of materials Changes to materials	Forces and energy Sound and light	Electricity and magnetism Planet Earth	Cycle on Earth Earth in space
Number of lessons	32	28	24	20	24	20
Assessment How will students be assessed?	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper	Quiz Experiment Topic test/past paper
Key Resources	Y8 textbook	Experimental resources	Experimental resources	Experimental resources	Experimental resources	

Skills taught:

The skills being taught in Year 8 Science are:

- *Planning from ideas and evidence (Discuss and explain the importance of questions, evidence, and explanations, using historical and contemporary examples; Test explanations by using them to make predictions and then evaluate these against evidence; Discuss the way that scientists work today and how they worked in the past, including reference to experimentation, evidence and creative thought)*
- *Planning investigative work (Select ideas and produce plans for testing based on previous knowledge, understanding and research; Suggest and use preliminary work to decide how to carry out an investigation; Decide whether to use evidence from first-hand experience or secondary sources; Decide which measurements and observations are necessary and what equipment to use; Decide which apparatus to use and assess any hazards in the laboratory, field or workplace; Use appropriate sampling techniques where required)*
- *Obtaining and presenting evidence (Make sufficient observations and measurements to reduce error and make results more reliable; Use a range of materials and equipment and control risks; Make observations and measurements; Choose the best way to present results) Considering evidence and approach (Describe patterns (correlations) seen in results; Interpret results using scientific knowledge and understanding; Look critically at sources of secondary data; Draw conclusions; Evaluate the methods used and refine for further investigations; Compare results and methods used by others; Present conclusions and evaluation of working methods in different ways; Explain results using scientific knowledge and understanding; Communicate this clearly to others).*

Curriculum Map

Year 8

Subject: English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Boy in the Striped Pyjamas WW2	The Victorians (Life in Victorian England, education, rich and poor, the workhouse)	Newspapers and other media Research project	A Midsummer Night's Dream/The Tempest	Poetry from other cultures	Travel writing including persuasive language
Number of lessons	34	40	35	35	25	20
Assessment How will students be assessed?	Formative assessment: comprehension tasks; creative response; identify writer's viewpoint	Summative assessment: Diary writing (the workhouse) Analyse language: The Watercress Girl	Formative assessment: Group presentation Write a Newspaper article Identify viewpoint and persuasive techniques	Summative assessment: Comprehension task analysing language	Formative assessment: analyse language and structure; compare writer's viewpoint	Summative assessment: Produce own travel guide using persuasive techniques
Key Resources	The Boy in the Striped Pyjamas	Letters, pictures, workhouse rules, menus, records about the Victorian poor; The Watercress Girl	Newspaper articles	AMND /The Tempest	Poems : Blessing; Presents from my Aunts in Pakistan, Island Man; Night of the Scorpion; Checkin' out Me History	Travel brochures and extracts from travel writing: Bill Bryson

These skills are taught throughout the year

Skills taught:

READING: READING: evaluate writers' use of language; identify intended audience by analysing tone and purpose; analyses writers' viewpoint; evaluate structures and their purpose/effect; comment on context and changes in societal values and beliefs

WRITING: use a wide range of language techniques in personal and creative writing; vary structure to suit purpose effectively; use formal and informal language appropriately; use a range of persuasive techniques; vary sentence length and structure effectively; use a wide range of punctuation accurately

SPEAKING and LISTENING: Poetry performance; playscript performance; group presentation; debate

Curriculum Map

Year 8

Subject: Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	-Discovering classical music forms: Symphony, Sonata, opera, concerto - Singing and vocal exercises.	-Rhythms and notes reading -Playing in group -singing in a choir	-Discovering famous composers: Bach, Mozart, Beethoven... -Playing the keyboard	-understanding the process of composing. - Music theory sessions and polyphony understanding	-composing music -making class band.	- learning about stage and how to perform well -Singing in choir -playing the keyboard
Number of lessons	6	6	8	8	7	4

Assessment How will students be assessed?	Listening to different classical music, watching some performances	Check with them the notes	Listening to some music for famous composers	Check with them some of their research	Asking them about their composition with the whole class.	Working on them on performing and standing in front the audience.
Key Resources	Classic music, singing ,	Rhythms, notes,	Composers Keyboard	Music theory Composing	Composing	Stage, performing

Skills taught: Students can sing correctly in some keys. They can play a simple melody on the keyboard. They can also sing and play in group. They can understand the basics of how music works.