

YEAR 8	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Art	<p align="center">Pop Art Food</p> <p>Pupils will begin to develop their skills and knowledge preparing them for GCSE art. Pupils will look at various artists both within the lessons and independently. They will develop different skills and techniques using a variety of media, responding to the topic title through an individualised final piece.</p> <p align="center">Skills/media: collage, printing, painting, pen and markers</p> <p align="center">Autumn 1- Spring 3</p>			<p align="center">War and Conflict</p> <p align="center">Developing their own personalised sketchbook and response to the title, pupils will research their own war and conflict they wish to reflect through their choice of media and skill</p> <p>Skills: researching a variety of wars and conflict strong History link. Pupils to use their knowledge gained in History to develop their own style and response to the topic title.</p> <p align="center">Media: Variety of media of own choice, development for GCSE style. Spring 3- Summer 5</p>		
Design and Technology (DT)	<p>Each group will rotate on a termly basis between these activities:</p> <p>Food:</p> <ul style="list-style-type: none"> Learn about food and science and how our body uses nutrition from food. Design and make a three-course meal <p>Textiles:</p> <ul style="list-style-type: none"> Sustainable Bucket Hat- Designing and making a sustainable bucket hat. Learning about the 6 R's and Global Goals, experimenting with ways to upcycle, reuse and make use of old materials. Electronic Phone Pouch- Creating a LED light up phone pouch, making an e-circuit using conductive thread. Exploring smart materials and electronic textiles. <p>Resistant Materials:</p> <ul style="list-style-type: none"> Design and make a wooden puzzle and investigate existing designers - making a portfolio of skills 					

<p>English</p>	<p>The Hunger Games by Suzanne Collins</p> <p>In this unit we will be studying and reading the exciting novel- The Hunger Games, using the film to secure our understanding. We will closely explore the genre, characters, plot, writer’s viewpoint all while also studying and understanding the Dystopian genre and conventions in this novel to help us write creatively.</p> <p>(DRAMA- On a rotation basis, students in year 8 will also be taught drama for 6-8 weeks. The topic will use the narrative skills students learn in English to adapt a short story for performance. Alongside this, students learn some initial drama skills that encourages confidence in public speaking and performance.)</p>	<p>War and Conflict Poetry</p> <p>In this unit we will be preparing you for GCSEs. We will be looking at poetry from your GCSE Anthology and learning how to annotate poetry, analyse poetry and enjoy the complexity of poetry. Here we will look at war and conflict and learn how to write about poetry using techniques such as PEEL.</p>	<p>Persuasive Writing</p> <p>In this unit we will be continuing with the idea of preparing you for GCSE, looking at persuasive leaflets and how to compare these texts. We will also be learning how to write persuasive texts ourselves. In this unit you will need your persuasive writing skills and your PEEL/ PETER techniques.</p>	<p><i>Blood Brothers by Willy Russell</i></p> <p>This unit explores the play script of Blood Brothers and looks at the context and time period of the play. Character comparisons are analysed and their representation from a certain social context are established and discussed. There will be opportunities for drama activities in this unit and comparisons drawn from the recorded version.</p>
<p>French</p>	<p>School holidays; holidays in the past and present tenses; opinions and reasons in the past and present tenses; leisure activities in the past tense; questions.</p>	<p>Festivals; buying food at a market; planning a meal in French; future tense and holidays.</p>	<p>Television; viewing and listening habits; a future cinema trip; online activities and technology; a past shopping trip; questions.</p>	

<p>Geography</p>	<p>Ecosystems</p> <p>Understanding relationships within ecosystems and reasons for their distribution.</p> <p>The structure and cycles within the Amazon Rainforest.</p> <p>Opportunities and threats to the Amazon Rainforest.</p>	<p>Urbanisation</p> <p>How people are distributed in the UK and how urban areas are structured.</p> <p>How urban areas have developed over time and what the future holds for our towns and cities.</p>		<p>Climate & Climate Change</p> <p>Factors that affect weather and climate.</p> <p>Climate change and human impacts on climate.</p> <p>How humans are responding the changing climate and the future.</p>	
<p>History</p>	<p>Who fought in World War One?</p>	<p>Who were the women of the Suffragette movement?</p>	<p>How and why did the Holocaust happen?</p>	<p>Who are the Windrush generation?</p>	<p>What are people fighting for in the 21st Century?</p>

Computing	<p style="text-align: center;">Advanced Programming</p> <ul style="list-style-type: none"> • HTML & Introduction to Python • Web design theory • Learning HTML code • Creating a working website • Entry level Python (ready for Y9) 	<p style="text-align: center;">E-Safety & Internet Crime</p> <ul style="list-style-type: none"> • Risks and dangers of social media • Preventing upset online • Types of internet crime (e.g. Hacking) • GDPR and data safety laws • Copyright and data protection 	<p style="text-align: center;">Design & Computing Careers</p> <ul style="list-style-type: none"> • Leaver's Year Book project (selected Team to create) • Self-promotion (CV's and career profiles) • Careers in Computing • GCSE's and onward 	
Mathematics	<p>Ratio and scale, multiplicative change</p> <p>Multiplying and dividing fractions</p> <p>The cartesian plane</p> <p>Representing data, probability</p>	<p>Brackets and equations, sequences, indices</p> <p>Fractions and percentages, standard index form, rounding, estimation, converting units</p>	<p>Angles in parallel lines and polygons</p> <p>Area of trapezia and circles</p> <p>Transformations</p> <p>Data handling, averages</p>	
Music	<p style="text-align: center;">Descriptive Music</p> <p>Using major, minor & chromatic tonalities to create descriptive music</p>	<p style="text-align: center;">Solo Keyboard Performance</p> <p>Learning to perform a piece of classical music</p>	<p style="text-align: center;">Reggae Music</p> <p>Syncopation, chords, bass lines.</p>	<p style="text-align: center;">Band Skills</p> <p>Drums, Guitar, Keyboard, Ukulele, Vocals. All brought together.</p>
Personal, Social, Health and Citizenship Education (PSHCE)	<p>The effects and impact of drugs</p> <p>Pupils will be learning about the impact and effects that drugs have on society and will develop an understanding of drug classification (medicinal, prescription, recreational, illegal)</p>	<p>Careers and Financial understanding</p> <p>Career choices and qualifications</p> <p>Salaries</p> <p>Budgeting</p> <p>How to manage money</p>	<p>Government and Law</p> <p>Laws within society</p> <p>How the Government operates/comparison to other countries</p>	

Religious Education (RE)	Sikhism - the 5Ks, the formation of the Khalsa, and the Gurdwara	Christianity - the Reformation and the Bible	Pilgrimage - Mecca, Lourdes, The River Ganges	Religion and Society - How religion plays a part in society	Religious Festivals - Eid, Lent, Hanukkah	Morality & Sanctity of Life - a Moral Code and Ethics
Physical Education (PE)	Table Tennis Football Rugby (Boys PE) Netball (Girls PE) Gymnastics		Health Related Exercise Basketball Tag Rugby Handball Dodgeball		Striking & Fielding (Rounders & Cricket) Athletics (Throwing, Jumping, Running Events) Lacrosse	
Science	Basic Skills Organisms and Their Environments	Earth Chemistry Sound, Light and Waves	Basic Skills Variation, Adaptation and Evolution	Dynamic Earth	Electricity and Magnetism	Health and Disease Earth in Space