

| YEAR 8                            | Autumn 1  | Autumn 2   | Spring 3   | Spring 4 | Summer 5   | Summer 6 |
|-----------------------------------|---|--|--|----------|--|----------|
| <b>Art</b>                        | <b>Pop Art</b><br>Skills: self-expression, artist development and understanding pattern.<br>Media: pencil crayon, paper-cut, lino cut and printing equipment.   |  | <b>Toys and Past-times</b><br>Skills: evaluation and analysis of artists work and development of personal artistic style.<br>Media: paint (acrylic, watercolour and oil)                               |          | <b>Typography</b><br>Skills: researching advertising and the media, creative writing, strong literacy link in every lesson.<br>Media: fine-liners, papercut, pencil crayon and mix media.  |          |
| <b>Design and Technology (DT)</b> | <p><b>Each group will rotate on a termly basis between these activities:</b></p> <p>Food:</p> <ul style="list-style-type: none"> <li>Learn about food and science and how our body uses nutrition from food.</li> <li>Design and make a three-course meal</li> </ul> <p>Textiles:</p> <ul style="list-style-type: none"> <li>Electronic Textiles - creating a LED light up phone case made using a range of textiles techniques, electronics used in the design industry and exploring smart materials, learning to create an e-circuit using conductive thread.</li> <li>Sustainable Textiles - Designing and making a bucket hat using a range of sustainable resources based on a festival theme, research into the 6Rs and Global Goals, upcycling, reuse and make use of old materials.</li> </ul> <p>Resistant Materials:</p> <ul style="list-style-type: none"> <li>Design and make a wooden puzzle and investigate existing designers - making a portfolio of skills</li> </ul> |  |  |          |  |          |
| <b>English</b>                    | <b>Shakespeare – Macbeth/Romeo and Juliet</b><br>The story and language are explored. Translations to modern interpretations and their meaning.   | <b>A Christmas Carol by Charles Dickens</b><br>Use of extracts to investigate Scrooge and how his character changes throughout the book. | <b>The Hunger Games by Suzanne Collins</b><br>Using inspiration from the novel to write our own dystopian setting and explore character portrayal with a particular focus upon the writer’s viewpoint. |          | <b>Blood Brothers by Willy Russell</b><br>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. |          |
| <b>French</b>                     | The weekend, present tense, weather, time expressions, free time  |  | Last Weekend, the perfect tense, film and television, going out, clothes, future plans   |          | Food and drink, Europe, shopping, travelling abroad, friends.  |          |

|                           |   |  |  |  |  |  |
|---------------------------|---|--|--|--|--|--|
| <p><b>Geography</b></p>   | <p><b>North America</b></p> <p>Investigating the character of North America through its physical and human features, its climate and weather.</p> <p>Exploring relationships between the climates of North America and people's lives.</p> <p>Using data to understand current issues surrounding quality of life and migration within North America.</p> |  | <p><b>Africa</b></p> <p>The variety found within the massive continent of Africa, in terms of different cultures, climates, histories, landscapes and features.</p> <p>The legacies of the Apartheid, Blood Diamonds and the current issues surrounding Somali Pirates.</p> <p>The Horn of Africa and what life is like there.</p> |  | <p><b>The Taiga</b></p> <p>Focus on the Taiga Forest (sometimes known as Boreal) which covers large swathes of Russia, Canada, and Scandinavia. Developing understanding of adaptations, threats, and management techniques.</p> |  |
| <p><b>History</b></p>     | <p>Who fought in World War One?</p>   | <p>Who were the women of the Suffragette movement?</p> | <p>The Rise of Dictators.</p> <p>How and why did the Holocaust happen?</p>   | <p>What caused the downfall of the British Empire?</p> | <p>Who are the Windrush generation?</p>  | <p>What are people fighting for in the 21st Century?</p> |
| <p><b>Computing</b></p>   | <p><b>Advanced Programming</b></p> <p>Projects:</p> <p>Creating websites on chosen topic. Including variety of interactive features such as hyperlinks/videos/mouse activated elements.</p> <p>Creating simple python in program for printing lists.</p>  |  | <p><b>Internet Criminals</b></p> <p>Crime/Criminal Fact Files:</p> <p>Producing fact-files on different types of internet crime to show understanding of potential risks and safety advice.</p> <p>Creating career profiles.</p>   |  | <p><b>Advanced TV &amp; Movie Production</b></p> <p>Movie Project:</p> <p>Produce a TV advert for a small classroom object.</p> <p>Using props to make product sellable. (TikTok's as examples).</p>                             |  |
| <p><b>Mathematics</b></p> | <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>   |  |

|   |  |  |  |   |  |   |
|---|--|--|--|---|--|---|
| <b>Music</b>  | <b>Descriptive Music</b><br>Using major, minor & chromatic tonalities to create descriptive music  |  | <b>Solo Keyboard Performance</b><br>Learning to perform a piece of classical music                                       |   | <b>Reggae Music</b><br>Syncopation, chords, bass lines.  | <b>Band Skills</b><br>Drums, Guitar, Keyboard, Ukulele, Vocals. All brought together. |
| <b>Personal, Social, Health and Citizenship Education (PSHCE)</b> | The effects and impact of drugs<br>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) |  | Careers and Financial understanding<br>Career choices and qualifications<br>Salaries<br>Budgeting<br>How to manage money |   | Government and Law<br>Laws within society<br>How the Government operates/comparison to other countries   |   |
| <b>Religious Education (RE)</b>                                   | 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                                 |
| <b>Physical Education (PE)</b>                                    | Basketball<br>Netball<br>Football<br>Rugby   |  | Handball<br>Tchoukball<br>Gymnastics/Dance<br>Sport Education  |   | Lacrosse<br>Striking and Fielding - Rounders, Cricket, Longball and Baseball<br>Athletics - Javelin, Shot Putt, Discus, Long Jump, High Jump, Sprints, Hurdles, Long Distance. |   |
| <b>Science</b>  | Water  | Atoms and Elements                           | Food and Digestion   | Respiration, Skeletons and Muscles                          | Heating and Cooling  | Magnets and Electromagnets  |