

# Year 8 Curriculum Map 2020.21

|           |   | 1  | 2 | 3   | 4   | 5  | 6 | 7  | 8 | 9  | 10   | 11   | 12 | 13  | 14 | 15                                     | 16   | 17  | 18 | 19   | 20 | 21  | 22  | 23   | 24 | 25  | 26 | 27  | 28  | 29   | 30 | 31  | 32 | 33  | 34   | 35 | 36 | 37   | 38 | 39 |                                |  |  |   |  |  |
|-----------|---|--|---|---|---|--|---|--|---|--|--|--|----|---|----|--|--|---|----|--|----|---|---|--|----|---|----|---|---|--|----|---|----|---|--|----|----|--|----|----|--------------------------------|--|--|---|--|--|
| English   | Topic                                     | Exploration & travel writing   |   |   |   |  |   |  |   |  |  | Poetry: Identity and Relationships (based on Words That Burn)  |    |   |    |  |  |   |    |  |    | Of Mice and Men   |   |  |    |   |    |   |   |  |    | Shakespeare Unit – The Tempest  |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Subject specific skills                   | Understanding the genre of non-fiction; establishing the differences between fiction and non-fiction. Rhetorical and persuasive language. Controlled/crafted persuasive writing; vocabulary for effect. SPAG. Controlled/crafted persuasive speaking; vocabulary for effect. Recognition of viewpoints and methods.  |   |   |   |  |   |  |   |  |  | Poetic terms. Verbal interpretation – tone/mood/intention. Annotating a poem. Analysing poem using PETAL. Comparing skills, comparative connectives, language, structure and form. Unseen poetry skills TARTWARS.  |    |   |    |  |  |   |    |  |    | Prediction. Inference. Reciprocal reading. How the symbolism of Candy's dog is used. How character is described/purpose of character in text; setting; structure. Seeing a text as a whole and inferring the writer's purpose from that. Writing about a text as a whole considering literary criticism/impact.                                     |   |  |    |   |    |   |   |  |    | Prediction. Inference. Making intertextual links to other genres. Justifying ideas. Analysis of language - Shakespearean early Modern English. Justifying ideas. Analysis of language. Speaking and listening. Linking ideas thematically. Persuasive writing skills. |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Values, learning skills, cultural capital | Literary non-fiction from the canon and from across time periods. How to tailor writing or speaking for an audience. Group work, resilience, research skills. Exposure to different viewpoints. How to tailor writing or speaking for an audience.   |   |   |   |  |   |  |   |  |  | Group work, resilience, memory skills, spoken language skills. Awareness of other cultures (building on year 7) and how identity is created/maintained/changed by historical and social contexts. How individual and collective relationships are conveyed through the medium of poetry. How form/style may be indicative of messages and values. Looking at poetry from across cultures/time periods/forms. |    |   |    |  |  |   |    |  |    | Historical knowledge. How context that has been researched can impact the actual text. Group work; respect; independence; resilience. Tolerance. Empathy. Portrayal of American Dream. The relationship between a text and the reader and how, why and where that is communicated. Knowledge that books are discussed beyond the English classroom. |   |  |    |   |    |   |   |  |    | Social/historical context. Resilience; independence. Group work; respect; resilience. Understanding the interconnectedness of literature.   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
| Maths     | Topic (Stage 6 - 8A4, 8A5, 8Z4)           | Numbers & the Number System  |   | Calculating   |   | Division   |   | Visualising & Constructing   |   | Investigating Angles   |  | Algebra: Using formulae  |    | Exploring Fractions, Decimals & Percentages   |    | Proportional Reasoning                 |  | Pattern Sniffing  |    | Measuring Space  |    | Properties of shapes  |   | Calculating Fractions, Decimals & Percentages  |    | Solving Equations   |    | Calculating Space                         |   | Checking   |    | Movement  |    | Measuring & Presentation of data  |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Subject Specific Skills                   | Multiply and Divide numbers up to 3 decimal places by 10, 100, 1000  |   | Solve multi-step problems involving addition, subtraction and/or multiplication |   | Use long division to divide numbers up to four digits by a two-digit number  |   | Draw 2D shapes. Recognise, describe and construct 3D shapes, including nets  |   | Find missing angles at a point and on a line.                          |  | Use simple formulae expressed in words   |    | Write a fraction in its lowest terms by cancelling common factors. Know standard equivalences.  |    | Use single ratio to compare quantities |  | Generate/ describe a number sequence  |    | Convert between metric units   |    | Use the angle sum of a triangle and quadrilateral to find missing angles.   |   | Add & subtract fractions & mixed numbers with different denominators. Multiply fractions in simple cases. Find percentages of quantities |    | Express missing number problems algebraically   |    | Calculate the volume of cubes and cuboids |   | Estimate solutions   |    | Coordinate s in four quadrants  |    | Calculate & interpret the mean as an average of a set of discrete data      |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Values, learning skills, cultural capital | Working with Others and Verbal Communication   |   | Presentation and Written Communication  |   | Problem Solving and Developing Reasoning   |   | Working with Others and Verbal Communication   |   |  |  |  |    |   |    |  |  |   |    |  |    |   |   |  |    |   |    |   |   |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
| Science   | Topic                                     | Elements & literacy  |   |   | Organ systems   |  |   | Rocks  |   |  | Separating mixtures  |  |    | Renewable energy  |    |  | Microbes and disease   |   |    | Light & Sound  |    |   | Sustainability  |  |    | Plants  |    |   | Health  |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Subject specific skills                   | Science literacy   |   |   | O1: Collecting data, Results tables, Spotting anomalies, following instructions and working safely. |  |   | Science literacy   |   |  | P3: Method design, equipment choice, ranges & interval, sampling |  |    | Critique claims, interrogate sources. Analysing data, spotting patterns, writing conclusions.   |    |  | Science literacy. Critique claims, interrogate sources.  |   |    | Angles: Devising questions.  |    |   | Science literacy. Limitations, errors, repeats.   |  |    | Variables   |    |   | Presenting tables                                 |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Values, learning skills, cultural capital | Transferability of science. Personal health and awareness of self. Individual energy needs and healthy diet.   |   |   | Understanding of global resources. Our place in the large scale of the history of the earth.        |  |   | Resilience and independence.   |   |  | Resilience and independence.                                     |  |    | Energy at home: Supporting students to make smart decisions about energy provision at home. Climate change awareness.   |    |  | Critiquing claims: Coronavirus fake news (inc 5g, anti-vax). Transferring of Science: Personal Hygiene and health. |   |    | Explaining everyday phenomena. Independence, resilience and problem solving.   |    |   | Climate change awareness. Critiquing claims. Structuring answers to QWC long answer qtns. |  |    | Food production. Relevance to everyday life   |    |   | Impact of drugs on health (legal & illegal)       |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
| French    | Topic                                     | Free time  |   |   |   |  |   | House & Home   |   |  |  |  |    | Food, Drink & Shopping  |    |  |  |   |    | Describing a visit   |    |   |   |  |    | Planning a visit event  |    |   | French speaking                                   |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Subject-Specific Skills                   | Listening, Speaking - pronunciation; intonation (including Conversational and Transactional Role Plays), Reading, Writing - accents, Grammar, Translation  |   |   |   |  |   | Listening, Speaking - expressing and justifying opinions; Reading (sequencing), Writing - accents, Grammar (PERFECT TENSE), Translation, Extended reading  |   |  |  |  |    | Listening, Speaking - pronunciation; intonation, Reading, Writing - accents, Grammar (TWO TENSES), Translation, Extended reading  |    |  |  |   |    | Transactional Role Play: shopping at a market. Listening, Speaking - pronunciation; intonation (including Conversational and Transactional Role Plays), Extended Reading, Writing - accents, Grammar (TWO/THREE TENSES), Translation.  |    |   |   |  |    | Listening, Speaking - pronunciation; intonation, Reading, Writing - accents, Grammar (TWO TENSES), Translation, Extended reading  |    |   |   |  |    | Listening, Speaking - role plays  |    |   | Listening, Speaking, Reading and Writing Grammar (TWO/THREE TENSES)                              |    |    |  |    |    |                                |  |  |   |  |  |
|           | Values, learning skills, cultural capital | Vocabulary learning strategies: flashcards (memory game); look, say (mwb); peer test (mwb); spelling aloud; social skills; conversing for authentic purposes, video. Understanding and responding to feedback  |   |   |   |  |   | Revisiting basic common structure, article & noun agreement (inc rules for plural nouns), verb conjugation, order of adjectives. CC - historical French Royal family tree to talk about family members.  |   |  |  |  |    | Cultural link: research francophone tourist monuments. Social skills; conversing for authentic purposes   |    |  |  |   |    | Cultural link: research French food and drink; mealtimes in France (le goûter, heures). ICT link: research French food on the internet. Art link: Giuseppe Arribboleo  |    |   |   |  |    | Describe a recent visit to Paris; Parisian monuments, using the PERFECT TENSE   |    |   |   |  |    | Cultural link: festivals in francophone countries. GEOG/ICT link: research a francophone country  |    |   | Cultural link: festivals in francophone countries. GEOG/ICT link: research a francophone country |    |    |  |    |    |                                |  |  |   |  |  |
| History   | Topic                                     | The Tudors, the causes and the consequences the Reformation  |   |   |   | How successful were Edward, Mary and Elizabeth?  |   |  |   | Foolish James I?   |  |  |    | The causes of the English Civil War   |    |  |  | Fighting in the Civil War   |    |  |    | Interpretations on Cromwell   |   |  |    | 1660 - 1688   |    |   |   | Introduction to 1750-1900 and transport  |    |   |    | Factories and cities  |  |    |    | Slavery and the Empire   |    |    |                                |  |  |   |  |  |
|           | Subject-Specific Skills                   | To further improve skills in understanding causation and consequences of events. Also how to conduct an enquiry based investigation.   |   |   |   | Using written and visual sources to reach judgments about the success of Edward, Mary and Elizabeth  |   |  |   | To work in groups to produce a piece of drama                          |  |  |    | To investigate how causes are inter-connected to create an outcome. To measure the extent of each cause   |    |  |  | To understand key warfare terminology   |    |  |    | Using interpretations from primary sources and from historians about Cromwell. To gain a basic understanding of historiography  |   |  |    | Using sources to explore the QOPE model   |    |   |   | To understand the significance of transport inventions and their impact on wider changes to life 1800s |    |   |    | Further improve extended report writing skills                              |  |    |    | Use of primary sources about slaves  |    |    |                                |  |  |   |  |  |
|           | Values, learning skills, cultural capital | To investigate the origins of Protestantism and the uniqueness of the Church of England.   |   |   |   | To develop a greater understanding of the effectiveness of the Tudor propaganda machine and how events have been spun into national legends e.g. the Spanish Armada. |   |  |   | To understand the role of superstition in British folklore and sayings |  |  |    | To further explore the origins of the British Parliamentary system  |    |  |  | To gain a detailed knowledge of the roundheads and cavaliers, together with comparisons with modern British political parties |    |  |    | To understand what interpretation is and how an interpretation will change over time, impacted by the context of the time.  |   |  |    | Understanding political processes and the role of the modern monarchy   |    |   |   | To make connections between inventions and features of British life today e.g. GMT and W H Smiths!     |    |   |    | Explore the foundations of health and safety legislation and trade unionism |  |    |    | Links to wider British Black history and BLM   |    |    |                                |  |  |   |  |  |
| Geography | Topic                                     | What is development?   |   |   |   |  |   | One planet: how populations are changing?  |   |  |  |  |    | Will we ever know enough about earthquakes and volcanoes to live safely?  |    |  |  |   |    | Diverse and dynamic: how is Asia being transformed? Asia as a region.  |    |   |   |  |    | What happens where the land meets the sea?  |    |   |   |  |    | Fieldwork: What are the opportunities and challenges facing Africa?   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Subject-Specific Skills                   | Use and develop skills such as development Compass, to interpret statistics, and choropleth maps to investigate patterns of development. Communicate understanding of development and use new terminology and to apply the understanding of causes of poverty to Nepal   |   |   |   |  |   | To interpret statistics, graphs, population density maps, population pyramids. Application of map skills including latitude and longitude, use of O.S maps Identify and explain the world pattern of population distribution                                 |   |  |  |  |    | To interpret atlas maps, use eye witness accounts and scientific evidence to investigate plate tectonics  |    |  |  |   |    | Progressing skills: Interpret climate maps for Asia. Use atlas, maps and photos to investigate Asia. Interpret statistics, graphs, population density maps, population pyramids, to investigate population change.   |    |   |   |  |    | Progressing skills: Use of OS map with aerial and ground-level photos to identify coastal landforms.  |    |   |   |  |    | Fieldwork skills: Fieldwork skills will be developed along the lines of that used at GCSE   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Values, learning skills, cultural capital | Cultural capital: To be aware that other nations are in different states of development and this affects a country's quality of life. To understand how countries and organisations through aid and NGOs can play a role in closing this gap. The idea of sustainable development is revisited. Learning skill: Data and numeracy. Description, explanation and interpretation are developed                       |   |   |   |  |   | Cultural capital: To understand the pressures of population growth in our planet and what individuals can do about it. Learning skills: Extended writing: identify and explain patterns of population distribution.  |   |  |  |  |    | Cultural capital: To understand the impacts of hazards and how risk can be managed. Learning skills: Develop descriptions and explanations (plate tectonics). Decision making skills.   |    |  |  |   |    | Cultural capital: To be aware of the geography and issues beyond Britain and Europe that may crop up in the news. Awareness of the economic challenges to the UK from countries such as China. Learning skill: Decision making, justification, description and explanation   |    |   |   |  |    | Cultural capital: To understand that coastal erosion is an important issue in the news. Learning skill: Description, explanation, interpretation and decision making skills linked to coastal management. Numeracy: Scale, cost/benefit analysis.   |    |   |   |  |    | Cultural capital: To gain a better understanding of Africa as a continent. Apply understanding of development and Sustainable Development Goals to Africa. Learning skill: Extended writing: Use enquiry questions to describe places in Africa.                      |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
| ART       | Topic                                     | Textiles Art: including sketchbook cover, textiles art mindmap, observational speed drawings, artists analysis, drawing form cultural patterned fabrics, designs for decorative/functional objects   |   |   |   |  |   |  |   |  |  |  |    | Comic: including mind map, proportions, character development, Artist analysis & final piece  |    |  |  |   |    |  |    |   |   |  |    |   |    |   |   |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Subject-Specific Skills                   | Successful arrangement of patterns   |   |   | Initial key words: repetition, rotation & decorative  |  |   | Accurate proportions, creative composition, attention to detail  |   |  | Using tracing paper to repeat, rotate and reflect                |  |    | Artist analysis and comparison  |    |  | Drawing from cultural patterned fabrics  |   |    | Designs for decorative /functional objects   |    |   | Final piece evaluation  |  |    | Initial key words: Identifying differences in styles. Develop own initial ideas   |    |   | Proportions of the figure. Motor skills / control |  |    | Direct observation of a seated person. Test conditions  |    |   | Character development  |    |    | Artist analysis  |    |    | Composition and rule of thirds |  |  | Final Piece - pencil outline, painting application. |  |  |
|           | Values, learning skills, cultural capital | Career links, self-reflection  |   |   | Use on observation notes; different species of insects in region                                    |  |   | Develop confidence when talking about art work. Give own opinions. Understand art movements - Arts & Crafts. Career link: surface/textiles design  |   |  | Understanding difference in patterns between cultures            |  |    | Difference between functional and decorative objects  |    |  | Sense of pride in final outcome  |   |    | Links to Marvel & DC films. How comics turn into films. Career links - comic and movie graphics artist   |    |   | Using maths to work out proportions. Understanding diversity in different body shapes     |  |    | Presenting  |    |   | Selection & Independence                          |  |    | Sense of pride, peer assessment. Using appropriate vocabulary to help peer improvement. Presentation.   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
| PE        | Topic                                     | Outwitting Opponents and Skills Development through small sided games.   |   |   |   |  |   | Net/Wall Games   |   |  |  |  |    | Health Related Fitness  |    |  |  |   |    | Creativity through dance and gymnastic activities.   |    |   |   |  |    | Decision Making in game situations  |    |   |   |  |    | Summer Games  |    |   |  |    |    | Athletics Activities   |    |    |                                |  |  |   |  |  |
|           | Subject-Specific Skills                   | Developing sport specific skills of passing, movement and creating space in small sided games, decision making when under pressure. (Rugby, Football, Netball, Hockey, Basketball)   |   |   |   |  |   | Developing racket/bat skills in game situations, defensive and attacking principles, overhead clear, backhand, serving, net play.  |   |  |  |  |    | Cross Country; independent pacing and planning, running technique and competitive running. HRF, Principles of HRF and training.   |    |  |  |   |    | Dance; Dynamics, space, gesture,relationships,performance, footwear,travel. Gymnastics; Flight,balance, rotation, travel, movement   |    |   |   |  |    | Tactics, Positioning, attacking and defensive principles in small sided and full competitive game situations. Decision making under pressure.   |    |   |   |  |    | Cricket/Rounders: Batting, bowling, catching, fielding, game play, tactics. Tennis; developing more advanced skills of forehand, backhand and overhead shots. Application to small sided and fully competitive games.   |    |   |  |    |    | Developing the skills or throwing, running and jumping and applying them to sport specific skills of the individual athletics disciplines. |    |    |                                |  |  |   |  |  |
|           | Values, learning skills, cultural capital | Teamwork – We are committed to a positive team environment, where every person is a valued member, treated with respect, encouraged to contribute and recognised for their efforts   |   |   |   |  |   | Accountability – We accept our individual and team responsibilities and we meet our commitments. We take responsibility for our actions.   |   |  |  |  |    | Respect – We treat others with respect and sensitivity, we respect all individuals and their contributions.   |    |  |  |   |    | Gratitude – we appreciate the effort of others and the contributions they make.  |    |   |   |  |    | Empathy – We understand the feelings of others and respond appropriately  |    |   |   |  |    | Trust – We trust in the opinion of others, and support each other in achieving our goals.   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
| RE        | Topic                                     | The Buddha: how and why do his experiences and teachings have meaning for people today?  |   |   |   |  |   | How are Sikh teachings on equality and service put into practice today?  |   |  |  |  |    | Why do people mark life's big events?   |    |  |  |   |    | What difference does it make to believe in prayer?   |    |   |   |  |    | How can people express the spiritual through the arts? Buddhist, Christian, Jewish, Muslim, Sikh / Spiritd Arts   |    |   |   |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Subject-Specific Skills                   | A1 Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities. A2 Explain and interpret a range of beliefs, teachings and sources of wisdom. B1 Explain the religions and world views which they encounter clearly, reasonably and coherently. C1 Explore some of the ultimate questions that are raised by human life e.g. the nature of suffering |   |   |   |  |   | A3 Explain how and why individuals and communities express the meanings of their beliefs and values. B2 Observe and interpret a wide range of ways in which commitment and identity are expressed. C2 Examine and evaluate issues about community relations. |   |  |  |  |    | A2 Explain and interpret a range of beliefs, teachings and sources of wisdom and authority. B1 Explain the religions and worldviews which they encounter clearly, reasonably and coherently. C1 Explore some of the ultimate questions that are raised by human life. C2 Explore and express insights into significant moral and ethical questions. |    |  |  |   |    | A3 Explain how and why individuals and communities express the meanings of their beliefs and values. B3 Analyse the nature of religion using the main disciplines by which religion is studied. C1 Explore some of the ultimate questions that are raised by human life. C2 Explore and evaluate issues about community relations and respect for all. |    |   |   |  |    | A1 Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities. A3 Explain how and why individuals and communities express the meanings of their beliefs and values. B2 Observe and interpret a wide range of ways in which commitment and identity are expressed. C1 Explore some of the ultimate questions that are raised by human life. |    |   |   |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |
|           | Values, learning skills, cultural capital | Understanding of who the historical Buddha was and some of his central teachings, and how these have influenced the East (and the world). A personal reflection on the value of meditation, yoga and other practices from the East. An appreciation of some central Eastern Wisdom and philosophy.   |   |   |   |  |   | Focus on equality and service to the community, UK as multi-cultural and a charity in a Sikh context   |   |  |  |  |    | Appreciation of the sensitive nature of death, and beliefs surrounding the topic, an understanding and development of tolerance of the views of others and development of personal critical thinking skills.  |    |  |  |   |    | Development of critical thinking, appreciation of why different people perform different rites, UK as multi-faith and culturally diverse, engaging with Ultimate questions   |    |   |   |  |    | Understanding that the UK is diverse, and that people are free to express their views and beliefs in various ways, critical thinking about what the value of the art is,  |    |   |   |  |    |   |    |   |  |    |    |  |    |    |                                |  |  |   |  |  |

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|---|---|---|---|--|---|--|--|---|---|--|----|---|----|---|----|--|---|---|----|--|----|---|----|------------------|----|---|--|----------------------------------|----|--|----|-----------------------|----|---|----|----|----|----|----|----|
| Design Technology                         | Topic                                     | Textiles: Funky Hats  |   |  |   |  | Mechanisms: Crocodile  |   |   |  |    | Electronics: Steady Hand Game   |    |   |    |  | Food & Nutrition: Food for living   |   |    |  |    | Graphics: LED Torch & Packaging   |    |                  |    |   | CAD: Developing skills in 2D & 3D design, 2D Design & Sketchup   |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   | Subject-Specific Skills                   | Measuring/use of templates/marking: Cutting accurately, Pinning and temporary tacking, Applique, Hand embroidery, Safe/accurate use of the sewing machine   |   |  |   |  | Use of jigs and templates: measuring, accurate wood cutting, shaping wood, using machine tools safely, assembling components   |   |   |  |    | Soldering, Crimping, Glue gun, Reading a PCB to place components correctly, Stripping and cutting wire to length  |    |   |    |  | Hygienic working practice: Safe working practice, Safe handling of raw meat, Knife skills – bridge & claw, Safe use of the cooker & equipment. Making a dough, Pastry making, Creaming method, Use of spices, Dry frying, Sauce making, Shortening                    |   |    |  |    | Safe use of craft knife, Die cutting, Designing for manufacture, Designing for a client   |    |                  |    |   | CAD: Developing skills in 2D & 3D design, 2D Design & Sketchup. Designing: basic tools, text, copy, rotate, trim, move, delete, fill. Attach tools: Intersection, centre of circle. Setting up grids to help attach. Radial lock. Radial lock edit. Grid, grid lock, grid edit. Using images as fills. Editing vector images. Exploding lines. Grouping objects and thinking about layers, Contour images and text. Editing contours. Sketchup skills: Basic tools. Shapes, delete, push pull, paint bucket, 3D text. Scale tool. Move. Line attach. Feature copy/paste, using images as backgrounds. Creating scenes for simple animation. Follow me tool. Using the tool independently to design objects, Rotating objects, Building with dimensions |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Values, learning skills, cultural capital |   | Cultural development; history of fleece and properties, Products that use fleece, Traditions of applique, Recycling plastic to manufacture fleece.  |   |  |   |  | Social development; To create a product using a number of mechanisms, Understand how mechanism have been used for century.   |   |   |  |    | Personal Development; Manufacturing Industry, Use of electronic circuits in board games, Understand the use of electronic symbols for international use.  |    |   |    |  | Personal development; Nutrition in the foods we eat, Sugar tax imposed by governments, Use of the traffic light system to advise consumers.   |   |    |  |    | Moral development; Sustainable energy sources, Recycling of a product, Sustainability of materials - bioplastics  |    |                  |    |   | Careers and employability - Employability skills, CAD/CAM, used in many forms in many industries   |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Music                                     | Topic                                     | Rock n' Roll  |   |  |   |  |  |   |   |  |    | Film Music (Hero vs Villain)  |    |   |    |  |   |   |    |  |    | Caribbean Grooves   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   | Subject-Specific Skills                   | Baseline, melody, and improvisation. Listening; 12 bar blues, comparison of versions, key terms. Composing; rock n roll song, utilising devices covered during the topic.   |   |  |   |  |  |   |   |  |    | Performance; two-handed keyboard performing task (fluency, accuracy), popular movie themes. Listening/appraising; extended writing describing effectiveness of film music in conveying mood/action. - Composing; using DAW to create descriptive piece to accompany film clip.  |    |   |    |  |   |   |    |  |    | Performance; ensemble performing tasks featuring kalypso keyboard melodies and akuleke chords. Listening; major/minor chords, comparison of cover versions, key terms (syncopation, polyrhythm). Composing; developing improvisation skills and creating chord patterns.  |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Values, learning skills, cultural capital |   | Experience of wider variety of instruments. Connections to current styles and genres of interest to pupils. Creative expression through song writing.   |   |  |   |  |  |   |   |  |    | Music technology, relevant to modern creative methods. Creative expression through composition. Links to KS4 area of study.   |    |   |    |  |   |   |    |  |    | Experiencing Caribbean cultures (instruments, traditions, impact of slave trade), including protest songs. Ensemble playing.  |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| PSE                                       | Topic                                     | Drugs and alcohol   |   |  |   |  | Community and careers  |   |   |  |    | Discrimination  |    |   |    |  | Emotional wellbeing   |   |    |  |    | Identity and relationships  |    |                  |    |   | Digital Literacy   |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   | Subject-Specific Skills                   | About medicinal and recreational drugs. About the over-consumption of energy drinks. About the relationship between habit and dependence. How to use over the counter and prescription medications safely. How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes. How to manage influences in relation to substance use. How to recognise and promote positive social norms and attitudes.   |   |  |   |  | About equality of opportunity in life and work. How to challenge stereotypes and discrimination in relation to work and pay. About employment, self-employment and voluntary work. How to set aspirational goals for future careers and challenge expectations that limit choices. |   |   |  |    | How to manage influences on beliefs and decisions. About group-think and persuasion. How to develop self-worth and confidence. About gender identity, transphobia and gender-based discrimination. How to recognise and challenge homophobia and biphobia. How to recognise and challenge racism and religious discrimination.            |    |   |    |  | About attitudes towards mental health. How to challenge myths and stigma. About daily wellbeing. How to manage emotions. How to develop digital resilience. About unhealthy coping strategies (e.g. self-harm and eating disorders). About healthy coping strategies. |   |    |  |    | The qualities of positive, healthy relationships. How to demonstrate positive behaviours in healthy relationships. About gender identity and sexual orientation. About forming new partnerships and developing relationships. About the law in relation to consent. That the legal and moral duty is with the seeker of consent. How to effectively communicate about consent in relationships. About the risks of 'sexting' and how to manage requests or pressure to send an image. About basic forms of contraception, e.g. condom and pill. |    |                  |    |   | About online communication. How to use social networking sites safely. How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation. How to respond and seek support in cases of online grooming. How to recognise biased or misleading information online. How to critically assess different media sources. How to distinguish between content which is publicly and privately shared. About age-restrictions when accessing different forms of media and how to make responsible decisions. How to protect financial security online. How to assess and manage risks in relation to gambling and chance-based transactions.  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Values, learning skills, cultural capital |   | Alcohol and drug misuse and pressures relating to drug use  |   |  |   |  | Equality of opportunity in careers and life choices, and different types and patterns of work  |   |   |  |    | Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia  |    |   |    |  | Mental health and emotional wellbeing, including body image and coping strategies   |   |    |  |    | Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception   |    |                  |    |   | Online safety, digital literacy, media reliability, and gambling hooks   |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Drama                                     | Topic                                     | Conflict (including stage combat)   |   |  |   |  |  |   |   |  |    | Sending a Message (including TIE)   |    |   |    |  |   |   |    |  |    | Blood Brothers  |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   | Subject-Specific Skills                   | + Tension; Cliffhanger; stage combat; character development and characterisation; realism; naturalism; impact on the audience; health and safety; role on the wall; stream of consciousness; hot seating;   |   |  |   |  |  |   |   |  |    | + TIE; purpose; director's intention; symbolism; empathy and antipathy; technical elements; target audience; breaking the fourth wall; marking the moment; split scene; placard.  |    |   |    |  |   |   |    |  |    | + Themes; message; intention (Builds on TIE); understanding a script; stage directions; SCRP context; technical elements (lighting, sound, costume, set, props. Staging); interpretation; editing; structure; chronology;   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   | Values, learning skills, cultural capital | + [Link with Art as they create comic book characters - opportunity to share methods and content as pupils create roles]  |   |  |   |  |  |   |   |  |    | + [Link with English as they look at 'the other'] Study of real life social themes and issues (homelessness, drink driving, healthy living, bullying) - [opportunity for correlation with PSE, having studied diversity in Y7 - look to link topics]; worldview; awareness; emotional intelligence; utilising research and facts;         |    |   |    |  |   |   |    |  |    | + [Possible link with 'Film Music' topic in Music - scope for creating/adapting music to enhance scripted performance]; historical, social, cultural and political awareness;   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   |   | ECM Enjoy and achieve; make a positive contribution; pride and ownership; finding your voice; self-esteem. PLTS: Independent enquirers; creative thinkers; reflective learners; team workers; self-managers; effective participants. SEAL: Empathy, Self-Awareness, Managing feelings, Motivation, Social Skills. Within Key Stage 3, we hope children will also develop skills such as communication, analysis, evaluation, organisation, resilience, adaptability, perseverance, independence, vision, collaboration, compromise, respect, trust, and confidence. |   |  |   |  |  |   |   |  |    |   |    |   |    |  |   |   |    |  |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Spanish                                   | Topic                                     | Weather & Free-time   |   | Where I live   |   | Going out (& Christmas in Spain)   |  |   |   | Food   |    |   |    | Holidays  |    |  |   | Clothes   |    |  |    | Barcelona   |    |                  |    | Fiestas   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   | Subject-Specific Skills                   | Using hay / hace / esta / llueve / nieva. Free time verbs conjugation   |   | Directions and prepositions recap (No) Hay + NOUNS. Building sentences with si OR cuando, weather, verbs + places in town; Reading and comprehension skills  |   | Future Tense: recap boot verbs; role plays for asking someone out; Recap days & frequency. Opinions & reasons. Querer + Te gustaria + INFIN. Using poder + reasons   |  |   |   | Using present tense comer / beber / tomar as well as soler + INFIN. Role-plays for shopping / buying fruit and veg. Ordering different dishes and using verbs and adjectives to give opinions and reasons. |    |   |    | Nouns. IR in the preterite. FUE + adjectives (opinions). Using different transport + en / a. Using AR verbs + preterite. Independent description of what you did on holiday.  |    |  |   | Learning Spanish names for countries. Expressing opinions about activities you have done. Selecting correct preposition with transport mode. Preterite conjugation. Being able to retain knowledge and recall under test conditions. Authentic material for holiday vocabulary comprehension. |    |  |    | Using linear in present tense + NOUNS. Using cuando + voy OR para + IR WITH Llevo OR suelo llevar (+ frequency). Describing school uniform and giving opinions and reasons (INTRO a few conditional verbs). Using demonstrative pronouns (este / esta / estos / estas) and superlative adjectives (la más / el más)   |    |                  |    | Article and adjectival agreement for new NOUNS. Giving opinions with conditional vocabulary. Making agreements with demonstrative pronouns, superlatives and adjectives to give opinions. Self and group reflection on ways to improve. |  |                                  |    | Cultural learning about a Spanish city. Learning about how Spanish shops are named. Key role-play vocabulary for tourists / visiting places. |    |                       |    | Cultural learning about a Spanish tradition |    |    |    |    |    |    |
| Values, learning skills, cultural capital |   | Use of different verbs to talk about the weather. Use JUGAR, HACER or PRACTICAR.  |   | Understanding descriptions of towns and recognition of different places, being able to describe where they live. Using prior learning to develop longer sequences of speech  |   | Making plans for the future, setting yourself goals. Practising BOOT verb patterns (Querer). Self and group reflection on ways to improve. Christmas in Spain - differences in traditions  |  |   |   | Learning about Spanish foods and routines. Back to front verbs / opinions and adjectival agreement for reasons. Self and group reflection on ways to improve.  |    |   |    | Learning Spanish names for countries. Expressing opinions about activities you have done. Selecting correct preposition with transport mode. Preterite conjugation. Being able to retain knowledge and recall under test conditions. Authentic material for holiday vocabulary comprehension. |    |  |   | Article and adjectival agreement for new NOUNS. Giving opinions with conditional vocabulary. Making agreements with demonstrative pronouns, superlatives and adjectives to give opinions. Self and group reflection on ways to improve.   |    |  |    | Cultural learning about a Spanish city. Learning about how Spanish shops are named. Key role-play vocabulary for tourists / visiting places.  |    |                  |    | Cultural learning about a Spanish tradition   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Chinese                                   | Topic                                     | Changing China  |   | School   |   | Food and Drink   |  | Weather & Countries   |   | Areas to live  |    | Transport   |    | Time phrases  |    | All about me - physical appearance   |   | Items in bedroom  |    | Chinese Art  |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   | Subject-Specific Skills                   | Recognise characters and pinyin sounds  |   | Recognise characters and pinyin sounds; breaking character compounds apart. Practise ordering time sentences. Asking 'how many' (people in a class). Characters for male and female. Character writing and developing skills to back up opinions with 'because'  |   | Recognise characters and pinyin sounds, ask about favourite food and drinks. Transactional skills: Writing characters. Interviewing in TL. Writing comparative sentences.  |  | Forming past and future tenses. Conditional sentence structure. Understanding how the characters for counties are used as a base for the nationality and language. Differentiating between countries, nationalities and languages   |   | Recognise characters and pinyin sounds. Saying who you do your activities with. Consolidation of previously learned activities, adding past tense version.   |    | Recognise characters and pinyin sounds. Word order: subject + manner + place. Link people going places together by a form of transport. Revisit countries. Link people going places together by a form of transport at certain times. Revisit future tense - where do you want to go? From (a place) to (a place) by a mode of transport. |    | Specific time, habitual daily times, days, months, years  |    | Recognising characters and pinyin to describe physical appearance. Range of adverbs and patterns for using adverbs. Change of state 'ie'. Using 'de' between adjectives with more than one syllable and nouns. Writing characters. |   | Writing characters. Recognising characters and pinyin, writing characters, speaking out loud.   |    | Not only... but also... / then... then... because... therefore... both...and...  |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Values, learning skills, cultural capital |   | Learn about 'real' Chinese people's lives and hardships   |   | Appreciation of the different pressures Chinese students face in their schooling, morning exercises and daily eye exercises in Chinese schools.  |   | Awareness of China's vast different cuisines according to geography. Chinese currency - know why the notes are printed with specific images. Converting currencies between pounds sterling and yuan.   |  | Knowing the weather in different regions of China, to inform travel / living plans. Analysing weather forecast, linked to topography. appreciation of different people's lifestyles and languages across the world. What makes us British? What makes Chinese people Chinese? |   | Discussion about different areas to live, benefits, disadvantages of certain areas. Compare Wotton to a village / small town in China. Manipulation of longer sentence patterns in writing.                |    | Discussion about travel habits, linked to environmental protection. Is travel a luxury or a necessity? Timings; speed over environmental awareness. Appreciation that some people can't travel much, it's a luxury. Popular destinations for Chinese people within China and surrounding countries - why do Chinese people travel?        |    | Accurate identification of when activities take place, key to making arrangements   |    | China's Great Famine in the early 1950s. Appreciation of a good diet. Discussing the impact of concepts of beauty on social media, on TV, in magazines. Accepting ourselves as we are.   |   | Bedrooms in China. Discussion: what items are necessary and what are superfluous? How does the tidiness of a room lead to a clearer mind? What would you want in a hotel bedroom? (Transactional skills). Metacognition and consolidation.  |    | Metacognition and consolidation. Understanding of China's Imperial dynasties (part 2) Appreciation of Ming porcelain design and Ming dynasty. Calligraphy, landscape painting, Chinese knot making, paper-cutting. Practise being calm, patient, determined and realistic. |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Japanese                                  | Topic                                     | School  |   | Opinions   |   | Katakana - food & drink  |  | Verbs   |   | Sentence-building and particles. Katakana and other  |    | Verb-endings (past and negative)  |    | Transport (motion)  |    | Places in town. Local places (katakana)  |   | Adjective review and adjectival endings   |    | Suggestions  |    | Non-specific time frames  |    | Numbers and time |    | Geographical features (kanji)   |  | Free time activities and hobbies |    | Family members   |    | Trip to Japan Project |    |   |    |    |    |    |    |    |
|   | Subject-Specific Skills                   | Be able to understand and produce short spoken and written descriptions of school week and opinions about subjects  |   | Be able to understand and produce short spoken and written descriptions of food likes/dislikes, including those of friends   |   | Be able to understand and produce a short written paragraph incorporating different verbs, endings, particles  |  | Q/A relating to transport   |   | Be able to understand and produce written paragraph describing a journey & activities with particles and use of adjectives in past tense   |    | Spoken Q/A  |    | Review and practise sentence-building with a wider range of time references   |    | Spoken and written work consolidating previous sentence patterns and incorporating new ones  |   | Combination of taught and research lessons using booklet. Research and plan a trip to Japan, incorporating language acquired this year where possible. Final presentation to both groups.   |    |  |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Values, learning skills, cultural capital |   | Life in a Japanese school. Review hiragana/vocab learning strategies from Y7.   |   | Use of katakana for non-Japanese words; develop learning skills including use of charts; differences between hiragana and katakana   |   | Use of drilling to embed sentence patterns. Use of substitution to change meaning of sentences. Comparing Japanese verbs to those in English/French to build awareness of how different languages present different challenges. Emphasise regularity of Japanese verbs |  | Reinforce idea of applying rules to new verbs and adjectives in order to manipulate language  |   | Strategies for learning and recalling kanji characters   |    | Concept of belonging to a group. Idea of respectful and humble language   |    | Using resources to build up own vocabulary. Research skills. Learning about how to plan a trip. Putting language students have learnt into context. Gaining cultural knowledge of a region of Japanese.   |    |  |   |   |    |  |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Computing                                 | Topic                                     | User area organisation  |   | Computer hardware - input/processing/output  |   | Spreadsheets   |  | Control Technology  |   | Xmas cards   |    | Control Technology  |    | Digital image manipulation  |    | Text based coding  |   | Database design   |    | Webpage design   |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
|   | Subject-Specific Skills                   | File and folder organisation. Introduction to computer systems  |   | Excel Interface: Cell, Active cell, Column, Row, Formula bar, Label, Value, Name box, replication, fill handle, formulas & Cell references - identify and use cell references in a formula using common operators: +, -, *, /, Functions - Sum, Max, Min and Average. Difference between a function and formula. Absolute cell references in a formula, how and why to name cells. Sorting - alphabetically, numerically, multilevel. Charts - Bar and column charts, pie charts, X-Y scatter charts |   | Definition of CT and real world examples. Introduction to Logicator flow diagrams, outputs, iteration, sequential code. Procedures, use and advantages   |  | Manipulate digital images   |   | Inputs and decisions, conditional code   |    | Deforming images. Using layers + clone tool. Image restoration. Branding. Animations  |    | Use of IDE, sequential code. Advance iteration. Conditional code. Combining skills in extended coding tasks   |    | Definitions and terminology. Basic searches/advanced searches. Database construction   |   | HTML introduction + definitions (WWW / browser)!. Hyperlinks + graphics!. Creating a website  |    |  |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |
| Values, learning skills, cultural capital |   | Employment - importance of organisation for computer systems  |   | Knowledge of computers systems in the workplace  |   | Understand the uses of spreadsheets in employment and across the curriculum  |  | Uses of Control Technology in the real world, careers etc.  |   | Careers in digital editing   |    | Uses of Control Technology in the real world, careers etc.  |    | Uses in careers. Ethical issues over image manipulation - advertising / fraud etc.  |    | Career opportunities in coding. Ethical issues with hacking, cyber security  |   | Career opportunities. Appreciation of the uses of databases, privacy and security issues  |    | Career opportunities. Appreciation of the power of the world wide audience   |    |   |    |                  |    |   |  |                                  |    |  |    |                       |    |   |    |    |    |    |    |    |