



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Transactional Writing</p> <p>The students will explore transactional writing, developing superhero and super villainous characters to use in their persuasive, informative and communicative writing.</p> <p>The students will understand and be able to identify and</p>	<p>GCSE War and conflict poetry</p> <p>The student's will be studying the first four poems from the GCSE English Literature Poetry Anthology:</p> <p>London by William Blake</p> <p>Poppies by Jane Weir</p> <p>The Emigree by Carol Rumens</p>	<p>Noughts and Crosses by Malorie Blackman</p> <p>In this unit the students will develop an understanding of word, phrase, sentence and whole text in context; explore aspects of plot, characterisation, events and settings; distinguish between what is stated</p>	<p>Noughts and Crosses continued</p> <p>The students will continue to identify the theme and distinguish between themes; support a point of view by referring to evidence in the text.</p> <p>They will analyse and evaluate how language (including figurative language),</p>	<p>Gothic literature</p> <p>The students will develop an understanding of reading critically and writing about texts analytically. The students will learn the conventions of the Gothic horror genre and understand how descriptive techniques used creates tension and effect. The students will use</p>	<p>Science Fiction</p> <p>Short stories by author</p> <p>Ray Bradbury</p> <p>The students will learn about the author Ray Bradbury and read two of his short stories, There Will Come Soft Rains and A Sound of Thunder.</p> <p>The students will explore the genres of dystopian and</p>

use persuasive techniques in writing, speeches, articles, leaflets, timelines and opinion articles.

The students will develop clear communication; effectively and imaginatively, selecting and adapting tone, style and register for different purposes and audiences.

They will work on organising information and ideas to support coherence of texts.

Kamikaze by Beatrice Garland.

The students will study each poet and the context of the poems.

They will learn about the form, structure, rhetoric, imagery, use of senses, irony and figurative language in the poems.

The students will reflect on the feelings and attitudes in the poems and develop personal responses.

explicitly and what is implied; explain motivation, sequence of events, and the relationship between actions or events.

The students will link real life context with events portrayed in the novel.

structure, form and presentation contribute to quality and impact.

The students will write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.

these techniques effectively in their own work.

this unit will give exposure to a range of challenging literature extracts:

Dorian Gray

The Monkey's Paw

Yellow Wallpaper

The Phantom Coach

Woman in the Graveyard.

Woman in Black
Rebecca

Coraline

The Silent Companion.

science fiction.

They will analyse the plot and settings and write personal responses. There will be a particular focus on identifying figurative language used and the effect this has on the reader and will write their own short science fiction stories using the conventions they have explored.

Maths	Positive and negative numbers	Angles	Circles	Solving equations	Functions	Statistics
	Represent numbers on a number line.	Accurately measure angles in geometrical diagrams.	Name parts of a circle. Calculate the circumference of a circle. Calculate the area of circles, semicircles and quarter circles.	Solve missing number problems using inverse operations. Solve one/two-step linear equations. Use substitution.	Recognise a function written in algebra and work out tables of values. Plot co-ordinates & recognise their x and y values.	Draw and interpret pictograms, bar charts and pie charts. Recognise how graphs can be misleading.
	Compare and order negative and positive numbers.	Identify parallel and perpendicular lines.	Find the area of shaded regions and compound shapes.	Number properties	Plot sets of coordinates that follow rules, e.g. $y = 5$ and $y = 3x - 1$	Calculate the mean, median, mode and range of a set of listed data. Work backwards from knowing an average to working out missing data items.
	Interpret negative numbers in context.	Accurately draw angles of a given size.	3D shapes	Recognise square and cubed numbers, square and cubed root numbers.		
	Add, subtract, multiply and divide positive and negative numbers.	Apply the sum of angles at a point, on a straight line and in a triangle.	Name 3D shapes. Recognise and complete 3D shapes. Interpret plans and elevations of 3D shapes.	Find multiples of a given number. Find the HCF and LCM of a set of numbers.		Probability
	Apply the order of operations.	Find missing angles in triangles.			Statistics	Use terms likely, equally likely, fair, unfair, certain. Understand and use the probability scale from 0-1.
					Recognise how surveys and sampling methods can be biased.	

	<p>Algebraic manipulation</p> <p>Identify a term, expression, equation, formula and identity.</p> <p>Substitute positive integers into expressions and formulae.</p> <p>Form expressions.</p> <p>Simplify expressions, involving multiplication and division.</p> <p>Multiply a single term over a single bracket.</p> <p>Take out common factors to factorise.</p>	<p>Know the properties of polygons.</p> <p>Know alternate, corresponding and co-interior angles.</p> <p>Find the exterior angle of regular polygons.</p> <p>Formula</p> <p>Write a formula to describe a relationship between variables.</p> <p>Substitute positive and negative numbers into formulae.</p> <p>Change the subject of a formula.</p>	<p>Calculate the volume of 3D shapes.</p> <p>Calculate the surface area of cubes and cuboids and prisms.</p> <p>Length and area</p> <p>Find missing lengths of a given perimeter.</p> <p>Find perimeters of rectangles.</p> <p>Find areas of parallelograms, triangles and L shapes., trapeziums, compound shapes.</p> <p>Convert between metric measures of length.</p>	<p>Find integer powers and roots.</p> <p>List and define prime numbers.</p> <p>Sequences</p> <p>Identify and use the term-to-term rules for arithmetic, geometric and Fibonacci style sequences.</p> <p>Generate sequences from an nth term rule. Find the nth term rule for an arithmetic sequence.</p> <p>Determine whether a particular number will appear in a sequence.</p>	<p>Record raw data into frequency tables, including grouped frequency tables.</p> <p>Recognise discrete, continuous, qualitative and quantitative data types.</p>	<p>Find probabilities based on equally likely outcomes.</p> <p>Systematically list outcomes.</p> <p>Calculate probabilities using a two-way table.</p> <p>Read and complete Venn diagrams.</p> <p>Find probabilities from a Venn diagram or a table.</p>
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Science	Ecosystems <ul style="list-style-type: none"> • Variation • Adaptation • Daily/seasonal adaptations • Food webs/interdependence Periodic table <ul style="list-style-type: none"> • Atoms and elements • Compounds and mixtures • Physical and chemical changes 	Energy transfers <ul style="list-style-type: none"> • Conduction • Convection • Radiation • Insulation Food and Nutrition <ul style="list-style-type: none"> • Testing for sugars • Nutrition in food • Deficiency diseases • Digestive system • Bacteria and absorption 	Breathing and Respiration <ul style="list-style-type: none"> • Anaerobic respiration • The lungs Combustion <ul style="list-style-type: none"> • Burning fuels • Oxidation • Fire triangle • Candle investigation 	Metals and their uses <ul style="list-style-type: none"> • Metal properties • Investigating catalysts • Corrosion of metals • Metals and water • Metals and acid 	Unicellular Organisms <ul style="list-style-type: none"> • Microbes • Fungi • Bacteria • Protoctists • Decomposers Light <ul style="list-style-type: none"> • How light moves • Reflection • Refraction • Colour 	Light cont. Plant reproduction <ul style="list-style-type: none"> • Useful plants • Classification • Pollination • Fertilisation • Germination and growth
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Art

Perspective

An introduction to landscape perspective, looking at vanishing points, line of horizon, atmospheric perspective and foregrounds, midgrounds and backgrounds. As the students put these elements together we will incorporate detail and points of focus in way of natural surroundings and buildings.

As we create imaginative, contemporary landscapes the students will develop their knowledge of colour theory, looking at monochromatic and other colour schemes.



This term year 8 will be working in pencils, paint – acrylic and watercolour, soft pastels and mixed media.



Printing

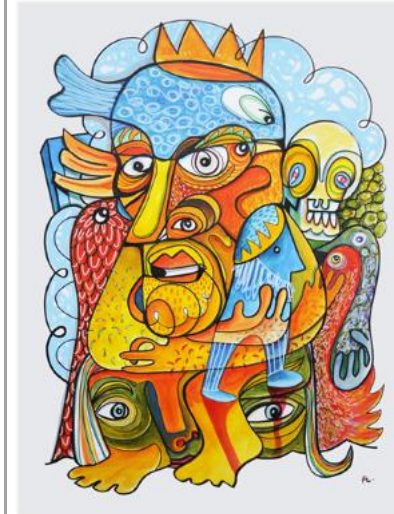
During term 2 we will look at printing.

The students will learn about different types of printing techniques as they experiment with surface and colour. Graffiti artist, Banksy, will provide inspiration as they learn about stencil art, developing their own graffiti style, as they create colourful mini fence panels.

This term focusses on printing techniques and experimentation.

Sculpture

The students will learn about the wonderful world of doodle art as they study Fabric Lenny. Taking inspiration from his work they will design and create a mixed media painting which they will develop into a free standing card sculpture.



This term focusses on building skills, design and planning in order to overcome the technical

challenges in creating imaginative free standing sculptures.


Geography	World population <p>In this unit the students will explore enquiry questions and learn about population distributions and how countries attempt to control population change. They will learn about the types of migration and understand urbanisation and how cities evolve. Where does everyone live, and why?</p> <p>How can we describe the structure of a population?</p>	World population continued <p>Why do people migrate?</p> <p>Where do people migrate to?</p> <p>What is urbanisation?</p> <p>How has urbanisation changed?</p> <p>Presentation on a Mega city.</p> <p>How are populations changing?</p>	Volcanoes and earthquakes <p>Throughout this unit the students will study the locations, causes and consequences of the world's volcanoes and earthquakes, developing geographical skills.</p> <p>The students will consider and explore the following questions:</p> <p>Can we ever know enough about earthquakes and volcanoes to live safely?</p>	Volcanoes and earthquakes continued <p>What is happening beneath our feet?</p> <p>What happens at plate boundaries?</p> <p>What do we know about earthquakes?</p> <p>Can people manage risk living in earthquake zones?</p> <p>What do we know about volcanoes?</p> <p>Can people manage risk living near volcanoes?</p>	Africa <p>In this unit the students will develop an understanding of the human and physical geography of Africa.</p> <p>The students will consider and explore the following questions:</p> <p>What are the challenges and opportunities facing Africa?</p> <p>What is the physical landscape of Africa?</p>	Africa continued <p>What is the pattern of climate and biomes in Africa?</p> <p>Is there a future for the Sahel?</p> <p>What are the challenges and opportunities of population change in Africa?</p> <p>What are the challenges and opportunities of urbanisation in Africa?</p>
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	Can we control population size?		Do continents fit together like jigsaw pieces? Where are the world's earthquakes, volcanoes and mountain belts?		How has Africa's past shaped its present? How developed are African countries?	
History	<p>World War II</p> <p>Students will learn and develop and understanding about the largest global conflict the World has ever seen.</p> <p>The students will analyse and explore the following key questions:</p>	<p>World War II</p> <p>Who was to blame for WWII?</p> <p>What happened in the Blitz and who were 'The Few'?</p> <p>How did the Second World War change the role of women in Britain?</p>	<p>Russian Revolution</p> <p>Pupils to learn about the Romanov Tsars and debate if Tsar Nicolas II was an effective Tsar.</p> <p>Students to analyse the causes of The Russian Revolution.</p> <p>Pupils to develop understanding about political</p>	<p>Russian Revolution</p> <p>Students will learn about some key figures involved in the Russian Revolution such as:</p> <p>Tsar Nicolas II</p> <p>Gregor Rasputin</p> <p>Karl Marx</p> <p>Vladimir Lenin</p> <p>Leon Trotsky</p>	<p>English Civil War</p> <p>Pupils will be introduced to the Stuart Kings and evaluate the efficacy of Charles I as King.</p> <p>Students will examine the causes of the English Civil War.</p>	<p>English Civil War</p> <p>Children will look at the rules and regulations of the New Model Army and consider its part in winning the Civil War.</p> <p>Pupils will learn about Oliver Cromwell and consider their own opinions about</p>

	<p>Who fought and died in WWII?</p> <p>What caused WWII?</p>	<p>Why was Germany defeated in WWII?</p>	<p>systems and ideologies such as:</p> <p>Democracy</p> <p>Capitalism</p> <p>Communism</p> <p>Socialism</p> <p>Dictatorship</p>	<p>Joseph Stalin</p>	<p>Pupils to look at the strategies of key battles of the Civil War such as Edgehill, Naseby and Marston Moor.</p>	<p>whether he was a 'hero or a usurper'.</p> <p>Pupils to look at the facts about Charles I's trial and argue whether they believe it to have been a 'fair' or a 'show' trial.</p>
<p>PSHE</p>	<p>Being Me in My World</p> <p>Big Question: How do I fit into the world I live in?</p> <p>Who am I? Self-identity</p> <p>My influences Peer pressure and belonging</p>	<p>Celebrating Differences</p> <p>Big Question: Do we need to feel 'the same as' to belong?</p> <p>Challenging prejudice and discrimination</p> <p>Challenging stereotypes</p>	<p>Dreams and Goals</p> <p>Big Question: Can my choices affect my dreams and goals?</p> <p>Identifying dreams and goals</p> <p>Steps to achievement</p> <p>Managing setbacks</p> <p>How responsible</p>	<p>Healthy Me</p> <p>Big Question: To what extent am I responsible for my mental and physical health?</p> <p>Physical and emotional health</p> <p>How to recognise and deal with anxiety and stress</p>	<p>Relationships</p> <p>Big Question: What can make a relationship healthy or unhealthy?</p> <p>Positive qualities of healthy relationships</p> <p>Changing supportive</p>	<p>Changing Me</p> <p>Big Question: How do I feel about becoming an adult?</p> <p>My changing body</p> <p>Puberty</p> <p>Having a baby</p> <p>Types of relationships</p>

	<p>My online identity</p> <p>What are the consequences of what I say and do online?</p>	<p>Discrimination in schools</p> <p>Bullying</p>	<p>and irresponsible choices can affect our dreams and goals</p>	<p>Taking responsibility for health and sleep</p> <p>Substances and their effects</p> <p>Nutrition</p>	<p>relationships</p> <p>Getting on and falling out</p> <p>External factors in relationships</p>	<p>Image and self-esteem</p> <p>Changing feelings</p>
RE	<p>Judaism</p> <p>In this unit the students will be introduced to Judaism through the following topics:</p> <p>Judaism in the World today</p> <p>Different groups of Jewish people</p> <p>Key beliefs Key principles of living</p>	<p>Judaism continued</p> <p>The synagogue Leadership in Judaism.</p> <p>The Jewish home and family</p> <p>Symbolism in Judaism</p> <p>Celebrations in Judaism – Sukkot</p>	<p>Islam</p> <p>In this unit the students will be Identifying facts about Islam, focussing on:</p> <p>The Five Pillars</p> <p>Describe how the Pillars encourage Muslims to be charitable.</p> <p>Code of conduct taken from the Qur'an.</p>	<p>Why is Mecca such an important place for Muslims. I</p> <p>Identity the different Types of Islamic dress.</p> <p>Celebrations in Islam.</p>	<p>Philosophy</p> <p>In this unit the students will understand that philosophy tries to explain the nature of life through the use of reason and argument.</p> <p>The students will explore the following topics:</p> <p>Arguments for the existence of God</p>	<p>Philosophy continued</p> <p>The argument from morality</p> <p>Arguing against the existence of God</p> <p>The problem of evil and suffering</p>

	The holy books of Judaism				The argument from design The argument from first cause	
PE	<p>Football</p> <p>Focusing on specific techniques including passing, dribbling and shooting.</p> <p>Learning the different types of passes while improving their own techniques.</p> <p>How to receive the ball so that you are</p>	<p>Hockey</p> <p>Making sure that the students know how to hold the stick correctly and the rules within hockey.</p> <p>Highlight different types of passes in hockey like a push pass.</p> <p>How to receive the ball and dribbling technique. Looking</p>	<p>Tag Rugby</p> <p>Starting off by getting to grips with a rugby ball and how to hold it.</p> <p>Learning passing technique and practising passing between each other.</p> <p>Learning about the rules like passing backwards and offside.</p>	<p>Netball</p> <p>Learning about the different passes in netball.</p> <p>How to perform a chest pass, bounce pass and a shoulder pass.</p> <p>Looking at how to receive the ball correctly. Timing your runs and passes.</p>	<p>Tennis</p> <p>Making sure that the students know how to underarm serve.</p> <p>Practising our forehand technique in pairs.</p> <p>Being able to keep a rally going using our forehand</p>	<p>Athletics</p> <p>Starting with learning throwing techniques.</p> <p>Specifically at Javelin, shotput and discus.</p> <p>Practising other events like long jump and standing long jump.</p>

	<p>ready for the next movement.</p> <p>Close control of the football while practising dribbling.</p> <p>Combining the passing and dribbling techniques together to form game related sequences.</p> <p>Learning different shooting techniques and practising to improve</p>	<p>at the importance of close control.</p> <p>Practice passing and moving to create space.</p> <p>Learning tackling techniques and the rules of tackling.</p> <p>Practise jab tackle and looking at what a stick tackle is.</p> <p>Practising shooting techniques and combining with passing and dribbling.</p>	<p>Looking at how a teams formation needs to line up.</p> <p>The importance of timing runs to stay onside</p> <p>Practising with 2 against 1 and 3 against 2.</p> <p>Looking into potential different passes like a pop pass.</p> <p>Making sure that we tag players</p>	<p>Going over the general rules of netball, like footwork and blocking.</p> <p>How to anticipate a pass while landing and pivoting.</p> <p>Learning about the different positions on a netball court.</p> <p>What the positions are allowed to do.</p>	<p>Learning the correct technique for backhand shots.</p> <p>Practising this in pairs and implementing into rallies.</p> <p>Practising some target practise and being able to hit certain areas on the court.</p> <p>Using these skills to play more competitive matches and rallies.</p>	<p>Making sure to know the correct techniques.</p> <p>Running events including; 100m, 200m, 800m and relay races.</p> <p>Making sure that all students know rules and are comfortable going into sports day.</p> 
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Small sided games to put passing, dribbling and shooting in practice while adding a competitive element.

the importance of communication and good teamwork.

Learning how to play as a team and practising for school fixtures/interhouse games



Looking at how to beat a defender in attack vs defence.

Small sided games to implement what has been learnt.

How to work together as a team in interhouse matches and school fixtures.



correctly and know the rules.

How to attack effectively, using skills like a dummy.

Identifying space on the pitch and knowing when to pass left or right.

Working together as a team in interhouse matches.



How to create space on the court with movement.

Practising shooting techniques from within the dee.

Combining these skills into matches against other schools.



Developing this into games to encourage team work.



Carousel	DT Printing	Sailing	Fitness	Food	Film	Coding
	<p>Pupils to explore different ways of Printing.</p> <p>Potato printing. Designing and building repeating patterns. Compare printing with a variety of vegetables.</p> <p>Printing with foam, experimenting with imprints and printing reverse images using printing inks and a roller</p>	<p>Sailors will learn to rig the boats and to know the names of all the different parts.</p> <p>They will learn how to work cooperatively, helping each other out when needed.</p> <p>They will understand the importance of safety whilst sailing and how to look after themselves and each other.</p> <p>They will learn how to sail the boat efficiently, how to change direction,</p>	<p>Pupils will develop netball skills including:</p> <p>A variety of passes</p> <p>Ball drills</p> <p>Accuracy</p> <p>Strategic thinking</p> <p>Teamwork.</p> <p>High-five games</p> <p>Beginners' yoga:</p> <p>Pupils will develop controlled breathing techniques.</p> <p>Improve flexibility</p> <p>Strengthen core muscle groups.</p>	<p>Pupils will recall and apply the principles of The Eatwell guide and the 8 tips for healthy eating, to their own diet;</p> <p>Pupils will discuss energy and how needs change through life;</p> <p>name the key nutrients, sources and functions;</p> <p>Pupils will acquire and demonstrate a range of food skills and techniques;</p> <p>Pupils will adapt and follow recipes using appropriate</p>	<p>Pupils will understand the key production concept of film form. They will study cinematography, editing, sound and mise en scene using clips from age appropriate films.</p> <p>The students will then create their own short productions in small groups to demonstrate their understanding.</p> <p>This will prepare them for the GCSE Film Studies course.</p>	<p>Pupils will use MakeCode and Microbits to develop their understanding of algorithms and coding.</p>

	<p>Printing with natural shapes such as flowers and leaves.</p> <p>Printing with rubber stamps and inks. Printing and building shapes with string.</p> <p>Wooden block printing on fabric.</p>	<p>capsizing safely and getting back into the boat afterwards.</p> <p>Most importantly of all they will spend the afternoon outside in the fresh air, gain a huge amount of confidence and have fun.</p>	<p>Develop good balance.</p> <p>The pupils will become competent in:</p> <p>Downward Dog</p> <p>Balāsana</p> <p>Shavasana</p> <p>Tree Pose</p> <p>Seated Forward Fold.</p> <p>Warrior</p> <p>Chair Pose</p>	<p>ingredients and equipment to prepare and cook a range of dishes, increasing in complexity;</p> <p>Pupils will acquire and demonstrate the principles of food hygiene and safety;</p> <p>Pupils will identify how and why people make different food and drink choices;</p> <p>Pupils will demonstrate the knowledge, understanding and skills needed to engage in an iterative process of</p>		
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				<p>planning and making;</p> <p>Pupils will acquire and apply a knowledge and understanding of food science;</p> <p>Pupils will apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios;</p> <ul style="list-style-type: none">· track their progress using the 'My learning journey book' (cooking, nutrition, food provenance, ingredients and creativity).		
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