

**CAM Curriculum Overview**

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Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
English		<b>Horror (Inc. literary heritage extracts)</b>	<b>Novel</b>	<b>Non-fiction Literary Writing</b>	<b>Shakespeare – Romeo and Juliet</b>	<b>Poetry Relationships</b>	<b>Space &amp; Time Travel (Fiction &amp; Non-fiction/ Pre &amp; Post 1914)</b>
	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Students will read a range of extracts taken from horror stories from the 19<sup>th</sup> and 20<sup>th</sup> centuries</li> <li>They will learn some of the context to these stories, including historical and social and the author's own background.</li> <li>They will gain knowledge of how a story is constructed and how the writer uses language devices and vocabulary to achieve their effects</li> <li>Starters will be used to secure understanding of parts of speech and spellings</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn the context to a novel, including the historical background of when it was written, facts about the author's life and information about the country it is based in.</li> <li>Students will learn how to track the developments of characters within a novel and how to identify themes and messages constructed by the author</li> <li>Students will learn how to use the PEE structure to comment on the viewpoints of writers.</li> <li>They will learn how to analyse the writer's vocabulary choices</li> <li>Starters will be used to secure understanding of sentence structure, use of commas and spellings</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will read extracts from autobiographies and historical speeches</li> <li>They will learn about the different contexts and authors</li> <li>Pupils will re-cap their knowledge of language devices and how they are used for different purposes</li> <li>Starters will be used to secure pupils use of varied punctuation and spellings</li> </ul>	<ul style="list-style-type: none"> <li>This unit allows students to explore a Shakespearean text in detail. Students will learn dramatic techniques and explore the effect on the readership.</li> <li>Students will explore the text's relevance in society and how a dramatist engages a reader.</li> <li>Also, pupils will develop their understanding of how to use P.E.E. in order to answer reading questions based on inference and deduction and explaining a writer's use of language.</li> <li>Students will use the play 'Romeo and Juliet' as a basis for developing their writing skills (inform and describe)</li> <li>Starters will be used to secure pupils spelling and understanding of text cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn about the GCSE English exam paper.</li> <li>They will learn the different question types and the structures for answering them</li> <li>Students will read a range of non-fiction texts, gaining knowledge of language devices, presentational devices and writing for a range of different purposes and audiences.</li> <li>Students will revisit how to write to persuade, argue, inform, explain and describe</li> <li>Starters will be used to secure pupils spellings following rules</li> </ul>	<ul style="list-style-type: none"> <li>Students will read a range of fiction (prose &amp; poetry) and non-fiction texts based around the theme of Space and time travel.</li> <li>Students gain an awareness of how texts relate to their style, purpose and audience.</li> <li>Moreover, students will be taught how to identify and analyse different language features.</li> <li>Throughout the unit pupils will focus on consolidating their recognition and use of sentence types and punctuation.</li> <li>Finally, students demonstrate their understanding of linguistic devices and sentence types by writing a descriptive piece following the conventions they've learned</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Student will learn to understand the structure of short stories.</li> <li>They will understand the 6-part story structure and how writers build up tension to engage the reader.</li> <li>They will understand how different authors create setting and characters through their choice of vocabulary and language devices.</li> <li>They will begin to understand how writers' achieve effects through word, characters and themes.</li> </ul>	<ul style="list-style-type: none"> <li>They will understand how to analyse and explain a writer's use of language.</li> <li>They will understand how language is used to show emotions and opinions on a range of topics.</li> <li>They will understand how a text is structured to develop the writer's viewpoint</li> <li>They will understand how to deliberately choose words to create feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how to deliberately choose words to convey emotions and describe personal experiences</li> <li>They will understand how to use sophisticated punctuation such as colons, brackets and semi colons</li> <li>They will revisit how to use a variety of language devices to make their writing engaging</li> <li>They revisit how to use fragment, complex, compound and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop their understanding of dramatic techniques and language devices</li> <li>Also, they will understand the main aspects of 16<sup>th</sup> Century society and how this is reflected in the play</li> <li>They will understand how language is used to convey a characters feelings</li> <li>Students will develop understanding of language features used to describe and inform</li> <li>They will understand how to use sophisticated punctuation such as colons, brackets and semi colons</li> <li>They revisit how to use fragment, complex,</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop their understanding of poetic techniques, structural devices and poetic form.</li> <li>Also, they will understand the main aspects of pre 1900 and modern society and how this is reflected in a range of poems from different times and settings.</li> <li>They will understand how personas can present the major themes of the poems.</li> <li>Students will develop understanding of language features used to persuade and explain</li> <li>They will understand how certain word types follow rules for spellings and learn to apply them</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop their understanding of the importance of context to a piece of writing</li> <li>Students will learn how to deliberately choose words to convey emotions and describe personal experiences</li> <li>They will understand how to analyse and explain a writer's use of language.</li> <li>They will understand how language is used to show emotions and opinions on a range of topics.</li> <li>They will understand how a text is structured to develop the writer's viewpoint</li> <li>They will understand how to deliberately</li> </ul>

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<p align="center"><i>Skills</i></p>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Read and understand texts, selecting material appropriate to purpose, collating from texts from different cultures and eras</li> <li>Inference skills that show interpretations of the writer's ideas and opinions.</li> <li>Explain and evaluate how writer's uses linguistic, grammatical and structural features to achieve effects and engage and influence the reader.</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Plan and develop their own short story using the 6-part story structure.</li> <li>Make appropriate vocabulary choices to create appropriate setting and characters.</li> <li>Use a variety of sentence and paragraph structures to create tension and build up their ideas.</li> <li>Proof-read and re-draft their own work to improve it.</li> </ul>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Read and understand texts, selecting material appropriate to purpose, collating from a variety of fiction and non-fiction texts</li> <li>Inference skills that show interpretations of different writer's ideas and perspectives.</li> <li>Explain and evaluate how writers uses linguistic, grammatical and structural devices to achieve effects and engage and influence the audience.</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Write imaginatively using a range of language techniques, appropriate to task, purpose and form.</li> <li>Link ideas into structured and sequenced sentences.</li> <li>Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence.</li> <li>Use a range of sentence structures accurately and for effect.</li> <li>Use a range of accurate punctuation to achieve effects.</li> <li>To use accurate spelling of simple and complex words and phrases.</li> </ul>	<p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Read and understand texts, selecting material appropriate to purpose, cross referencing where appropriate.</li> <li>Inference skills that show interpretations of how a writer uses language.</li> <li>Evaluation and analysis skills of features of presentation and the writer's use of language.</li> <li>Support response with clear evidence.</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Select vocabulary appropriate to task and purpose. Write imaginatively using a range of language techniques.</li> <li>Link ideas into structured and sequenced sentences.</li> <li>Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence.</li> <li>Use a range of sentence structures accurately.</li> <li>Use accurate punctuation to achieve effects.</li> <li>To use accurate spelling of simple and complex words and phrases.</li> </ul>	<p>compound and simple sentences</p> <p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Read and understand texts, selecting material appropriate to purpose, cross reference where necessary.</li> <li>Inference skills that show interpretations of a poet's ideas and perspectives.</li> <li>Explain and evaluate how poets use poetic grammatical and structural devices to achieve effects and engage and influence the reader.</li> <li>Understand and comment on the social, cultural and historical context of the time in which the poem was written,</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Write imaginatively using a range of language techniques, appropriate to task, purpose and form.</li> <li>Link ideas into structured and sequenced sentences.</li> <li>Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence.</li> <li>Use a range of sentence structures accurately and for effect.</li> <li>Use a range of accurate punctuation to achieve effects.</li> <li>To use accurate spelling of simple and complex words and phrases.</li> </ul>	<p>to new and unfamiliar words</p> <p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Read and understand texts, selecting material appropriate to purpose, cross reference where necessary.</li> <li>Inference skills that show interpretations of a poet's ideas and perspectives.</li> <li>Explain and evaluate how poets use poetic grammatical and structural devices to achieve effects and engage and influence the reader.</li> <li>Understand and comment on the social, cultural and historical context of the time in which the poem was written,</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Write imaginatively using a range of language techniques, appropriate to task, purpose and form.</li> <li>Link ideas into structured and sequenced sentences.</li> <li>Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence.</li> <li>Use a range of sentence structures accurately and for effect.</li> <li>Use a range of accurate punctuation to achieve effects.</li> <li>To use accurate spelling of simple and complex words and phrases.</li> </ul>	<p>choose words to create feelings and emotions.</p> <p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Read and understand texts, selecting material appropriate to purpose, cross referencing where appropriate.</li> <li>Inference skills that show interpretation of how a writer uses language.</li> <li>Understand and comment on the social, cultural and historical context of the time in which the novel was written,</li> <li>Evaluation and analysis skills of features of presentation and the writer's use of language.</li> <li>Support response with clear evidence</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>Select vocabulary appropriate to the purpose</li> <li>Write imaginatively using a range of language techniques.</li> <li>Organise ideas into structured and sequenced sentences.</li> <li>Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence.</li> <li>Use a range of sentence structures accurately.</li> <li>Use accurate punctuation to achieve effects.</li> <li>To use accurate spelling of simple and complex words and phrases.</li> </ul>
	<p align="center"><i>Assessment</i></p>	<p><b>Writing:</b> a descriptive piece based on an image (New Spec GCSE style)</p> <p>Reading: Language analysis of an extract</p>	<p><b>Reading:</b> Optional Test paper</p> <p>Writing: Emotive piece based on a character from the novel</p>	<p><b>Writing:</b> Persuade task paper</p> <p>Writing: Informative piece based on Act 3 Scene 1 or the end of the play</p>	<p><b>Reading:</b> Optional Test paper</p> <p>Writing: Informative piece based on Act 3 Scene 1 or the end of the play</p>	<p><b>Writing:</b> Write to argue</p>

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<b>Maths</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Area and volume</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics, graphs and charts</li> <li>• Expressions and equations</li> </ul>	<ul style="list-style-type: none"> <li>• Real-life graphs</li> <li>• Decimals and ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Lines and angles</li> <li>• Calculating with fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Straight-line graphs</li> <li>• STEM – APPLICATION OF STRAIGHT LINE GRAPHS</li> </ul>	<ul style="list-style-type: none"> <li>• Percentages, decimals and fractions</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>• use the concepts and vocabulary of common factors</li> <li>• use the concepts and vocabulary of common multiples</li> <li>• use the concepts and vocabulary of highest common factor</li> <li>• use the concepts and vocabulary of lowest common multiple</li> <li>• use the concepts and vocabulary of prime factorisation</li> <li>• use the four operations, including formal written methods, with positive and negative integers</li> <li>• use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals</li> <li>• use integer powers and associated real roots (square, cube and higher)</li> <li>• recognise powers of 2, 3, 4, 5</li> <li>• derive and apply formulae to calculate and solve problems involving area of triangles, parallelograms, trapezia</li> <li>• derive and apply formulae to calculate and solve problems involving volume of cuboids (including cubes)</li> <li>• calculate and solve problems involving composite shapes</li> <li>• change freely between related standard units [for example time, length, area, volume/capacity, mass]</li> </ul>	<ul style="list-style-type: none"> <li>• describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete data</li> <li>• describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving continuous and grouped data</li> <li>• describe, interpret and compare observed distributions of a single variable through: appropriate measures of spread (range, consideration of outliers)</li> <li>• describe, interpret and compare observed distributions of a single variable through: appropriate measures of central tendency (mean, mode, median)</li> <li>• construct and interpret frequency tables</li> <li>• construct and interpret bar charts</li> <li>• construct and interpret pie charts</li> <li>• Illustrate simple mathematical relationships between two variables (bivariate data) using scatter graphs</li> <li>• use and interpret algebraic notation: <math>ab</math> in place of <math>a \times b</math></li> <li>• use and interpret algebraic notation: <math>a^2</math> in place of <math>a \times a</math></li> <li>• use and interpret algebraic notation: <math>a^3</math> in place of <math>a \times a \times a</math></li> <li>• use and interpret algebraic notation: coefficients written as</li> </ul>	<ul style="list-style-type: none"> <li>• model situations or procedures by using graphs</li> <li>• interpret mathematical relationships both algebraically and graphically</li> <li>• find approximate solutions to contextual problems from given graphs of a variety of functions: including piece-wise linear graphs</li> <li>• use the four operations, including formal written methods, with positive and negative decimals</li> <li>• round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]</li> <li>• use ratio notation</li> <li>• reduce a ratio to simplest form</li> <li>• divide a given quantity into two parts in a given part:part ratio</li> <li>• divide a given quantity into two parts in a given part:whole ratio</li> <li>• express the division of a quantity into two parts as a ratio</li> <li>• understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction</li> </ul>	<ul style="list-style-type: none"> <li>• . derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies</li> <li>• understand and use the relationship between parallel lines and alternate and corresponding angles</li> <li>• use the sum of angles in a triangle to deduce the angle sum in any polygon</li> <li>• apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides</li> <li>• use the four operations, including formal written methods, with positive and negative fractions</li> <li>• use the four operations, including formal written methods, with positive and negative improper fractions and mixed numbers</li> <li>• work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and <math>\frac{7}{2}</math> or 0.375 and <math>\frac{3}{8}</math>)</li> <li>• use standard units of mass, length, time, money and other measures, including with decimal quantities</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, sketch and produce graphs of linear functions of one variable with appropriate scaling, using equations in <math>x</math> and <math>y</math> and the Cartesian plane</li> <li>• reduce a given linear equation in two variables to the standard form <math>y = mx + c</math></li> <li>• calculate and interpret gradients and intercepts of graphs of such linear equations numerically</li> <li>• calculate and interpret gradients and intercepts of graphs of such linear equations graphically</li> <li>• calculate and interpret gradients and intercepts of graphs of such linear equations algebraically</li> <li>• solve problems involving direct proportion</li> <li>• solve proportion problems including graphical and algebraic representations</li> </ul>	<ul style="list-style-type: none"> <li>• express one quantity as a percentage of another</li> <li>• compare two quantities using percentages</li> <li>• work with percentages greater than 100%</li> <li>• interpret percentages multiplicatively</li> </ul>

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		<p>fractions rather than as decimals</p> <ul style="list-style-type: none"> <li>• use and interpret algebraic notation: brackets</li> <li>• understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors</li> <li>• simplify and manipulate algebraic expressions to maintain equivalence: collecting like terms</li> <li>• simplify and manipulate algebraic expressions to maintain equivalence: taking out common factors</li> <li>• use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)</li> </ul>				
	<p><i>Skills</i></p> <ul style="list-style-type: none"> <li>• Divide £.p by a two digit number to give £.p</li> <li>• Add and subtract integers – positive and negative numbers (with varying numbers of significant figures )</li> <li>• Find the HCF or LCM of 2 numbers less than 100</li> <li>• Estimate square roots of non square numbers less than 100</li> <li>• Multiply and divide integers - positive and negative numbers</li> <li>• Calculate squares, cubes and cube roots</li> <li>• Add, subtract, multiply and divide integers. Extend to the distributive law <math>a(b+c)</math></li> <li>• Find the prime factor decomposition of a number</li> <li>• Use the function keys for powers and fractions</li> <li>• Combine laws of arithmetic for brackets with mental calculations of cubes roots and square roots</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the mean from a simple frequency table, and using an assumed mean</li> <li>• Interpret and construct pie charts</li> <li>• Use complex two way tables</li> <li>• Interpret scatter graphs, draw lines of best fit and use correlation</li> <li>• Find the modal class of a set of continuous data</li> <li>• Use stem and leaf diagrams to find mode, median, mean, range</li> <li>• Identify misleading graphs and statistics</li> <li>• Solve simple linear equations with integer coefficients</li> <li>• Construct and solve linear equations</li> <li>• Substitute integers into formulae and solve for missing values one- step equations</li> <li>• Simplify simple expressions involving powers</li> <li>• Multiply a single term over a bracket,</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and interpret line graphs</li> <li>• Interpret information from a complex real life graph, read values and discuss trends</li> <li>• Draw, use and interpret conversion graphs</li> <li>• Draw and use graphs to solve distance-time problems</li> <li>• Plot the graphs of a function derived from a real life problem</li> <li>• Discuss and interpret linear and non-linear graphs from a range of sources</li> <li>• Use graphs to solve distance-time problems</li> <li>• Discuss and interpret real-life graphs</li> <li>• Multiply and divide integers and decimals with up to two decimal places</li> <li>• Divide a quantity in more than two parts in a given ratio, including decimal values</li> <li>• Order positive and negative numbers,</li> </ul>	<ul style="list-style-type: none"> <li>• Classify quadrilaterals by their geometric properties</li> <li>• Understand a proof that the sum of the angles of a triangle is <math>180^\circ</math> and of a quadrilateral is <math>360^\circ</math></li> <li>• Solve geometric problems using side and angle properties of triangles and special quadrilaterals</li> <li>• Identify alternate angles and corresponding angles</li> <li>• Calculate the interior and exterior angles of regular and irregular polygons</li> <li>• Solve problems involving angles by setting up equations and solving them</li> <li>• Solve geometrical problems showing reasoning</li> <li>• Add and subtract fractions with any size denominator</li> <li>• Multiply integers and fractions by a fraction</li> <li>• Use fractions and decimals within</li> </ul>	<ul style="list-style-type: none"> <li>• Find gradients of lines</li> <li>• Plot the graphs of linear functions</li> <li>• Find midpoints of line segments</li> <li>• Write the equations of straight line graphs in the form <math>y = mx + c</math> .</li> <li>• Identify and describe examples of direct proportion</li> <li>• Solve problems involving direct proportion</li> </ul>	<ul style="list-style-type: none"> <li>• . Order fractions by converting them to decimals or equivalent fractions.</li> <li>• Find equivalent fractions, decimals and percentages.</li> <li>• Express one number as a percentage of another</li> <li>• Work out a percentage increase or decrease</li> <li>• Solve percentage problems</li> </ul>

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		<ul style="list-style-type: none"> <li>Calculate surface areas of cubes and cuboids</li> <li>Calculate areas of triangles, parallelograms, trapezia</li> <li>Calculate areas of compound shapes</li> <li>Calculate the volume of shapes made from cuboids</li> <li>Solve volume problems</li> <li>Convert between metric and imperial measures, and cm<sup>3</sup> and litres.</li> <li>Calculate the surface area of shapes made from cuboids</li> </ul>	<ul style="list-style-type: none"> <li>Use the distributive law to take out numerical common factors</li> </ul>	<ul style="list-style-type: none"> <li>including decimals, as a list</li> <li>Multiply or divide any number by 0.1 and 0.01</li> <li>Simplify a ratio expressed in decimals</li> <li>Round numbers to an appropriate degree of accuracy</li> <li>Use standard column procedures to add and subtract integers and decimals of any size</li> <li>Multiply and divide by decimals</li> <li>Use &gt; or &lt; correctly between two negative decimals</li> </ul>	<ul style="list-style-type: none"> <li>calculations including brackets</li> <li>Find the reciprocal of a number</li> <li>Divide integers and fractions by a fraction</li> </ul>		
	<i>Assessment</i>	1 hour assessment - PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL
<b>Science</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Food and digestion</li> <li>Combustion</li> </ul>	<ul style="list-style-type: none"> <li>Fluids</li> <li>Sexual reproduction in plants</li> </ul>	<ul style="list-style-type: none"> <li>Periodic table</li> <li>Energy transfer</li> </ul>	<ul style="list-style-type: none"> <li>Breathing and respiration</li> <li>Metals and their uses</li> </ul>	<ul style="list-style-type: none"> <li>Light</li> <li>Unicellular organisms</li> </ul>	<ul style="list-style-type: none"> <li>Rocks</li> <li>Earth and space</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>Understand what food groups are found in our food and why our bodies need the different food groups.</li> <li>Understand the role of diet in health</li> <li>Understand the process of combustion and the dangers of incombustion</li> </ul>	<ul style="list-style-type: none"> <li>Understand the physics of fluids and how fluids act under pressure</li> <li>Understand the process of sexual reproduction in plants and the importance of bees in insect pollination</li> </ul>	<ul style="list-style-type: none"> <li>Understand the groups and periods of the periodic table and the properties of group 1, 7 and 8 of the periodic table</li> <li>Understand energy transfer systems in terms of heat energy and what happens during exothermic and endothermic reactions</li> </ul>	<ul style="list-style-type: none"> <li>Understand the process of respiration and how the different organ systems in particular, breathing allow us to respire</li> <li>Understand the properties of metals, why metals are so useful and how metals react in oxygen, water and acid</li> </ul>	<ul style="list-style-type: none"> <li>Understand the physics of light and the principles of reflection and refraction</li> <li>Understand how we see objects, the structure of the eye and how we see colours</li> <li>Understand how unicellular organisms can be both useful in terms of yeast and fermentation but how they can also cause disease</li> </ul>	<ul style="list-style-type: none"> <li>Understand the formation of rocks and the rock cycle</li> <li>Understand the composition of our universe and our solar system</li> <li>Understand why we have day and night, years and seasons, and how we see the phases of the moon</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Thinking scientifically</li> <li>Scientific application</li> <li>Communication and collaboration</li> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Thinking scientifically</li> <li>Scientific application</li> <li>Communication and collaboration</li> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Thinking scientifically</li> <li>Scientific application</li> <li>Communication and collaboration</li> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Thinking scientifically</li> <li>Scientific application</li> <li>Communication and collaboration</li> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Thinking scientifically</li> <li>Scientific application</li> <li>Communication and collaboration</li> <li>Using Scientific evidence</li> </ul>	<ul style="list-style-type: none"> <li>Thinking scientifically</li> <li>Scientific application</li> <li>Communication and collaboration</li> <li>Using Scientific evidence</li> </ul>
	<i>Assessment</i>	<p>End of unit tests. Academy assessment cycle.</p> <p>At the end of each topic they complete a practical investigation to develop their practical skills.</p>	<p>End of unit tests. Academy assessment cycle.</p> <p>At the end of each topic they complete a practical investigation to develop their practical skills.</p>	<p>End of unit tests. Academy assessment cycle.</p> <p>At the end of each topic they complete a practical investigation to develop their practical skills.</p>	<p>End of unit tests. Academy assessment cycle.</p> <p>At the end of each topic they complete a practical investigation to develop their practical skills.</p>	<p>End of unit tests. Academy assessment cycle.</p> <p>At the end of each topic they complete a practical investigation to develop their practical skills.</p>	<p>End of unit tests. Academy assessment cycle.</p> <p>At the end of each topic they complete a practical investigation to develop their practical skills.</p>
<b>Geography</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Europe</li> </ul>	<ul style="list-style-type: none"> <li>Europe</li> </ul>	<ul style="list-style-type: none"> <li>Risky World</li> </ul>	<ul style="list-style-type: none"> <li>Africa</li> </ul>	<ul style="list-style-type: none"> <li>Coasts</li> </ul>	<ul style="list-style-type: none"> <li>India</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>European countries</li> <li>How does Europe vote?</li> <li>Differences between countries</li> </ul>	<ul style="list-style-type: none"> <li>European countries</li> <li>How does Europe vote?</li> <li>Differences between countries</li> </ul>	<ul style="list-style-type: none"> <li>What risk means.</li> <li>How does risk change in different places?</li> </ul>	<ul style="list-style-type: none"> <li>Africa</li> <li>Countries, Cities and Landmarks</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Different features of the coast</li> <li>Erosion, deposition and transportation.</li> </ul>	<ul style="list-style-type: none"> <li>India</li> <li>Cities and Landmarks</li> <li>Weather</li> <li>Animals</li> </ul>

**CAM Curriculum Overview**

Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
					<ul style="list-style-type: none"> <li>• Animals</li> <li>• Culture</li> </ul>		<ul style="list-style-type: none"> <li>• Culture</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>• Comparing countries within the EU</li> <li>• Investigating skills – looking at different holidays in Bulgaria.</li> <li>• Presentation skills – present a holiday package.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing countries within the EU</li> <li>• Investigating skills – looking at different holidays in Bulgaria.</li> <li>• Presentation skills – present a holiday package.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing areas and levels of risk.</li> <li>• Describing and explaining levels of risk.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to compare Africa with the UK and Manchester.</li> <li>• To look at differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Producing sketches of changes in the coastline.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to compare India with the UK and Manchester.</li> <li>• To look at differences and similarities.</li> </ul>
	<i>Assessment</i>	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic	4 week homework project and formative in-class assessment on whole topic
<b>History</b>	<i>Knowledge</i>	<p><b>How dangerous was Victorian Manchester?</b></p> <p>Industrialisation, 19<sup>th</sup> Century Manchester, Workhouses, Factory Conditions, Gangs and Violence in Manchester, Scuttlers</p>	<p><b>Did the Empire make Britain great?</b></p> <p>Legacy of the British Empire, Slavery, Capture of Slaves, the Middle Passage, life on the Plantations, Abolitionist movement, impact of the empire</p>	<p><b>Did the Victorians care?</b></p> <p>Cholera Epidemic, How the Victorian government treated children: Workhouses, education, work. Crime and Punishment for Children, reform in the prisons, reformatory schools</p>	<p><b>How did one assassination lead to war?</b></p> <p>Assassination of Franz Ferdinand, Naval Arms Race, Empire, Causes of the First World War, Trench Conditions, Battle of the Somme, Home front, Remembering the war</p>	<p><b>How were Human Rights ignored during the Holocaust?</b></p> <p>What are Human Rights, Causes of the Holocaust, Persecution, conditions in camps including Auschwitz Link escalation of persecution to events of the Second World War</p>	<p><b>Disasters and Terrorism</b></p> <p>Titanic, Hillsborough Disaster, attack on the twin towers, London bombings, the IRA</p>
	<i>Understanding</i>	Chronology Cause and Consequence Significance Using Evidence	know and Understand significant aspects of the history of the wider world:	Chronology Cause and Consequence Significance Using Evidence	know and Understand significant aspects of the history of the wider world:	know and Understand significant aspects of the history of the wider world:	know and Understand significant aspects of the history of the wider world:  How interpretations of terrorists can vary and how some are seen as freedom fighters. Interpretations can vary over time.
	<i>Skills</i>	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



**CAM Curriculum Overview**

Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Art	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Actively participate in a discussion about the theme of 'The Mexican Day of the Dead' and record keywords relevant to the project.</li> <li>Develop knowledge of painting skills through the development of a 'Candy Skull' design which explores the pattern and symmetry used.</li> <li>Select the key elements from the work of different Day of the Dead candy skills to produce a symmetrical design.</li> <li>Use paint to add appropriate colour and pattern to the 2D piece of work, developing knowledge of tone, blending and colour mixing techniques. Evaluate their work at the end of the project.</li> </ul>		<ul style="list-style-type: none"> <li>Actively participate in a discussion about the theme of 'Pop Art' drawing parallels with the work of Roy Lichtenstein and record keywords relevant to the project.</li> <li>Develop knowledge about the key imagery and style of 'Pop Art' using Felt tips as an Art media to create a research drawing.</li> <li>Develop the use of pencils as an Art media and also learn about the 'Elements' and 'Principles' of observational drawing through a series of drawings of packaging.</li> <li>Develop observational drawing techniques through a series of timed exercises.</li> <li>Compose a 'Pop Art' piece based on confectionary.</li> <li>Use pencil, pencil crayon, paint and Felt tip to add tone and bold colour to the drawn images.</li> <li>Evaluate their work at the end of the project.</li> </ul>		<ul style="list-style-type: none"> <li>Actively participate in a discussion regarding the expectations of the Art Department.</li> <li>Create a folder for the safe storage of their work.</li> <li>Effectively collect information on the 'Alhambra Palace' and its architectural details through key information and ICT facilities from secondary sources and research – producing a research page.</li> <li>Develop colour theory/colour mixing knowledge.</li> <li>Choose appropriate imagery and develop a tessellated press print</li> <li>Create a series of designs based on the architectural details of the arches of the 'Alhambra Palace'.</li> <li>Use Clay to create a 3D slab relief archway, inspired by the 'Alhambra Palace' to create a frame for the press print.</li> <li>Explore the use of specific materials used to add colour or tonal qualities to clay.</li> <li>Evaluate their work at the end of the project.</li> </ul>	
	<i>Understanding</i>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> <li>Creating a final outcome based on their assessed strengths from throughout the project.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Researching/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> <li>Creating a final outcome based on their assessed strengths from throughout the project.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Looking at/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Developing personalised drawing and media skills.</li> <li>Gaining confidence in using new media techniques.</li> <li>Self-Assessment opportunities throughout the project.</li> <li>Creating a series of sketches for a visual portfolio.</li> <li>Creating a final outcome based on their assessed strengths from throughout the project.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Looking at/developing understanding/discussing/evaluating the artwork of relevant artists.</li> <li>Learning through peer assessment.</li> </ul>			
	<i>Skills</i>	<p><b>Techniques explored:</b></p> <ul style="list-style-type: none"> <li>ICT presentation techniques</li> <li>Drawing from secondary sources, 2D, Design, painting</li> </ul> <p><b>Artistic elements:</b></p> <ul style="list-style-type: none"> <li>Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Pencil Crayon</li> <li>Paint</li> </ul>	<p><b>Techniques explored:</b></p> <ul style="list-style-type: none"> <li>Drawing from observation, Painting, 2D, Graphics</li> </ul> <p><b>Artistic elements:</b></p> <ul style="list-style-type: none"> <li>Line, tone, Colour, Composition, Scale</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Pencil</li> <li>Pencil crayon</li> <li>Paint</li> <li>Felt tips</li> </ul>	<p><b>Techniques explored:</b></p> <ul style="list-style-type: none"> <li>ICT presentation techniques, Printing, 2D, 3D, Ceramics</li> </ul> <p><b>Artistic elements:</b></p> <ul style="list-style-type: none"> <li>Line, Tone, Colour, Pattern Shape, Form, Sequence</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Pencil</li> <li>Paint</li> <li>Print</li> <li>Clay</li> <li>ICT</li> </ul>			
	<i>Assessment</i>	<ul style="list-style-type: none"> <li>'Mexican Day of the Dead' Fact Sheet</li> <li>Painted 'Candy Skull'</li> </ul>	<ul style="list-style-type: none"> <li>Pop Art fact sheet</li> <li>Observational drawings</li> <li>Final Outcome – Pop Art Confectionary piece</li> </ul>	<ul style="list-style-type: none"> <li>'Alhambra Palace' research</li> <li>Press prints</li> <li>Final Outcome – Clay Archway</li> </ul>			



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Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Drama</b>	<i>Knowledge</i>	Private Peaceful WWI The trenches Brotherhood Secrets Starting School Grief Story telling Link with history and literacy. Problem solving Peer pressure	Pantomime Audience Participation, Exaggeration, Children's TV Stereotypical characters, Gender reversal, Historical factors of pantomime	Prejudice Links to PSHE through the treatment of others and expressing thoughts and opinions on a sensitive issue. Links also with History as it explores segregation in 1950s USA and Rosa Parks and the Montgomery Bus Boycott. Segregation, Issues of dilemma. Links to History: The Holocaust and Anne Frank and the treatment of the Jews	Soap Opera Links to SEAL and emotions, feelings and empathy. Typical issues of daily life. Stage Combat, Exaggeration, Links to how realistic are Soap Operas, Media – developing own filmed Soap Opera,	ASBO Script work Story telling Theatre in Education Bringing characters from page to stage. Understanding how scripts work – key elements Developing community spirit	Urban Legends Interchange with Soap Opera Story telling Link with history and literacy through the history of story telling. The difference between fact and fiction? Where do these stories come from? How do they start? Problem solving Peer pressure
	<i>Understanding</i>	Story telling, Multiple Characterisation, Literacy as stimulus for drama, Non naturalistic elements, Use of flashback, Development of narration, Soundscape Boal's moulding Creating atmosphere using sound and lighting, Characterisation	Fairytales, Story telling, Gender reversal, Exaggeration, Caption making, Using Props, Narration, Mime	Non verbal communication, use of strong facial expressions, gestures, body language and mime. Show contrast between two situations, Show dilemma in drama, Use of image, poetry and literature stimulus to create drama, Issues of staging and how to use space effectively, Ensemble pieces of drama, Show controlled conflict using non naturalist techniques	Typical Melodrama/ Soap opera elements: Stock Characters Aside Exaggeration Script Learning Lines Stage directions Fights/conflict New arrival to the street, Typical Soap family, Montage of previous moments.	Story telling, Literacy as stimulus for drama, Non naturalistic elements, Use of flashback, Development of direct address, Off text work Characterisation Moving from styles of drama Using voice to create tension, Creating atmosphere using sound and lighting.	Story telling, Literacy as stimulus for drama, Non naturalistic elements, Use of flashback, Development of narration, Using voice to create tension, Creating atmosphere using sound and lighting, Characterisation
	<i>Skills</i>	Discussion, A moment in time Still images, narration and transitions. Soundscape, Moulding, Choral Speech, Mime, Thought tracking, Conscience corridor, Montage, Monologue, Improvisation, Non naturalistic, elements, Narration, Flashback, Hot seating Using lighting and sound to create atmosphere	Hotseating Narration Improvisation Exaggeration	Discussion, Mime, Levels, Mark the moment, Choral speech, Slow motion, Use of voice, Cross Cutting, Conscience Alley, Ensemble/whole class work, Group work, Experiment with staging, Teacher in Role, Facial expression, Body language, Use of space to show relationships between characters.	Script work Learning lines, Taking on a role Script writing, Discussion, Role on the wall, Still images, Montage Hot seating, Writing in role, Narration. Use of lighting and sound to create an environment and atmosphere.	Discussion, Still images, Spoken thoughts, Improvisation, Naturalistic and Non naturalistic elements, Narration, Flashback, Stage Fighting, Music, Direct Address Teacher in Role Hot seating	Discussion, Still images, Spoken thoughts, Improvisation, Non naturalistic, elements, Narration, Flashback, Teacher in Role Hot seating Using lighting and sound to create atmosphere Role on the wall
	<i>Assessment</i>	<b>Formative Self-assessment:</b> of performance against learning outcomes /against targets and levels. Pupils use the three part	<b>Formative Self-assessment:</b> of performance against learning outcomes against targets and levels Peer Assessment: of	<b>Formative Self-assessment:</b> of performance against learning outcomes against targets and levels Peer Assessment: of	<b>Formative Self-assessment:</b> of performance against learning outcomes against targets and levels Peer Assessment: Independent	<b>Formative Self-assessment:</b> of performance against learning outcomes against targets and levels Peer Assessment: of	<b>Formative Self-assessment:</b> of performance against learning outcomes against targets and levels Peer Assessment: of homework

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Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<p>assessment plan of: Making, performing and responding. Peer Assessment: of Independent Learning Tasks of performance Teacher Assessment: Pupils assessed on their ability to work in a group Their contribution to the lesson Linking music and lighting effectively with the action on stage.</p> <p><b>Summative</b> Pupils use the three part assessment plan of: Making, performing and responding. Pupils are to be assessed on their ability to create a monologue as a character from Private Peaceful. They must then in a group develop a way to perform these monologues using the themes of the story and the techniques they have used in the lessons prior to the assessment.</p>	<p>Independent Learning Tasks of performance Teacher Assessment: Pupils assessed on their ability to work in a group Their contribution to the lesson Linking music effectively with the action on stage.</p> <p><b>Summative</b> The ability to understand a melodrama Script. Using recognisable features of melodrama effectively Evaluation ability</p>	<p>Independent Learning Tasks of performance Teacher Assessment: Pupils assessed on their ability to work in a group Showing sensitivity towards a serious issue, Their contribution to the lesson</p> <p><b>Summative</b> Using recognisable features of melodrama effectively Evaluation ability</p>	<p>Learning Tasks of performance Teacher Assessment: Pupils assessed on their ability to work in a group Showing sensitivity towards a serious issue, Their contribution to the lesson</p> <p><b>Summative</b> Write a script developing a theme covered. Evaluation ability</p>	<p>Independent Learning Tasks of performance Teacher Assessment: Pupils assessed on their ability to work in a group Their contribution to the lesson Linking music and lighting effectively with the action on stage.</p> <p><b>Summative</b> Using non naturalistic elements Evaluation ability</p>	<p>of performance Teacher Assessment: Pupils assessed on their ability to work in a group Their contribution to the lesson Linking music and lighting effectively with the action on stage.</p> <p><b>Summative</b> Using non naturalistic elements Evaluation ability</p>

<b>Music</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>Actively participate in discussion regarding expectations of the Music department.</li> <li>Actively participate in discussions about the features of Jazz and Blues</li> <li>Learn about the features of Jazz and Blues music through listening, performance and composition activities.</li> <li>Actively participate in group performance and composition tasks.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the features of African Drumming through composition and performance activities.</li> <li>Know how to create rhythms.</li> <li>Perform to a steady pulse.</li> <li>Actively participate in a group performance task.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to compose on the computer through sequencing.</li> <li>Learn how to create stylistic lyrics for a rap song.</li> <li>Actively participate in group performance and composition activities.</li> <li>Development of vocal skills.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to perform in the style of reggae</li> <li>To know the features of reggae culture</li> <li>To participate in group rehearsal and performance.</li> <li>To develop ensemble skills</li> <li>To improve the ability to perform on a range of instruments</li> </ul>	<ul style="list-style-type: none"> <li>To know how to create different moods using the elements of music.</li> <li>Learn about the features of film music through composition.</li> <li>Develop performance skills.</li> <li>Actively participate in group performance and composition tasks.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Know the features of a pop song through listening activities</li> <li>Know how to create an arrangement of a pop song from sheet music, chord charts and lyrics.</li> <li>Know the elements of music.</li> <li>Actively participate in group performance activities.</li> <li>Effectively perform and evaluate their work at the end of the unit.</li> </ul>
	<i>Understanding</i>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Develop performance skills and awareness of ensemble skills.</li> <li>Identification of key features during listening activities.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Develop performance skills and awareness of ensemble skills.</li> <li>Perform rhythms in time with a pulse</li> <li>Self-assessment opportunities throughout the unit of work.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Develop music technology and sequencing skills.</li> <li>Develop lyric writing skills.</li> <li>Self-assessment opportunities throughout the unit of work.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Develop performance skills and awareness of ensemble skills.</li> <li>Identification of key features during listening activities.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Develop performance skills and awareness of ensemble skills.</li> <li>Identification of key features during listening activities.</li> </ul>	<p><b>Individual work:</b></p> <ul style="list-style-type: none"> <li>Develop performance skills.</li> <li>Identification of key features during listening activities.</li> <li>Self-assessment opportunities throughout the unit of work.</li> </ul>

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Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		<ul style="list-style-type: none"> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Gain confidence when performing and composing as part of a group.</li> <li>Create a group performance.</li> <li>Create a group composition.</li> <li>Improvise during whole class activity.</li> <li>Learning through peer assessment.</li> </ul>	<p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Continue to build and develop performance skills when working as part of a group.</li> <li>Create a group performance.</li> <li>Learning through peer assessment.</li> </ul>	<p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Perform as part of a group.</li> <li>Learning through peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Continue to build and refine performance when working as part of a group.</li> <li>Create a group performance.</li> <li>Learning through peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment opportunities throughout the unit of work.</li> </ul> <p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Continue to build and refine performance and composition skills when working as part of a group.</li> <li>Create a group performance.</li> <li>Create a group composition.</li> <li>Learning through peer assessment.</li> </ul>	<p><b>Collaborative work:</b></p> <ul style="list-style-type: none"> <li>Continue to build and refine performance skills when working as part of a group.</li> <li>Learning through peer assessment.</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Perform as part of a group.</li> <li>Composing as part of a group.</li> <li>Development of listening skills.</li> <li>Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Perform as part of a group.</li> <li>Composing as part of a group.</li> <li>Development of listening skills.</li> <li>Performing complex rhythms in time with a pulse</li> </ul>	<ul style="list-style-type: none"> <li>Music Technology</li> <li>Composition</li> <li>Lyric writing</li> <li>Performance</li> </ul>	<ul style="list-style-type: none"> <li>Performing</li> <li>Analysis of style and culture</li> </ul>	<ul style="list-style-type: none"> <li>Performing</li> <li>Composing to create a mood or atmosphere</li> <li>Development of listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>Perform as part of a group.</li> <li>Development of listening skills.</li> <li>Rehearsal skills</li> </ul>
	<i>Assessment</i>	Improvisation Blues performance	African Drumming performance	Computer sequenced composition Rap lyrics and performance	Reggae Performance	Film music performance Film music composition	Cover song performance
<b>Computing &amp; ICT</b>		<b>Graphics, Video and Animation</b>	<b>Computer Programming</b>	<b>Computing Theory &amp; Texted Based Programming</b>	<b>Data Modelling</b>	<b>Data Modelling</b>	<b>Internet Safety and Web Design</b>
	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>To know key terminology for creative digital media</li> </ul>	<ul style="list-style-type: none"> <li>To know some key programming terminology</li> <li>To know the effect of inputs on a computer programme</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are a range of different operating systems and application software for the same hardware</li> <li>To know some basic text based programming language</li> <li>To know how to detect and correct syntactical errors</li> </ul>	<ul style="list-style-type: none"> <li>To know core functions within data modelling software</li> </ul>	<ul style="list-style-type: none"> <li>To know core functions within data modelling software</li> </ul>	<ul style="list-style-type: none"> <li>To know some of the issues involved with online communities</li> <li>To know how browsers work</li> <li>To know basic HTML</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>To understand that multiple software is required to produce the best end product</li> </ul>	<ul style="list-style-type: none"> <li>To understand how represent solutions using a structured notation</li> <li>To understands programming bridges the gap between algorithmic solutions and computers</li> </ul>	<ul style="list-style-type: none"> <li>To understand the function of the main parts of a computer</li> <li>Can understand the difference between IF, IF, THEN and IF, ELSE statements</li> <li>Appreciates the need for, and writes custom functions including the use of parameters</li> </ul>	<ul style="list-style-type: none"> <li>To understand the similarities and differences between spread sheets and databases</li> <li>To understand why poor quality data leads to unreliable results and inaccurate conclusions</li> </ul>	<ul style="list-style-type: none"> <li>To understand the similarities and differences between spread sheets and databases</li> <li>To understand why poor quality data leads to unreliable results and inaccurate conclusions</li> </ul>	<ul style="list-style-type: none"> <li>To understand the dangers involved on the online world</li> <li>To understand how to construct static web pages using HTML.</li> <li>To understand the importance of time management</li> </ul>

### CAM Curriculum Overview

Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<i>Skills</i>	<ul style="list-style-type: none"> <li>To be able to transfer skills across different software</li> <li>To be able to produce digital artefacts for a given purpose</li> </ul>	<ul style="list-style-type: none"> <li>To be able to decompose a problem and create solutions</li> <li>To be able to identify similarities and differences in situations</li> <li>To be able to design, write and debug programs using procedures</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain the purpose of a range of hardware</li> <li>To know how to use a range of operators and expressions and apply them in the context of the program</li> <li>To be able to code the same algorithms into different programs</li> </ul>	<ul style="list-style-type: none"> <li>To be able to analyse and evaluate data and information</li> <li>To be able to perform more complex searches for information (Boolean &amp; relational operators)</li> <li>To be able to query data on one table</li> </ul>	<ul style="list-style-type: none"> <li>To be able to analyse and evaluate data and information</li> <li>To be able to perform more complex searches for information (Boolean &amp; relational operators)</li> <li>To be able to query data on one table</li> </ul>	<ul style="list-style-type: none"> <li>To be able to make judgements on digital content when evaluating and repurposing it for a given audience</li> <li>To be able to create a simple website using bespoke software.</li> </ul>
	<i>Assessment</i>	Formative Skills Based Assessment – Project Diary – Creating a variety of digital artefacts	Summative Assessment – Creation of Computer Game in Scratch	Summative Assessment – Creation of own Program		Formative Skills Based Assessment	Summative Assessment – Final Website
<b>Technology</b>	<i>Knowledge</i>	<ul style="list-style-type: none"> <li>CAD/CAM</li> <li>What is pewter</li> <li>Comparing materials</li> </ul>	<ul style="list-style-type: none"> <li>CAD/CAM</li> <li>What is pewter</li> <li>Comparing materials</li> </ul>	<ul style="list-style-type: none"> <li>Forces and structures.</li> <li>Machine embroidery</li> </ul>	<ul style="list-style-type: none"> <li>CAM</li> <li>What is machine embroidery</li> <li>What is batik</li> </ul>	<ul style="list-style-type: none"> <li>How to construct a textile product</li> <li>Process of batik and appliqué</li> </ul>	<ul style="list-style-type: none"> <li>Using food equipment safely and correctly</li> <li>What are bread and pasta products?</li> <li>Types of pastry</li> </ul>
	<i>Understanding</i>	<ul style="list-style-type: none"> <li>How to operate 2D design and a laser cutter</li> <li>Demonstrate casting method.</li> </ul>	<ul style="list-style-type: none"> <li>How to operate 2D design and a laser cutter</li> <li>Demonstrate casting method.</li> </ul>	<ul style="list-style-type: none"> <li>How do forces act?</li> <li>How do you make a structure strong.</li> <li>What is dissolvable fabric?</li> <li>How to use a sewing machine</li> </ul>	<ul style="list-style-type: none"> <li>How to use a computerised sewing machine</li> <li>Demonstrate sewing machine skills.</li> <li>Demonstrate the batik process</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the process of batik and appliqué</li> <li>How to design a textile product</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate bread making</li> <li>Demonstrate tomato and white sauce process</li> <li>How to use a hob</li> <li>Demonstrate types of pastry making skills</li> </ul>
	<i>Skills</i>	<ul style="list-style-type: none"> <li>Complex CAD skills including vectorising Drilling and finishing.</li> <li>Finishing metal</li> </ul>	<ul style="list-style-type: none"> <li>Complex CAD skills including vectorising Drilling and finishing.</li> <li>Finishing metal</li> </ul>	<ul style="list-style-type: none"> <li>Using a computerised sewing machine</li> <li>Demonstrate machine embroidery</li> </ul>	<ul style="list-style-type: none"> <li>Using a computerised sewing machine</li> <li>Demonstrate machine embroidery</li> </ul>	<ul style="list-style-type: none"> <li>Research and design process</li> </ul>	<ul style="list-style-type: none"> <li>Cutting, kneading, simmering, rubbing in method,</li> <li>Hygiene and safety</li> </ul>
	<i>Assessment</i>	Design Task	Design Task	Design Task	Design Task	Design Task	Design Task
<b>PE</b>	<i>Knowledge</i>	<p><b>Cross-country:</b> Students will revisit the benefits of physical activity. They will use their baseline times from previous year to measure their own progress against it.</p> <p><b>Football:</b> Students will further refine their skills in football, with emphasis now on tactical play. They will focus on small-sided games to allow for greater demonstration of tactical awareness.</p> <p><b>Netball:</b> Students will refine their skills in netball and develop more positional knowledge. Tactical</p>	<p><b>Badminton:</b> Students will refine their all-game skills. They will revisit their understanding of singles play, as well as developing their awareness of the differences for doubles play. They will spend time as a dedicated official.</p> <p><b>Rugby:</b> Students will further develop their understanding of non-contact rugby. When in single-sex classes contact will be included. The focus will be on developing specialist roles as well as tactical awareness.</p> <p><b>Orienteering:</b> Students will use varying forms of</p>	<p><b>Parkour:</b> Students will further demonstrate the fundamental skills of agility, balance &amp; coordination. The equipment and/or terrain used will develop in terms of height and challenge. Peer setting and discovery will be encouraged.</p> <p><b>Trampolining:</b> Students will further develop their skills within trampolining. Again, focus will be on correct techniques, but moves will be more complex and landings will be linked together. Rotational skills will be worked through, initially with support.</p>	<p><b>Basketball:</b> Students will develop their techniques in shooting, passing and dribbling. They will further develop their understanding of rules &amp; tactics and begin to experience full sided games. Knowledge of umpiring will also be introduced.</p> <p><b>Dance:</b></p> <p><b>Fitness:</b> Students will develop their knowledge &amp; understanding of factors affecting fitness. They will focus on the benefits of exercise; including social, mental &amp; physical.</p>	<p><b>Athletics:</b> Students will further develop techniques for a variety of events in athletics. Focus will be on correct technique, as well as measurement of times and distances.</p> <p><b>Striking &amp; Fielding:</b> Students will develop their understanding of the skills of batting, bowling &amp; fielding. They will begin to introduce their own rules and tactical situations. Development will be through the idea of creating games focused on each essential skill.</p>	<p><b>Athletics:</b> Students will further develop techniques for a variety of events in athletics. Focus will be on correct technique, as well as measurement of times and distances.</p> <p><b>Tennis:</b> Students will further develop the forehand &amp; backhand technique. Overhead serving will be developed as required. They will use these skills in singles games and conditioned doubles games.</p>
	<i>Understanding</i>						
	<i>Skills</i>						

**CAM Curriculum Overview**

Year Group 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
	<p>knowledge will be developed through game play as well as introduction of umpiring roles.</p>	<p>orienteering to demonstrate their understanding. They will focus on route choice and course setting, as well as skills such as aiming off and feature identification.</p>	<p><b>Gymnastics:</b> Students will develop their skills within more complex gymnastic actions; balances will now be performed as pairs and/or groups. They will utilise these skills to create and perform sequences.</p>				
	<p align="center"><i>Assessment</i></p>	<p>Baseline testing &amp; Teacher Assessed</p>	<p>Teacher Assessed At the end of this term all students will complete the first knowledge assessment, in all activities covered to date</p>	<p>Teacher Assessed Self/Peer Assessed</p>	<p>Teacher Assessed At the end of this term all students will complete their second knowledge assessment, in all activities covered during Spring term</p>	<p>Teacher Assessed Self Assessed</p>	<p>Teacher Assessed Terminal Assessment At the end of this term all students will complete their third knowledge assessment, in all activities covered during Summer term</p>