CAM Curriculum Overview

Year Group 8			Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
English		*Knowledge*	**Horror (Inc. literary heritage extracts)** • Students will read a range of extracts taken from horror stories from the 19th and 20th centuries • They will learn some of the context to these stories, including historical and social and the author's own background. • The will gain knowledge of how a story is constructed and how the writer uses language devices and vocabulary to achieve their effects • Starters will be used to secure understanding of parts of speech and spellings	**Novel** • 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. • Students will learn how to track the developments of characters within a novel and how to identify themes and messages constructed by the author • Students will learn how to use the PEE structure to comment on the viewpoints of writers. • They will learn how to analyse the writer's vocabulary choices • Starters will be used to secure understanding of sentence structure, use of commas and spellings	**Non-fiction Literary Writing** • Students will read extracts from autobiographies and historical speeches • They will learn about the different contexts and authors • Students will re-cap their knowledge of language devices and how they are used for different purposes • Starters will be used to secure students use of varied punctuation and spellings	**Shakespeare – Romeo and Juliet** • This unit allows students to explore a Shakespearean text in detail. Students' will learn dramatic techniques and explore the effect on the readership. • Students will explore the text's relevance in society and how a dramatist engages a reader. • Also, students 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. • Students will use the play 'Romeo and Juliet' as a basis for developing their writing skills (inform and describe) • Starters will be used to secure students spelling and understanding of text cohesion	**Poetry Relationships** • Students will learn about the GCSE English exam paper. • They will learn the different question types and the structures for answering them • 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. • Students will revisit how to write to persuade, argue, inform, explain and describe • Starters will be used to secure students spellings following rules	**Space & Time Travel (Fiction & Non-fiction/ Pre & Post 1914)** • Students will read a range of fiction (prose & poetry) and non-fiction texts based around the theme of Space and time travel. • Students gain an awareness of how texts relate to their style, purpose and audience. • Moreover, students will be taught how to identify and analyse different language features. • Throughout the unit students will focus on consolidating their recognition and use of sentence types and punctuation. • Finally, students demonstrate their understanding of linguistic devices and sentence types by writing a descriptive piece following the conventions they've learned
		Understanding	• Student will learn to understand the structure of short stories. • They will understand the 6-part story structure and how writers build up tension to engage the reader. • They will understand how different authors create setting and characters through their choice of vocabulary and language devices. • They will begin to understand how writers' achieve effects through word, characters and themes.	• They will understand how to analyse and explain a writer's use of language. • They will understand how language is used to show emotions and opinions on a range of topics. • They will understand how a text is structured to develop the writer's viewpoint • They will understand how to deliberately choose words to create feelings and emotions.	• Students will learn how to deliberatively choose words to convey emotions and describe personal experiences • They will understand how to use sophisticated punctuation such as colons, brackets and semi colons • They will revisit how to use a variety of language devices to make their writing engaging • They revisit how to use fragment, complex, compound and simple sentences	• Students will develop their understanding of dramatic techniques and language devices • Also, they will understand the main aspects of 16th Century society and how this is reflected in the play • They will understand how language is used to convey a characters feelings • Students will develop understanding of language features used to describe and inform • They will understand how to use sophisticated punctuation such as colons, brackets and semi colons • They revisit how to use fragment, complex,	• Students will develop their understanding of poetic techniques, structural devices and poetic form. • 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. • They will understand how personas can present the major themes of the poems. • Students will develop understanding of language features used to persuade and explain • They will understand how certain word types follow rules for spellings	• Students will develop their understanding of the importance of context to a piece of writing • Students will learn how to deliberatively choose words to convey emotions and describe personal experiences • They will understand how to analyse and explain a writer's use of language. • They will understand how language is used to show emotions and opinions on a range of topics. • They will understand how a text is structured to develop the writer's viewpoint

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					compound and simple sentences	and learn to apply them to new and unfamiliar words	• They will understand how to deliberatively choose words to create feelings and emotions.
Skills		**Reading skills:** • Read and understand texts, selecting material appropriate to purpose, collating from texts from different cultures and eras • Inference skills that show interpretations of the writer's ideas and opinions. • Explain and evaluate how writer's uses linguistic, grammatical and structural features to achieve effects and engage and influence the reader. **Writing skills:** • Plan and develop their own short story using the 6-part story structure. • Make appropriate vocabulary choices to create appropriate setting and characters. • Use a variety of sentence and paragraph structures to create tension and build up their ideas. • Proof-read and re-draft their own work to improve it.	**Reading skills:** • Read and understand texts, selecting material appropriate to purpose, collating from a variety of fiction and non-fiction texts • Inference skills that show interpretations of different writer's ideas and perspectives. • Explain and evaluate how writers uses linguistic, grammatical and structural devices to achieve effects and engage and influence the audience. **Writing skills:** • Write imaginatively using a range of language techniques, appropriate to task, purpose and form. • Link ideas into structured and sequenced sentences. • Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence. • Use a range of sentence structures accurately and for effect. • Use a range of accurate punctuation to achieve effects. • To use accurate spelling of simple and complex words and phrases.	**Reading skills:** • Read and understand texts, selecting material appropriate to purpose, cross referencing where appropriate. • Inference skills that show interpretation of how a writer uses language. • Evaluation and analysis skills of features of presentation and the writer's use of language. • Support response with clear evidence. **Writing skills:** • Select vocabulary appropriate to task and purpose. Write imaginatively using a range of language techniques. • Link ideas into structured and sequenced sentences. • Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence. • Use a range of sentence structures accurately. • Use accurate punctuation to achieve effects. • To use accurate spelling of simple and complex words and phrases.	**Reading skills:** • Read and understand texts, selecting material appropriate to purpose, cross reference where necessary. • Inference skills that show interpretations of a poet's ideas and perspectives. • Explain and evaluate how poets use poetic grammatical and structural devices to achieve effects and engage and influence the reader. • Understand and comment on the social, cultural and historical context of the time in which the poem was written, **Writing skills:** • Write imaginatively using a range of language techniques, appropriate to task, purpose and form. • Link ideas into structured and sequenced sentences. • Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence. • Use a range of sentence structures accurately and for effect. • Use a range of accurate punctuation to achieve effects. • To use accurate spelling of simple and complex words and phrases.	**Reading skills:** • Read and understand texts, selecting material appropriate to purpose, cross reference where necessary. • Inference skills that show interpretations of a poet's ideas and perspectives. • Explain and evaluate how poets use poetic grammatical and structural devices to achieve effects and engage and influence the reader. • Understand and comment on the social, cultural and historical context of the time in which the poem was written, **Writing skills:** • Write imaginatively using a range of language techniques, appropriate to task, purpose and form. • Link ideas into structured and sequenced sentences. • Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence. • Use a range of sentence structures accurately and for effect. • Use a range of accurate punctuation to achieve effects. • To use accurate spelling of simple and complex words and phrases.	**Reading skills:** • Read and understand texts, selecting material appropriate to purpose, cross referencing where appropriate. • Inference skills that show interpretation of how a writer uses language. • Understand and comment on the social, cultural and historical context of the time in which the novel was written, • Evaluation and analysis skills of features of presentation and the writer's use of language. • Support response with clear evidence **Writing skills:** • Select vocabulary appropriate to the purpose • Write imaginatively using a range of language techniques. • Organise ideas into structured and sequenced sentences. • Use paragraphs to create whole texts, using structural features to support cohesion and overall coherence. • Use a range of sentence structures accurately. • Use accurate punctuation to achieve effects. • To use accurate spelling of simple and complex words and phrases.
Assessment		**Writing**: a descriptive piece based on an image (New Spec GCSE style) Reading: Language analysis of an extract	**Reading:** Optional Test paper Writing: Emotive piece based on a character from the novel	**Writing**: Persuade task	**Reading:** Optional Test paper Writing: Informative piece based on Act 3 Scene 1 or the end of the play	**Writing**: Write to argue	**Reading** : Optional test

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Maths		*Knowledge*	• Number • Area and volume	• Statistics, graphs and charts • Expressions and equations	• Real-life graphs • Decimals and ratio	• Lines and angles • Calculating with fractions	• Straight-line graphs • STEM – APPLICATION OF STRAIGHT LINE GRAPHS	• Percentages, decimals and fractions
		Understanding	• use the concepts and vocabulary of common factors • use the concepts and vocabulary of common multiples • use the concepts and vocabulary of highest common factor • use the concepts and vocabulary of lowest common multiple • use the concepts and vocabulary of prime factorisation • use the four operations, including formal written methods, with positive and negative integers • use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals • use integer powers and associated real roots (square, cube and higher) • recognise powers of 2, 3, 4, 5 • derive and apply formulae to calculate and solve problems involving area of triangles, parallelograms, trapezia • derive and apply formulae to calculate and solve problems involving volume of cuboids (including cubes) • calculate and solve problems involving composite shapes • change freely between related standard units [for example time, length, area, volume/capacity, mass]	• describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete data • describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving continuous and grouped data • describe, interpret and compare observed distributions of a single variable through: appropriate measures of spread (range, consideration of outliers) • describe, interpret and compare observed distributions of a single variable through: appropriate measures of central tendency (mean, mode, median) • construct and interpret frequency tables • construct and interpret bar charts • construct and interpret pie charts • Illustrate simple mathematical relationships between two variables (bivariate data) using scatter graphs • use and interpret algebraic notation: ab in place of a × b • use and interpret algebraic notation: a2 in place of a × a • use and interpret algebraic notation: a3 in place of a × a × a	• model situations or procedures by using graphs • interpret mathematical relationships both algebraically and graphically • find approximate solutions to contextual problems from given graphs of a variety of functions: including piece-wise linear graphs • use the four operations, including formal written methods, with positive and negative decimals • round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures] • use ratio notation • reduce a ratio to simplest form • divide a given quantity into two parts in a given part:part ratio • divide a given quantity into two parts in a given part:whole ratio • express the division of a quantity into two parts as a ratio • understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction	• . derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies • understand and use the relationship between parallel lines and alternate and corresponding angles • use the sum of angles in a triangle to deduce the angle sum in any polygon • apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides • use the four operations, including formal written methods, with positive and negative fractions • use the four operations, including formal written methods, with positive and negative improper fractions and mixed numbers • work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 and 3/8) • use standard units of mass, length, time, money and other measures, including with decimal quantities	• recognise, sketch and produce graphs of linear functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane • reduce a given linear equation in two variables to the standard form y = mx + c • calculate and interpret gradients and intercepts of graphs of such linear equations numerically • calculate and interpret gradients and intercepts of graphs of such linear equations graphically • calculate and interpret gradients and intercepts of graphs of such linear equations algebraically • solve problems involving direct proportion • solve proportion problems including graphical and algebraic representations	• express one quantity as a percentage of another • compare two quantities using percentages • work with percentages greater than 100% • interpret percentages multiplicatively

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				• use and interpret algebraic notation: coefficients written as fractions rather than as decimals • use and interpret algebraic notation: brackets • understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors • simplify and manipulate algebraic expressions to maintain equivalence: collecting like terms • simplify and manipulate algebraic expressions to maintain equivalence: taking out common factors • use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)				
		Skills	• Divide £.p by a two digit number to give £.p • Add and subtract integers – positive and negative numbers (with varying numbers of significant figures) • Find the HCF or LCM of 2 numbers less than 100 • Estimate square roots of non square numbers less than 100 • Multiply and divide integers - positive and negative numbers • Calculate squares, cubes and cube roots • Add, subtract, multiply and divide integers. Extend to the distributive law a(b+c) • Find the prime factor decomposition of a number • Use the function keys for powers and fractions • Combine laws of arithmetic for brackets with mental calculations	• Calculate the mean from a simple frequency table, and using an assumed mean • Interpret and construct pie charts • Use complex two way tables • Interpret scatter graphs, draw lines of best fit and use correlation • Find the modal class of a set of continuous data • Use stem and leaf diagrams to find mode, median, mean, range • Identify misleading graphs and statistics • Solve simple linear equations with integer coefficients • Construct and solve linear equations • Substitute integers into formulae and solve for missing values one- step equations	• Draw and interpret line graphs • Interpret information from a complex real life graph, read values and discuss trends • Draw, use and interpret conversion graphs • Draw and use graphs to solve distance-time problems • Plot the graphs of a function derived from a real life problem • Discuss and interpret linear and non-linear graphs from a range of sources • Use graphs to solve distance-time problems • Discuss and interpret real-life graphs • Multiply and divide integers and decimals with up to two decimal places • Divide a quantity in more than two parts in a given	• Classify quadrilaterals by their geometric properties • Understand a proof that the sum of the angles of a triangle is 180° and of a quadrilateral is 360° • Solve geometric problems using side and angle properties of triangles and special quadrilaterals • Identify alternate angles and corresponding angles • Calculate the interior and exterior angles of regular and irregular polygons • Solve problems involving angles by setting up equations and solving them • Solve geometrical problems showing reasoning • Add and subtract fractions with any size denominator • Multiply integers and fractions by a fraction	• Find gradients of lines • Plot the graphs of linear functions • Find midpoints of line segments • Write the equations of straight line graphs in the form y = mx + c . • Identify and describe examples of direct proportion • Solve problems involving direct proportion	• . Order fractions by converting them to decimals or equivalent fractions. • Find equivalent fractions, decimals and percentages. • Express one number as a percentage of another • Work out a percentage increase or decrease • Solve percentage problems

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			• of cubes roots and square roots • Calculate surface areas of cubes and cuboids • Calculate areas of triangles, parallelograms, trapezia • Calculate areas of compound shapes • Calculate the volume of shapes made from cuboids • Solve volume problems • Convert between metric and imperial measures, and cm^3 and litres. • Calculate the surface area of shapes made from cuboids	• Simplify simple expressions involving powers • Multiply a single term over a bracket, • Use the distributive law to take out numerical common factors	• ratio, including decimal values • Order positive and negative numbers, including decimals, as a list • Multiply or divide any number by 0.1 and 0.01 • Simplify a ratio expressed in decimals • Round numbers to an appropriate degree of accuracy • Use standard column procedures to add and subtract integers and decimals of any size • Multiply and divide by decimals • Use > or < correctly between two negative decimals	• Use fractions and decimals within calculations including brackets • Find the reciprocal of a number • Divide integers and fractions by a fraction		
		Assessment	1 hour assessment - PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL	1 hour assessment PearsonsEDEXCEL
Science		*Knowledge*	• Food and digestion • Combustion	• Fluids • Sexual reproduction in plants	• Periodic table • Energy transfer	• Breathing and respiration • Metals and their uses	• Light • Unicellular organisms	• Rocks • Earth and space
		Understanding	• Understand what food groups are found in our food and why our bodies need the different food groups. • Understand the role of diet in health • Understand the process of combustion and the dangers of incombustion	• Understand the physics of fluids and how fluids act under pressure • Understand the process of sexual reproduction in plants and the importance of bees in insect pollination	• Understand the groups and periods of the periodic table and the properties of group 1, 7 and 8 of the periodic table • Understand energy transfer systems in terms of heat energy and what happens during exothermic and endothermic reactions	• Understand the process of respiration and how the different organ systems in particular, breathing allow us to respire • Understand the properties of metals, why metals are so useful and how metals react in oxygen, water and acid	• Understand the physics of light and the principles of reflection and refraction • Understand how we see objects, the structure of the eye and how we see colours • Understand how unicellular organisms can be both useful in terms of yeast and fermentation but how they can also cause disease	• Understand the formation of rocks and the rock cycle • Understand the composition of our universe and our solar system • Understand why we have day and night, years and seasons, and how we see the phases of the moon
		Skills	• Thinking scientifically • Scientific application • Communication and collaboration • Using Scientific evidence	• Thinking scientifically • Scientific application • Communication and collaboration • Using Scientific evidence	• Thinking scientifically • Scientific application • Communication and collaboration • Using Scientific evidence	• Thinking scientifically • Scientific application • Communication and collaboration • Using Scientific evidence	• Thinking scientifically • Scientific application • Communication and collaboration • Using Scientific evidence	• Thinking scientifically • Scientific application • Communication and collaboration • Using Scientific evidence
		Assessment	End of unit tests. Academy assessment cycle. At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle. At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle. At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle. At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle. At the end of each topic they complete a practical investigation to develop their practical skills.	End of unit tests. Academy assessment cycle. At the end of each topic they complete a practical investigation to develop their practical skills.

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Geography	*Knowledge*	Weather	Europe	Risky World	Africa	Geography of my stuff	Tourism
	Understanding	Why the UK has a specific climate.	European countries How does Europe vote? Differences between countries	What risk means. How does risk change in different places?	Where is Africa? Why is it different? What animals live there? How has Africa developed?	Where products are made How has shopping changed over time?	Why tourists travel to certain destinations. How tourism has grown. Why tourism is now cheaper than ever before.
	Skills	Reading and interpreting weather maps	Comparing countries within the EU Investigating skills – looking at different holidays in Bulgaria. Presentation skills – present a holiday package.	Comparing areas and levels of risk. Describing and explaining levels of risk.	Map skills Independent research	Comparison skills Knowledge of shopping patterns over time.	GCSE difficulty questions Independent research
	Assessment	Weather written assessment		Risky world written assessment	Africa assessment		Tourism Assessment
History	*Knowledge*	**How power changed from 1066-1642?** Learning about various monarchs during this period such as King John, King Henry VII, King Henry VIII and Charles I.	**Manchester and the Industrial Revolution** Industrialisation, 19th Century Manchester, Workhouses, Factory Conditions.	**Should we be proud of the British Empire?** Legacy of the British Empire, Slavery, Capture of Slaves, the Middle Passage, life on the Plantations, Abolitionist movement, impact of the empire	**Why was slavery abolished?** Learning about what the slave trade was, Experiences of the Middle Passage, what life was like as a slave and what factors lead to the abolition of slavery.	**How did one assassination lead to war?** 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	**To what extent did people's attitudes to the police change from 1800 to 1914?** Why the police force was set up, 19th century policing success or failure, the revolution of prison, Jack the Ripper, drop in rates of crime and the Bloody Code.
	Understanding	Chronology, the use of historicism throughout the module, evaluating significance, cause and consequences in the events.	Know and understand significant aspects of the history of the wider world.	Chronology, Cause and Consequence, Significance and 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 the police changed throughout the time.
	Skills	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		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	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		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

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			knowledge into different contexts, understand the connections between local, regional, national and international history between cultural, economic, military, political, religious and social history, and between	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-	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 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.	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.
		Assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment	Differentiated ILT and formative in class assessment
MFL		*Knowledge*	**Module** Health **Theme** 1 : Identity and Culture	**Module** Home **Theme** 2 : Local, national, international and global areas of interest	**Module** Town **Theme** Local, national, international and global areas of interest	**Module** Environment **Theme** 3 Current and future study and employment	**Module** Shopping (new) **Theme** 2 : Local, national, international and global areas of interest / **Theme** 3 Current and future study and employment	**Module** Celebrations **Theme** 1: Identity and Culture / 2 : Local, national, international and global areas of interest / **Theme** 3 Current and future study and employment
		Understanding	**Question Avec qui / que aimes-tu manger? ¿Con quién / qué te gusta comer ?** **Grammar** Impersonal verbs – modal Immediate future Conditional – I would like + infinitive Other negatives	**Question All question words** **Grammar** Depuis / desde hace + present tense Y / alli Comparatives Conditional – I would like + infinitive preposition	**Question Question words e.g. Où / que / pourquoi with il faut visiter ¿Dónde / que / por qué hay que visitar… ?** **Grammar** Preposition Impersonal verbs – modal – could/should visit Adverbs – formation – regular Directions - imperatives	**Question All question words with il faut recycler? / hay que reciclar?** **Grammar** Impersonal verbs – modal – could/should visit Adverbs – formation – regular Imperatives Negatives future tense more able - simple past / preterite(I)	**Question Questions linked to a shop (understanding and asking)** **Grammar** Si + present + future Comparisons	**Question Questions linked to a shop (understanding and asking)** **Grammar** Si + present + future Comparisons
		Skills	**Skills** presentations / photocards	**Skills** presentations / photocards	Reading and listening – eliciting detail from texts which are starting to cover more than one tense	Writing using 2-3 timeframes	Spontaneous speaking	Reading
		Assessment	Speaking - photocard	Speaking – photocard	**Assessment Reading / listening**	Writing	Speaking – role play	reading

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RE	*Knowledge*	Does God exist?	To what extent is suffering caused by humans only?	What matters most in Sikhism?	Is it ever right to die for your religion?	"Caring for the planet is more important than caring for human life" Do you agree?	Where does religion stand in today's society?
	Understanding	Students will explore a range of different beliefs about God and be able to use arguments for and against His existence in various debates.	Students will analyse the different causes of evil and suffering in the world and where it comes from. This will include both religious and non-religious views.	Students will explore a range of Sikh beliefs and values and analyse which ones are more important. They will focus on values such as equality and compare this to other religions.	Students will explore examples of those who have given up their lives for their beliefs, the reasons behind this. They will analyse whether it is righto do this, exploring the value of life in the process.	Students will analyse a range of ideas such as the value and origins of the world, treatment of the world and animals and value of human life in order to reach a conclusion.	Students will analyse the impacts religion has and does have on past and present society. This will include examples of famous religious people and how their beliefs have influenced them. E.g. MLK and Mother Teresa.
	Skills	• Comparison between religions • Written and verbal debates • Developing and justifying your own opinion	• Comparison religious and non-religious views • Written and verbal debates • Writing to explain with examples to support answers	• Empathy and describing life as a British Sikh • Analysis of values and virtues	• Comparison between modern and historical examples • Consideration of religious beliefs within written and verbal debates • The ability to evaluate various viewpoints	• The ability to build on knowledge and make links between the themes. Analyse different beliefs and reach a conclusion. • Comparison between various religious and non-religious beliefs	• Students should be able to show strong written skills with the use of justification and evidence as built up over KS3. • Students will be able evaluate the influence of some religious beliefs
	Assessment	10 key words plus 2 extended written responses	10 key words plus 2 extended written responses	10 key words plus 2 extended written responses	10 key words plus 2 extended written responses	10 key words plus 2 extended written responses	10 key words plus 2 extended written responses
Art	*Knowledge*	• Actively participate in a discussion about the theme of **'The Mexican Day of the Dead'** and record keywords relevant to the project. • Develop knowledge of painting skills through the development of a 'Candy Skull' design which explores the pattern and symmetry used. • Select the key elements from the work of different Day of the Dead candy skills to produce a symmetrical design. • 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.		• 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. • Develop knowledge about the key imagery and style of 'Pop Art' using Felt tips as an Art media to create a research drawing. • 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. • Develop observational drawing techniques through a series of timed exercises. • Compose a 'Pop Art' piece based on confectionary. • Use pencil, pencil crayon, paint and Felt tip to add tone and bold colour to the drawn images. • Evaluate their work at the end of the project.		• Actively participate in a discussion regarding the expectations of the Art Department. • Create a folder for the safe storage of their work. • 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. • Develop colour theory/colour mixing knowledge. • Choose appropriate imagery and develop a tessellated press print • Create a series of designs based on the architectural details of the arches of the 'Alhambra Palace'. • Use Clay to create a 3D slab relief archway, inspired by the 'Alhambra Palace' to create a frame for the press print. • Explore the use of specific materials used to add colour or tonal qualities to clay. • Evaluate their work at the end of the project.	
	Understanding	**Individual work:** • Developing personalised drawing and media skills. • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. • Creating a final outcome based on their assessed strengths from throughout the project.		**Individual work:** • Developing personalised drawing and media skills. • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. • Creating a final outcome based on their assessed strengths from throughout the project. **Collaborative work:**		**Individual work:** • Developing personalised drawing and media skills. • Gaining confidence in using new media techniques. • Self-Assessment opportunities throughout the project. • Creating a series of sketches for a visual portfolio. • Creating a final outcome based on their assessed strengths from throughout the project. **Collaborative work:**	

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		Collaborative work: • Researching/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment.		• Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment.		• Looking at/developing understanding/discussing/evaluating the artwork of relevant artists. • Learning through peer assessment.	
	Skills	**Techniques explored:** • ICT presentation techniques • Drawing from secondary sources, 2D, Design, painting **Artistic elements:** • Line, Tone, Texture, Blending, Colour, Shape, Form, Scale, composition **Materials:** • Pencil Crayon • Paint		**Techniques explored:** • Drawing from observation, Painting, 2D, Graphics **Artistic elements:** • Line, tone, Colour, Composition, Scale **Materials:** • Pencil • Pencil crayon • Paint • Felt tips		**Techniques explored:** • ICT presentation techniques, Printing, 2D, 3D, Ceramics **Artistic elements:** • Line, Tone, Colour, Pattern Shape, Form, Sequence **Materials:** • Pencil • Paint • Print • Clay • ICT	
	Assessment	• 'Mexican Day of the Dead' Fact Sheet • Painted 'Candy Skull'		• Pop Art fact sheet • Observational drawings • Final Outcome – Pop Art Confectionary piece		• 'Alhambra Palace' research • Press prints • Final Outcome – Clay Archway	
Drama	*Knowledge*	**WW1 through 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 and stock characters, Gender reversal, Aside Historical factors of pantomime and Melodrama	Bang out of Order Story telling Theatre in Education Bringing characters from page to stage. Understanding how scripts work – key elements Developing community spirit	**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.	**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** Naturalistic style Links to SEAL and emotions, feelings and empathy. Typical issues of daily life. Analysing Clips and conventions of soap opera Stage Combat, Exaggeration, Links to how realistic are Soap Operas, Media – developing own filmed Soap Opera,
	Understanding	Storytelling, 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	Fairy tales, Storytelling, Gender reversal, Exaggeration, Caption making, Using Props, Narration, Mime	Storytelling, 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.	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,	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,	Script Learning Lines Stage directions Fights/conflict New arrival to the street, Stereotypes Cliff hangers Episodic Structures, Typical Soap family, Montage of previous moments.

Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
					Show controlled conflict using non naturalist techniques.	Show controlled conflict using non naturalist techniques.	
	Skills	**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, Audience participation Aside Changing tone and pitch of voice,	Discussion, Still images, Spoken thoughts, Improvisation, Naturalistic and Non naturalistic elements, Narration, Flashback, Stage Fighting, Music, Direct Address Teacher in Role Hot seating	Discussion, Mime, Levels, Mark the moment, Choral speech, Slow motion, Use of voice, Cross Cutting, Conscience Corridor Ensemble/whole class work, Group work, Experiment with staging, Teacher in Role, Facial expression, Body language, Use of space to show relationships between characters.	Discussion, Mime, Levels, Mark the moment, Choral speech, Slow motion, Use of voice, Cross Cutting, Conscience Corridor Ensemble/whole class work, Group work, Experiment with staging, Teacher in Role, Facial expression, Body language, Use of space to show relationships between characters.	Taking on a role Stereotypes Cross Cutting Script writing, Discussion, Role on the wall, Still images, Montage Hot seating, Writing in role,
	Assessment	**Formative** *Self assessment:* of performance against learning outcomes against targets and levels. Students use the three part assessment plan of: Making, performing and responding. *Peer Assessment:* of Independent Learning Tasks of performance *Teacher Assessment:* Students assessed on their ability to work in a group Their contribution to the lesson Linking music and lighting effectively with the action on stage. **Summative** Students use the three part assessment plan of: Making, performing and responding. **Students 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**	**Formative** *Self assessment:* of performance against learning outcomes against targets and levels. Students use the three part assessment plan of: Making, performing and responding. *Peer Assessment:* of Independent Learning Tasks of performance *Teacher Assessment:* Students assessed on their ability to work in a group Their contribution to the lesson Linking music and lighting effectively with the action on stage. **Summative** Students use the three part assessment plan of: Making, performing and responding. **Students are to be assessed on their ability to work in a group to create their own mini melodrama or pantomime.**	**Formative** *Self assessment:* of performance against learning outcomes against targets and levels. Students use the three part assessment plan of: Making, performing and responding. *Peer Assessment:* of Independent Learning Tasks of performance *Teacher Assessment:* Students assessed on their ability to work in a group Their contribution to the lesson Showing sensitivity towards a serious issue, **Summative** Students use the three part assessment plan of: Making, performing and responding. **Students are to be assessed on their ability to create a performance based on a scene from Bang out of Order.**	**Formative** *Self assessment:* of performance against learning outcomes against targets and levels. Students use the three part assessment plan of: Making, performing and responding. *Peer Assessment:* of Independent Learning Tasks of performance *Teacher Assessment:* Students assessed on their ability to work in a group Their contribution to the lesson Showing sensitivity towards a serious issue, **Summative** Students use the three part assessment plan of: Making, performing and responding. **Students are to be assessed on their ability to create a performance based on the themes and issues covered using the story of Stephen Lawrence or Sophie Lancaster.**	**Formative** *Self assessment:* of performance against learning outcomes targets and levels. Students use the three part assessment plan of: Making, performing and responding. *Peer Assessment:* of Independent Learning Tasks of performance *Teacher Assessment:* Students assessed on their ability to work in a group Their contribution to the lesson Showing sensitivity towards a serious issue, **Summative** Students use the three part assessment plan of: Making, performing and responding. **Students are to be assessed on their ability to create a performance based on the themes and issues covered using the story of Stephen Lawrence or Sophie Lancaster.**	**Formative** *Self assessment:* of performance against learning outcomes against targets and levels. Students use the three part assessment plan of: Making, performing and responding. *Peer Assessment:* of Independent Learning Tasks of performance *Teacher Assessment:* Students assessed on their ability to work in a group Their contribution to the lesson Showing sensitivity towards a serious issue, **Summative** Students use the three part assessment plan of: Making, performing and responding. **Students are to be assessed on their ability to create a scripted scene and perform using the typical conventions of a Soap Opera.**

Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		and the techniques they have used in the lessons prior to the assessment.					
Music	*Knowledge*	• Actively participate in discussion regarding expectations of the Music department. • Actively participate in discussions about the features of Jazz and Blues • Learn about the features of Jazz and Blues music through listening, performance and composition activities. • Actively participate in group performance and composition tasks. • Effectively perform and evaluate their work at the end of the unit.	• Learn how to compose using chords and pentatonic melodies • Know the structure of lyrics in pop songs • Actively participate in group performance and composition activities. • Development of vocal skills. • Effectively perform and evaluate their work at the end of the unit.	• Learn how to compose on the computer through sequencing. • Learn how to create stylistic lyrics for a rap song. • Actively participate in group performance and composition activities. • Development of vocal skills. • Effectively perform and evaluate their work at the end of the unit.	• Learn about the features and background of Gamelan music. • Learn about these features through listening, performing and composing activities. • Actively participate in group performance and composing activities. • Actively discuss features of Gamelan music and record key words relevant to the topic. • Effectively perform and evaluate their work at the end of the unit.	• How to record and remix a song on GarageBand • How to input and edit material on GarageBand • How to apply effects to a song on GarageBand • Understand key terminology associated with music technology • Effectively compose and evaluate their work at the end of the unit.	• To know how to create different moods using the elements of music. • Learn about the features of film music through composition. • Develop performance skills. • Actively participate in group performance and composition tasks. • Effectively perform and evaluate their work at the end of the unit.
	Understanding	**Individual work:** • Develop performance skills and awareness of ensemble skills. • Identification of key features during listening activities. • Self-assessment opportunities throughout the unit of work. **Collaborative work:** • Gain confidence when performing and composing as part of a group. • Create a group performance. • Create a group composition. • Improvise during whole class activity. • Learning through peer assessment.	**Individual work:** • Understand how to combine chords and melody • Understand how to structure lyrics • Self-assessment opportunities throughout the unit of work. **Collaborative work:** • Perform as part of a group. • Compose a song with a partner or in a group • Coach each other and use of lead learners • Learning through peer assessment.	**Individual work:** • Develop music technology and sequencing skills. • Develop lyric writing skills. • Self-assessment opportunities throughout the unit of work. **Collaborative work:** • Perform as part of a group. • Create backing beats in a group • Learning through peer assessment.	**Individual work:** • Develop performance and composition skills. • Identification of key features during listening activities. • Self-assessment opportunities throughout the unit of work. **Collaborative work:** • Continue to build and refine performance and composition skills when working as part of a group. • Create a group performance. • Create a group composition. • Learning through peer assessment.	Individual work: • Understand how to create music using technology • Develop composition skills including structure and texture • Self-assessment opportunities throughout the unit of work. Collaborative work: • Learning through peer assessment. • Coaching a lead learners in lesson	**Individual work:** • Develop performance skills and awareness of ensemble skills. • Identification of key features during listening activities. • Self-assessment opportunities throughout the unit of work. **Collaborative work:** • Continue to build and refine performance and composition skills when working as part of a group. • Create a group performance. • Create a group composition. • Learning through peer assessment.
	Skills	• Perform as part of a group. • Composing as part of a group. • Development of listening skills. • Improvisation	• Lyric writing • Composing chord sequences • Composing melodies • Listening skills • Performance skills	• Music Technology • Composition • Lyric writing • Performance	• Perform as part of a group. • Development of listening skills.	• Composition and arrangement skills • Music Technology skills focusing on record, editing and mixing • Listening and analytical skills.	• Performing • Composing to create a mood or atmosphere • Development of listening skills.
	Assessment	Improvisation Blues performance	Composition	Computer sequenced composition Rap lyrics and performance	Reggae performance	Music Technology composition Recording and mixing	Film music performance Film music composition

Year Group 8			Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Computing & ICT		*Knowledge*	Business Studies • To know the difference between business aims and objectives. • To know the key principals of the marketing mix	Flowcharts and Computer Science Theory • To know that there are a range of different operating systems and application software for the same hardware • To know the effect of inputs on a computer programme	Internet Safety & Web Design • To know some of the issues involved with online communities • To know how browsers work • To know basic HTML	Computer Programming • To know some key programming terminology • To know some basic text based programming language • To know how to detect and correct syntactical errors	Data Modelling • To know core functions within data modelling software	**Multimedia** • To know key terminology for creative digital media
		Understanding	• To understand how to complete simple market mapping • To understand the importance of market research	• To understands programming bridges the gap between algorithmic solutions and computers	• To understand the dangers involved on the online world • To understand how to construct static web pages using HTML. • To understand the importance of time management	• To understand the function of the main parts of a computer□ • Can understand the difference between IF, IF, THEN and IF, ELSE statements • Appreciates the need for, and writes custom functions including the use of parameters	• To understand the similarities and differences between spread sheets and databases • To understand why poor quality data leads to unreliable results and inaccurate conclusions	• To understand that multiple software is required to produce the best end product
		Skills	• To be able to complete basic marketing techniques for the design and delivery of a new product	• To be able to decompose a problem and create solutions • To be able to identify similarities and differences in situations • To be able to design, write and debug programs using procedures	• To be able to make judgements on digital content when evaluating and repurposing it for a given audience • To be able to create a simple website using bespoke software.	• To know how to use a range of operators and expressions and apply them in the context of the program • To be able to code the same algorithms into different programs	• To be able to analyses and evaluates data and information • To be able to perform more complex searches for information (Boolean & relational operators) • To be able to query data on one table	• To be able to transfer skills across different software • □ To be able to produce digital artefacts for a given purpose
		Assessment	Summative End of Unit Theory Assessment	Summative End of Unit Theory Assessment	Summative Assessment – End of Unit Project	Summative Assessment – End of Unit Project	Formative Skills Based Assessment	Formative Skills Based Assessment – Project Diary – Creating a variety of digital artefacts
Technology		*Knowledge*	• CAD/CAM • What is pewter • Comparing materials	• CAD/CAM • What is pewter • Comparing materials	• Forces and structures. • Machine embroidery	• CAM • What is machine embroidery • What is batik	• How to construct a textile product • Process of batik and appliqué	• Using food equipment safely and correctly • What are bread and pasta products? • Types of pastry
		Understanding	• How to operate 2D design and a laser cutter • Demonstrate casting method.	• How to operate 2D design and a laser cutter • Demonstrate casting method.	• How do forces act? • How do you make a structure strong. • What is dissolvable fabric? • How to use a sewing machine	• How to use a computerised sewing machine • Demonstrate sewing machine skills. • Demonstrate the batik process	• Demonstrate the process of batik and appliqué • How to design a textile product	• Demonstrate bread making • Demonstrate tomato and white sauce process • How to use a hob • Demonstrate types of pastry making skills
		Skills	• Complex CAD skills including vectorising Drilling and finishing.	• Complex CAD skills including vectorising Drilling and finishing.	• Using a computerised sewing machine	• Using a computerised sewing machine	• Research and design process	• Cutting, kneading, simmering, rubbing in method,

Year Group 8		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
		• Finishing metal	Finishing metal	• Demonstrate machine embroidery	• Demonstrate machine embroidery		• Hygiene and safety
	Assessment	Design Task	Design Task	Design Task	Design Task	Design Task	Design Task
PE	*Knowledge* *Understanding* *Skills*	**Cross-country:** Students will revisit the benefits of physical activity. They will use their baseline times from previous year to measure their own progress against it. **Football:** 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. **Netball:** Students will refine their skills in netball and develop more positional knowledge. Tactical knowledge will be developed through game play as well as introduction of umpiring roles.	**Badminton:** 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. **Rugby:** 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. **Orienteering:** Students will use varying forms of 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.	**Parkour:** Students will further demonstrate the fundamental skills of agility, balance & coordination. The equipment and/or terrain used will develop in terms of height and challenge. Peer setting and discovery will encouraged. **Trampolining:** 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. **Gymnastics:** 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.	**Basketball:** Students will develop their techniques in shooting, passing and dribbling. They will further develop their understanding of rules & tactics and begin to experience full sided games. Knowledge of umpiring will also be introduced. **Dance:** **Fitness:** Students will develop their knowledge & understanding of factors affecting fitness. They will focus on the benefits of exercise; including social, mental & physical.	**Athletics:** 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. **Striking & Fielding:** Students will develop their understanding of the skills of batting, bowling & 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.	**Athletics:** 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. **Tennis:** Students will further develop the forehand & backhand technique. Overhead serving will be developed as required. They will use these skills in singles games and conditioned doubles games.
	Assessment	Baseline testing & Teacher Assessed	Teacher Assessed At the end of this term all students will complete the first knowledge assessment, in all activities covered to date	Teacher Assessed Self/Peer Assessed	Teacher Assessed At the end of this term all students will complete their second knowledge assessment, in all activities covered during Spring term	Teacher Assessed Self Assessed	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