



Curriculum Map for Year 8 2016 - 2017

(# denotes "anti-bullying" relevance)

Subject/skills	Autumn Term	Spring Term	Summer Term
<p>Maths</p> <p>responsibility</p> <p>developing professionalism</p> <p>integrity</p> <p>lifelong learning</p> <p>reasoning</p> <p>reflective</p>	<p>Unit 1: Number "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"</p> <p>Unit 2: Area and Volume "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]"</p>	<p>Unit 5: Real-life Graphs "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 "</p> <p>Unit 6: Decimals and Ratios "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"</p>	<p>Unit 8: Calculating with Fractions "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"</p> <p>Unit 9: Straight-Line Graphs "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"</p> <p>Half Term Test</p>



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<p>English</p> <p>verbal communication</p> <p>literacy independence</p> <p>time management</p> <p>creativity</p>	<p>Macbeth</p> <p>Imagine, Explore, Entertain Analyse, Review, Comment Argue, Persuade, Advise Inform, Explain, Describe</p> <p>Non-fiction: Viewpoints/ Persuasion</p> <p>Non-Fiction- broadsheet newspapers, editorials, autobiography Transactional writing SPAG diagnostic</p>	<p>Pre-20th Century short stories</p> <p>Comparison Suspense/ tension Writer’s craft Language and structure</p> <p>‘Changing the World’</p> <p>Speeches, newspapers Analyse, Review, Comment Argue, Persuade, Advise Inform, Explain, Describe</p>	<p>The Class Novel</p> <p>Boy in the Striped Pyjamas</p> <p>Anthology poetry</p> <p>Conflict theme Comparison skills Unseen poetry Imagine, explore and entertain</p>
<p>Science</p> <p>exploring</p> <p>investigating</p> <p>reasoning</p> <p>integrity</p> <p>responsibility</p> <p>time management</p> <p>motivation</p> <p>team work</p> <p>action planning</p>	<p>Elements Elements. Dalton atomic model. Symbols. Periodic Table. Mendeleev. Properties of Metals/ Non-metals. Use of carbon to extract metals from their ores.</p> <p>End of topic assessment.</p> <p>Digestion and Food Why do we eat? Food tests. Healthy diet. Consequences of imbalance/ deficiencies. Food labels. The digestive system. Action of enzymes, biological catalysts. <i>End of topic assessment.</i></p> <p>Light Making Pictures. Travelling light. Cameras and eyes. Mirrors and reflections. Lenses. Colour & light. <i>Light Absorbency (Practical APP task).</i></p> <p>Ski Week. Crime Scene Investigations.</p> <p>Energy. Types of Energy. Energy Transfers. Energy from food. Burning food practical.</p>	<p>Making Compounds Molecules & Compounds. Making Compounds. Thermal decomposition of compounds. Word equations. What catalysts do. Mixtures. Changes of state for pure and impure substances, temperature and time graphs. <i>End of topic assessment.</i></p> <p>Respiration Cell respiration. The Heart and circulatory system. Making blood cells. Transporting products. The Lungs and Breathing System. Tissue fluid and diffusion. Aerobic/anaerobic respiration. Practical – Effect of temperature on yeast respiration. <i>How exercise affects our bodies. (Practical APP task).</i></p> <p>From Earth Describing rocks. Weathering. Transportation. Deposition. Formation of sedimentary rocks. Igneous and Metamorphic rocks.</p> <p>End of Topic Assessment.</p>	<p>Heating & Cooling High School Transition Unit What is temperature? Heat Flow. Conduction; metal rods practical. Action of heat on metals and water. Convection. Radiation. Particle models</p> <p>Microbes Visit to Newcastle University Microbiology department.</p> <p>Extinction & Food Pyramids Evolution and the fossil record. Animal extinction (Dodos and dinosaurs). Prehistoric plants. Factors which affect populations. Food pyramids. Biodiversity.</p> <p>Sound Activities. Exploring how sounds are made and travel. How we hear. Sounds waves/ Oscilloscope. Pitch and amplitude. HSW; Animal Communication.</p>



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MFL confidence verbal communication initiative reasoning	FRENCH <i>T'es branché(e)?</i> – talking about TV, film, reading and the internet, giving opinions, using -er verbs and the verbs <i>être, avoir and faire</i> in the present tense. <i>Paris, je t'adore!</i> – describing tourist attractions, asking for tourist information, using the perfect tense of <i>visiter</i> and other -er verbs.	FRENCH <i>Mon identité</i> – describing personality, talking about music and clothes, using the near future tense, using the perfect tense to talk about last weekend. <i>Chez moi, chez toi</i> – talking about where you live and would like to live, talking about meals and what food to buy.	FRENCH Quel talent?! – talking about talent and ambition, saying what you must and can do, using the imperative, using more adjectives. Le monde et les pays francophones – world geography and French-speaking countries, writing descriptions using a variety of structures and tenses.
History Chronological Understanding Knowledge and Understanding Causation Change and Continuity Contrast and Comparison Interpretations Evaluation Organisation & Communication Writing- sentences, paragraphs, introductions, conclusions, connectives, vocabulary, justification Reading – comprehension, selection, analysis, critical thinking, inference	What was the Industrial Revolution? 1750-1900 How dangerous was coal mining? Local History Visit What was the worst job in the UK? How were the railways developed? Revolutions in Time. Compare Political, Social, technological and Agricultural revolutions- impact, contrasts. Which was the most important revolution – Russian or Industrial?	Black African American History Part 1 1750-1870 What is Slavery? Why was the Slave Trade Big Business? How terrible was the Middle Passage? The Life of a Plantation Slave. Who deserves credit for Slavery Abolition? Has Slavery really been abolished?	Native Americans in the American West? 1750-1870 How did Plains Indians survive? How were Plains Indians Portrayed? Why did whites and Native Americans come into conflict? Whose fault was the Battle of the Little Bighorn? Black African American History Part 2 1930-70 Were B.A.A. really set free? Who were the KKK what was their Aim? What happened to Emmett Till? What was Segregation? How did the Civil Rights movement achieve some equality?
Geography global awareness developing professionalism commercial awareness lifelong learning	Natural Hazards Re-cap of tectonics plus natural hazards e.g. hurricane, floods, etc and effect on human populations. How Natural Hazards affect people – case studies comparing LEDC and MEDC disasters, primary/secondary and short term/long term effects Response to tectonic events – emergency and developmental approach Prediction of earthquakes and preparing for them – designing out earthquakes	Tourism The growth of tourism The costs and benefits of tourism Conflict and management Ecotourism – case studies Extreme Tourism – case studies Geographical Investigation – Tourism in the Wider World – study of ‘fantastic places’ such as Antarctica and Dubai	Field work & investigation Re-cap of coastal and/or river processes. Data collection/presentation/analysis/evaluation. How the sea shapes the land - coastal processes of erosion, deposition and transportation. Coastal features and their formation Human use of coastal areas and coastal conflict Field work/case study of local coastal area



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Art self-expression reflective consideration reasoning initiative computing skills global awareness commercial awareness	Portrait Art: ‘Who am I’ Looking at artists that interpret themselves and/or others in their work i.e.. portraiture Collect visual imagery that expresses identity, including digital photography Experimentation with mixed media Develop a personal piece of imagery based upon the style of a chosen artist Use of ICT resources Digital cameras Assessment Ongoing assessment Realisation of ideas Appropriate use of materials and techniques for final outcome	Aboriginal Art Symbolism Interpret the natural and manmade environment within the school locality Develop ideas into a piece of Aborigine inspired artwork Links with Geography curriculum Use of ICT Digital camera Internet sites	Graffiti Art Unit: Lettering - Aesthetic issues (Is Graffiti Art?) - Keith Haring Develop a study of Graffiti art demonstrating key skills such as spatial design, lettering, artist inspiration Keith Haring and Symbolism. Internet sites for research.
Music creativity performance confidence team work	Composing, Performing and Analysing Music Hooks and Riffs Analysing music: performing two part keyboard pieces Structures Performing and composing extended keyboard pieces	Composing, Performing and Listening Jazz/Blues and Reggae Music Sing a range of songs	Melody and chords Write music in two parts. Sing a range of songs. Other activities Percussion ensemble Guitar ensemble School ensemble Choir
Computing commercial awareness IT literacy research resourceful creativity initiative	Band Manager Project Create logos, CD covers and sound tracks Modelling a spreadsheet Create an advert	Unit 8.2 Designing animations and producing a website for their bands from last term Unit 8.3 In this unit, pupils will extend and refine search methods. They will explore the internet as a source of information and consider the importance of evaluating information they find in terms of reliability, validity and possible bias.	In the summer term Year 8 students study a project based on a Pizza company. As part of the task they will select a name, design a logo, menus and advertising, including an advert to promote their company on the radio. In addition they will set up a database to manage their customers.



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<p>Technology</p> <p>imagination</p> <p>creativity</p> <p>flexibility</p> <p>planning</p> <p>stress tolerance</p> <p>commercial awareness</p> <p>developing professionalism</p> <p>independence</p> <p>decision making</p> <p>integrity</p>	<p>Design and Technology</p> <p>Steady Hand Game Project Thyristor latching circuit Construction in wood Graphics Research into charity work</p> <p>Food Studies Year 8 – Meal appeal! – The first unit Context You are developing a collection of recipes for meals you could serve to yourself, your friends and your family. Design, make, and evaluate different dishes suitable for serving to a group as part of a main meal. Focus on balance diet, adapting recipes and meals to make them healthier/suit individual needs, portion sizes.</p> <p>Week 1 – Apple crumble Adding oats to topping – different types of carbohydrates</p> <p>Week 2 – Mini quiches with wholemeal pastry</p> <p>Week 3 – Chilli-con-Carne with Rice Safe cooking of rice Foods around the world</p> <p>Week 4 – Chicken or vegetarian Fajitas Safe cooking of chicken</p> <p>Week 5 – Home made Burger in a bun Safe cooking of mince. Stress good presentation Eat in school.</p>	<p>Resistant Materials</p> <p>Night Light Working with light dependent resistors to produce a light sensing circuit. Working with complex soldering techniques Design using a targeted brief</p> <p>Cutlery Project Working with metal and wood Understanding different metal shaping and forming techniques Learning how to shape wood decoratively Using precise measuring and marking techniques</p> <p>Food Studies Year 8 – Meal appeal! – The second unit Context You are continuing to develop a collection of recipes for meals you could serve to yourself, your friends and your family. Design, make, and evaluate different dishes suitable for serving to a group as part of a main meal.</p> <p>Week 1 – Pasta! Disassembly/analysis of bought pasta sauce. Pupils bring £1 for ingredients for this week and next week. Practical – cooking pasta. Taste bought pasta and sauces Compare with homemade pasta sauces In groups – design a pasta sauce to cook next week. Choose from 10 ingredients that school will provide.</p> <p>Week 2 – Vegetable sauces - in groups Making the designed vegetable pasta sauce.</p> <p>Week 3 – Make a meat sauce, pasta from school.</p> <p>Week 4 – Lasagne Vegetarian option, quick, quick cook lasagne H/W Prepare for next week’s assessment lesson</p> <p>Week 5 – Design a sauce – Assessment lesson Pupils make the sauce they have designed Stress safe use of chicken.</p>	<p>Vehicle challenge</p> <p>Graphics</p> <p>Electronics and working with forces</p> <p>Food studies – Year 8 Focus on maintaining standards in organisational skills including use of good hygienic practices; aiming for high quality products of saleable quality Week 1 – Comparison of 2 different biscuits recipes Week 2 – The great Swiss Roll challenge</p>



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Recite	What is a crime? - attitudes towards behavior and what is acceptable behavior. Rules, the law and youth crime Age related law Why do we have rules and laws? Religious leaders – Moses The Ten Commandments Human Rights Prejudice and discrimination Identifying the Christmas story in the Gospels	Parliamentary democracy Parliament, elections and political parties Making healthy choices – alcohol and drug abuse Human relationships Sex and relationships education The Easter story	Religious leaders – Muhammad Islam World of work/business and enterprise – Brilliant bags Careers -/skills and qualities – speed dating Personal finance
Physical Education positive self-image verbal communication leadership lifelong learning interpersonal stress tolerance decision making action planning reflective responsibility respectful	HRE Warm up, pulse, aerobic exercise, training zone, fitness for life Cross Country Routes 3 & 4 Football Positional play, responsibilities, team tactics, set pieces Rugby Forward play, set pieces, contact games Linking forwards to backs Basketball Small court, full court, defensive and attacking strategies Hockey 5 a side, defence, rules and tactics Netball Positional responsibility, tactics, rules, scoring	Health Related Fitness /Fitness for Life Cross Country: Routes 3 and 4 Outdoor pursuits Team building activities Problem solving Gymnastics Large apparatus work – Confidence Dance Rugby, football and yard hockey Volleyball – Principles of net games for understanding learning to learning principles	Athletics Indoor athletics Track events 100>1500m, hurdles, field events, long and high jump, shot, discus, javelin. Cricket Pairs cricket Limited overs Tennis Singles Doubles Tactics Match play Rounders Striking and fielding Revision of catching, throwing and striking skills Fielding tactics Full games Rules and tactics