



Year 8 Curriculum Overview

| Year | Subject | LP | This half term I am learning: | By the end of this half term I will: |
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| 8 | DT Art | 7 | This half term I am learning: <ul style="list-style-type: none"> - about African patterns and textures; - how to experiment with different media to develop colour, tone and 2D constructional skills; - how to create a collage mask. | By the end of this half term I will: <ul style="list-style-type: none"> - be able to apply and present African patterns and textures; - be able to experiment with different media; - be able to create a collage mask using different techniques; - develop the learning skills of DESCRIBE, INVESTIGATE, RECORD, PRESENT, EXPERIMENT, VISUALISE, ASSESS and EVALUATE. |
| 8 | DT Food | 7 | This half term I am learning: <ul style="list-style-type: none"> - about food safety and hygiene with particular focus on cross contamination; - about where food comes from and its characteristics; - about my diet and food choices; - about the cooking skills to make a range of international dishes. | By the end of this half term I will: <ul style="list-style-type: none"> - be able to explain the importance of food safety and hygiene; - be able to identify a range of cultural and regional dishes; - be able to understand the significance of the eatwell plate and analyse food choices; - be able to practise safe and correct cooking skills to make a range of international dishes; - develop the learning skills of RESEARCH, EXPLAIN, CATEGORISE, PLAN, INVESTIGATE, MODEL, REVISE and EVALUATE. |
| 8 | Graphics | 7 | This half term I am learning: <ul style="list-style-type: none"> - to develop a unique branding scheme to promote a new product; - how to use 3 dimensional drawing and rendering techniques; - about ergonomics and anthropometrics; - to manufacture a 3D Styrofoam prototype and point of sales stand. | By the end of this half term I will: <ul style="list-style-type: none"> - be able to explain the powerful effect that branding has on consumers; - be able to use my 3D drawing and rendering skills to produce high quality design ideas; - be able to include ergonomic features in my designs; - be able to make a high quality bottle prototype and point of sales stand; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, PRESENT, PLAN, SUMMARISE and EVALUATE. |
| 8 | DT Product Design | 7 | This half term I am learning: <ul style="list-style-type: none"> - how to write a design brief for a particular client or group of people, - to understand what a system is and to describe it using the words input, process and output; - how to produce an electronic circuit by soldering components to a circuit board. | By the end of this half term I will: <ul style="list-style-type: none"> - be able to write a design brief; - be able to explain what a system is; - be able to manufacture an electronic circuit; - develop the learning skills of EXPLAIN, RESPOND, RESEARCH, FOCUS, LISTEN, IDENTIFY and MODEL. |
| 8 | DT Textiles | 7 | This half term I am learning: <ul style="list-style-type: none"> - how to thread, set up and use a sewing machine independently; - why health and safety is a consideration in textile products; - how to design and make a cushion following a pattern/instructions. | By the end of this half term I will: <ul style="list-style-type: none"> - be able to use the sewing machine with confidence; - be able to understand the role of health and safety laws and regulations in DT; - be able to make a cushion using following a pattern and applying different techniques; - develop the learning skills of QUESTION, SUMMARISE, REVISE, ANALYSE, MODEL, ARTICULATE, EVALUATE and ASSESS. |
| 8 | English | 7 | This half term I am learning: <ul style="list-style-type: none"> • how to explain how the writer uses explicit and implicit meanings in the novel, 'Stone Cold'; • how to analyse how structural devices are used to affect the reader; • how to analyse how writers use language, using relevant subject terminology to support my views. | By the end of this half term I will: <ul style="list-style-type: none"> • be able to explain different layers of meaning in texts; • be able to evaluate how structure is employed; • be able to use the skills I have learned to respond to an extract from the novel. |
| 8 | History | 7 | This half term I am learning: <ul style="list-style-type: none"> - how the Tudors gained control of England; - how religion in England was changed forever; - how Henry VIII's children ruled. | By then end of this half term I will: <ul style="list-style-type: none"> - be able to EVALUATE the impact of the Tudors; - be able to EXPLAIN causes and consequences of Henry's changes to the church; - be able to reach judgements on significant events during the reign of the Tudors. |
| 8 | Geography | 7 | This half term I am learning: <ul style="list-style-type: none"> - how different employment sectors interact, and operate in the UK; - how TNC's operate within rich and poor countries and have impacts; - how Fairtrade can bring advantages and disadvantages to a location. | By then end of this half term I will: <ul style="list-style-type: none"> - be able to DESCRIBE different employment sectors and the pattern within the UK; - be able to DESCRIBE and EXPLAIN the process of globalisation, and its consequences; - be able to ASSESS the impact of Fairtrade. |

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| 8 Maths | <p>7 This half term I am learning:</p> <ul style="list-style-type: none"> - how to write any number as a product of its prime factors; - how to use Venn diagrams to categorise information and find the HCF and LCM of two numbers; - how to estimate by rounding to any significant figure in any number; - how to write large and small numbers in standard form and start to calculate with standard form; - how to use knowledge of alternate and corresponding angles to calculate missing angles in geometrical diagrams; - how to use knowledge of interior and exterior angles to calculate missing angles in geometrical diagrams; - how to draw and interpret plans and elevations of 3D objects; - how to draw and interpret bearings; - how to construct loci and other geometrical shapes. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to write any number as a product of its prime factors; - be able to use Venn diagrams to categorise information and find the HCF and LCM of two numbers; - be able to estimate by rounding to any significant figure in any number; - be able to write large and small numbers in standard form and start to calculate with standard form; - be able to use knowledge of parallel lines to calculate missing angles in geometrical diagrams; - be able to use knowledge of interior and exterior angles to calculate missing angles in geometrical diagrams; - be able to draw and interpret plans and elevations of 3D objects; - be able to draw and interpret bearings; - be able to construct loci and other geometrical shapes; - develop the learning skills of VISUALISE, INVESTIGATE, CATEGORISE, DESCRIBE and PLAN. |
| 8 MFL | <p>7 This half term I am learning:</p> <ul style="list-style-type: none"> - how to DESCRIBE where I live; - how to form the near future tense; - how to give and follow directions. | <p>By then end of this half term I will:</p> <ul style="list-style-type: none"> - be able to give an extended description of my town; - be able to use the near future tense to say what I am going to do in my town; - be able to talk about what I would like to do and what I would do if I could. |
| 8 PE | <p>7 This half term I am learning:</p> <ul style="list-style-type: none"> • how to outwit opponents through rugby; • how to improve the skills of passing, running, tackling and rucking; • how to use skills within activities and game situations; • how to observe and evaluate performance of self and others; | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> • be able to use basic attacking and defensive principles within game situations; • be able to perform skills to an improved level; • be able to use basic skills within activities and game situations; • develop the learning skills of MODEL, ORGANISE, INVESTIGATE, CONTRASTING, COMPARE, SUMMARISE and ASSESS. |
| 8 RE | <p>7 This half term I am learning:</p> <ul style="list-style-type: none"> - about places a Christian may visit on pilgrimage; - about the effects of going on pilgrimage for a person and their relationship with God; - about how God may reveal himself to people through their life journey, using the "Road to Emmaus" as an example. | <p>By then end of this half term I will:</p> <ul style="list-style-type: none"> - be able to VISUALISE and DESCRIBE places of Christian pilgrimage such as Lourdes, Rome and the Holy Land; - be able to EXPLAIN how going on pilgrimage would effect a person and their relationship with God; - be able to QUESTION how God reveals himself to people and EVALUATE whether or not Christians should have to go on a pilgrimage. |
| 8 Biology | <p>7 his half term I am learning:</p> <ul style="list-style-type: none"> - how photosynthesis takes place in a plant; - the minerals needed for good plant health; - how respiration takes place inside every cell in the body. | <p>By then end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE the process of photosynthesis; - be able to EXPLAIN the process of respiration; - to develop the skills of DESCRIBE, EXPLAIN, ASSESS and EVALUATE. |
| 8 Chemistry | <p>7 This half term I am learning:</p> <ul style="list-style-type: none"> - how reactivity can be tested in metals and how this can be used to extract metals; - how materials can be used for different roles based on their properties; - how the Earth is structured. | <p>By then end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE the reactivity series and extraction of metals; - be able to RECALL the properties of materials and link this to their function; - develop the skills of DESCRIBE, RECALL, REVISE, SUMMARISE, ASSESS, EVALUATE, EXPLAIN and COMPARE. |
| 8 Physics | <p>7 This half term I am learning:</p> <ul style="list-style-type: none"> - how energy is a quantity that can be quantified and calculated; - how temperature difference between two objects leads to energy transfer; - how power ratings of appliances can be comapred in watts. | <p>By then end of this half term I will:</p> <ul style="list-style-type: none"> - be able to calculate energy from a number of situations; - be able to EXPAIN energy transfer in terms of temperature; - be able to calculate the energy costs; - develop the learning skills of PRESENT, EXPLAIN, COMPARE. |
| 8 DT Art | <p>8 how to draw facial proportions;</p> <ul style="list-style-type: none"> • how to improve my drawing skills; • to be experimentative with my use of media. | <p>be able to use a variety of media confidently;</p> <ul style="list-style-type: none"> • be able to use a range of drawing techniques to explore my drawing style; • be able to draw portraits considering the correct proportions; • develop the learning skills of INITIATE, RECORD, RESEARCH, INVESTIGATE, RECORD, RESPOND, COMPARE, VISUALISE and ASSESS. |

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| 8 DT Food | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - about food safety and hygiene with particular focus on cross contamination; - about where food comes from and its characteristics; - about my diet and food choices; - about the cooking skills to make a range of international dishes. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to explain the importance of food safety and hygiene; - be able to identify a range of cultural and regional dishes; - be able to understand the significance of the eatwell plate and analyse food choices; - be able to practise safe and correct cooking skills to make a range of international dishes; - develop the learning skills of RESEARCH, EXPLAIN, CATEGORISE, PLAN, INVESTIGATE, MODEL, REVISE and EVALUATE. |
| 8 Graphics | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - to develop a unique branding scheme to promote a new product; - how to use 3 dimensional drawing and rendering techniques; - about ergonomics and anthropometrics; - to manufacture a 3D Styrofoam prototype and point of sales stand. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to explain the powerful effect that branding has on consumers; - be able to use my 3D drawing and rendering skills to produce high quality design ideas; - be able to include ergonomic features in my designs; - be able to make a high quality bottle prototype and point of sales stand; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, PRESENT, PLAN, SUMMARISE and EVALUATE. |
| 8 DT Product Design | <p>8 This half term I am learning: - how to ANALYSE and DESCRIBE the features of a high quality night light;</p> <p>how to INVESTIGATE systems and components and to DEMONSTRATE how to solder safely;</p> <p>how to DEMONSTRATE how to use techsoft 2d design and the laser cutter.</p> | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to ANALYSE existing products and DESCRIBE the features of a high quality nightlight for my client. - be able to DESCRIBE how sensors and components work and solder my circuit safely; |
| 8 DT Textiles | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - how to thread, set up and use a sewing machine independently; - why health and safety is a consideration in textile products; - how to design and make a cushion following a pattern/instructions. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use the sewing machine with confidence; - be able to understand the environmental impacts of the textile industry; - be able to make a cushion using following a pattern and applying different techniques; - develop the learning skills of QUESTION, SUMMARISE, REVISE, ANALYSE, MODEL, ARTICULATE, EVALUATE and ASSESS. |
| 8 English | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> • how to communicate clearly, effectively, and imaginatively in my writing; • how to select and adapt tone, style and register for different purposes; • how to organise information and ideas, using structural and grammatical features. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> • be able to use a range of vocabulary and sentence structures for clarity, purpose and effect; • be able to write with accurate spelling and ambitious punctuation; • be able to create a narrative piece in one of the genres I have studied. |
| 8 History | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - how the Tudors gained control of England; - how religion in England was changed forever; - how Henry VIII's children ruled. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EVALUATE the impact of the Tudors; - be able to EXPLAIN causes and consequences of Henry's changes to the church; - be able to reach judgements on significant events during the reign of the Tudors. |
| 8 Geography | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - how different climate zones in the world exist and how weather varies within these zones; - how we predict and present weather, including the production of our own climate graph; - how extreme weather events are caused and the impact that they have on both HICs and LICs. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to DESCRIBE the location of different climate zones within the world and the weather that is found within these zones; - be able to EXPLAIN how we predict weather and PRESENT our own climate graph; |
| 8 Maths | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - how to simplify expressions by collecting like terms and by expanding brackets; - how to calculate with indices; - how to use ratios to solve contextual problems; - how to calculate with distance, speed and time; - how to convert between fractions, decimals and percentages; - how to calculate percentage increase and decrease including calculator methods; - how to draw 2D representations of 3D shapes; - how to enlarge shapes including with fractional scale factors. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to simplify expressions by collecting like terms and by expanding brackets; - be able to calculate with indices; - be able to use ratios to solve contextual problems; - be able to calculate with distance, speed and time; - be able to convert between fractions, decimals and percentages; - be able to calculate percentage increase and decrease including calculator methods; - be able to draw 2D representations of 3D shapes; - be able to enlarge shapes including with fractional scale factor; - develop the learning skills of EXPLAIN, INVESTIGATE, VISUALISE, PLAN and DESCRIBE. |
| 8 MFL | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - how to talk about a previous holiday in written and spoken Spanish; - how to talk about the activities that I and other people have done, giving opinions; - how to conjugate and use the preterite tense, including translating from Spanish to English and English to Spanish. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to talk about a previous holiday I have taken, giving detail about what I and other people did and opinions; - be able to understand and conjugate the preterite tense in Spanish; - be able to produce written and spoken Spanish using the preterite tense and the present tense. |
| 8 Pe | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> • how to outwit opponents through rugby; • how to improve the skills of passing, running, tackling and rucking; • how to use skills within activities and game situations; | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> • be able to use basic attacking and defensive principles within game situations; • be able to perform skills to an improved level; • be able to use basic skills within activities and game situations; |

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| 8 RE | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - about different Christian views of the origin of the universe; - about Christian beliefs regarding stewardship; - about the importance of protecting the environment . | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EXPLAIN different Christian views about the origin of the universe; - be able to DESCRIBE the Christian belief in stewardship; - be able to PRESENT reasons why it is important to protect the environment. |
| 8 Biology | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - the hierarchy of cells, tissues, organs and systems and how gas exchange is carried; - how organisms have adapted to their environment and may compete for resources; - how organisms vary because of genetic and environmental differences. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EXPLAIN how breathing is brought about; - be able to EXPLAIN seasonal and genetic changes in organisms; - be able to EXPLAIN how some organisms are better adapted to their environment and so are more likely to survive; - be able to develop the learning skills of EXPLAIN, DESCRIBE, MODEL, ASSESS and EVALUATE. |
| 8 Chemistry | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - how different types of rocks are made; - how to model global warming; - how reactions can be represented in balanced symbol equations. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to explain the stages of the rock cycle; - be able to explain conservation of mass using balanced symbol equations; - develop the skills of EXPLAIN, REVISE, SUMMARISE, ASSESS, EVALUATE, MODEL and RECOGNISE. |
| 8 Physics | <p>8 This half term I am learning:</p> <ul style="list-style-type: none"> - how the separation of positive or negative charges occurs when objects are rubbed together; - how electric current is measured, in amperes, in circuits; - how current and potential difference behaves in series and parallel circuits. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to PREDICT the outcome of charged objects interacting; - be able to measure the current in a number of circuits; - be able to PREDICT the potential difference in a number of circuits; - develop the skills of PREDICT, REVISE, SUMMARISE, EVALUATE, EXPLAIN. |
| 8 DT Art | <p>9 This half term I am learning:</p> <ul style="list-style-type: none"> - about African patterns and textures; - how to experiment with different media to develop colour, tone and 2D constructional skills; - how to create a collage mask. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to apply and present African patterns and textures; - be able to experiment with different media; - be able to create a collage mask using different techniques; - develop the learning skills of DESCRIBE, INVESTIGATE, RECORD, PRESENT, EXPERIMENT, VISUALISE, ASSESS and EVALUATE. |
| 8 DT Food | <p>9 This half term I am learning:</p> <ul style="list-style-type: none"> - about food safety and hygiene with particular focus on cross contamination; - about where food comes from and its characteristics; - about my diet and food choices; - about the cooking skills to make a range of international dishes. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to explain the importance of food safety and hygiene; - be able to identify a range of cultural and regional dishes; - be able to understand the significance of the eatwell plate and analyse food choices; - be able to practise safe and correct cooking skills to make a range of international dishes; - develop the learning skills of RESEARCH, EXPLAIN, CATEGORISE, PLAN, INVESTIGATE, MODEL, REVISE and EVALUATE. |
| 8 Graphics | <p>9 This half term I am learning:</p> <ul style="list-style-type: none"> -how to develop a unique branding scheme to promote a new product; - how to use 3 dimensional drawing and rendering techniques; - how ergonomics and anthropometrics are used in DT; -how to manufacture a 3D Styrofoam prototype and point of sales stand. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to explain the powerful effect that branding has on consumers; - be able to use my 3D drawing and rendering skills to produce high quality design ideas; - be able to include ergonomic features in my designs; - be able to make a high quality bottle prototype and point of sales stand; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, PRESENT, PLAN , SUMMARISE and EVALUATE. |
| 8 DT Product Design | <p>9 This half term I am learning:</p> <ul style="list-style-type: none"> - how to write a design brief for a particular client or group of people, - to manufacture a product to a high standard with a range of materials; - how to use tools and equipment safely. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to write a design brief; - be able to analyse a product; - be able to construct a quality product; - develop the learning skills of RESEARCH, IDENTIFY, EXPLAIN, COLLABORATE, FOCUS and APPLY. |
| 8 DT Textiles | <p>9 This half term I am learning:</p> <ul style="list-style-type: none"> - how to thread, set up and use a sewing machine independently; - why health and safety is a consideration in textile products; - how to analyse existing products using ACCESS FM; - how to design and make a soft toy for a child by following a pattern/instructions. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use the sewing machine with confidence; - be able to understand the role of health and safety laws and regulations in DT; - be able to carry out primary and secondary analysis of a range of existing products; - be able to make a sock toy; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, MODEL, PRESENT, PLAN and EVALUATE |
| 8 English | <p>9 learn how to interpret explicit and implicit information in non-fiction texts; learn how to make inferences in non-fiction texts; learn how to select apt textual references to support points.</p> | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to IDENTIFY and interpret explicit and implicit information in fiction and non-fiction texts; - how to ANALYSE how writers use language and structure for effect in a range of fiction and non-fiction texts; - how to EVALUATE texts, using evidence from the text to support. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to RESPOND to Fiction and Non-fiction exam style exam questions; - be able to ANALYSE writers' techniques and embed evidence from texts in my responses; - be able to EVALUATE aspects of texts. |

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| 8 History | 9 | <p>DEVELOP understanding of the Stuarts as the new Royal family; INVESTIGATE the reign of James I; EVALUATE the problems faced by Charles I.</p> | <p>• why rivalry developed between the Royalists and the Parliamentarians; • how to evaluate different interpretations; • how to evaluate evidence. By the end of this half term I will: • be able to evaluate evidence to structure arguments, debates and complete assessment; • develop the learning skills of RESEARCH,EVALUATE,INVESTIGATE,ARTICULATE,EXPLAIN</p> |
| 8 Geography | 9 | <p>This half term I am learning: - how different ecosystems are located around the world and the reasons for this; - how human and physical interactions take place within ecosystems; - how named ecosystems may be developed sustainably, in particular the Tropical Rainforest.</p> | <p>By the end of this half term I will: - be able to DESCRIBE the location of different ecosystems and EXPLAIN why they are found within these locations; - be able to EXPLAIN the human and physical interactions that take place within a named ecosystem;</p> |
| 8 Maths | 9 | <p>This half term I am learning: - how to solve problem sinvolving Fibonacci type sequences; - how to find the nth term of linear sequences; - how to find the area and circumference of circles; - how to find the volume and surface area of simple prisms including cylinders; - how to draw and interpret pie charts; - how to draw and interpret scatter graphs; - how to draw and interpret simple histograms; - how to draw and interpret straight line graphs; - how to plot and interpret real life graphs.</p> | <p>By the end of this half term I will: - be able to solve problem sinvolving Fibonacci type sequences; - be able to find the nth term of linear sequences; - be able to find the area and circumference of circles; - be able to find the volume and surface area of simple prisms including cylindrs; - be able to draw and interpret pie charts; - be able to draw and interpret scatter graphs; - be able to draw and interpret simple histograms; - be able to draw and interpret straight line graphs; - be able to plot and interpret real life graphs; - develop the learning skills of EXPLAIN, INVESTIGATE, VISUAISE, PLAN and IDENTIFY.</p> |
| 8 MFL | 9 | <p>This half term I am learning: - how to discuss technology, music and television programmes in Spanish; - how to use the present and preterite tenses together; - how to identify the key points in spoken texts in two tenses.</p> | <p>By the end of this half term I will: - be able to give my opinion of technology, music and television programmes in Spanish; - be able to recognise and use the present and preterite tenses; - be able to use comparatives to COMPARE television programmes and say what I would like to watch.</p> |
| 8 Pe | 9 | <p>This half term I am learning: • how to improve the skills of passing, tackling, shooting, defending and attacking; • how to use skills within activities and game situations; • how to observe and evaluate performance of self and others.</p> | <p>By the end of this half term I will: • be able to warm up and stretch before activity; • develop the learning skills of MODEL, PLAN, VISUALISING, DESCRIBE, COLLABORATING and RESEARCH.</p> |
| 8 RE | 9 | <p>This half term I am learning: - how Christians make moral decisions; - why some Christians use different methods of making moral decisons ; - how relative morality differs from absolute morality.</p> | <p>By the end of this half term I will: - be able to EXPLAIN the sources of moral authority for Chrsitians; - be able to DESCRIBE how Christians use sources of moral authority; - be able to COMPARE and CONTRAST absolute and relative morality.</p> |
| 8 Biology | 9 | <p>This half term I am learning: - how variation results in different species; - how characterisitics are inferited trough coded genes; - how some species cannot adapt to changes and become extinct.</p> | <p>By the end of this half term I will: - be able to EXPLAIN the causes of different types of variaiton; - be able to DESCRIBE a self supporting ecosystem; - be able to develop the learning skills of EXPLAIN, DESCRIBE and MODEL.</p> |
| 8 Chemistry | 9 | <p>This half term I am learning: - how to represent reactions using balanced symbol equations; - how to use the periodic table to describe the sub-atomic particles of in an atom; - how elements are organised in the periodic table.</p> | <p>By the end of this half term I will: - be able to balance symbol questions; - be able to DESCRIBE the sub-atomic particles of an atom using the periodic table; - be able to develop the learning skills of EXPLAIN, REVISE, ASSESS and EVALUATE.</p> |
| 8 Physics | 9 | <p>EXPLAIN what density is in terms of volume and mass.</p> | |
| 8 DT Art | 10 | <p>This half term I am learning: - about African patterns and textures; - how to experiment with different media to develop colour, tone and 2D constructional skills; - how to create a collage mask.</p> | <p>By the end of this half term I will: - be able to apply and present African patterns and textures; - be able to experiment with different media; - be able to create a collage mask using different techniques; - develop the learning skills of DESCRIBE, INVESTIGATE, RECORD, PRESENT, EXPERIMENT, VISUALISE, ASSESS and EVALUATE.</p> |
| 8 DT Food | 10 | <p>This half term I am learning: - about food safety and hygiene with particular focus on cross contamination; - about where food comes from and its characteristics; - about my diet and food choices; - about the cooking skills to make a range of international dishes.</p> | <p>By the end of this half term I will: - be able to explain the importance of food safety and hygiene; - be able to identify a range of cultural and regional dishes; - be able to understand the significance of the eat well plate and analyse food choices; - be able to practise safe and correct cooking skills to make a range of international dishes; - develop the learning skills of RESEARCH, EXPLAIN, CATEGORISE, PLAN, INVESTIGATE, MODEL, REVISE and EVALUATE.</p> |
| 8 DT Graphics | 10 | <p>• to create a unique branding scheme to promote a new product; • to develop 3 dimensional drawing skills and rendering techniques; • about ergonomics and anthropometrics; • to manufacture a 3D Styrofoam prototype and point of sales stand.</p> | <p>By the end of this half term I will: - be able to explain the powerful effect that branding has on consumers; - be able to use my 3D drawing and rendering skills to produce high quality design ideas; - be able to include ergonomic features in my designs; - be able to make a high quality bottle prototype and point of sales stand; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, PRESENT, PLAN , SUMMARISE and EVALUATE.</p> |

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| 8 DT Product Design | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to use 2d design to create a design for the sweet dispenser; - how to create a manufacturing drawing for my final product; - how to explain the stages of manufacture of my product. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use various tools on 2d design to create a design for my final product; - be able to create an orthographic drawing; - develop the Learning Language skills of FOCUS, CREATE, COLLABOTRATE, DESCRIBE and ORGANISE. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use the sewing machine with confidence; - be able to understand the role of health and safety laws and regulations in DT; - be able to carry out primary and secondary analysis of a range of existing products; - be able to make a sock toy; - develop the learning skills of INITIATE, INVESTIGATE, COLLABORATE, RECORD, MODEL, PRESENT, PLAN and EVALUATE <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to show that I can write convincingly and purposefully for a range of audiences and purposes; - be able to show that I can adapt style and tone for a range of audiences and purposes; - be able to show that I can use a range of ambitious vocabulary and a full range of punctuation accurately. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to complete an enquiry; - be able to evaluate sources; - be able to write a narrative. |
| 8 DT Textiles | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to thread, set up and use a sewing machine independently; - why health and safety is a consideration in textile products; - how to analyse existing products using ACCESS FM; - how to design and make a soft toy for a child by following a pattern/instructions. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to identify living and non-living parts of an ecosystem and construct food webs for different ecosystems. - Be able to map the earth's main biomes and describe their main characteristics. - Explain how plants and animals adapt to their environment. |
| 8 English | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to write convincingly and purposefully, shaping and developing my writing; - how to construct paragraphs for cohesion and coherence; - how to use a range of vocabulary, varied sentence types for effect and a full range of punctuation. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to solve equations including those with unknowns on both sides and those containing brackets; - how to draw and interpret frequency trees; - how to record probabilities in sample space diagrams; - how to find the averages and range from a data set; - how to find the averages and range from a frequency table; - how to find an estimate for the mean from a grouped frequency table. |
| 8 History | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how significant the events of the 17th Century were. - how the Plague of 1665 changed England; - how and why London was burning in 1666. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to solve equations including those with unknowns on both sides and those containing brackets; - be able to draw and interpret frequency trees; - be able to record probabilities in sample space diagrams; - be able to find the averages and range from a data set; - be able to find the averages and range from a frequency table; - be able to find an estimate for the mean from a grouped frequency table; - develop the learning skills of IDENTIFY, COMPARE, RECORD <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to conjugate the preterite and near future tenses in the first and third person; - be able to use negatives and timers to extend my writing; - be able to give a range of opinions in the first and third person. |
| 8 Geography | 10 | <ul style="list-style-type: none"> • What an ecosystem is and where the different biomes are in the world. • How animals and plants adapt to live in different biomes. • The importance of climate in an ecosystem and how to construct a climate graph. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to create a structured piece of vocal music; - be able to perform chords with a variation of rhythms; - be able to LISTEN, IDENTIFY, PLAN, EXPLAIN, PRESENT, COLLABORATE, DESCRIBE and EVALUATE . <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to understand the methods of training that can be used for specific components and sports; • be able to identify strengths and areas for improvement of self and others; - develop the learning skills of PLAN, RESEARCH, ASSESS, EXPLAIN, ORGANISE and INVESTIGATE. |
| 8 Maths | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to solve equations including those with unknowns on both sides and those containing brackets; - how to draw and interpret frequency trees; - how to record probabilities in sample space diagrams; - how to find the averages and range from a data set; - how to find the averages and range from a frequency table; - how to find an estimate for the mean from a grouped frequency table. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to conjugate the preterite and near future tenses in the first and third person; - be able to use negatives and timers to extend my writing; - be able to give a range of opinions in the first and third person. |
| 8 MFL | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to give positive and negative opinions of food and drink; - how to use the present, preterite and near future tenses together to write about food and drink; - how to order food and drink and plan a party using the near future tense. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to create a structured piece of vocal music; - be able to perform chords with a variation of rhythms; - be able to LISTEN, IDENTIFY, PLAN, EXPLAIN, PRESENT, COLLABORATE, DESCRIBE and EVALUATE . <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to understand the methods of training that can be used for specific components and sports; • be able to identify strengths and areas for improvement of self and others; - develop the learning skills of PLAN, RESEARCH, ASSESS, EXPLAIN, ORGANISE and INVESTIGATE. |
| 8 Music | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to sing in unison and harmony in time; - how to perform chords on the keyboard; - how to perform a piece of music within a band setting. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to conjugate the preterite and near future tenses in the first and third person; - be able to use negatives and timers to extend my writing; - be able to give a range of opinions in the first and third person. |
| 8 Pe | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> • how to observe and evaluate performance of self and others; • how to improve fitness for sport. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to conjugate the preterite and near future tenses in the first and third person; - be able to use negatives and timers to extend my writing; - be able to give a range of opinions in the first and third person. |
| 8 RE | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - about different Christian views of the origin of the universe; - about Christian beliefs regarding stewardship; - about the importance of protecting the environment . | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EXPLAIN different Christian views about the origin of the universe; - be able to DESCRIBE the Christian belief in stewardship; - be able to PRESENT reasons why it is important to protect the environment. |
| 8 Biology | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to construct pyramids of biomass to scale to represent the proportions of organisms within a food chain; - how to estimate the number of plants in a given area using accurate sampling; - how use surface area to volume ratio to EXPLAIN different features for adaptations in animals. | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to use quadrats and a line transect to estimate the number of organisms in a habitat; - be able to EXPLAIN the difference between the different types of competition; - be able to develop the skills of DESCRIBE, EXPLAIN, REVISE, SUMMARISE, ASSESS and EVALUATE. <p>properties. By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to EXPLAIN why Medeleev left gaps in the periodic table; - be able to PREDICT if an element will need to lose, gain or share electrons; - develop the learning skills of ASSESS, EVALUATE, EXPLAIN, and PREDICT. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to calculate the force required to extend a spring by a given distance; - be able to calculate the speed of a moving object; - develop the learning skills of: EXPLAIN and APPLY. |
| 8 Chemistry | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how Mendeleev arranged elements in the periodic table and why he left gaps; - how electrons can be transferred or shared in a chemical reaction; - how elements within the groups in the peiodic table have similar | <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to calculate the force required to extend a spring by a given distance; - be able to calculate the speed of a moving object; - develop the learning skills of: EXPLAIN and APPLY. |
| 8 Physics | 10 | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how forces act in pairs on objects; - how elastic objects follow Hooke's law of elasticity; - how gravity is affected by distance from Earth's surface. | |

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| 8 DT Food | 11 | <ul style="list-style-type: none"> to write a Design Brief for a particular client or group of people, to understand what a system is and to describe it using the words input, process and output; to produce a n electronic circuit by soldering components to a circuit board, to use Techsoft 2D Design software to design my night light shade. | <p>have made a quality night light that automatically turns on in the dark and off in the light.</p> |
| 8 Graphics | 11 | <ul style="list-style-type: none"> develop an understanding of the importance of artist and cultural critical studies; develop skills in observational drawing and drawing proportions; to experiment to gain experience in using a range of media/ materials; develop my art vocabulary. | <ul style="list-style-type: none"> be able to identify key elements within art work and discuss them; be able to draw portraits using the correct proportions; be able to make a mask using a variety of collage media and materials. |
| 8 DT Product Design | 11 | <ul style="list-style-type: none"> to develop skills in decorative textile techniques and construction of a product. to develop an original design solution to the problem; to present ideas to pupils and the teacher in a variety of different ways | <ul style="list-style-type: none"> be confident when threading up and using the sewing machine. be able to develop an original Key Keeper design to solve the problem; be able to present my ideas in different ways including |
| 8 DT Textiles | 11 | <ul style="list-style-type: none"> to develop skills in decorative textile techniques and construction of a product. to develop an original design solution to the problem; to present ideas to pupils and the teacher in a variety of different ways | <ul style="list-style-type: none"> be confident when threading up and using the sewing machine. be able to develop an original Key Keeper design to solve the problem; be able to present my ideas in different ways including |
| 8 English | 11 | <ul style="list-style-type: none"> How to skim and scan a text to gather important information. How to write for a variety of purposes. How to use stylistic features to improve the quality of my writing. | <ul style="list-style-type: none"> Complete a variety of non-fiction writing tasks. |
| 8 History | 11 | <ul style="list-style-type: none"> How the industrial revolution changed life in Britain. The conditions people lived in and how disease spread. The impact of industrialisation on the working people of Britain. | <ul style="list-style-type: none"> Be able to explain the impact of the industrial revolution. I will have used evidence to find out about factory conditions and how industrial towns were very different from towns today. I will also understand how changes in Britain led people to fight for their |
| 8 Geography | 11 | <ul style="list-style-type: none"> Where tropical rainforests are located. The importance of tropical rainforests in the world. Who uses the tropical rainforest and how deforestation can have many impacts on people and the environment. | <ul style="list-style-type: none"> Map the location of tropical rainforests. Describe who lives in the rainforest, and explain how they use the rainforest to survive. Explain the conflicts that may arise due to deforestation. |
| 8 Maths | 11 | <ul style="list-style-type: none"> how to calculate and measure rates of change and use compound measures; how to follow the data handling cycle; how to conduct a statistical enquiry; how to draw a scatter graph; how to interpret and comment on correlation. | <ul style="list-style-type: none"> be able to calculate and measure rates of change and use compound measures; be able to apply and use the data handling cycle; be able to conduct and analyse an independent statistical enquiry; be able to draw and interpret a scatter graph; |
| 8 MFL | 11 | <ul style="list-style-type: none"> How to form regular and irregular verbs in the preterite tense. To describe my school and say what there is and isn't in my school. To describe a school day and compare it to a school day in the past. To discuss school rules and say whether I like them or not. | <ul style="list-style-type: none"> Be able to confidently talk about my school day now and what I did in the past, and what facilities there are in my school. Be able to discuss my school rules and give my opinion of them. |
| 8 Music | 11 | <ul style="list-style-type: none"> how composers use variation form to create fully formed pieces of music; how to create variations by using the elements of music to alter given themes. | <ul style="list-style-type: none"> be able to analyse and describe key features of variation form; be able to perform music in theme and variation form. |
| 8 Pe | 11 | <ul style="list-style-type: none"> how to further develop technique and ability in running, jumping and throwing through a variety of events; how to apply the correct technique to develop and improve my performance in individual events; how to observe own and peer performance in order to identify strengths and areas for improvements. how fitness can contribute to the development of performance within events. | <ul style="list-style-type: none"> be able to demonstrate good technique and ability in running, jumping and throwing; be able to demonstrate how to apply improved technique to develop performance in individual events; be able to observe performance and discuss strengths and areas for improvement; be able to describe the importance of fitness and the requirements within events. |
| 8 RE | 11 | <ul style="list-style-type: none"> about Hindu beliefs about pacifism; about Ghandi's life as a pacifist; about Buddhist' ideas on pacifism; about Islamic ideas on pacifism and jihad. | <ul style="list-style-type: none"> identify people through history who have practised pacifism and believed in peace; explain Buddhist ideas on pacifism; explain Islamic teachings on jihad. |
| 8 Biology | 11 | EXPLAIN how variation gives rise to different species and EXPLAIN the causes of continuous and discontinuous variation and discuss the possible outcomes of different types of variation. | <p>This half term I am learning:</p> <ul style="list-style-type: none"> how variation results in different species; how characteristics are inherited through coded genes; how some species cannot adapt to changes and become extinct. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> be able to EXPLAIN the causes of different types of variation; be able to DESCRIBE a self supporting ecosystem; be able to develop the learning skills of EXPLAIN, DESCRIBE and MODEL. |
| 8 Chemistry | 11 | use balanced symbol equations to EXPLAIN how reactions conserve mass. | <p>This half term I am learning:</p> <ul style="list-style-type: none"> how to represent reactions using balanced symbol equations; how to use the periodic table to describe the sub-atomic particles of in an atom; - how elements are organised in the periodic table. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> be able to balance symbol questions; be able to DESCRIBE the sub-atomic particles of an atom using the periodic table; - be able to develop the learning skills of EXPLAIN, REVISE, ASSESS and EVALUATE. |

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| 8 Physics | 11 | EXPLAIN what density is in terms of volume and mass. | <p>This half term I am learning:</p> <ul style="list-style-type: none"> - how to use the particle MODEL to EXPLAIN the different states of matter and differences in density; - how latent heat is linked to vaporisation; - how pressure in fluids is affected by temperature. <p>By the end of this half term I will:</p> <ul style="list-style-type: none"> - be able to calculate density; - be able to DESCRIBE how, when substances change state, mass is conserved; - be able to calculate latent heat; - develop the learning skills of MODEL, EXPLAIN and DESCRIBE. |
| 8 DT Food | 12 | <ul style="list-style-type: none"> • understand how important the 'eatwell' plate is and how to use it to improve recipes and my own diet; • develop my practical skills when cooking; • understand different types of foods eaten around the world; • to cook various dishes from around the world; • to use the bridge and claw technique; • understand how herbs and spices are used in dishes to make them taste better; • to work with raw meat safely. | <ul style="list-style-type: none"> be able to understand about multiculturalism; • use the eatwell plate to help me make healthy choice; • use a knife and work in the food room safely to produce a variety of dishes. |
| 8 Graphics | 12 | <ul style="list-style-type: none"> • to create a unique branding scheme to promote a new product • to develop 3 dimensional drawing skills and rendering techniques • about ergonomics and anthropometrics • to manufacture a 3D Styrofoam prototype and point of sales stand | <ul style="list-style-type: none"> • be able to explain the powerful affect that branding has on consumers • be able to use my 3D drawing and rendering skills to produce high quality design ideas • be able to include ergonomic features in my designs • be able to make a high quality bottle prototype and point of sales • have made a quality night light that automatically turns on in the dark and off in the light. |
| 8 DT Product Design | 12 | <ul style="list-style-type: none"> • to write a design brief for a particular client or group of people, • to understand what a system is and to describe it using the words input, process and output; • to produce a n electronic circuit by soldering components to a circuit board, • to use Techsoft 2D Design software to design my night light shade. | <ul style="list-style-type: none"> • be able to explain the powerful affect that branding has on consumers • be able to use my 3D drawing and rendering skills to produce high quality design ideas • be able to include ergonomic features in my designs • be able to make a high quality bottle prototype and point of sales • have made a quality night light that automatically turns on in the dark and off in the light. |
| 8 DT Textiles | 12 | <ul style="list-style-type: none"> • How to meet a design brief for a theoretical company; • How to wind a spool and use it, to fully thread up and use a sewing machine; • To understand the properties of certain fabrics, including fleece; • Develop skills in decorative textile techniques and construction of a product. | <ul style="list-style-type: none"> • Be able to design and use templates when making textile products; • Be able to design and make a fleece hat, with appliqué added; • Be confident when threading up and using the sewing machine. |
| 8 English | 12 | | |
| 8 History | 12 | <ul style="list-style-type: none"> • About how and why the Atlantic slave trade developed and how slaves were treated in America during this period. I will then go on to learn about the development of the Civil Rights Movement and the role played by Martin Luther King. | <ul style="list-style-type: none"> • Understand the role of Britain in the development of the slave trade. Be able to explain the conditions and experiences of slaves. Analyse the impact of key individuals such as Martin Luther King in the fight for Civil Rights. |
| 8 Geography | 12 | <ul style="list-style-type: none"> • The difference between weather and climate. • What the weather is like in the UK. • The impact extreme weather has on people and places | <ul style="list-style-type: none"> • Describe the weather in the UK. • Explain the three types of rainfall, convectional, relief and frontal. • Explain the effects of Hurricane Katrina on the USA. |
| 8 Maths | 12 | <ul style="list-style-type: none"> • to revisit topics in preparation for the forthcoming end of year assessments; • how to use laws of powers and the inverse; • how to justify my answers and begin to present a convincing proof; • how to explain the stages of proofs of Pythagoras' theorem; and use it to solve more complex 3-D problems. | <ul style="list-style-type: none"> • be able to answer questions confidently on the end of year assessments; • be able to use laws of powers and the inverse; • be able to justify and reason my answers using algebra; • be able to find missing angles and sides in shapes and apply this knowledge; • be able to use and apply Pythagoras' Theorem |
| 8 MFL | 12 | <ul style="list-style-type: none"> • To discuss the environmental problems. • To give advice on how to help the environment using se debe/se puede + infinitive. • How to use some more interesting opinion phrases. • To use the near future tense to talk about what I am going to do in the future to help the environment. • To use the preterite tense to talk about something that I did recently to help the environment. | <ul style="list-style-type: none"> • Be able to confidently talk about the environment and give my opinion on it. • Be able to discuss advice on how to solve environmental problems. |
| 8 Music | 12 | <ul style="list-style-type: none"> • how music relates to the World Cup; • what an anthem is and why we have them; • about the features of anthems, how to play and compose them. | <ul style="list-style-type: none"> • be able to play the English national anthem; • be able to compose a national or football anthem for a country of your choice. |
| 8 Pe | 12 | <ul style="list-style-type: none"> • how to outwit opponents through cricket; • how to develop techniques and skills batting bowling fielding and umpiring; • how to use appropriate skills and tactics within game situations; • how to observe & evaluate self and peer performance, providing positive feedback; • how to prepare for exercise. | <ul style="list-style-type: none"> • be able to use attacking and defensive principles within game situations; • be able to perform skills, showing basic technique and understanding; • be able to use appropriate skills and tactics within activities and game situations; • be able to provide feedback on performance, relating to |
| 8 RE | 12 | <ul style="list-style-type: none"> • about the Church and its authority for Christians today. | <ul style="list-style-type: none"> • understand the importance of the clergy in the life of the Church; • understand the differing ways the Bible is used by Christians today; • understand the ethical teaching found within the Old and New Testament |
| 8 Science | 12 | <ul style="list-style-type: none"> • How bird flu started in the Far East and has spread around the world, will explore how living things interact, investigate where the energy in food comes from, learn what an ecologist does, explore what influences an animals' behavior and to carry out an investigation into feeding relationships and interdependence. | <ul style="list-style-type: none"> • Complete my Year 8 Summer examination; • Be able to explain how living things interact, determine where the energy in food comes from, describe what influences animals behaviour and will have carried out an investigation into feeding relationships and interdependence |