



**St John Plessington
Catholic College**

Year 8 Curriculum Overview

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Year	Subject	LP	This half term I am learning:	By the end of this half term I will:
8	DT Art	1	<ul style="list-style-type: none"> -- how to analyse art work using key words and terms; - how to develop my recording skills; - how to develop my ideas in a variety of media. 	<ul style="list-style-type: none"> - be able to produce a written analysis of my own and the work of Clare Youngs; - be able to develop a range of designs in a range of media including drawing, painting, mark making and mixed media; - be able to develop the learning skills of INVESTIGATE, RECORD, PRESENT, RESEARCH, ANALYSE, DESCRIBE, COMPARE, CONTRAST, MODEL, VISUALISE, CATEGORISE, COLLAGE, ARTICULATE, ASSESS and EVALUATE.
8	DT Food	1	<ul style="list-style-type: none"> about the foods we should eat, the functions of nutrients and ways to meet our nutritional needs; about food poisoning bacteria and how to ensure our food is safe to eat; how to make a variety of dishes that meet different nutritional needs. 	<ul style="list-style-type: none"> be able to use a variety of cooking and preparation techniques to produce different products suitable for different individuals; know how to avoid food induced ill health and plan meals to meet the needs of individuals;
8	DT Product Design	1		
8	DT Textiles	1	<ul style="list-style-type: none"> about fabric and fibre properties; how to use resist dye techniques; to construct a pocket. 	<ul style="list-style-type: none"> be able to identify notions used on dress making patterns; produce a finished pocket sample; develop the learning skills of INVESTIGATE, EXPLAIN, RESEARCH, MODEL, CONSTRUCT, COMPARE, PLAN.
8	English	1	<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. 	<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	1	<ul style="list-style-type: none"> - how the Transatlantic Slave Trade developed and led to the development of slavery in America; - how slaves were treated and how they tried to resist and fight for their freedom; - how the Civil Rights Movement developed in the 1950s and 1960s in the USA. 	<ul style="list-style-type: none"> -- be able to EXPLAIN the impact of triangular trade on the lives of African American's; - be able to IDENTIFY the key stages of the life of a slave from the journey to the plantation; - be able to ASSESS the impact of Civil Rights Activists such as Martin Luther King.
8	Geography	1	<ul style="list-style-type: none"> - how and why globalisation has grown over the past 50 years; - how globalisation creates it 'winners' and 'losers' with the global rich becoming richer; - how patterns of global trade keep poor countries poor and the role of Fairtrade in addressing this issue. 	<ul style="list-style-type: none"> - be able to EXPLAIN why globalisation has grown over the past 50 years; - be able to EVALUATE how globalisation has impacted around the world; - be able to EXPLAIN how patterns of global trade keep poor countries poor and EVALUATE the role of Fairtrade in
8	Maths	1	<ul style="list-style-type: none"> - how to problem solve with number and algebra. 	<ul style="list-style-type: none"> - be able to manipulate algebraic expression including, expanding, factorising and changing the subject of a formula; - be able to form and solve equations; - be able to name and identify properties of 3D shapes.
8	MFL	1	<ul style="list-style-type: none"> - how to form the preterite tense; - how to develop my answers using opinions; - how to use irregular verbs effectively. 	<ul style="list-style-type: none"> - be able to describe holidays in a number of tenses; - be able to develop my answers using complex opinion phrases; - be able to give a spoken presentation about my holidays.
8	Music	1	<ul style="list-style-type: none"> - how to perform melodies, chords and basslines of music from different cultures; - how culture shapes the arts; - how to perform as part of a musical ensemble 	<ul style="list-style-type: none"> - be able to perform a piece of reggae music from the Jamaica; - be able to recognise the features of reggae music and change a pop song into that style; - be able to perform a piece from Latin America. - be able to develop the learning for language of - DESIGN, EXTEND, DEVELOP, CREATE, CONSTRUCTING, LISTEN, APPRAISE, ASSESS
8	PE	1	<ul style="list-style-type: none"> • how to outwit opponents through rugby and football; • how to improve the skills of passing, running, tackling and rucking; • how to improve fitness for rugby and football. 	<ul style="list-style-type: none"> • be able to use basic attacking and defensive principles within game situations;

8	RE	1	<ul style="list-style-type: none"> - about the Abrahamic and Mosaic Covenants; - about God's covenant with David and Noah; - about Jesus as the new covenant and how covenants affect the lives of religious people. 	<ul style="list-style-type: none"> -- be able to DESCRIBE the terms of Old and New Testament covenants; - be able to ANALYSE how the Old and New Testament covenants influence the lives of religious people; - be able to EVALUATE the importance of the Old and New Testament covenants.
8	Science	1	<ul style="list-style-type: none"> - how to DESCRIBE wave motion; - how to EXPLAIN the different methods of measuring the speed of sound in different mediums. 	<ul style="list-style-type: none"> - be able to use the wave equation to calculate the speed of a wave; - rearrange the wave equation and use this to calculate the time period of a wave -develop the learning skills of DEVELOP, EXPLAIN, ASSESS, EVALUATE, IDENTIFY and DESCRIBE.
8	DT Art	2	<ul style="list-style-type: none"> - how to explore the project title, through a variety of media and processes; - how to develop a visual language when exploring Artists; - how to record ideas and observations using appropriate materials from both primary, secondary and digital media. 	<ul style="list-style-type: none"> - evidence my experiences with a variety of processes and techniques, to explore the theme; - have researched the work of others using their work to inspire my development as an artist; - selected and used materials appropriately to record and to produce a variety of drawings and prints.
8	DT Food	2	<ul style="list-style-type: none"> - about the foods we should eat, the functions of nutrients and ways to meet our nutritional needs; - about food poisoning bacteria and how to ensure our food is safe to eat; - how to make a variety of dishes that meet different nutritional needs. 	<ul style="list-style-type: none"> - be able to use a variety of cooking and preparation techniques to produce different products suitable for different individuals; - know how to avoid food induced ill health and plan meals to meet the needs of individuals;
8	DT Product Design	2		
8	DT Textiles	2	<ul style="list-style-type: none"> - about fabric and fibre properties; - how to use resist dye techniques; - to construct a pocket. 	<ul style="list-style-type: none"> - be able to identify notions used on dress making patterns; - produce a finished pocket sample; - develop the learning skills of INVESTIGATE, EXPLAIN, RESEARCH, MODEL, CONSTRUCT, COMPARE, PLAN.
8	English	2	<ul style="list-style-type: none"> - how to EVALUATE the plot, main themes and characters in Shakespeare's 'Romeo and Juliet' and EVALUATE poetry. - how to ANALYSE how Shakespeare and poets use language and structure to shape meaning; - how the social and historical context in which the play and poems were written and how this affects meaning. 	<ul style="list-style-type: none"> - be able to EXPLAIN the plot of the play and EVALUATE a range of poems; - be able to ANALYSE how Shakespeare and poets use language and structure, using quotations and subject terminology; - be able to compare and contrast poems and EVALUATE how context in which the play and poems were written affects
8	History	2	<ul style="list-style-type: none"> - how Britain became an Industrial power; - how the police force played a vital role in dealing with the rise in crime; - how the government dealt with changes in society. 	<ul style="list-style-type: none"> - be able to EXPLAIN how Britain developed during the Industrial Revolution; - be able to ASSESS the importance of the development of the Police Force; - be able to EVALUATE the significance of government and social reform.
8	Geography	2	<ul style="list-style-type: none"> - how to identify the different types of world issues that exist across the globe today; - how world issues around the globe cause both short term and long term impacts on an area; - how people are impacted both physically, psychologically and economically by a range of world issues. 	<ul style="list-style-type: none"> - be able to understand and empathise with people from other cultures; - be able to investigate the refugee crisis and understand the role that media can play in influencing opinions; - be able to analyse the impacts of piracy and terrorism on people in different continents around the world.
8	Maths	2	<ul style="list-style-type: none"> - how to find the area and volume of 2D shapes and use Pythagoras; - how to work with ratio and proportion in a variety of ways; - how to find and use the nth term of arithmetic sequences. 	<ul style="list-style-type: none"> - be able to find the lengths and areas of 2d shapes; - be able to solve real life ratio problems like currency conversion and best buys; - be able to say if a term is part of a particular sequence and explain why.
8	MFL	2	<ul style="list-style-type: none"> - how to describe the facilities in my city; - how to tell the time in Spanish; - how to describe the differences between cafés in Spain and England. 	<ul style="list-style-type: none"> - be able to use 'a', 'the', 'and' and 'many' accurately in Spanish; - be able to form and use the near future tense; - be able to order food in Spanish.
8	Music	2	<ul style="list-style-type: none"> - how to perform melodies, chords and basslines of music from different cultures; - how culture shapes the arts; - how to perform as part of a musical ensemble. 	<ul style="list-style-type: none"> - be able to perform a piece of reggae music from the Jamaica; - be able to recognise the features of reggae music and change a pop song into that style; - be able to perform a piece from Latin America. - be able to develop the learning for language of - DESIGN, EXTEND, DEVELOP, CREATE, CONSTRUCTING, LISTEN, APPRAISE, ASSESS
8	PE	2	<ul style="list-style-type: none"> • how to link movements to create a sequence; • how to perform basic shapes and movements in flight; • what TOLERANCE is and why it is important in sport. 	<ul style="list-style-type: none"> • be able to link a variety of movements together to create a sequence; • be able to perform a variety of movements, in flight, with good body tension; • develop the learning skills of MODEL, PRESENT, INVESTIGATE, COMPARE, ASSESS and EVALUATE.
8	RE	2	<ul style="list-style-type: none"> - how and why Jesus used parables to teach; - about parables which explain what God's kingdom is like; - about creation parables and how they influence Christians. 	<ul style="list-style-type: none"> - be able to INTERPRET the message of some Jesus' most famous parables; - be able to use parables to EXPLAIN what God's kingdom is like; - be able to DESCRIBE and EVALUATE how Christians are influenced by the creation parables.
8	Science	2	<p>This learning programme I am learning:</p> <ul style="list-style-type: none"> - about Earth Chemistry, the composition of Earth and atmosphere and how rocks are formed; - about energy and how this can transfer through objects. 	<ul style="list-style-type: none"> - be able to explain the formation of rocks on the Earth and the atmosphere; - be able to understand how energy is transferred in objects; -develop the learning skills of DESCRIBE, EXPLAIN, COMPARE, CONTRAST and IDENTIFY.
8	DT Art	3		
8	DT Food	3	<ul style="list-style-type: none"> - about environmental issues and how they can be reduced by good menu planning; - how to analyse suitable dishes and make relevant decisions based on this to select the chosen menu; - how to plan, prepare and present dishes to meet an outlined brief. 	<ul style="list-style-type: none"> - be able to effectively use high level preparation and cooking techniques to prepare a variety of dishes that meet the brief; - have successfully completed dish analysis and selected the final menu for the brief; - develop the learning skills of INVESTIGATE, ANALYSE, IDENTIFY, MODEL, DESCRIBE, EXPLAIN, COMPARE and REVISE.
8	DT Product Design	3		
8	DT Textiles	3	<ul style="list-style-type: none"> - about fabric and fibre properties; - how to use resist dye techniques; - to construct a pocket. 	<ul style="list-style-type: none"> - be able to identify notions used on dress making patterns; - produce a finished pocket sample; - develop the learning skills of INVESTIGATE, EXPLAIN, RESEARCH, MODEL, CONSTRUCT, COMPARE, PLAN.
8	English	3	<ul style="list-style-type: none"> - how to ANALYSE how the writer uses explicit and implicit meanings in the novel, 'Animal Farm'; - how to ANALYSE how structural devices are used to affect the reader; - how to EVALUATE how writers use language, using relevant subject terminology to support my views. 	<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	3	<ul style="list-style-type: none"> - how industry changed in Britain between 1750 and 1850; - how difficult life in industrial towns and factories was for the poor; - how Britain's empire expanded overseas under Queen Victoria. 	<ul style="list-style-type: none"> - be able to EXPLAIN reasons for the Industrial Revolution; - be able to ANALYSE a source and make an inference from it; - be able to ASSESS the main reasons for high crime rates in Industrial Britain.
8	Geography	3	<ul style="list-style-type: none"> - how varying weather changes leads to the formation of tornadoes; - how wildfires are becoming an increasing problem worldwide due to changing climate; - how weather disasters can have a range of social and economic challenges that people around the world are increasingly facing. 	<ul style="list-style-type: none"> - be able to EXPLAIN what atmospheric circulation is; - be able to SUGGEST how tornadoes form and OUTLINE how they are different to hurricanes; - be able to SUGGEST the human and physical causes of wildfires around the world.
8	Maths	3	<ul style="list-style-type: none"> - how to represent fractions, mixed numbers and decimals to compare their size; - how to perform operations on fractions, mixed numbers and decimals. 	<ul style="list-style-type: none"> - be able to compare and order fractions, mixed numbers and decimals; - be able to add, subtract, multiply and divide with fractions and mixed numbers; - be able to add, subtract multiply and divide with decimals.
8	MFL	3	<ul style="list-style-type: none"> - how to describe a number of key Spanish festivals; - how to give an account of a music festival I have been to; - how to use my skills to access the foundation paper. 	<ul style="list-style-type: none"> - be able to complete a 90 word question on festivals; - be able to access top marks on a foundation photocard; - be able to access top marks on a foundation roleplay scenario.
8	Music	3		
8	PE	3	<ul style="list-style-type: none"> • how to test specific components of fitness; • how different methods of training can be used to improve areas of fitness for sport; • how to observe and evaluate performance of self and others. 	<ul style="list-style-type: none"> • be able to identify strengths and areas for improvement of self and others;
8	RE	3	<ul style="list-style-type: none"> - about sin and how it impacts on our relationship with God; - about the role of the conscience and the teachings of Jesus on forgiveness; - about what forgiveness means to Muslims and Jews. 	<ul style="list-style-type: none"> - be able to COMPARE and CONTRAST different types of sins; - be able to ASSESS whether the conscience is a good way to decide what is right or wrong; - be able to EVALUATE views about whether Christians should forgive.
8	Science	3		