



Y8 Curriculum Overview - Spring

ENGLISH

During this year, pupils will have the opportunity to develop the following skills, which are explicitly assessed for English Language and Literature at GCSE, and apply to our curriculum at KS3 (blue text indicates progression of skills from Y7):

AO1- Reading, understanding and responding to wider range of texts. Developing an extended personal response, in both language and literature writing. Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations. **Independently identifying** and interpreting explicit and implicit information and ideas and **explaining them fully**. **Accurately selecting** and synthesising evidence from different texts.

A02- Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate **and discussing layers of meaning**. Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology. **Explaining and illustrating how a reader reacts to a text and how authors' choices create different responses**.

AO3 - Showing understanding of the relationship between texts and **understanding of how the social, historical and political contexts in which they were written impacts upon them**. Comparing writers' ideas and perspectives, **drawing on their own wider reading**, as well as how these are conveyed across two or more texts.

Main Text: Noughts and Crosses - Malorie Blackman

Excerpts from:

The Hunger Games – Suzanne Collins
Lord of the Flies – William Golding
The Handmaid's Tale – Margaret Atwood

Poetry:

Nagasaki: Midori's Rosary – Rowan Williams
Out of the Blue – Simon Armitage
Belfast Confetti – Ciaran Carson
Not My Business – Niyi Osundare

Pupils will have the opportunity to develop their knowledge about:

- Dystopian literature, its origins and conventions.
- The theme of power.
- The Troubles (Northern Ireland).
- The iconic 911 disaster.
- How Golding explores the theme of civilisation versus savagery.
- How texts fit into their cultural and historical setting.
- How character is expressed through narrative.
- Interpreting a novel from the prologue/authorial clues, including foreshadowing.
- The context/ themes of discrimination in history and in different cultures.
- Persuasive techniques and how they can be used in a speech.
- How a writer builds tension.
- How an author creates characters and relationships.
- How themes, images and characters can be compared across novels and with other writing.

<p>AO4 Independently evaluating non-fiction texts critically and supporting this with selected and appropriate textual references.</p> <p>AO5 - Communicating clearly, both independently and within a group, effectively and imaginatively, selecting and adapting tone, style and register. Organising a wider range information and ideas, from a variety of text types and sources, using structural and grammatical features to support coherence and cohesion.</p> <p>AO6- Using a wider range of more ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7 - Presenting in a formal setting, both independently and within a group.</p> <p>AO8 - Listening and responding appropriately to spoken language, asking questions, or building on the points made to further the discussion.</p> <p>AO9 - Using spoken standard English appropriately and accurately, with a greater awareness of audience and purpose.</p>	<ul style="list-style-type: none"> • Figurative language/ rhetorical devices. • The context of the novels studied and how that has impacted on the characters, setting and reader response. • How discrimination is reported in the media and how it is dealt with, including attitudes in society.
MATHS	
<p>Pupils will have the opportunity to develop the following skills which will help them become more fluent in the fundamentals of mathematic and reason mathematically by:</p> <ul style="list-style-type: none"> • Develop their mathematical knowledge and reasoning, through regular problem solving and evaluation of the outcomes. • Consolidate and further develop mental and written strategies; including those needed to estimate and check that answers are reasonable. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Area and Volume</p> <ul style="list-style-type: none"> • Area of a triangle • Area of a parallelogram and trapezium • Volume of cubes and cuboids • 2D representations of 3D solids • Surface area of cubes and cuboids • Measures

<ul style="list-style-type: none"> • Consolidate their mathematical capability by extending their understanding of the number system and place value to include decimals, fractions, percentages, powers and roots. • Select and use appropriate calculation strategies to solve increasingly complex problems, including those in both familiar and unfamiliar contexts. • Break down substantial mathematical problems into more manageable steps. • Move freely between different numerical, algebraic, graphical and diagrammatic representations. • Discover how to calculate the area/volume of various shapes • Use an increasing range of mathematical language and properties precisely. 	<p>Decimals and Ratio</p> <ul style="list-style-type: none"> • Ordering decimals and rounding • Place value calculations • Calculations with decimals • Ratio and proportion with decimals <p>Calculating with fractions</p> <ul style="list-style-type: none"> • Ordering fractions • Adding and subtracting fractions • Multiplying fractions • Dividing fractions • Calculating with mixed numbers •
SCIENCE	
<p>Pupils will have the opportunity to develop the following skills and continue building on the Year 7 Working Scientifically skills and include:</p> <ul style="list-style-type: none"> • Use appropriate techniques, apparatus, and materials laboratory work, paying attention to health and safety. • Make and record observations and measurements for different investigations; and evaluate the reliability of methods and suggest improvements. • Apply mathematical concepts and calculate results. • Present reasoned explanations, including explaining data in relation to predictions and hypotheses. • Evaluate data, showing awareness of potential sources of random and systematic error. • Identify further questions arising from results. • Use and derive simple equations and carry out appropriate calculations. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Rocks (<i>continuation from previous term</i>)</p> <ul style="list-style-type: none"> • Materials in the Earth. <p>The Periodic Table</p> <ul style="list-style-type: none"> • Dalton's Atomic Model. • Chemical properties. • Mendeleev's Table. • Physical trends. • Chemical trends. <p>Metals</p> <ul style="list-style-type: none"> • Metal properties. • Corrosion. • Metals and water. • Metals and acids. • Pure metals and alloys. • Metals in art.
ART/DT	
<p>Pupils will have the opportunity to develop the following skills:</p>	<p>Pupils will have the opportunity to develop their knowledge about:</p>

<ul style="list-style-type: none"> • Mark Making. • Line drawing. • Sculpture. • Stenciling. • Colour blocking. • Colour blending. • Colour theory. • Grid formation when drawing. • Graphic design. 	<p>Street Art</p> <ul style="list-style-type: none"> • Line making - using drawing techniques to create graffiti style writing, adding details and texture to their drawings. • Colour theory - learning about colour theory, the use of block colours, contrasting colours, complimentary colours. • Papier mache - creating a 3D Papier Mache sculpture. • Stenciling - creating a possessive and a negative space stencil for spray painting. • Observational drawing - drawing from real life and digital images. • Visual art - using computer design to create a digital image. • Grid drawing - using a grid as an aid for drawing. <p>Students will be learning about the artists Banksy, Keith Haring, Julian Beever, Tom Bob and Space Invader.</p>
CAREERS	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Research skills to identify potential career paths • Personal strengths awareness • Writing personal statements and CVs • Thinking and planning for their possible future 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Careers and what they are • A wide range of occupations • How careers may change in the future • Employment laws relating to young people's permitted hours and types of environment • Writing a personal statement and beginning to form a CV
COMPUTING	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>EduBlocks programming moving from Scratch to Python</p> <ul style="list-style-type: none"> • Compare block-based code language to text based code language • Use sequencing, variables, input and functions whilst writing code. • Learn about data types and what each type can be used for. <p>Vector drawing</p> <ul style="list-style-type: none"> • Design graphics using vector graphic editing software. • Better understand the processes involved in creating graphics. • Design and evaluate their own vector graphic. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> • Undertaking creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. • Creating, reusing, revising and repurposing digital artefacts for a given audience, with attention to trustworthiness, design and usability.

	<ul style="list-style-type: none"> • Speed typing - continuing to develop and refine their typing skills with increasing confidence and control. • School 360 in order to complete computing work electronically culminating in an online digital assessment. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> • The concept of block based code. • The basic coding concepts and language. • Sequencing algorithms and how they work. • Using sequences, loops, input, functions and variable in coding. • Different data types. • How to use conditional statements to change the output of the code. <p><u>Digital literacy & Citizenship:</u> Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Their self-awareness by reflecting critically on their behaviour and its impact on others. • Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.
FOOD TECHNOLOGY (TEXTILES)	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Thread a needle. • Research and evaluate existing designs. • Learn and use different stitches including a running stitch, blanket stitch, backstitch, over stitch sewing on a button. • Using a needle carefully and correctly. • Making a template to follow whilst creating their own keyring. • Evaluate their ideas and products against a given design criteria, considering the views of others in their evaluations. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Textiles: Bags</p> <ul style="list-style-type: none"> • How to work safely within the textile classroom. • How to perform a range of different stitches including, cross stitch, running stitch, blanket stitch, backstitch, over stitch and attaching a button. • How to design a template for their own design. • Following a design template to create their own design image.
GEOGRAPHY	

<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Analyse population data. • Conduct a resident, and estate agent, questionnaire. • Interpret the changes in population of Bellingham. • Evaluate population data. • Compare physical and population atlas maps of Asia. • Locate and describe places using latitude and longitude. • Compare levels of development and ways of life in Asia. • Interpret satellite images to identify how places change. • Compare and interpret news articles representing different viewpoints, detect bias in news reports. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Migration <i>(continued from previous half term)</i></p> <ul style="list-style-type: none"> • How has the pandemic affected urban to rural migration in Northumberland? <p>Asia</p> <ul style="list-style-type: none"> • Diversity of climate in Asia. • Formation of a monsoon climate. • Flooding in Southern Asia. • Changes in a biome. • Population distribution and structure. • Urbanisation. • Opportunities and challenges of life in Bangalore. • China's economic growth. • China's Belt and Road project. • The growing world importance of Asia.
<p>HISTORY</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Use different sources to compare and contrast events and people • Analyse evidence to justify claims • Evaluate and explain the reliability of a source • Prove that no single source can tell you everything, reinforcing the importance of drawing on a range • Describe the effect of key turning points • Describe social, ethnic, cultural and religious diversity of the past and identify the impact on today's society • Analyse connections between different time periods and cultures and how this is related to life in modern Britain • Analyse the impact of continuity and change over a given time • Analyse varying viewpoints considering age, gender, social class • Explain a broad overview of changes over time using dates and key terms focusing on the relative significance of the changes 	<p>Did the British Empire meet the aims of Queen Victoria? Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Features of an empire, early British explorers (Raleigh, Drake, Hudson, Cabot) • Reasons for the expansion of the British Empire in the 18th century • Countries of the British Empire (India, Australia, Afghanistan, South Africa, North America) • Controlling the empire, India – the jewel in the crown • Trade, wars of the Empire • Treatment of the native Australians by settlers • The fall of the British Empire • Gandhi

<ul style="list-style-type: none"> • Use a wide range of historical vocabulary effectively • Create formal, structured accounts regarding events of the past and write narratives to describe and analyse past events • Make connections between the empire and the growth of industry • Evaluate whether the Empire met its aims • Critique the methods used by the empire • Analyse how the empire has helped shaped the world today 	
MFL – FRENCH	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Analyse and recount parts of <i>Les Choristes</i>. • Imperatives in a recipe (Galette). • Continue to build an awareness of passé composé. • Letter writing format and vocabulary. • Read and listen to simple texts. • Present their favourite actor or celebrity. • Express positive and negative opinions. • Extend sentences with adverbial phrases. • Describe weekend activities. • Extend knowledge of masculine and feminine forms -jobs. • Describe using the immediate future (je vais...). • Discussing Francophone Epiphany and Easter traditions. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Francophone media. • Francophone actors and actresses. • Letter writing. • Asking questions. • Giving opinions and reasons. • Immediate future. • Passé composé. • Francophone Epiphany and Easter traditions.
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Singing as part of a group, with confidence and with using gradual dynamics and phrasing. • Articulate responses to a wide range of music using 11 musical elements. • Team work. • Reading basic staff notation including accidentals, musical terms and signs. • Performing short musical phrases. • Sight reading. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • A range of keyboard instruments and their history. • A wider range of musical instruments. • The composer Tchaikovsky and the group Kraftwerk. • Staff notation. • Musical terms and signs. • Chords.

<ul style="list-style-type: none"> • Using single-fingered chords. 	
PE	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Hockey</p> <ul style="list-style-type: none"> • Develop skills required to perform at maximum levels in competitive games. • Demonstrate Indian dribbling, and correct handling of the stick on a consistent basis. • Development of the basic principles of attack and defence in hockey. • Think about how to use core skills, strategies and tactics to outwit the opposition. • Demonstrate a range of passes with good ball pace. • Lead a small group in a hockey practice. • Demonstrate shooting with accuracy. <p>Gymnastics</p> <ul style="list-style-type: none"> • Demonstrate skills and agilities individually and in combination. • Developing stability when holding their own body position and when supporting a partner. • Incorporate control, precision and aesthetics into sequences showing creativity. • Evaluate and assess movements to improve sequences. • Perform a variety of balances. • Perform a variety of rolls. • Create a basic floor routine with help. <p>Badminton</p> <ul style="list-style-type: none"> • Demonstrate a flick and underarm serve with more control, accuracy and power • Play a smash shot when required • Use shots that outwit your opponent • Demonstrate the essential elements of attack and defence. 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Hockey</p> <ul style="list-style-type: none"> • Grip, Dribbling & Handling. • Passing and receiving • Outwitting opponents/use of space • Shooting • Defending/block tackle <p>Gymnastics</p> <ul style="list-style-type: none"> • Locomotion – Partner work • Transference of Weight – Partner work • Balance – Individual/Partner work • Balance – Partner & Group work • Balance – Development of group balances <p>Badminton</p> <ul style="list-style-type: none"> • Introduce the Grip and ready position • Introduce the Overhead/Underarm Clear • Introduce the Drop shot • Introduce the Smash • Doubles and singles tactics <p>Sports Leaders</p> <ul style="list-style-type: none"> • Developing delivery and leadership skills

<ul style="list-style-type: none"> • Aim to get the shuttlecock to land in the target area so that the opponent cannot return it. 	
PSHE	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Developing ambition in all aspects of life. • Identify areas where they may need to expand skills. • Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback. • Form own opinions about moral issues surrounding money. • Explain why it's important to keep track of spending. • Reflect on the effect money can have on emotional and mental health. • Recognise that decisions about my health depend on having access to accurate information. • Summarise some key things I can do to sustain my health and happiness in the face of stress. • To accept helpful feedback or reject unhelpful criticism. • To recognise signs of mental wellbeing concerns. 	<p>Dreams and Goals – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Positive and negative roles of money. • Online safety. • Money and earnings. • The price of life. • Dangers of gambling. <p>Healthy Me - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Links between dental health and physical and emotional health • Reducing stress. • Substance misuse. • Substance misuse and exploitation. • Differing views about the role of medicine. • Managing stressful situations.
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Explore and express insights into significant moral and ethical questions. • Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities. • Evaluate a wide range of beliefs and practices and their influence on others. • Compare and contrast a wide range of beliefs, demonstrating understanding of the relationship within and between groups. • Demonstrate insightful analysis and evaluation of the controversies about commitment to religion and worldviews, accounting for the diversity within communities. 	<p>Christianity / Islam / Judaism: War – Is it ever just? Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> • Principles of Just War and Holy War from the perspectives of Christianity, Islam and Judaism. • Conscientious Objection. • Definitions of 'pacifism', 'violence', 'tyrant'. • Christian views towards the use of violence. • Reasons for war. • What Jesus said about war and violence as well as St Thomas Aquinas and St Augustine. • Whether World War II was just war or a 'just war' • The Crusades.

<ul style="list-style-type: none">• Examine and evaluate issues about community relations and respect for various perspectives from varied religions and worldviews.• Use well-reasoned personal responses which draw on a range of examples from real life, fiction or other forms of media.	<ul style="list-style-type: none">• Different views about Holy War.
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