

# CURRICULUM MAP 2016/17 - TOPICS COVERED EACH HALF TERM

## YEAR 8

	AUTUMN		SPRING		SUMMER	
SUBJECT	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF
<b>ART &amp; DESIGN</b>	Portrait project: Learning to scale and proportion the face correctly. Observational drawing skills. Pencil and tonal development. Learning about personal symbolism and abstraction.	Designing and developing a portrait with personal meaning, using the skills learnt in the first part of the project to create a response. Self-portrait.	3D sculpture Learning about mixed sculptures & interpreting through written and visual responses. Learning to draw 3D objects and designing for sculpture. Looking at mixed media paper and fabric sculpture.	Group refinement and development of design. Problem solving and team work. Creating a sculpture using mixed media techniques including weaving and card construction.	Animals and Expressionism: Key artist – Franz Marc & Henry Rousseau. Emotive colour and layering for depth. Designing and understanding composition. Learning to draw animals focussing on texture and detail.	Refining composition and colour schemes. Creating a final piece featuring an animal. Characterisation and colour symbolism to be developed.
<b>COMPUTING</b>	Recaps on password security, Acceptable User Policy, expectations Online safety/cyber security key areas, malware Write-up of learning Office Online.		Introduction to 8-bit binary, binary to decimal conversion, character and image representation Understanding vectors and bitmaps, differences between them Binary, vector, bitmap knowledge test Create movie posters and complete a graphics skills project Evaluations of movie posters write-up.		Hardware components – How a Computer Works Outline of processor architecture Secondary storage devices Create write up of learning Outline of what HTML is and how it works - Codecademy Create an HTML/WYSIWYG website.	
<b>DANCE</b>	<u>Unit 1- Hands of Time (Perfect by Motionhouse)</u> <u>Thematic/Cultural</u>		<u>Unit 2- Dance for Camera Composition</u>		<u>Unit 3- Appreciation and Review Physical Theatre (alongside Drama)</u>	

	<ul style="list-style-type: none"> <li>• Introduction to the concept of a stimulus, research to be carried out into different ways the theme of Time could be used as a choreographic starting point.</li> <li>• Lead through a number of possibilities, whilst also learning simple rep. from the GCSE set work Perfect by Motionhouse.</li> <li>• Students will then choose their own area of focus within the given theme to create a performance.</li> <li>• Students will be evaluating their own work through use of video. With particular focus on the representation of the given theme.</li> </ul>	<ul style="list-style-type: none"> <li>• A choreographic focus in the format of Dance Film.</li> <li>• Students to gain an understanding of the format through evidencing sound form and structure of pieces created in this style.</li> <li>• Developing a sense of continued evaluation through watching back their own work and focus on the editing process.</li> <li>• Group composition of dance film to be evaluated by self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop and apply skills in evaluating performance work using some analysis.</li> <li>• Students will structure a log of the performance process that is reflective and analytical.</li> <li>• Students will make comments about a piece of live theatre, making reference to production elements.</li> <li>• This will be presented by selecting a form and style that is suitable for reviewing a performance.</li> <li>• Evaluate a live performance with evidence of informed and justified critical judgements.</li> </ul>			
<b>DRAMA</b>	<p><b>The Tempest</b></p> <p>By the end of the scheme of learning students will be familiar with the plot, characters and relationships in Shakespeare’s The Tempest. Students will explore the comic style using a range of strategies.</p>	<p><b>Airport</b></p> <p>In this project students will look more closely at the skills needed for devising theatre. Groups will be given a stimulus about a girl stopped at an airport with some suspicious luggage and they will then sculpt the drama how they would like. Skills explored in this unit of work are; the tracking device, tableaux, spotlighting and role play.</p>	<p><b>The Riots</b></p> <p>The Riots is a joint project with Dance and will last the length of the term. During lessons students will respond to a range of stimuli on the riots creating believable characters. Students will explore a script on an abstract way for their final performance and use the skills of cross cutting and split stage.</p>			
<b>DT</b>	Acrobat toy project – students design and manufacture a moveable wooden toy.		Steady hand game project – students design and manufacture a plastic/electronics game.			
<b>ENGLISH</b>	<p><b>Monologues</b></p> <p>Images to create character links to Lang. Paper 1 Part B Assessment: unseen extract to study 4 part question for Lang</p>	<p><b>Novel of own choice –</b></p> <p>Brother in the Land is available here Assessment – extract question for novel of choice but to structure for Lit Paper 1 sec A</p>	<p><b>Landscape poetry</b></p> <p>Assessment: analysis of an unseen poem Lit Paper 2 Q3 Assessments: WB 6.2.17</p>	<p><b>Newspapers and online media</b></p> <p>Assessment: comparing two texts Lang Paper 2 Q2 Assessments WB 27.3.17</p>	<p><b>Shakespeare play of choice</b></p> <p>Assessment: explore character in extract Assessments WB 22.5.17</p>	<p><b>Short stories unit</b></p> <p>Assessments WB 10th July</p>

	Assessment WB: 17.10.16	Assessments WB 5th Dec				
<b>FOOD</b>	Nutrition Diseases Special diets		Additives Fast food Fair Trade Health claims		Food hygiene Cooking, chilling and reheating food Modifying recipes Cooking methods	
<b>GEOGRAPHY</b>	<u>Deserts</u> Desertification Essay <i>(Teacher assessed)</i>	<u>Tropical Rainforests</u> Deforestation Essay <i>(Peer Assessment)</i>	<u>Italy</u> Evacuate Naples <i>(Teacher Assessed)</i>	<u>World Sport</u> Olympics in Taunton group work <i>(Peer Assessed)</i>	<u>Rivers</u> (River Tone GIS Fieldwork & Decision Making Exercise) <i>(Peer Assessed)</i>	
<b>HISTORY</b>	Henry VIII Causes of the break with Rome Teacher assessed.	How powerful was Elizabeth I? Teacher assessed.	The English Civil War Debate Peer assessed.	Witchcraft Sources Peer assessed	Science Revolution Teacher Assessed	Industrial Revolution Peer assessed
<b>MATHS – Higher</b>	Whole numbers & decimals Measures, perimeter & area Algebraic expressions & formulae	Fractions, decimals & percentages Angles & 2D shapes Coordinates & graphs	Mental calculations Collecting, analysing & representing data	Transformations & symmetry Equations	Calculations using written methods & calculators Constructions Algebraic Sequences	3D shapes Ratio & proportion Probability
<b>MATHS – Intermediate</b>	Whole numbers & decimals Measures, perimeter & area Algebraic expressions & formulae	Fractions, decimals & percentages Angles & 2D shapes Coordinates & graphs	Mental calculations Collecting, analysing & representing data Transformations & symmetry	Equations Calculations using written methods & calculators	Constructions Algebraic sequences 3D shapes	Ratio & proportion Probability Every day maths
<b>MATHS - Foundation</b>	Whole numbers & decimals Measures, perimeter & area	Fractions, decimals & percentages Angles & 2D shapes Coordinates & graphs	Mental calculations Collecting, analysing & representing data	Transformations & symmetry Equations	Calculations using written methods & calculators Constructions	3D shapes Ratio & proportion Probability

	Algebraic expressions & formulae				Algebraic Sequences	
<b>MFL</b>	Continue with the same 1 or 2 languages <i>Speaking assessment</i>	Continue with the same 1 or 2 languages <i>Reading and writing assessments</i>	Continue with the same 1 or 2 languages <i>Formative assessments</i>	Continue with the same 1 or 2 languages <i>Speaking assessments</i>	Continue with the same 1 or 2 languages <i>End of year exams</i>	Continue with the same 1 or 2 languages <i>Teacher assessments</i>
<b>French</b>	Holidays	Holidays	Fashion/music	Environment	School	School
<b>German</b>	Introductions	School	Healthy living	Healthy living	Food	Food / Cultural Awareness
<b>Spanish</b>	House and home	My town	Fashion	Environment	Media/culture	Film project
<b>Mandarin</b>	School	School	Food	Food	Holiday	Holiday
<b>MUSIC</b>	<b>Variations</b> Listening to music arrangements and COMPOSING.	<b>Musicals</b> Listening to and performing songs from Musicals.	<b>Pop Songs</b> Listening to pop songs and recognising structures and other musical elements. Performing an arrangement of a pop song.	<b>History of Music</b> Listening to music from different musical eras and making up a radio programme.	<b>Reggae</b> Listening to examples and composing a Reggae-style piece of music.	<b>Pop Fusion</b> Listening to examples and composing a piece of music which has 2 different styles.
<b>PE</b>	Boys – Rugby, Tag Rugby, Basketball, Hockey Girls – Hockey, Basketball, Football	Boys –Volleyball, Football, Hockey, Basketball Girls – Netball, Volleyball, Football	Boys – Football, Volleyball, Badminton, Cross Country Girls – Volleyball, Netball, Badminton	Boys – Volleyball, Football, Cross Country, Badminton Girls – Volleyball, Netball, Badminton	Boys – Athletics, Cricket, Tennis Girls - Athletics, Rounders, Tennis	Boys – Athletics, Cricket, Tennis Girls - Athletics, Rounders, Tennis
GCSE PE Theory content delivered practically and embedded during core PE lessons.						

<b>RE</b>	How is Islam portrayed in the media? Assessment	What makes Judaism different? Green Pen	What makes Judaism different? Assessment	Historical Jesus, who was he? Green pen	Rites of passage, From birth to death how do humans handle changes?	Denominations of Christianity
<b>SCIENCE</b> (please note - different classes will do the modules in a different order)	<b>Respiration and Digestion</b> Types of nutrients The digestive system Enzymes The small intestine The cardiovascular system Gaseous exchange Aerobic and anaerobic respiration Effects of exercise.	<b>Microbes and Inheritance</b> Classification of microorganisms Uses of microorganisms Spread and cause of disease Prevention of the spread of microorganisms. Natural and chemical protection from microorganisms Inherited and environmental characteristics Probability of inheritance Selective breeding.	<b>Atoms, Elements, Compounds and Mixtures</b> Mendeleev's periodic table Structure of an atom Elements and compounds Reactions between metals and non-metals Reactions between non-metals Bonding between atoms. Purity of substances Properties of alloys.	<b>Energy</b> Types of energy Law of conservation Heat versus temperature Conduction, convection and radiation Energy in food Properties of a good fuel Non-renewable energy resources Renewable energy resources.	<b>Light and Sound</b> Properties of light Structure of our eyes Reflection Coloured light The electromagnetic spectrum Properties of sound Speed of sound Structure of our ears.	<b>Earth and Space</b> Examples, formation and properties of sedimentary rocks Fossil fuels Examples, formation and properties of igneous rocks The rock cycle A day, a year and a season. Structure of our solar system Ideas about the universe Reasons to explore space.