

KS3 - YEAR 8

**Intent To ensure that students achieve well and are prepared for the next stage.
To ensure good mental and emotional health.**

	AUTUMN		SPRING		SUMMER	
SUBJECT	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF
ART	<p>Portrait project. Learning to scale and proportion the face correctly. Observational drawing skills. Pencil and tonal development. Learning about personal symbolism and abstraction through the work of a selection of artists.</p>	<p>Creating a personal response through the form of a self-portrait and thinking about the different ways in which artists can give the viewer insight into who they are.</p>	<p>Learning About Artists Approaches to sculpture and abstraction. Learning to draw 3D objects and designing for sculpture. Students to work on developing skills in different media suitable for 3D forms.</p>	<p>Working collaboratively to design and create a 3D form/s linked to an artist or an object. Group refinement and development of design. Creating a sculpture using mixed media techniques potentially including cardboard, papier-mâché, wire, string and found materials. Problem solving and team work.</p>	<p>Animals and Expressionism: Key artists – Franz Marc & Henry Rousseau. Emotive colour and layering for depth. Designing and understanding composition. Learning to draw animals focussing on texture and detail. Gathering primary and secondary research to build on their tools for creating a final outcome.</p>	<p>Refining composition and colour schemes. Creating a final piece featuring an animal. Building their outcome from primary and secondary research that links to their chosen animal and its habitat. Characterisation and colour symbolism to be developed.</p>
COMPUTING	<p>Introduction - Recaps on password security, Acceptable User Policy, expectations. Office online recap SMHW, Epraise, Teams Online safety/cyber security project - Assessment Write-up of learning Data Representation – Introduction to 8-bit binary, binary to decimal conversion, character and image representation</p>		<p>Graphics Project – Understanding vectors and bitmaps, differences between them Binary, vector, bitmap knowledge test Create movie posters and complete a graphics skills project Assessment Evaluations of movie posters write-up.</p>		<p>Hardware components project – How a Computer Works Outline of processor architecture Secondary storage devices Create write up of learning HTML and Website design - Outline of what HTML is and how it works – Codecademy or booklet Create a HTML website Create a WYSIWYG website for a set of requirements.</p>	
DANCE & DRAMA	<p>Devised Theatre – Drama As students have experienced different styles of theatre and can draw inspiration from what they did in Year they can now</p>	<p>Musical Theatre and production – Drama and Dance Students will return the format and genre of performing from Year 7 – ‘Musical Theatre’ however</p>	<p>Script – Noughts and Crosses - Drama This is a consolidation unit where students will revisit the skills taught at the same point in Year and explore in greater depth. This is a</p>	<p>Dance repertoire In this unit students will learn and recreate a piece of professional dance repertoire. Students will look at the style, process and training techniques</p>	<p>Physical Theatre – Drama and Dance The students touched upon ‘Physical Theatre’ in their Year 7 Theatre Through Time Project. In this SOW students will return to what they have learnt but look specifically at</p>	<p>Warden X - Drama The final project of Performing Arts works as a way of drawing together of lots of the skills taught over the 2 years with a greater sense of student ownership. Students will confidently</p>

	<p>start to develop their own performance material for Drama. They will return to using a stimulus but will develop new disciplinary strategies that are more appropriate for Drama. Students will use The Paper Birds Theatre Company as an influence for their work. New disciplinary skills; finding a frame, structuring material, creating dialogue and editing ideas.</p>	<p>woven into the familiar concept there will new technical substantive language taught that is the foundation of both Dance and Drama. Students will learn the about the following technical areas: costume, set design, light design, sound design and production. Students will independently plan a project using the disciplinary skills gained so far at The Castle School.</p>	<p>'Page to Stage' but students will work with a more challenging text. We intend to use Noughts & Crosses – links to our #BlackLivesMatter responsibilities. Consolidation of their substantive knowledge base; context, genre, style, form and structure.</p>	<p>used by dancers to prepare for performance. They will refine both their technical and expressive performance skills through ongoing self-reflection and target setting. Students will learn new substantive knowledge about choreographer's intention and technical skills links to the style.</p>	<p>Frantic Assembly. Students will look at the repertoire of exercises they use to generate performance work for scripts and for devised pieces. Students will be able to independently choose where they work on the Dance/Drama spectrum.</p>	<p>practise the substantive script skills they have learnt: context, genre, voice and atmosphere. As well as leading and shaping the Drama by employing the disciplinary skills for creating theatre, Warden X takes the students into the immersive work of a 1960s borstal.</p>
DT	<p>Steady Hand Game Project Students design and manufacture a plastic/electronics game. Students learn how Vacuum Form and use a mould to create a form. Students learn how to solder components and create a working circuit using a switch a light and a buzzer.</p>			<p>Acrobat Toy Project Students design and manufacture a moveable wooden toy from timber. Students learn how to mark out and cut mortise and tenon joints. Students learn about Hegner saws and how to cut a complex shape out of board.</p>		
ENGLISH	<p>Short Stories Students will read a variety of different C19th – 21st short stories.</p>	<p>Voices Against Oppression Students will read various different nonfiction/fiction/poetry texts that focus on the theme of oppression Coram Boy 7 December: Students will start reading the novel and work through a range of tasks to develop comprehension, grammar, non-fiction</p>	<p>Novel <i>Coram Boy</i></p>		<p>Shakespeare <i>Twelfth Night</i></p>	<p>Shakespeare <i>Twelfth Night</i> 2 more weeks to complete the play Poetry Students will read a selection of poetry. All the poems focus on childhood.</p>

		writing and analysis before the end of term.				
FOOD	Basic Skills & Nutrients H/W Basic Skills Eatwell Guide recap Grime scene – 4Cs Macronutrients Protein, Fat and Carbs	H/W Bake-off Challenge Micronutrients Fibre Eval of cheesecake Small cake Sci Inv.	Multicultural Foods H/W – Herbs and Spices Seasonal foods Ways to cook foods High & Low risk foods Food poisoning	H/W Research foods from another country Staple foods Sauces & viscosity Sci Inv Sustainability Re-think your drink Religion and menus	Where does our food come from? H/W Further skills Food provenance Farm to fork Food waste and leftovers Primary and secondary processing	HW Bake-off challenge Special diets Additives Vegetarian and vegan foods Technological developments Layered dessert challenge
GEOGRAPHY	Why do people live in hazardous areas? Locational knowledge – case studies of volcanic eruptions, earthquakes and tsunamis. Human and Physical Geography – plate tectonics. Geographical skills – maps, photographs, graphs.		Why is the Middle East an important world region? Locational knowledge – Middle East. Human and physical geography – population, biomes, development of the region. Geographical skills – maps, atlases photographs, graphs	How do we use our planet as a natural resource? Human and physical geography – use of natural resources; Climate change – causes, effects, responses. Geographical skills – maps, photographs, graphs.	What are the physical landscapes in the UK? Human and physical geography – Glaciation, hydrology and coasts; processes and landforms. Issues in each environment – flooding, erosion, tourism. Geographical skills – maps, photographs, graphs, diagrams.	Is the geography of Russia a curse or a benefit? Locational knowledge – Russia. Human and physical geography – population, biomes, how physical geography hinders development. Geographical skills – maps, atlases, photographs, graphs.
HISTORY	Why did Henry break with Rome?	How powerful was Elizabeth?	Civil War - Who was most to blame for the English Civil War, the Monarch or Parliament?	Empire – How far was the British empire a force for good?	Industrial Revolution – How did Empire lead to Britain’s Industrial revolution.	What lay behind the social injustice of Holocaust?
MATHS	PROPORTIONAL REASONING Ratio and scale, multiplicative change, conversion of measures, including compound measures FRACTIONAL THINKING Four operations with fractions.	DIRECTED NUMBER Four operations with directed number REASONING WITH NUMBER Number sense, sets and probability, prime numbers and proof	ALGEBRAIC TECHNIQUES Brackets, equations and inequalities, sequences, indices	DEVELOPING NUMBER Fractions and percentages, standard form, number sense.	DEVELOPING GEOMETRY Angles in parallel lines and polygons, area of trapezia and circles, line symmetry and reflection, working in the Cartesian plane	REASONING WITH DATA Collecting and representing data, the data handling cycle, measures of location.
MATHS	Skills quiz at the end of each unit.					
MFL					Students who have chosen to do only one	

					language in year 9 and students who have not chosen a language will focus on one language for 3 hours per week during the summer term.	
French	Holidays	Holidays (continued)	Festivals and Celebrations	Free time/media	My Area	My Area
German	School	School	Health	Health	Food and Shopping	Food and Shopping
Mandarin	School	School	Food and Drink	Food and Drink	Holidays	Holidays
Spanish	House and Home	Town	Fashion	Fashion	Festivals and culture	TV and cinema
MUSIC	Variations PERFORMANCE of a theme using keyboards. COMPOSITION of variations APPRAISING Theme and Variation. Arrangement of a pop song using sequencing software.	African Music and Musical Futures Group PERFORMANCE of an African inspired drumming COMPOSITION. APPRAISING African instrumentation. PERFORMING chords to pop songs as a class.	History of Music PERFORMANCE Keyboard performance of a well-known classical piece of music. APPRAISING: Research project to include development of instruments and composers in the Baroque, Classical, Romantic Era's	Folk Music of the British Isles PERFORMANCE of a traditional Celtic folk piece of music. APPRAISING traditional pieces including time signatures and instrumentation	Pop Song Composition COMPOSING Pop songs. Development of year 7 SOW. Extended/larger palette of Chords & Harmony, Structure/Form, Texture, Melody, Instrumentation, Midi input and sequencing.	Pop Song Performance PERFORMANCE/APPRAISING: Group work. Development of instrumental and performance skills through a performance of a pop song. Understanding instrumentation, structure, lyrics and context.
PE	Cricket, Softball, Tennis, Athletics, Rounders	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Cricket, Softball, Tennis, Athletics, Rounders
	Enrichment – Wednesday Badminton Cricket					

	Rounders Hockey Tennis					
PSHE	Changing Adolescent Body Intelligent Consumer Modern Banking Financial awareness		Challenging wrongs strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives			
Health Day	Drugs, Alcohol and County Lines		The right way (unhealthy coping strategies). Sex & Relationships			Self-defence Self-Esteem SunSmart Mental Health First Aid training
Specialist team						
RE	Respect Prejudice and discrimination, how are people treated around the world and how do religious people respond. Martin Luther King/ Black life matters – Racism #Me too – Sexism Antisemitism Islamophobia	Islam What are the 7 articles of faith and the 5 pillars What are the 5 pillars of Islam? Including lessons on: Prayer, Worship/Hajj/prophets/women (5lessons)	Judaism What makes someone a Jew? Clothes, roles, worship space, responsibilities, Kosher, Mizvot. Denominations. Relationship of Israel and God.	Rites of Passage. What are the ceremonies and the monument moments. Bar Mitzvah. Death. Marriage. Differences between different religions and denominations.	Historical Jesus, who was he? Historical Jesus, Messiah, Son of God? - text interpretation– Creed. Crucifixion, salvation, atonement. Real face of Jesus. Resurrection.	
SCIENCE (please note - different classes will do the	Respiration and Digestion Types of nutrients The digestive system Enzymes The small intestine	Microbes and Inheritance Classification of microorganisms Uses of microorganisms	Atoms, Elements, Compounds and Mixtures Mendeleev's periodic table Structure of an atom	Energy Types of energy Law of conservation Heat versus temperature Conduction, convection and radiation	Light and Sound Properties of light Structure of our eyes Reflection Coloured light	Earth and Space Examples, formation and properties of sedimentary rocks Fossil fuels Examples, formation and properties of igneous rocks

modules in a different order)	The cardiovascular system Gaseous exchange Aerobic and anaerobic respiration Effects of exercise	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	Elements and compounds Reactions between metals and non-metals Reactions between non-metals Bonding between atoms. Purity of substances Properties of alloys	Energy in food Properties of a good fuel Non-renewable energy resources Renewable energy resources	The electromagnetic spectrum Properties of sound Speed of sound Structure of our ears	The rock cycle A day, a year and a season. Structure of our solar system Ideas about the universe Reasons to explore space
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