Bramcote College

A member of The White Hills Park Trust

Year 8 Curriculum Guide

The White Hills Park Trust

A Culture of Excellence

An Introduction to our Year 8 Curriculum

Welcome to our Year 8 curriculum booklet.

The purpose of this booklet is to share our curriculum with parents and carers so that you are able to support your children with their learning. Students learn better when they can see how their learning fits it to a wider plan, and how they will progress through their learning as the year goes on.

You can support your children by discussing these topics with them at home, and encouraging them to extend their learning outside the classroom by reading, researching, watching films and visiting places linked to their topics. We are building a programme of enrichment learning suggestions which will be on our website soon.

This booklet contains an overview of the Year 8 curriculum, as well as a page for each subject which highlights key content and assessments.

Our curriculum vision:

Our curriculum intends to support all our students to make clear progress and build the skills and knowledge they need for success at school and beyond.

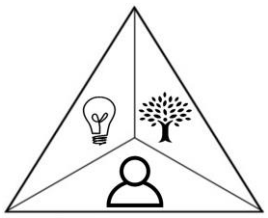
We recognise the value of diverse cultures and experiences, and carefully consider our students when planning their learning. This leads to a broad, balanced and challenging curriculum, which meets the needs of all our learners.

We take a personalised approach to curriculum planning with high aspirations alongside effective support for all including those with disabilities and SEN. We encourage a creative approach to learning and allow students to pursue their passions and find joy in their education.

We take care to structure our curriculum in a coherent and logical sequence, promoting links between subjects and opportunities for enrichment.

Our curriculum is made up of 3 aspects, and encompasses classroom lessons as well as our enrichment offer.

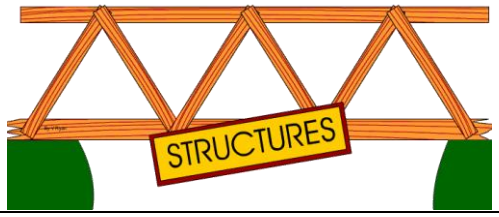
- Knowledge & Skills
- Creativity
- Personal Development



Year 8 Curriculum Overview

		Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Core subjects	**English** 3 hours 45 per week	Detective Fiction The Speckled Band	Detective Fiction Lamb to the Slaughter	Of Mice and Men	Of Mice and Men	Macbeth	Language Then and Now
	Maths 3 hours 45 per week	1. Properties of Number 2. Adding and Subtracting Fractions 3. Algebra Review	1. Constructing and Solving Equations 2. Changing the Subject of a Formula 3. Arithmetic and Geometric Sequences	1. Area 2. Volume 3. Circle Geometry	1. Pythagoras 2. Angles on Parallel lines 3. Angles in Polygons	1. Ratio 2. Proportion 3. Speed, Distance, Time	1. Probability 2. Statistics 3. Transformations
	Science 3 hours 45 per week	Completed on rotation in HT 1-3 Biology 1. Microbes 2. Fit and Healthy Chemistry 1. Compounds 2. Separation Techniques Physics 1. Light 2. Sound			Completed on rotation in HT 4-6 Biology 1. Ecology and Adaptations 2. Inheritance and Selection Chemistry 1. Metals and Reactivity 2. Earth and the environment Physics 1. Electricity 2. Magnetism		
Physical Education & Sport	**PE** 2 hours 30 per week	In Autumn & Winter terms students study one team and one individual activity per week in 5 week blocks.				In the Summer term students study athletics, striking and fielding.	
MFL	**Spanish** 1 hour 15 per week	Mi casa: Description of house	Mi ciudad: Description of a town	Vacaciones: Holidays in past	Vacaciones: Describing your holidays	A comer: Food and drink	A comer: At the restaurant
Humanities	**Geography** 1 hour 15 per week	Earthquakes	Volcanoes	Japanese Geography	Japanese Culture	Physical Geography of deserts	Human use of deserts
	History 1 hour 15 per week	Elizabethan Exploration The Slave Trade	The Abolition of the Slave Trade The British Empire	The Rise and Fall of British India	The Industrial Revolution	Crime and Punishment through time	Victorian Women & the struggle for Women's Rights
	Citizenship & RE 1 hour 15 per week	**RS** Does God Exist? (Philosophy)	**Health & Wellbeing** Physical and emotional wellbeing	**RS** Are religion & science compatible? (Philosophy)	**RSE** Identity & Relationships	**RSE** Discrimination Digital Literacy	**RS** Life for a Life – capital punishment (Ethics)
Technology	**Technology** 1 hour 15 per week	9-week Rotations **Food** – diet and health. Confidence in using the equipment. Learning about sensory qualities. **Textiles** – Learn to use a range of construction techniques. Design and make a tie dye cushion cover. **3D Design** – Designing and creating jumping jack toys, investigating modelling techniques. **Graphics** – Explore nets – design and make a flat pack toy					
ART	**Art** 1 hour 15 per week	Base Line Test Study pages of flowers	Colour Theory and mixing. Natural forms	Analysing Craig Fellows. Pen techniques	Natural Form. Watercolour pencil and mixed media	William Morris. Pattern and stylisation.	Designing and creating a repeat pattern.
Performing Arts	**Drama** 1 hour 15 per week	**Ground Works2** Creating	**Super Heros** Developing character	**Devising Techniques** Creating from a stimulus	**Devising Techniques** Creating from a stimulus	**Shakespeare Plays**	**Shakespeare Plays** Modern interpretation
	Music 1 hour 15 per week	Hooks in pop. music	Hooks. Chord progressions	Keyboard Skills 2	Film Music	Structures: Verse/chorus; Binary; Ternary form	Structures: Rondo; Theme & variation form
Computer Science	**Computer Science** 1 hour 15 per week	Hardware and Software	Ethics – Impact of technology on crime	Pixlr – Creative project	History of Computing and Binary	Programming Constructs – Edublocks	Programming Constructs – Edublocks

Our Year 8 English Curriculum

	-Structure/structures -Exploring different structures -How texts are structured -Audience reaction to structures. -Why texts are structured in specific ways -Creating own text structures

We aim to develop students as readers, writers, speakers and critics by:

- Building on year 7 by providing a range of stimulating texts and topics to read write and speak about.
- Exploring a range of diverse texts.
- Engaging students with literature that allows them to explore and analyse different structures.
- Encouraging students to write creatively.

Big Ideas in Year 8 English: Why are different structures important?

This year we will …

- Explore different structures, perceptions of structures and viewpoints.
- Be able to communicate and understand structures in reading spoken and written texts.
- Understand different structures.

	Half Term 1 & 2	Half Term 2 and 3	Half Term 4 and 5	Half Term 6
Topic	Detective Fiction	World seminal novel: Of Mice and Men	Shakespeare's Macbeth	Our Spoken word
Key Questions	What are the consequences of violent actions? What is the difference between law and morality?	Why is equality important? Why is it important to chase our dreams? What is the nature of friendship? How has society changed?	What influences your beliefs and behaviour? How can people abuse their power? Why is it important to be ambitious but diligent?	Should accents matter? Why should we celebrate language change? What is your personal experience of language?
Assessment In English students partake in reading, writing and oracy in every scheme.	Formative assessment Knowledge Organiser Summative Reading Character and structure	Formative assessment Knowledge organiser Oracy Drama Lennie's court case Summative: Writing Steinbeck	Formative assessment knowledge organiser Oracy Group Debate Who is the main villain/villains Summative: Reading Lady Macbeth	Formative assessment knowledge organiser Summative Oracy Our Spoken word Paired presentation on an element of spoken language

Any questions? Please contact: Emma Lee (Head of English) – emma.lee@whptrust.org

Our Year 8 Maths Curriculum

We aim to develop students as mathematicians who:

- Are inquisitive and eager to explore and enjoy mathematics
- Can confidently and fluently apply the mathematical methods covered throughout the year.
- Have a strong understanding of the concepts studied and building upon prior learning from previous years

Big Ideas in Year 8 Maths: Understanding Number, Algebra, Geometry, Ratio and Proportion, Probability and statistics

Last year we learned about….

- Number: Place Value, Addition and subtraction, Multiplication and Division, Factors and multiples, Fractions, Decimals, Percentages
- Algebra: Forming expressions, manipulating expressions, BIDMAS and Substitution.
- Geometry: Angles, Area and Perimeter, Constructions and Loci
- Graphs: Plotting Coordinates, Linear graphs

Next year we will learn about…

- Number: Integers, Fractions, Decimals, Powers and Roots, Percentages, Standard form
- Algebra: Working with Expressions, Forming and Solving Equations
- Geometry: Angles, Perimeter, Area
- Graphs: Linear Graphs, Speed, Distance, Time
- Statistics and Statistical diagrams

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Properties of Number Algebra Review	Equations, Changing the subject sequences	Area, Volume, Circles	Pythagoras, angles in parallel lines, angles in polygons.	Ratio and Proportion Speed, Distance, Time	Probability, Statistics, Transformations
Key Questions	Express a number as a product of primes. How confident are you on Y7 Algebra topics?	Can you solve a linear equation? Make x the subject. Find the n^{th} term.	Find the area of compound shapes. Find the volume of a prism. Find the area of a circle.	Find the length of a side in a RAT. Can you use the rules for angles in parallel lines and in shapes	Split quantities in given ratio. Can you use unitary method? Can you find SDT using triangle?	Express probability using numbers. Can you use tree and Venn diagrams? Find mean, median, mode and range. Perform reflections rotations and translations.
Assessment	Topic Tests: 1. Properties of Number 2. Fractions +/- 3. Algebra Review	Topic Tests: 1. Equations 2. Formulae 3. Sequences Summative test on HT1 content	Topic Tests: 1. Area 2. Volume 3. Circles Summative test on HT2 content	Topic Tests: 1. Pythagoras 2. Parallel lines 3. Polygons Summative test on HT3 content	Topic Tests: 1. Ratio 2. Proportion 3. SDT Summative test on HT4 content	Topic Tests: 1. Probability 2. Statistics 3. Transformations Summative test on HT5 and 6 content

Any questions? Please contact: Dom Devlin (Head of Maths) – dominic.devlin@whptrust.org

Our Year 8 Science Curriculum

We aim to develop learners who:

- Gain enjoyment and satisfaction in being able to find answers to the kinds of questions that people ask about themselves and the natural world.
- Have a broad and deep knowledge of the sciences that enables them to link their science knowledge to a large number of objects, events and phenomena that they encounter in their everyday lives.
- Have an understanding of science issues that may affect their own and others health and wellbeing and the environment.
- Appreciate the cultural significance of achievements in the history of science.
- Are scientifically confident and skilled learners with potential for embarking on STEM-based careers.

Big Ideas in Year 8 Science:

From a cell to an entire ecosystem, we learn about the complexities of survival in individual organisms and the importance of interactions between species. Curiosity about why we are all different leads to understanding the basic principles of genetics. Questioning the world around us and making links to our everyday lives, underpins our Physics topics this year.

Last year we learned about….

Biology: Cells, Body systems, Reproduction, Variation.

Chemistry: The Periodic table, Particles, Chemical reactions, Acids and Alkalis.

Physics: Forces and Motion, Pressure, Energy, Space

Next year we will learn about…

- Infection and response (pre-GCSE)
- Atomic structure and bonding (pre-GCSE)
- Forces, radiation and stars (pre-GCSE)
- Cells and Organisation (GCSE Biology)
- Using resources and Chemistry of the atmosphere (GCSE Chemistry)

	Half Term 1-3			Half Term 4 - 6		
	Biology	**Chemistry**	**Physics**	**Biology**	**Chemistry**	**Physics**
Topic	1. Microbes 2. Fit and healthy lifestyles	1. Compounds 2. Separation techniques	1. Light 2. Sound	1. Ecology and adaptations 2. Inheritance and selection	1. Metals and reactivity 2. Earth and environment	1. Electricity 2. Magnets
Key Questions	What are microbes? What constitutes a healthy lifestyle?	What are the differences between atoms, elements, compounds and mixtures? How do we separate a mixture?	What is light and how can we change it? What is sound and how can we change it?	How does a habitat maintain itself? Why do I look like I do?	Why are some elements more reactive than others? What is the Earth made from?	How does a light bulb work? Are all metals magnetic?
Assessment	End of topic assessment	End of Topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment

Any questions? Please contact: Alison Pascual (Head of Science) – alison.pascual@whptrust.org

Our Year 8 Computer Science Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- Ask and answer questions about how technology has evolved and how it is used in the world.
- Can confidently use a wide range of software and are prepared for the demands of 21st Century academic life and the work environment.
- Can begin to develop the knowledge and skills necessary to progress to GCSE and A level Computer Science.

Big Ideas in Year 8 Computer Science:

Hardware and Software, Cyber Crime and Computer Security, Photo Editing - Pixlr, Programming - Edublocks.

Last year we learned about….

Bramcote Computer Systems and Protocols, Email, E Safety, Spreadsheet Modelling, Computational Thinking and Block Based Programming.

Next year we will learn about…

- Careers in Computer Science
- Programming Constructs through a text-based language i.e. Python
- Data representation including image, text and sound
- Ethics; Legal, Environmental, Social and Cultural

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Hardware and Software	Cyber Crime Ethics	Pixlr Ethics Creative project	Data representation in Binary, High and Low Level Languages	ProgrammingEdublocks Computational Thinking Sequence Selection Iteration	ProgrammingEdublocks Iteration Variables
Key Questions	What components make up a computer system?	Has computer technology had a positive or negative impact on society and the levels of crime?	Should images be manipulated?	How do computers communicate?	How are sequence, selection and iteration used to construct a program?	How can programming constructs be used to solve a problem?
Assessment	Hardware and Software	Cyber Crime	Create a professional film poster, Games box cover or TV series using Pixlr Create a book cover using Pixlr	Binary, High and Low Level Languages	Programming Constructs	End of Year Assessment

Any questions? Please contact: Jon Marshall (Head of Computer Science) Jon.Marshall@whptrust.org

Our Year 8 Geography Curriculum

We aim to develop students as geographers who:

- Describe and explain geographical processes and concepts, both human and physical.
- Can identify key issues faced both locally and globally and recognise the need for sustainability.
- Can see the importance of their own role in being a responsible global citizen
- Can begin to evaluate different views relating to geographical issues

Big Ideas in Year 8 Geography:

Tectonic Activity, managing threats, global cultures, world biomes

Next year we will learn about…

- Antarctica
- Globalisation
- Global Threats

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Earthquakes	Volcanoes	Japanese Geography	Japanese Culture	Physical Geography of deserts	Human use of deserts
Key Questions	How is the world made up and how do plate tectonics work? How do volcanoes occur? How do these affect people and how do we control them? How do they affect areas at different levels of development?	How do earthquakes occur? How do these affect people and how do we control them? How do they affect areas at different levels of development? What are the secondary risks of tectonic hazards?	What is the physical geography of Japan like? What is the human geography like in terms of population, energy security, infrastructure etc?	What is Japanese culture like in terms of: food art, language, customs? What are the similarities and differences to British culture and why?	Where are deserts found and why? Why is the desert's climate so severe? How does wildlife cope with the harsh environment?	How do natives live in the desert? How have we adapted to desert life? How are deserts changing with global warming?
	Whose fault was Harry Truman's death?	Why was the Haiti earthquake so bad?	What is it like to live in Tokyo?	What are the key differences between British and Japanese life?	How do people cope in the desert?	What is the future for deserts?
Cross curricular links	Science: plate tectonics English: creative writing with UK earthquake task	Science: plate tectonics History: America in the 1980s with Mt St Helens	English: travel writing Science: energy security	Art: Japanese manga Languages: Japanese	Science: ecosystems and biomes	History: World War 2 (Lady Be Good) Human development

Any questions? Please contact: Tom Staszkiewicz (Head of Humanities) - tom.staszkiewicz@whptrust.org

Our Year 8 Religious Studies & Citizenship Curriculum

We aim to develop students as citizens who:

- Engage with and debate philosophical & ultimate questions, and ethical issues
- Are inclusive, accepting & empathetic, and can challenge the views of others in a respectful manner
- Are equipped with the knowledge & skills to keep themselves safe and well as they navigate adolescence

Big Ideas in Year 8 RS & CZ:

God's Existence, Conflict & compatibility between Religion & Science, Relationships & Sex, Health and Wellbeing

Last year we learned about….

The Abrahamic Religions; Judaism, Christianity & Islam. Relationships & wellbeing through The Illustrated Mum, Growing up & staying safe, Nutrition, Emotional & mental wellbeing

Next year we will learn about…

- Marriage & Family Life
- Life After Death
- Medical Ethics
- Peer influence, crime and antisocial behaviour
- Intimate relationships
- Substances and our bodies

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Is there a God?	Physical & Emotional Wellbeing	Are Religion & Science Compatible?	Identity & Relationships	Discrimination Digital Literacy	Life for a Life
Key Questions / topics	First Cause Argument Paley's Design Argument What is the problem of evil & theodicy? Atheist Arguments	How does our time online affect our wellbeing? What are unhealthy and healthy ways to manage our wellbeing? How can sleep impact on our wellbeing? How can we manage change, loss and bereavement?	What is truth? What are creation myths? What does the Bible say about creation? What does science say about creation? Can you be a scientist and religious?	What do we mean by relationship values? Why is it important not to make assumptions about consent? What are the risks around image sharing? What is contraception?	What shapes our identity and communities? What is the impact of bias and stereotypes? What are the protected characteristics? What are the benefits of diverse and supportive communities. How can we be	Why do we punish people? Christian and Buddhist views on capital punishment Forgiveness

				How does the media & other sources influence our expectations around relationships? What do we mean by sexual orientation?	an ally or upstander? How can we communicate safely online? How can we manage biased or misleading information? Why does media carry age ratings?	
Assessment	Essay: Why do some people believe in God, while others do not?	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Extended paragraph / reflection on: Can religious and science work together?	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Regular self-assessment to track confidence in these topics. Teacher assessed case studies to check knowledge & understanding	Essay: Should the UK bring back capital punishment?

Any questions? Please contact: Sophie Anderson (Head of RS & CZ) - sophie.anderson@whptrust.org

Our Year 8 History Curriculum

We aim to develop students as historians who:

- Ask and answer questions about the past using different sources of evidence.
- Can confidently describe and explain key events of British, European and World history in the Early Modern and Industrial period.
- Can evaluate different views of the past.

Big Ideas in Year 8 History: Power: kings vs. people; Imperialism & Slavery; Industrialisation & Urbanisation, Local History

Last year we learnt about:

- Medieval Life & the Norman Conquest
- The power of medieval monarchs.
- The Reformation & the Tudors

Next year we will learn about…

- WW1 & WW2
- The Rise of Dictators and the Holocaust
- Civil Rights in the USA

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	How did the power of the monarchy change during 17th century?	The Industrial Revolution and its impact on Nottingham	Power and the people in 19th and 20th century Nottingham	Slavery	The British Empire	
Key Questions	What caused the Civil War? Why was Charles I executed? Did cutting the head off the king change anything?	What was Britain like before the Industrial Revolution? How & why did the Industrial Revolution happen? How did people's lives change?	Who were the Luddites? Why was Nottingham Castle burned to the ground? How did the working class get the vote? How did women get the vote?	What was Africa like before the slave trade? What was life like for slaves? Who was really responsible for the abolition of the slave trade?	What was the British Empire? How did Britain take control of India? Was Britain a force for good or bad in India?	How did India achieve independence? Why is the partition of India so important to study? The scramble for Africa
Assessment	What were the causes of the Civil War?	Source enquiry on industrial Nottingham	Interpretations of the Suffragettes?	Were the abolitionists the main reason for the end of slavery?		

Any questions? Please contact: Carol Stoker (Head of History and Politics) - carol.stoker@whptrust.org

Our Year 8 Languages Curriculum

We aim to develop students as linguists who:

- develop confident and effective communication skills in the target language
- show an understanding of the culture of countries and communities where Spanish is spoken
- develop an interest in, and enthusiasm for, language learning and to recognise the importance of learning language in a broader context.
- can develop their ability to write and speak in the target language and to understand written or spoken Spanish in a variety of contexts and genres.

Big Ideas in Year 8:

House, town, holidays, food and drink

Last year we learned about….

Numbers, colours, basic information about oneself, family, pets, free time activities linked to weather,

Next year we will learn about…

- Media: TV/cinema
- House chores and work

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Mi casa: Description of house	Mi ciudad: Description of a town	Vacaciones: Holidays in past	Vacaciones: Describing your holidays	A comer: Food and drink	A comer: At the restaurant
Key Questions	•Where do you live? •Where is your house? •What is your house like? •Do you like it?	•Where do you live? •Where is your town? •What is your town like? •Do you like it? •What is there of interest?	•Where did you go on holidays? •Who with? •How did you travel? •What did you do on the first day? •What did you do on the last day?	•Did you enjoy it? •What was the weather like? •Where would you like to go on holidays?	•At what time do you have breakfast/lunch/dinner? •Do you like soup? •Did you like…? •What do you prefer water or lemonade? •Why?	•At what time shall we meet up? •What are you going to have? •For starter? •For main course? •For dessert? •To drink?
Assessment	Reading Assessment	Writing Assessment	Speaking Assessment Role Play	Listening Assessment	Writing Assessment	Speaking Group role play in a restaurant

Any questions? Please contact: Mrs C Garcia or Mrs Perczynski (Head of Spanish) –
cristina.garcia@whptrust.org emma.perczynski@whptrust.org

Our Year 8 Music Curriculum

We aim to develop students as musicians who:

- Can perform confidently as both soloist and ensemble player.
- Can play a musical instrument with good physical dexterity and fine motor skills.
- Can read pieces of music written in western musical notation.
- Can analyse the mechanics of music.
- Can articulate their thought on the music of the Great Composers with clarity and careful use of subject specific vocabulary

Big Ideas in Year 8 Music: Development and application of instrument specific skills, Hooks, Chord progressions, Arranging skills, Leitmotifs, Tonality, Analysing common structures

Last year we learned about….

- How to read simple western musical notation.
- How to play the keyboard & ukulele
- The music of Indonesia.

Next year we will learn about…

- Decolonising music history
- Ragtime & Reggae music
- Developing keyboard skills
- Putting on a gig

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Hooks in pop music	Hooks: chord progressions	Keyboard Skills 2	Film Music	Structures	Structures
Key Questions	What are the three types of hook? Is the success of a song dependent on the quality of the hook? What is verse chorus form? Can you use the additional functions on the keyboard?	What do so many pop songs have the same chords? Can you take the chord progression from a piece written in 1694 and arrange it into a modern context?	What are the correct hand positions? Can you co-ordinate both your hands? What are chord inversions? Do you understand the conventions of keyboard chord writing?	What is a leitmotif? What is tonality? Can you compose your own leitmotifs using appropriate tonalities? Can you compose music to fit a cue sheet?	Can you define the following structures: Verse/chorus form; Binary form ; Ternary form? Can you analyse a piece to determine it's structure. Can you arrange music into these structures?	Can you define the following structures: Rondo form; Theme & variation form? Can you analyse complex structures? Can you compose music using these structures, borrowing thematic material from your experience?
Assessment	Solo performance of a famous hook using the additional keyboard functions	Solo performance of their arrangement	Solo performance of piece selected from differentiated booklet	Paired composition	Arrangement /composition	Arrangement/ composition in Rondo form. Arrangement/ composition in Theme & variation form

Any questions? Please contact: Claire Franklin (Head of Performing Arts) – claire.franklin@whptrust.org

Our Year 8 Drama Curriculum

We aim to develop students as drama practitioners who:

- Are confident, creative and imaginative.
- Are careful, precise, and methodical.
- Can employ a wider range of drama concepts and techniques.

Big Ideas in Year 8 Drama: Non-verbal communication, Creating character, Creating pieces, Modernising classics

Last year we learned about….

- Still images, Tableaux, Thought Track, gesture, stage position
- Unison, chorus, reportage, diction, the anatomy of an amphitheatre
- Exploring how to communicate stories, physical items and thoughts through body-language and movement.

Next year we will learn about…

- Commedia dell'arte
- Blood Brothers
- Page to Stage
- Key Practitioners and their approaches/genres

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Ground Works 2: Creating	Super Heroes	Devising		Shakespeare	
Key Questions	Can you be inspired by a stimulus to create pieces from scratch? Can you use Spontaneous Improvisation? Can you communicate complex messages without using language? What makes a good / bad performance?	Can you create an original character? Can you apply drama skills and techniques within a set genre? Can you evaluate and identify the use of skills and techniques in a piece of running theatre?	Why do refugees exist? What are their experiences? How can we bring this to life on stage? How can we create drama from their experiences using a range of stimuli?		Who invented the soap opera? What are the three categories of Shakespearean plays? Can you master Shakespearean insults? Can you see how language is constantly evolving? Can you translate an extract from a Shakespeare play into modern English?	
Assessment	A pupil created group performance Written theory assessment	A pupil created group performance Evaluations	A pupil created group performance Evaluations		Performance of a group devised modern interpretation of a classic text inc preparation & rehearsal	

Any questions? Please contact: Claire Franklin (Head of Performing Arts) – claire.franklin@whptrust.org

Our Year 8 Art Curriculum

We aim to develop students who:

- Are increasingly confident in their skills in art.
- Gain enjoyment and satisfaction in being creative and in developing their skills in a wide range of art techniques.

Big Ideas in Year 8 Art:

How to create tone, texture, form and line.

Painting and colour theory. How to mix colours effectively.

How to transfer your skills when using other materials.

Natural forms, colour, pattern and design development.

Last year we learned about….

Tone, texture, form and line. Basic colour theory. Mythological creatures and dragons.

Next year we will learn about…

- Proportion, portraits, perspective and Pop Art.

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Natural Form – drawing plants and insects.		Natural Form – research and colour theory.		Natural Forms - creating a design for a repeat pattern.	
Key Questions	How do you draw from primary and secondary sources? How does the designer Craig Fellows use natural forms in his work? What is negative space? How do you create tone and texture using biro and fine liner pens?		How is William Morris an influential designer? What are the key features of his design theory and work? What are harmonious and complementary colours? How do you blend and colour mix using watercolour pencils?		How do you create a repeat pattern? How is pattern used in different cultures? How do you develop and improve a design? How do you apply the skills learnt in previous lessons to create a final design?	
Assessment	End of topic Teacher assessment		End of topic Teacher assessment		End of topic Teacher assessment	

Any questions? Please contact: Margaret Hewitt (Head of Art) – margaret.hewitt@whptrust.org

Our Year 8 Technology Curriculum

We aim to develop students who:

- Are increasingly confident in their skills in preparing and making food, textiles, graphics and 3D design products.
- Gain enjoyment and satisfaction in being creative and in developing their skills in a wide range of techniques.

Big Ideas in Year 8 Technology:

Food - Health, nutrition and how to cook basic meals.

Textiles, Explore different fabrics and sewing techniques. How to use a sewing machine safely.

3D Design – Investigate how linkages can be used to make object move

Graphics- Explore how nets can be used to create flat pack toys.

Last year we learned about….

Food Technology: basic cooking skills and food hygiene in the food room.

Textiles: how to use basic sewing techniques to create a plushie toy.

3D Design: How to work safely in a workshop to design and make wooden mazes.

Graphics: Typography – why it is important in our life's, design and make a themed letter

9 Week Rotation Of Food / 3D Design / Graphics / Textiles	
FOOD	**Food, health and nutrition.**
Key Questions	What are the main hazards in the kitchen. How to prevent food poisoning. What is the importance of nutrients in the body. What are the sensory qualities when talking about food. How do we use a hob safely. How do we chop food safely.
Assessment	Practical assessment / End of topic Teacher assessment.
TEXTILES	**Textiles, Street art themed cushion covers.**
Key Questions	What are the safety rules in the Textiles room? How do you thread and use a sewing machine accurately? What is tie- dying? Applique? Stencilling? How do you design and make a cushion using paper patterns?

Assessment	Practising skills - design ideas - final practical piece
3D DESIGN	**Jumping Jack Toys**
Key Questions	What different types are motion are there? What is a fixed and moving pivot? How do we use card to problem solve ideas What are the names of the different hand tools and machinery that can be used in the workshop? How do you use fret and coping saws safely? How do you use filing effectively? How do you finish your work to a high standard?
Assessment	Design ideas – Modelling - Practical work - Isometric drawing
GRAPHICS	**Exploring nets – Flat pack toys**
Key Questions	What is market research? How to build a basic net for a flatpack toy. What are the cons of unclear information and instructions. How to combine your market research and mood board to create a successful design. How to apply your design to a basic net. How to build your flatpack toy neatly. How to add an embellishment to create a successful final piece.
Assessment	Research - Design ideas - Practical Work

Any questions? Please contact: Chris Worth (Head of Technology) chris.worth@whptrust.org

Our Year 8 Physical Education Curriculum

We aim to develop students as Sportspeople who:

- Enjoy being physically active.
- Can replicate a series of physical skills in isolated, conditioned and competitive environments.
- Can begin to evaluate when certain skills are to be used.
- Understand the importance of physical activity on health and wellbeing.

Big Ideas in Year 8 PE: How do we apply knowledge of skills, techniques and tactics to be successful in a variety of Sporting roles?

Last year we learned about….

- Demonstrating skills in a controlled practice
- How sporting excellence can look different in a variety of activities.

Next year we will learn about…

- Using skills, techniques and tactics in competitive situations
- Aspects of Leadership in various roles.
- Understanding about Health and fitness.

	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic	Practical- one team activity & one individual activity from: • Football • Netball • Badminton* • Rugby • Fitness* • Dance* • Gymnastics* **may fall into Spring Term due to facilities*		Practical one team activity & one individual activity from: from: • Basketball • Hockey • Badminton* • Gymnastics* • Fitness*		All students study • Athletics And two activities from … • Cricket • Rounders • Softball	
Key Questions	• How the body systems react to different kinds of exercise? • What are the names of muscles & locations in the body		• Leadership running throughout • Types of fitness. • Link types of fitness to specific activities		• What roles can I fulfil in a sport in addition to that of a performer? • Leadership running throughout • Methods of training • Link methods of training to specific activities	
Assessment	Students will be assessed throughout each activity on the following 'Me in PE' Concepts. • Physical – How do I perform the skills necessary to be successful in this activity? • Thinking/creative – How do I apply tactics, make decisions and evaluate during and after mine and other performances? • Personal – How do I demonstrate confidence, positive values, good behaviours and the key values of Sport? • Social – How do I communicate, manage, lead and be part of a team?					

Any questions? Please contact: Kieran Warner (Head of Physical Education) – kieran.warner@whptrust.org