



Curriculum Plan

Academic Year 2021-22

Subject: English

Year: 8

	Term 1	Term 2	Term 3
	<p><b>Transactional Writing</b></p> <p>Students recall and improve upon transactional writing skills using content from the European Migrant Crisis. Students read and create diaries, speeches, reviews, leaflets, opinion pieces and reports.</p> <ul style="list-style-type: none"> <li>Extended writing               <ul style="list-style-type: none"> <li>Writing to persuade</li> <li>Writing to inform</li> <li>Writing to advise</li> <li>Writing to argue</li> </ul> </li> <li>Reading comprehension</li> <li>Summary skills</li> <li>Vocabulary building</li> <li>Debate</li> </ul> <p><b>Poetry from Different Cultures</b></p> <p>Students read, analyse and compare a range of diverse poems. Students further their analysis skills through their reading, debate and essay crafting.</p> <ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Language analysis</li> <li>Analysis construction</li> <li>Structural analysis</li> <li>Poetic device focus</li> <li>Form identification</li> <li>Comparison</li> <li>Contextual analysis</li> </ul>	<p><b>Gothic: The Woman in Black (Analysis)</b></p> <p>Students are introduced to the Gothic genre and study a novel in depth, focussing on their reading comprehension and reading analysis. This is supplemented by thematic debates to explore moralistic issues.</p> <ul style="list-style-type: none"> <li>Identifying Gothic conventions</li> <li>Analysing Gothic conventions</li> <li>Analysing language devices (metaphor; simile; personification; alliteration, etc.)</li> <li>Analysing structure</li> <li>Debate</li> <li>Reading comprehension</li> <li>Summary skills</li> </ul> <p><b>Gothic: Creative Writing</b></p> <p>Students study two famous Gothic extracts in depth to explore using sentence structure and punctuation for creative effect. They will focus on creating their own Gothic settings and characters. Students aim to deepen their understanding of the genre conventions from the previous six weeks into their own creative pieces.</p> <ul style="list-style-type: none"> <li>The Tell-Tale Heart (punctuation and sentence structure for effect)</li> <li>Frankenstein (characterisation: implicit, explicit, physiognomic)</li> <li>Debate</li> <li>Vocabulary building</li> <li>Structuring an effective description</li> <li>Embedding Gothic conventions</li> </ul>	<p><b>A Midsummer Night's Dream</b></p> <p>Students conclude their year with the study of Shakespeare's 'A Midsummer Night's Dream'. There will be a drama, debate and language analysis focus to their study.</p> <ul style="list-style-type: none"> <li>Whole text analysis</li> <li>Theme identification and analysis</li> <li>Single word analysis</li> <li>Structure analysis</li> <li>Form analysis</li> <li>Debate</li> <li>Multiple interpretation</li> <li>Performance</li> </ul> <p><b>A Midsummer Night's Dream</b></p> <p>Students conclude their year with the study of Shakespeare's 'A Midsummer Night's Dream'. There will be a drama, debate and language analysis focus to their study.</p> <ul style="list-style-type: none"> <li>Whole text analysis</li> <li>Theme identification and analysis</li> <li>Single word analysis</li> <li>Structure analysis</li> <li>Form analysis</li> <li>Debate</li> <li>Multiple interpretation</li> <li>Performance</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>End of Unit Tests</li> <li>Multiple Choice Quizzes</li> <li>Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit Test/ Mock Exam</li> <li>Multiple Choice Quizzes</li> <li>Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Mock Exam / External Exam</li> <li>Multiple Choice Quizzes</li> <li>Extended Writing</li> </ul>



**Curriculum Plan**

**Academic Year 2021-22**

**Subject: Mathematics**

**Year: 8**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	Numbers and the number system Calculating Visualising and Constructing Algebraic Proficiency Understanding Risk Decimals, Fractions and Percentages Proportional Reasoning	Patterns Equations and Inequalities Investigating Angles Decimals, Fractions and Percentages Understanding Risk II	Calculating Space Algebraic Proficiency II Presenting and Measuring Data Project
<b>Assessment</b>	End of topic assessments and an end of term test	End of topic assessments and an end of term test	End of topic assessments and an end of year test



	Term 1	Term 2	Term 3
	<p><b>Light and Sounds</b></p> <ul style="list-style-type: none"> <li>• Straight-Line Light</li> <li>• Materials</li> <li>• Mirrors</li> <li>• Refraction</li> <li>• The Visible Spectrum</li> <li>• Seeing Sounds</li> <li>• How Sound Travels</li> </ul> <p><b>Atoms and Particles</b></p> <ul style="list-style-type: none"> <li>• Atoms, Elements and Compounds</li> <li>• The Periodic Table</li> <li>• The Modern Periodic Table</li> <li>• Compounds and Chemical Reactions</li> <li>• Mixtures</li> <li>• Changing State</li> </ul>	<p><b>Heat and Magnetism</b></p> <ul style="list-style-type: none"> <li>• Heat</li> <li>• Warming up and Cooling Down</li> <li>• Conduction and Insulation</li> <li>• Expansion and Contraction</li> <li>• Convection and Radiation</li> <li>• Magnets and Magnetic Forces</li> <li>• Electromagnets</li> </ul> <p><b>Body Systems</b></p> <ul style="list-style-type: none"> <li>• Digestive System</li> <li>• What's in our Food?</li> <li>• Circulatory System</li> <li>• Respiration</li> </ul>	<p><b>Ecology</b></p> <ul style="list-style-type: none"> <li>• Interdependence</li> <li>• Photosynthesis</li> <li>• Plant Adaptations</li> <li>• Food Chains, Webs and Pyramids</li> <li>• Bioaccumulation</li> <li>• Habitats</li> <li>• Habitat Change</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• Sedimentary, Igneous and Metamorphic rocks</li> <li>• The Rock Cycle</li> <li>• Weathering</li> </ul> <p><b>KS3 Science and Engineering Fair</b></p>
Assessment	Practical assignments / Mid-unit assessments / End of Unit Tests	Practical assignments / Mid-unit assessments / End of Unit Test	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests



Curriculum Plan

Academic Year 2021-22

Subject: Geography

Year: 8

	Term 1	Term 2	Term 3
	<p><b>Unit 1: Oceans</b></p> <ul style="list-style-type: none"> <li>• The Water Cycle</li> <li>• Features of the Ocean</li> <li>• Ocean Currents</li> <li>• Oil Spills</li> <li>• Overfishing</li> <li>• Plastic Pollution</li> <li>• Cleaning up the Ocean</li> </ul> <p><i>Skills Focus: Exploration of human processes and their impact on the environment, identify and evaluation solutions to global issues</i></p> <p><b>Unit 2: Rainforests</b></p> <ul style="list-style-type: none"> <li>• Features of the rainforest</li> <li>• Formation of rainforests</li> <li>• Layers of the rainforest</li> <li>• Adaptations in the rainforest</li> <li>• Indigenous tribes in the rainforest</li> <li>• Deforestation</li> </ul> <p><i>Skills Focus: Acquisition of knowledge and key terms relating to the physical environment, understanding natural processes and global issues.</i></p>	<p><b>Unit 3: Population</b></p> <ul style="list-style-type: none"> <li>• Causes of population growth</li> <li>• Population distribution graphs</li> <li>• Factors affecting population locations</li> <li>• Migrations and its consequences</li> <li>• History and population</li> <li>• Population and settlement</li> </ul> <p><i>Skills Focus: Analysis of human processes and their consequences, analysing human behaviour within the environments they live in.</i></p>	<p><b>Unit 4: Globalisation</b></p> <ul style="list-style-type: none"> <li>• Globalisation and interdependence</li> <li>• Transnational corporations</li> <li>• Case study: sweatshops</li> <li>• Case study: working conditions</li> <li>• Case Study: Nigeria</li> <li>• Globalisation and communications</li> <li>• Evaluation of globalisation</li> </ul> <p><i>Skills Focus: Analysis of human processes and their consequences, analysing human behaviour within the environments they live in, establishing an understanding and empathy of societies living within different geographical contexts.</i></p>
<b>Assessment</b>	<p><b>Unit 1:</b> Project presentation and end of unit test</p> <p><b>Unit 2:</b> End of unit test</p>	<p><b>Unit 3:</b> End of unit test and case study report</p>	<p><b>Unit 4:</b> End of unit test and newspaper article on globalisation</p>



Curriculum Plan

Academic Year 2021-22

Subject: History

Year: 8

	Term 1	Term 2	Term 3
	<p><b>Unit 1: The Black Death</b></p> <ul style="list-style-type: none"> <li>Life and Health in the 14<sup>th</sup> Century</li> <li>The spread of the Black Death 1348</li> <li>Life and Death during the Black Death 1348</li> <li>Responses to the Black Death</li> <li>Impact of the Black Death</li> <li>The Peasants Revolt 1381</li> <li>Plague Doctors</li> <li>The Great Plague of London, 1668</li> <li>End of the Black Death</li> </ul> <p><i>Skills Focus: Analysing change and continuity over time, analysing similarities and differences across historical contexts, exploring significance of events in History and their consequences.</i></p>	<p><b>Unit 2: The Russian Revolution</b></p> <ul style="list-style-type: none"> <li>Life in Tsarist Russia</li> <li>The 1905 Revolution</li> <li>Rasputin</li> <li>World War One and its impact on Russia</li> <li>The February Revolution</li> <li>The Provisional Government</li> <li>The July Days and the Kornilov Affair</li> <li>The October Revolution</li> <li>Why was the Bolshevik revolution successful?</li> <li>Lenin's Russia</li> </ul> <p><i>Skills Focus: Analysing causes and consequences, evaluating significance of events and individuals.</i></p>	<p><b>Unit 3: From to Slavery to Civil Rights</b></p> <ul style="list-style-type: none"> <li>The middle passage</li> <li>Slavery in America</li> <li>People of colour in the Wars of Independence and Civil War</li> <li>The 13<sup>th</sup> Amendment</li> <li>Jim Crow Laws and Segregation</li> <li>The Ku Klux Klan</li> <li>The NAACP</li> <li>Martin Luther King and the Civil Rights Movement</li> <li>Black Lives Matter</li> </ul> <p><i>Skills Focus: Exploring continuity and change over time, analysing values, beliefs and decision making across historical contexts, evaluating similarities and differences between contexts.</i></p>
<b>Assessment</b>	<p><b>Unit 1:</b> End of unit test and student-led presentations</p>	<p><b>Unit 2:</b> End of unit test – essay style responses</p>	<p><b>Unit 3:</b> Diary Entries and End of Unit test</p>



Subject: Art & Design

Year: 8

	Term 1	Term 2	Term 3
	<p><b>DIFFERENT CULTURES</b> In this unit students will have the opportunity to work with textile materials and learn sewing skills using different threads and stitches. Students will learn the running stitch, the continuous line stitch, the cross stitch and the L–stitch. They will use their colour theory knowledge and what they’ve learned of textiles to create a bright, bold, coloured piece of work. They will also have the opportunity to learn about work and art styles from other countries and cultures. They will learn how to make a 3D textile piece of art work.</p>	<p><b>PORTRAITS</b> Students will have the opportunity to learn, in detail, how to draw portraits both technically and skilfully. They will develop their pencil tonal skills and their ability to draw what they see. They will learn a new way of drawing, by breaking up the image into a grid and copying one square at a time. They will research <b>Chuck Close</b> and look at his work. They will learn ways of working with colour using different mediums including paint, coloured pencils and pastels. Students will have the opportunity to develop their skills and knowledge of making colours using only the primary colours, black and white. Students will also learn how to create one complete portrait using their chosen medium to make a highly skilled final piece with correct proportions and use of colour.</p>	<p><b>INVENTIONS</b> This unit is designed to further develop observational drawing skills and to extend students’ experience of materials and processes. They learn to draw from life and secondary sources, to increase their awareness of everyday life, and develop problem solving skills both theoretical (in terms of invention) and practical in terms of model making. Students will learn about the importance of creativity in design. To develop strong visual and communication skills together with the composition and presentation. They will work through a series of designs from initial brainstorm to scale model, incorporating evidence of development and experimentation of process. They are required to analyse and evaluate their own and others’ work, focusing on the visual communication, and the creative use of materials.</p>
<b>Assessment</b>	Practical Assessment Journal	Practical Assessment Journal	Practical Assessment Journal



	Term 1	Term 2	Term 3
	<p><b>Desktop Publisher:</b></p> <ul style="list-style-type: none"> <li>• Advanced word processing skills.</li> <li>• Create documents for a particular purpose.</li> </ul>	<p><b>Introduction to programming</b></p> <ul style="list-style-type: none"> <li>• Use the programming tool Blockly to control a screen image.</li> <li>• Write instructions and sets of procedures using standard commands.</li> <li>• Make use of repeat function to create a game with multiple levels of complexity.</li> </ul>	<p><b>Animation:</b></p> <ul style="list-style-type: none"> <li>• Produce, edited an animation with computer software and hardware.</li> <li>• Publish a finished animation with a specific audience in mind.</li> </ul>
	<p><b>Algorithms:</b></p> <ul style="list-style-type: none"> <li>• Understand algorithms.</li> <li>• Create an algorithm.</li> <li>• Analyze and correct.</li> <li>• Use Blockly to create functioning Algorithms.</li> </ul>	<p><b>Web 2.0</b></p> <ul style="list-style-type: none"> <li>• Understand and interact with a variety of 2.0 Tools.</li> </ul>	<p><b>Fundamentals of the internet:</b></p> <ul style="list-style-type: none"> <li>• Understand and contextualize terms associated with the internet.</li> <li>• HTTPS.</li> <li>• ISP.</li> <li>• Intranet.</li> <li>• URL.</li> <li>• FTP.</li> <li>• cloud-based storage.</li> <li>• Evidence knowledge of the advantages and disadvantages of using the internet,</li> <li>• Internet search</li> <li>• Evaluate the reliability of information found on the internet.</li> </ul>



	<p><b>Introduction to programming – Python:</b></p> <ul style="list-style-type: none"><li>• Create simple text-based programs using the Python programming language.</li><li>• Understand the concepts of variables and values.</li></ul>	<p><b>Animation:</b></p> <ul style="list-style-type: none"><li>• Create animation loops.</li><li>• Make use of onion skins.</li><li>• Show awareness of time lapse techniques.</li></ul>	<p><b>Dynamic On-Line Publishing:</b></p> <ul style="list-style-type: none"><li>• Understand and interface with a dynamic online CMS</li><li>• Create web ready content.</li><li>• Understand the safety issues with interactive dynamic online content.</li></ul>
<b>Assessment</b>	Formative/ Summative End of Unit Tests. End of Term Exam	Formative/ Summative End of Unit Tests. End of Term Exam	Formative/ Summative End of Unit Tests. End of Term Exam



Curriculum Plan

Academic Year 2021-22

Subject: Music

Year: 8

	Term 1	Term 2	Term 3
	<p><b>West African Drumming + Singing</b></p> <ul style="list-style-type: none"> <li>• Syncopated rhythms</li> <li>• Cross-rhythms</li> <li>• Ensemble playing</li> <li>• Solos</li> <li>• Improvisation</li> <li>• Call &amp; Response</li> <li>• Leadership skills</li> <li>• Motor skill coordination</li> <li>• Listening/Musical Awareness</li> <li>• Background - historical/cultural awareness</li> </ul> <p><b>Blues/Keyboard work</b></p> <ul style="list-style-type: none"> <li>• History and context</li> <li>• Syncopation</li> <li>• 12 bar blues patterns</li> <li>• Walking bassline</li> <li>• Basic and complex keyboard skills</li> <li>• Playing as part of a duet</li> <li>• Musicianship skill</li> </ul>	<p><b>Band Project</b></p> <ul style="list-style-type: none"> <li>• Guitar skills</li> <li>• Basic Drum beat</li> <li>• Singing verse and chorus</li> <li>• Playing as part of a multi-instrumental ensemble</li> <li>• Musicianship skills</li> <li>• Aural awareness</li> </ul> <p><b>Samba</b></p> <ul style="list-style-type: none"> <li>• Ensemble skills</li> <li>• Listening/ awareness</li> <li>• Syncopated rhythms</li> <li>• Maintaining a steady pulse</li> <li>• Historical/cultural background</li> <li>• Leadership skills</li> <li>• Ensemble work</li> <li>• Improvisation</li> </ul>	<p><b>Film Music/ Program Music</b></p> <ul style="list-style-type: none"> <li>• Writing to a film score</li> <li>• Compositional skills</li> <li>• Understanding chord sequences</li> <li>• Screen/ real life timing</li> <li>• Diatonic and non diatonic sound</li> <li>• Using sequencing software</li> <li>• Full use of keyboard sounds</li> </ul> <p><b>Carnival of the Animals</b></p> <ul style="list-style-type: none"> <li>• Art skills</li> <li>• Basic keyboard skills</li> <li>• Basic notated reading</li> </ul>
Assessment	End of Unit test	End of Unit test	End of Unit test



Year Group	Term 1	Term 2	Term 3
8 and 9	<p><b><u>Block 1</u></b> <b><u>Health Related Exercise</u></b></p> <ul style="list-style-type: none"> <li>• Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing).</li> <li>• Muscles/Bones.</li> <li>• Components of Fitness.</li> <li>• Skill Related Fitness.</li> <li>• Knowledge and understanding.</li> </ul>	<p><b><u>Block 3</u></b> <b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Running Events – 100m/200m/400m/1500m.</li> <li>• Jumping Events – Long Jump/Triple Jump/High Jump.</li> <li>• Throwing Events – Javelin/Discus/Shot Putt.</li> </ul>	<p><b><u>Block 5</u></b> <b><u>Striking and Fielding</u></b></p> <ul style="list-style-type: none"> <li>• Throwing/Catching/Bowling.</li> <li>• Batting.</li> <li>• Fielding.</li> <li>• Tactical Awareness.</li> <li>• Rules and Regulations.</li> <li>• Team/Social Building.</li> <li>• Match Fitness.</li> <li>• Gameplay.</li> </ul>
	<p><b><u>Block 2</u></b> <b><u>Invasion Games</u></b></p> <p>Sports could include Football, Basketball, Netball and Hockey.</p> <ul style="list-style-type: none"> <li>• Passing/Receiving.</li> <li>• Dribbling.</li> <li>• Shooting.</li> <li>• Tactical Awareness.</li> <li>• Match Fitness.</li> <li>• Rules and Regulations.</li> <li>• Gameplay.</li> </ul>	<p><b><u>Block 4</u></b> <b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Water Safety/Evaluation (Treading Water for different lengths of time).</li> <li>• Entry and Exit (Seated Dive/Crouch Dive/Standing Dive).</li> <li>• Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water).</li> <li>• Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly).</li> </ul>	<p><b><u>Block 6</u></b> <b><u>Net/Wall</u></b></p> <ul style="list-style-type: none"> <li>• Racket Shot Techniques.</li> <li>• Movement and positioning on the court.</li> <li>• Tactical Awareness.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Singles and Doubles Gameplay.</li> </ul>
<b>Assessment</b>	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.



**Curriculum Plan**

**Academic Year 2021-22**

**Subject: Native Mandarin**

**Year: 8**

	Term 1	Term 2	Term 3
	皇帝的新装 秋天的怀念 散步 猫 狼 《世说新语》两则 阿长与山海经 老王 孙权劝学 木兰诗 复习《卖油翁》《短文两篇》	春 济南的冬天 散文诗二首 论语十二章 紫藤萝瀑布	一颗小桃树 外国诗两首 诫子书 从百草园到三味书屋 雨的四季 带上她的眼睛 阅读训练 写作训练
<b>Assessment</b>	单元练习 总结性综合测试	单元练习	单元练习 总结性综合测试