**Year 8 Academic Curriculum Map**

All lessons are taught based on the needs of the pupils in the group. There is an emphasis on engaging prior knowledge, learning through concrete methods before moving onto more abstract concepts. All learning is delivered through visuals and multisensory opportunities to support language needs and working memory. Within streamed academic lessons there is further differentiation to support and challenge pupils.

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| **Subject** | **Term** | | | | | |
| **Autumn Half Term 1** | **Autumn Half Term 2** | **Spring Half Term**  **1** | **Spring Half Term**  **2** | **Summer Half Term 1** | **Summer Half Term 2** |
| **English** | **Poetry**   * Review a range of poetic devices. * Links to World Wars, Remembrance Sunday through poetry. * Apply poetic devices into their own poems. | **Space Stories**   * Explore a range of stories or books about space with the aim to write their own children’s story. * Pupils will develop their creative and technical writing through retelling, story mapping and adapting. * They will continue to practice editing skills. | **Advertising**  Pupils will investigate the role of advertising and will design their own advertising campaign for a product.  Pupils will explore different modes of advertisement, from TV to poster, labelling key features and applying this to their own  There are cross curricular links with IT and media studies. | **Stories and Poems Celebrating Cultures**   * Pupils will focus on culture or geographical area and explore one book or extracts from a variety of books. * This includes traditional tales/folklore. | **Shakespeare’s** Midsummer Night’s Dream   * Reading parts of the script or retelling summaries of the acts. * Analysing language or images used with extracts - word classes, themes, language techniques, choosing quotes or key words. * Character exploration through role play, hot seating, character profiles, letter/diary writing. | **Non-Fiction**   * Linking non-fiction texts and writing to themes explored previously * This may include; newspaper articles, diary writing, letter writing, persuasive language, speeches, etc. |
| **Maths** | **Number**   * Place value * Number sense * Mental maths * Four operations   (addition, subtraction, multiplication and division) | **Measure**   * Money * Time * Use of scales and rules * Units of measurement | **Geometry**   * 2D and 3D shapes * Symmetry * Angels | **Number**   * Review of time, money and four operations * Fractions | **Statistics**   * Tables and graphs * Surveys * Analysing data | **Number**   * Review of time, money and four operations * Using calculators * Decimals and percentages |
| **Science** | **Safety review and Electricity**   * identifying hazards and minimising risk to themselves and peers. * makes simple electrical circuits. * Conductors and insulators. * Uses circuit symbols to draw a circuit. * Assess from pictures which circuit will work or not work and why. * Series and parallel circuits | **States of Matter and chemical reactions**   * Changes of state in terms of the particle model. * Mixing materials can cause change. * Learn the difference between reversible and irreversible reactions. * Investigate acids and alkalis. | **Animals and The Human Body/Human Reproduction**   * all animals move, breathe/respire, are sensitive to surroundings, grow, reproduce, excrete waste, and require nutrition, (MRS GREN). * Structure and function of reproductive systems in humans. * Menstrual cycle, fertilisation, gestation and birth. | **The Earth and Space**   * the composition and structure of the earth. * the composition of the atmosphere. * the production of carbon dioxide by human activity and the impact on climate. * Our sun as a star and our moon. * Our solar system * The season’s and the earths tilt, day length at different times of year in different hemispheres. * Current space exploration. | **Materials**   * Groups materials according to given properties. * Discusses the need for recycling of different materials and finds out how a material is recycled. * Researches and finds out about a person who has developed a new use for a material. | **Living Things and their Habitats**   * Identify some animals and plants in their habitats. * Animals and plants are linked by food chains. * Follows a food web. * the importance of plant reproduction through insect pollination. * Negative and positive human impacts on our environment. |
| **Humanities** | **History**   * Building history skills such as; sources, questioning, inferencing, comprehension, summary. * Normans; Battle of Hasting, Dooms Day book, Norman castles. | **History**   * Tudors; Battle of the Roses, reformation of the monasteries, Spanish Armada | **Geography**   * Human vs physical geography * Map work through online maps and atlases, map symbols and coordinates | **Geography**   * Case studies on Japan and Kenya, exploring physical and human geography of these countries. * Comparisons to the UK. | **Religion Education (RE) – Judaism**   * Main beliefs * Significant symbols * Synagogues * The Hebrew Bible or Tanakh * Festivals and celebrations | **Religion Education (RE) – Hinduism**   * Main beliefs * Significant symbols * Temples * Significant texts * Festivals and celebrations |
| **PSHE** | **Being Me in My World**   * Influences, family and identity. * Differing personal beliefs and cultures. * Accepting and respecting difference. | **Celebrating Differences**   * Social injustice and inequality. * Benefits and challenges of living in a diverse society. * Making a positive contribution to a community. | **Dreams and Goals**   * Longer term goals, including skills and qualifications. * Managing personal finance. * Understanding differing views about finances. | **Healthy Me**   * Choices which impact physical and mental well-being. * Impact of lifestyle choices on longer term health. | **Relationships**   * Review types of relationships, respect, consent and assertiveness. * Appropriate/ inappropriate relationships, both on- and offline. * Maintaining more control of relationships with others. * If appropriate Social media and its impact on relationship with self. | **Changing Me**   * Review puberty and reproduction facts. * Physical attraction, types of romantic relationship. * Building positive romantic relationships. * Negative relationships and potential risks. * Accessing support. |
| **PE** | **Athletics**   * Throwing * Javelin * Shot put * Jumping * Long jump * High jump * Sprinting 100m   **Kinball** (after Sports Day)  Fun games and drills | **Gym and dance**   * Intro into Gym and dance * Traveling * Unison/Action words * Jumping * Focus on theme/types of dance.   **Eurohoc-Floorball**   * Dribbling and stick handling * Passing * Shooting * Protecting the ball * Faking * Mini games   **Fitness**   * Intro to Fitness * Strength full body Circuit | **Gym and dance**   * Practice and Performances (preparation for Gym and Dance Show)   **Football**   * Intro to Football * Ball control * Dribbling * Turning * Running with the ball * Short passing * Receiving * Shooting   **Fitness**   * Strength full body Circuit | **Badminton**   * Grip * Back Hand * Forehand * Stance * Footwork * Serve   **Cross country**   * Pupils to perform a minimum of 3 X-C runs * Students able to see if progress is made in the 3 runs. * Explain the concepts of pace and rhythm when running * Breathing patterns discussed   **Fitness**   * Strength full body Circuit | **Basketball**   * Intro to Basketball * Passing * Footwork * Dribbling * Shooting * Defending * Attacking * Mini Games   **Kwik cricket**   * Introduction to Kwik cricket * Fielding/ Catching * Batting * Bowling * Game/ Non-stop   **Fitness**  Strength full body Circuit | **Tennis**   * Intro to Tennis * Forehand Drive * Backhand Drive * Service * Mini games   **Rounders**   * Intro to rounders * Catching and underarm throwing * Bowling * Over arm throw * Batting * Game Rules and Umpiring   **Fitness**   * Strength full body Circuit |
| **Design and Technology (DT)** | **Pine box project**   * Further develop understanding for wood work by making a butt and mitre jointed pine box * Materials; pine, MDF, plywood and jelutong * Introduction to 2D Design and laser cutting * Evaluation | | **Electronic Device Holder**   * Research and designing a holder to suit individual electronic devices * Model making and design development * Acrylic * 2D Design and laser cutting * Evaluation | | **Pull along articulated toy**   * Research and designing * Cutting and chiselling finger joints * Drilling using the pillar drill * Sanding using the disc sander * Personalisation and painting of individual designs * Evaluation | |
| **ICT** | **Branching databases**   * Associated key vocabulary * Use of multimedia * Creation of a branching database. | **Word Processing**   * The interface * Basic tools * Advanced tools * Tables * Formatting * Language tools * Grammar tools | **Spreadsheets**   * Associated key vocabulary * Formulas * Simple functions, e.g. SUM, AVERAGE, MAX, MIN * Graphs * Formatting * Printing. | **Databases**   * Associated key vocabulary * Building a table * Collecting data * Data types * Sorting data * Searching data * Criterion for searches * Multi criteria searches. | **Programming**   * Associated key vocabulary * Text based language vs object orientated * Creating algorithms * Creating prompts * Data types * Compiling & Syntax. | **Audio Editing**   * Associated key vocabulary * Use of multi-tracks * Cutting, copying, pasting tracks * Adding effects * Amplifying * Attenuating * Fade in and fade out. |
| **Music** | Pupils will begin the year preparing for Music Week. Firstly, pupils will be working on a Musical Theatre presentation with a professional triple threat performer. We will use class time to prepare the vocals for this session using material from a contemporary pop/rock musical, ‘Six’, based on Henry VIII’s six wives. Pupils will also work with music professionals on a Black History Project working with Steel Pans, a Folk Workshop with a fiddle and spoons player, a World Music Workshop with a bassist and drummer and participate in a drum circle. After half term we will prepare vocal material for the Christmas show. | They will learn how to record their notes and fingering on a fretboard chart and learn correct right and left hand playing technique. They will use standard musical notation, learn how notes move and be able to identify staves, bars, bar lines, time signatures and the treble clef. We will finish this module by recording the pupils performance and adding it to a split screen multi-instrumentalist video. | The class will be focussing on singing this term in preparation for the summer show. Pitching, diction, rhythm and projection skills will be at the forefront. The class will sing in an ensemble and solo in front of the class, look at the purpose of lyrics within a musical theatre context and view footage of the songs as performed in a professional context. Instrumentation to accompany the show will be explored and discussed and the class will examine the orchestrations originally intended by the composer. The pieces will be dissected in terms of style and delivery and rehearsed to performance level in time for show day.  After half term we will prepare vocal material for the Year 9 play. | | Pupils will begin the year preparing for Music Week. Firstly, pupils will be working on a Musical Theatre presentation with a professional triple threat performer. We will use class time to prepare the vocals for this session using material from a contemporary pop/rock musical, ‘Six’, based on Henry VIII’s six wives. Pupils will also work with music professionals on a Black History Project working with Steel Pans, a Folk Workshop with a fiddle and spoons player, a World Music Workshop with a bassist and drummer and participate in a drum circle. After half term we will prepare vocal material for the Christmas show. | They will learn how to record their notes and fingering on a fretboard chart and learn correct right and left hand playing technique. They will use standard musical notation, learn how notes move and be able to identify staves, bars, bar lines, time signatures and the treble clef. We will finish this module by recording the pupils performance and adding it to a split screen multi-instrumentalist video. |
| **Art** | **Animation** - The project aims to introduce the students to the basic principles of the animated/moving image through the study and making of optical toys.  - Zoetropes  -Thaumatropes  - Flip books  -Story Boarding and Sequencing  -Use of 2D and 3D objects/ materials  Artists: William Kentridge, Lemone Snickert, Chiara Ambrosia, Jo Wonders, Georges de Melies, Juan Fontanive, Robin Rhodes, Dan Geesin, Rob Bidder, Eliezer Sonnenschein, Eadweard Muybridges, Guiseppe Ragazzini, Julian Antonisz, Frederic Back, Katy Beveridge,Meghana Bisinier, Jami Caliri, Pixar, Monsters and men, Tim Burton | **Animation** -The students will be introduced to a variety of optical toys/tools and will be encouraged to try a wide spectrum of drawing approaches to develop their animation in order to familiarize themselves with the broad term “ drawing” - Drawing, Collage, cut outs, Stencilling, Printing, and projection will be combined to encourage experimental and interactive processes. -Concepts of time, narrative imagery and surreal imagery will be discussed in context of the introduced artists and the creative response of the students. | **Imagined Cities -** Students will respond to the theme ‘Imagined Cities’ by looking at a range of urban environments and artists. - Collage - Darkroom - Heat press | **Imagined Cities** Continued: -projection - photography | **Fantastic Beasts -**Students explore a range of mark making/ drawing technique/ collage to develop a personalise response to animals and insects. - Mythology - Chimeras - Magical creatures - Surrealism -They will also experiment imaginatively with creating their own fantastical beasts using collage and darkroom photography/ foils; and explore abstraction through magnification and repeat pattern. -Students will develop techniques by looking and learning from a range of artists from diverse backgrounds, experiences and emotive stimuli. | **Fantastic Beasts -**They will develop a drawing style focusing on accuracy, sensitivity of selection and definition of line to create shape, texture, shading and value in preparation for a dry – point etching for a printmaking outcome. -printmaking -mark making Artists: Yago Partal Nick Cave (artist) Isabel Reitemeyer |
| **Drama** | **Drama Skills**   * Building on skills developed last year students will begin to work on extending their improvised pieces, taking a range of different images as stimuli. * Through technical exercises and games they will practice developing greater depth of characterisation, increased nuance in expression, use of gesture and movement and position on stage. | **Science Fiction**   * Apply skills learnt in Autumn HT1 to create an improvised performance with cross curricular links to the theme of space stories (science fiction) studied in English lessons during Autumn HT1. | **Script Work**   * Key terminology used when working from a script, including stage geography. * Through practical application they will develop an understanding of how information is translated from script to stage in order to create a performance. | | **Shakespeare**   * Linked to their English Shakespeare play, A Midsummer Night’s Dream. * During these sessions, they will explore different dramatic techniques used in the play and where appropriate, students may enact an extract or key scene. * When relevant, students will have the opportunity to learn about different theatrical interpretations drawing on different cultures and eras where possible. | |
| **Adventure Service Challenge (ASC)** | Working towards the Adventure Service Challenge Level 1 award across the year.   * Activity Choice * Road Safety * Service | | * Camp Craft * Leisure Pursuit | | * Hiking * Shield * First Aid | |
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