

Curriculum Map – Year 8 (page 1 of 14)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
English						
<p>Intent To develop an understanding of the way in which other cultures and authors have inspired literature, whilst also developing a more sophisticated structure within pupils' own writing.</p>						
Implementation	<p>Reading for Meaning - studying a novel - writing an analytical essay based on a pre-revised extract</p> <p>Speak Out Dramatic Reading of book review</p>	<p>Myths and Legends - writing a piece of extended fiction showing a structural feature of narrative writing</p>	<p>Other Cultures – A study of other cultures from around the world and across different generations. Analytical essay comparing two texts (fiction and non-fiction) Speak Out: Youth Speaks</p>	<p>Culture and The Media – An exploration of the modern media and how viewpoints are conveyed. Production of a newspaper front page.</p>	<p>Thematic Poetry – Language and structural analysis. Comparative essay</p>	<p>Introduction to Shakespeare - Perform own version of a Shakespeare play and prepare a presentation on chosen play</p> <p>Preparation for the Shakespeare Showdown</p>
<p>Impact Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 8</p>						
Maths						
<p>Intent To build on the knowledge gained in Year 7. To practise mental calculations. To extend algebra to include solving equations and sequences. To gain a full understanding of constructions and introduce Pythagoras. To introduce Probability. To continue to look at problem solving, now with less scaffolding and support.</p>						
Maths	<p>Mastery of equations. Build on algebra from Year 7. Solve 2 stage equations. Extend to quadratics. Mastery of Statistics. Averages and drawing diagrams to represent statistics. Practise mental calculations. Revision of previous work. Application of knowledge to problem solving.</p>	<p>Mastery of sequences. Nth term and recursive sequences. Mastery of Indices. Practise mental calculations Revision of previous work. Application of knowledge to problem solving.</p>	<p>Mastery of constructions Introduction to Loci Mastery of the use of Pythagoras Mastery of Probability Revision of previous work. Application of knowledge to problem solving</p>			
<p>Impact Pupils assessed per unit to reflect their knowledge compared to the KS3 topic descriptors for Pathways in Year 8. Evaluation of learning with check out exercises on a regular basis. Pupils' ability to approach mathematical problems are monitored and evaluated in specific end of topic assessment.</p>						

Curriculum Map – Year 8 (page 2 of 14)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
Biology						
<p>Intent To be able to build upon the fundamental principles of ecosystems, plant and human life from Year 7, whilst learning in depth the biological processes of respiration and photosynthesis in plants and comparing to metabolic processes in humans. This is then extended into the areas of human diet and the impact this has on human health, whilst looking through the lens of the effect this has on our natural environment and the plants and animals that live there.</p>						
Implementation	<p>8B1: Respiration and Photosynthesis Respiration Gaseous Exchange in Humans Factors affecting breathing Plants and Photosynthesis</p>		<p>8B2: Health, Diet and Digestion Healthy Living Healthy Diet Energy Digestion and Absorption</p>		<p>8B3: Ecosystems Populations and biodiversity Interdependence Toxic Materials Insect population</p>	
<p>Impact Pupils assessed per unit to reflect on their knowledge compared to the KS3 topic descriptors for Pathways in Year 8. Evaluation of learning with check out exercises on a regular basis. Pupils’ ability to approach mathematical, literacy and working scientifically problems are monitored and evaluated in specific sections end of topic assessment.</p>						
Chemistry						
<p>Intent To be able to build upon the fundamental principles of matter, conservation of energy and chemical reactions from Year 7, whilst learning in depth the chemical processes of acids and alkalis, thermal decomposition and basic chemical reactions. This is then extended into the areas of fossil fuel combustion reactions and the impact this has had on the health of our planet, both in the short and long term.</p>						
Implementation	<p>8C1: Elements and Chemical Reactions Atoms, Elements and Periodic Table Compounds and Chemical Formulae Reactions and Equations</p>		<p>8C2: Chemicals & Reactions Acids, Alkalis and Indicators Gases and Gas tests Chemical Changes Thermal Decomposition Chemical Reactions Acid Reactions (neutralisation</p>		<p>8C3: Our Planet The Earth Rocks and Rock Cycle Fossil Fuels Fuels and Combustion The Atmosphere and Carbon Cycle Human Effects on the Atmosphere</p>	
<p>Impact Pupils assessed per unit to reflect on their knowledge compared to the KS3 topic descriptors for Pathways in Year 8. Evaluation of learning with check out exercises on a regular basis. Pupils’ abilities to approach mathematical, literacy and working scientifically problems are monitored and evaluated in specific sections end of topic assessment.</p>						

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
Physics						
<p>Intent To be able to build upon the fundamental principles of energy and forces from Year 7, whilst learning in depth key vocabulary to explain and describe invisible phenomena in detail. This includes describing the various types of energy store and how energy propagates through different systems via different energy pathways.</p>						
Implementation	8P1: Waves Waves and wave properties Sound waves Light waves		8P2: Heat and Energy Transfers Energy types (stores) and Transfers Heat and temperature Conduction and Radiation Heat transfer and reduction methods Energy transformations Domestic Electricity		8P3: Magnets and Electromagnets Magnets and Magnetic fields Magnetic effect of current Motors	
	<p>Impact Pupils assessed per unit to reflect their knowledge compared to the KS3 topic descriptors for Pathways in Year 8. Evaluation of learning with check out exercises on a regular basis. Pupils ability to approach mathematical, literacy and working scientifically problems are monitored and evaluated in specific sections end of topic assessment.</p>					
Games						
<p>Intent Pupils cement the basic skills and strategies they learned in Year 7 and move on to more challenging tasks and scenarios. They appreciate what it is to play in a 'game' and the range of roles and responsibilities that this might entail. They enthuse about what they are doing and extend themselves both recreationally and/or as a performer by attending a range of House activities and extra-curricular clubs. Pupils become more altruistic through their exposure to team games.</p>						
Implementation	Boys: Rugby, Girls: Football	Boys: Football Girls: Hockey	Boys: Hockey Girls: Netball	Boys: Hockey Girls: Basketball	Boys: Cricket Girls: Tennis	Boys: Tennis Girls: Rounders
<p>Impact Assessment through extensive informal pupil questioning and sharing of work, ideas and skills. Pupils also fill out staff-awarded assessment grades on their half-termly tracker and staff monitor and record this for both games and non-games activities. Pupils are sufficiently enthused and motivated by the PE curriculum that they attend the sports related House activities and participate in aspects of the school's extra-curricular programme. Improved MSFT scores as an indication of aerobic fitness (VO2 Max) are recorded before the end of the year. Pupils engage with Sports Day and Legacy Day. Pupils complete an annual sports survey and possibly attend the annual Sports Awards Evening.</p>						

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
PE						
Intent						
Pupils demonstrate a better understanding of how to exercise safely and effectively and at a higher intensity. They enthuse about all aspects of the non-games curriculum and can see measurable improvements in their performance. They can analyse and constructively criticise their own and others' work using key language.						
Implementation	All pupils in their other PE lesson then complete the following until Easter: -Swimming -Health related exercise -Young Leaders Award -Gymnastics -Cross Country (boys) -Dance (girls) -They then do a term of track and field athletics on the summer term					
Impact						
Assessment through extensive informal pupil questioning and sharing of work, ideas and skills. Pupils also fill out staff awarded assessment grades on their half-termly tracker and staff monitor and record this for both games and non-games activities. Pupils are sufficiently enthused and motivated by the PE curriculum that they attend the sports related House activities and participate in aspects of the school's extra-curricular programme. Improved MSFT scores as an indication of aerobic fitness (VO2 Max). Pupils engage with Sports Day and Legacy Day. Pupils complete an annual sports survey and possibly attend the annual Sports Awards Evening.						
BEE						
Intent						
Our carefully crafted curriculum in BEE balances the national expectations and an all-encompassing range of experiences allowing our pupils to flourish in this sector. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child.						
Implementation	HTML & websites developing a new website on their hobby. Learning how HTML is used to create a webpage.	Computer crime & cyber security – further developing their digital resilience	Spreadsheets – further developing their employability skills	Databases – understand how to create and why we need databases.	Sketch up – 3D design software creating buildings of the future.	Binary, Boolean & Scratch – Further developing their programming skills using a visual & written language
Impact						
Regular monitoring throughout the year to gauge impact of the curriculum through assessment, evaluation and pupil voice. Learning is measured through careful analysis of the application of skills across the curriculum, showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.						

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
History						
<p>Intent To ensure pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world from Stuart to Victorian times. By the end of Year 8, pupils should understand the political and industrial revolutions that Britain went through, the spread of ideas through exploration and trade, the diversity of societies and relationships between different groups as Britain engaged with the wider world.</p>						
Implementation	<p>Timeline (chronology)</p> <p>The causes, events and consequences of the English Civil War: including its impact on Winchester and Hampshire</p>	<p>Execution of King Charles 1st Assessment (source analysis)</p> <p>Cromwell: hero or villain?</p> <p>Role of women in C17th England/Witchcraft</p> <p>The Restoration and Age of Enlightenment</p>	<p>1750-1900 overview</p> <p>Which inventor made the most significant contribution to the Industrial Revolution? Significance assessment</p>	<p>Coal mines investigation</p> <p>Children in the Mills (comparison)</p> <p>What was Britain’s role in the Slave Trade?</p>	<p>YEAR 8 EXAM</p> <p>Why did the slave trade end?</p> <p>Should we be proud of the British Empire?</p>	<p>The Victorian era: Why was the Public Health Act of 1875 passed? How close was Britain to revolution?</p> <p>Causes, events and consequences of the French Revolution</p>
<p>Impact Pupils’ ability to ask perceptive questions, think critically, weigh evidence, analyse arguments, consider significance and develop judgements. Periodic evaluations of pupils’ knowledge and skills through assessments and exams will be achieved by comparison with the KS3 Subject Grade Descriptors.</p>						
Geography						
<p>Intent To ensure that all Year 8 pupils have an understanding of the causes, effects and responses to weather patterns and events. To make sure pupils can locate and explain the distribution of the world largest biomes and explain the specific characteristics of at least one. To develop an understanding of the ways countries can be developed and to be able to consider the value of different indices in making that judgement.</p>						
Implementation	<p><u>Weather and Climatic Hazards</u> The study of weather systems and hurricanes. Including an assessment on key terms and a school microclimate project. Why does the weather change with the passage of a depression?</p>		<p><u>Ecosystems</u> The distribution of biomes. A study of tropical rainforest regions and an assessment on adaptations in response to specific environments. Kew Gardens visit Decision making exercise on the use of the Madagascan rain forest.</p>		<p><u>Development Issues</u> How do different countries develop over time and how can we measure the differences in development? How do we classify countries? Are there ways we can help a poorer country develop sustainably?</p>	
<p>Impact: Pupils will be assessed in accordance with the pupil checklist for Year 8 as well as the assessment framework for pathways in Geography in Key Stage 3.</p>						

Curriculum Map – Year 8 (page 6 of 14)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
Religious Studies						
Intent						
To ensure pupils gain an understanding of different world religions, cultures and traditions, through a study of Judaism, Islam and Buddhism beliefs and practices. By the end of Year 8, pupils should be able to evaluate the value and different interpretations of these beliefs and traditions within an individual and global context.						
Implementation	<p align="center"><u>Judaism</u></p> <p>Covenant - What is the covenant agreement? Would you wish to be part of the Jewish Covenant? Mitzvot (Circumcision) - Is keeping Mitzvot important for Jews today? Key task - Should Jack circumcise his son? (Evaluation) Reform- Different interpretations within Judaism Key task - "You can't be a real Jew if you don't follow the laws of Judaism exactly" (Evaluation) Kahrut-We are what we eat? Assessment Kosher food (All skills) Shekinah - How does Pesach show the presence of God? Key task - How would celebrating Pesach help a Jew in the Holocaust? (Evaluation) Identity – What is the Jewish identity? Key task – Did the Jews lose their identity during the Holocaust?</p>		<p align="center"><u>Islam</u></p> <p>Peace - Is Islam a religion of peace? Assessment- Peace (All skills) Tawhid - Who is Allah? Key task - "Islam would not exist without Allah" Authority Where does Islam gain its' authority from? Key task - How can religions unite and divide? Beliefs – What are the key Islamic beliefs? Key Task - Your life is a reflection of your beliefs</p>		<p>Umma - How does the Hajj represent the worldwide community of Muslims? Key task - Hajj postcard (Enquire/Contextualise) "A true pilgrimage is a journey from within" Jihad - How do Muslims strive towards the will of Allah? Key task – Does Jihad promote peace? Hijab - Evaluating the wearing of religious clothing Key task "Do you think people should use clothing to show their religion?"</p> <p>Buddhism Enlightenment - How is enlightenment achieved? Enlightenment - How did the Buddha achieve enlightenment? Key task - What is the best way to achieve enlightenment? (Evaluation) Sangha What is the purpose of a Sangha?</p>	
	Impact					
Evaluation of the knowledge and skills learned during the year will be achieved by comparison with the KS3 Subject Descriptors for Pathways in Year 8 by means of assessment and book work monitoring.						

Curriculum Map – Year 8 (page 7 of 14)

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<p>PSHE & Citizenship</p> <p>Intent: Pupils are given the opportunity to explore issues around identity and diversity; they learn how intolerance and discrimination undermine rights and values, and are against the law. Pupils develop an understanding of democracy, government and the rights and responsibilities of citizens through studying how our parliamentary system works. They begin to understand the role of government and participate in debates on topical issues. Pupils are encouraged to make healthy lifestyle choices and keep themselves safe through learning about drugs, both legal and illegal, and understand how young people can be exploited. Pupils learn basic first aid and know how to react in an emergency and perform CPR.</p>						
Implementation	Identity & Diversity <ul style="list-style-type: none"> • Identity • Lifestyle • Choices • Discrimination • British values • 'Britishness' 	Drugs Education <ul style="list-style-type: none"> • Illegal drugs • Risk taking • Alcohol • Smoking • Community impact • County Lines 	Our Parliament <ul style="list-style-type: none"> • Democracy • Voting • Parliament • Laws • MPs • Youth Parliament 	First Aid & Risky Behaviour <ul style="list-style-type: none"> • First Aid • CPR • Railways (track off) • Risk taking • Personal Safety 		
	Impact: Pupils complete two formal Citizenship assessments. Pupils reflect on their PSHEE and Citizenship learning through group work, discussion and written responses.					

Curriculum Map – Year 8 (page 8 of 14)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
<p>French</p> <p>Intent: Pupils are building on their basic knowledge from Year 7 and will learn how to manipulate existing structures with new language as well as talk and write about events that have happened in different time frames.</p>						
Implementation	<p>Identity and Culture</p> <p>Talking about free time and activities. (TV, cinema/ reading, internet)</p> <p>Talking about what you did yesterday evening (using perfect tense)</p> <p>Giving opinions on TV Shows/ films and books</p>	<p>Local area, Holiday and travel.</p> <p>Saying what you can do in Paris</p> <p>Saying what you did and when (using perfect tense of regular and irregular verbs)</p> <p>Saying where you went and how (using perfect tense with être</p> <p>Using two tenses together</p>	<p>Identity and Culture</p> <p>Talking about personality (adjective and agreements)</p> <p>Talking about relationships (reflexive verbs)</p> <p>Talking about music /clothes (near future tense)</p> <p>Talking about your passion (using a range of tenses)</p>	<p>Local area, Holiday and travel.</p> <p>Describing where you live (comparative)</p> <p>Describing your home (prepositions)</p> <p>Talking about meals/food</p> <p>Talking about an event using three tenses</p>	<p>Identity and Culture</p> <p>Talking about talent and ambition</p> <p>Encouraging/ persuading someone (vouloir + infinitive, pouvoir/devoir + infinitive)</p> <p>Saying who is the best/ the most/ the least (superlative adjectives</p>	<p>Revisions</p> <p>World geography and French speaking countries.</p>
<p>Impact: : Pupils assessed per unit to reflect on their knowledge compared to the KS3 topic descriptors for Pathways in Year 7. Regular informal assessments take place to check progress in all four skill areas.</p>						

Curriculum Map – Year 8 (page 9 of 14)

Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
Spanish						
<p>Intent: Pupils should gain an understanding and start to be able to manipulate the basic grammar concepts of verb conjugations in the present, near future and preterite tenses as well as reflexive verbs, They should be able to use comparatives and superlatives and basic conditional structures (me gustaría). They should have a reasonable idea of how to pronounce new words and be able to speak and understand some language both written and spoken on topics they understand. They should be able to use some strategies to access previously unknown language. They should be able to research cultural aspects of Spanish speakers people’s around the world.</p>						
Implementation	Mis vacaciones- talking about holidays in 3 tenses	Todo sobre mi vida-details about my life	¡A comer!- learning about food and health in Hispanic countries	¿Qué hacemos? – making arrangements to go out	Operación verano Talking about activites in the summer	Revision/Assessment/Project work Consolidation work
	<p>Impact: Pupils will be assessed in accordance with the pupil checklist for Year 8 as well as the assessment framework for pathways in Languages in Key Stage 3.</p>					

	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
German						
Intent: Pupils are building on their basic knowledge from Year 7 and will learn how to manipulate existing structures with new language as well as talk and write about events that have happened in different time frames.						
Implementation	My town	Weather and arranging to go out	What I did last weekend	What I look like and how I get on with my family	My daily routine	Illness and how to keep healthy
Impact: Pupils will be assessed in accordance with the pupil checklist for Year 8 as well as the assessment framework for pathways in Languages in Key Stage 3.						
Italian						
Intent: Pupils are beginning to manipulate language to be able to use Italian creatively across more than one time frame.						
Implementation	Sport and leisure Arranging to go out Directions Impersonal language Introduction to the past tense with avere verbs	Clothing Shopping Possessive articles	Countries and nationalities and Weather Proverbs and idioms	TV and cinema Time expressions Past tense with essere verbs	Past events How to interest and inform the reader	Jobs and careers Combining past and present
Impact: Pupils assessed per unit to reflect on their knowledge compared to the KS3 topic descriptors for Pathways. Regular informal assessments take place to check progress in all four skill areas. The ability to communicate using 2 time frames emerges and language becomes more creative and interesting to read and to listen to.						

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Subject	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
Latin						
<p>Intent To be able to read simple stories in Latin, using verbs in four tenses (present, imperfect, perfect and pluperfect) and nouns with nominative, accusative and dative endings. To have an understanding of life in the city of Pompeii during the 1st century AD and the impact of the Roman invasion of Britain in the same century.</p>						
Implementation	Pompeii – 1 st century AD. Daily Life – houses and dinner parties. Present tense verbs (3 rd person). Nominative and accusative nouns.	Slaves. Gladiators and the amphitheatre. Past tense verbs – imperfect and perfect tense. Singular and plural nouns.	Roman Baths. Education. Dative nouns. Present tense verbs – 1 st , 2 nd and 2 rd person.	Government and elections. Eruption of Vesuvius – 79 AD. Past tense verbs – 1 st , 2 nd and 3 rd person. Comparative and superlative adjectives.	Farming in Celtic Britain. The Roman invasion and occupation. Irregular verbs. Noun/adjective agreement.	Life at Fishbourne Roman Villa. Relative clauses. Pluperfect tense verbs.
<p>Impact Evaluation of the knowledge and skills learned during the year will be carried out through regular vocabulary tests, measurement against the Year 8 Latin targets, and completion of the Cambridge Latin Course attainment test at the end of Book 1 of the Cambridge Latin Course. The skills acquired will prepare pupils for the introduction of more complex grammatical constructions in Year 9.</p>						

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
Music						
Intent: Pupils will start to aurally recognise and increasingly manipulate the use of the elements of music in a practical context – the “ingredients” that are specific to a particular musical style, genre or tradition. Pupils will be increasingly able to use musical devices and techniques in compositional activities that build on the conventions of a particular style, genre or tradition.						
Implementation	Gospel music – looking at the stylistic features, cultural contexts and develops vocal performance. The unit focuses on the use of harmony and call and response in singing.	To understand the stylistic features of the 12-bar blues. The unit focuses on the chord pattern, how to develop improvisational techniques, using the blues scale and the use of walking bass lines.	Contemporary song writing. Pupils will look at structure (introductions, verses and choruses), the roles of chords, bass lines, melodic structure, harmony, lyrics and rhyming patterns. Pupils will learn about chord progressions and start by performing a selection of songs that use common chord progressions before studying melodic structure and contour. Pupils will then attempt to compose their own pop song which may be recorded in the studio.		To understand the role of a fanfare and its musical characteristics. This unit develops rhythm and looks at rhythmic notation in particular (with an introduction to triplets).	Song writing – pupils will look at structure (introductions, verses and choruses) and develop melodic and lyrical writing.
	Impact: Pupils will be assessed on their progress of their ability to use musical devices, compositional techniques and expressive manipulation of the elements of music appropriate to the conventions of the style, genre or tradition being studied.					
Art						
Intent – To build on the skills learned in the foundation course, and developing their understanding further. By introducing construction skills to create three dimensional pieces and exploring perspective, proportion and observation, pupils will achieve greater confidence in their ability. These skills will be developed further throughout the remainder of KS3.						
Art	Sculpture Project. Students will create a 3d letter using card construction techniques, papier mache, string and paint. They will look at the work of a number of artists to gain inspiration and they will use acrylic paint to add further decoration.		Laser cut lanterns. Students will design a three sided lantern using patterns inspired by Zentangles. They will the re-create their design on 2D Design to be cut out on the laser cutter. They will then embellish their lantern with ink painting and foils.		FIGURES - Students will learn the proportions of the figure through a series of life drawing classes. They will learn how to apply tone to the figure to give it form using pencil and paint. They will explore scale and movement in their work.	
Impact - Pupils will be assessed formally once in the year with an observational drawing test. Pupils will be assessed and monitored through formative methods throughout the year.						

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
Drama						
Intent – To continue to build upon the skills acquired in Year 7 as a performer and critical thinker. To explore a range of historical and cultural genre practically, developing more self-awareness physically, understanding of different social experiences and learning about design in drama focusing on lighting and puppetry.						
Implementation	<u>Commedia Dell’Arte</u> – This unit of work studies Italian comedy. Exploring the traditional characters and scenarios pupils will be introduced to a more physical approach to characterisation in performance.	<u>Physical Theatre</u> – Pupils will study the work of Jacques Le Coq & Rudolph Laban within performance. Making links between the physical work studied in Commedia, pupils will use effort levels & movement to bringing text to life through physical theatre.	<u>Kindertransport</u> – In line with the work studied in History & RS at this point in the year, pupils will explore the Kindertransport in 1938. Linking movement & characterisation with physical theatre & monologue writing already studied, pupils will create tension within their own characters to explore this poignant moment in history including lighting..	<u>Horror – Devising from stimuli</u> – Exploring the genre of horror within theatre and film pupils will build on the techniques they have learnt so far and be introduced to new skills to create drama from a stimulus. They will link in physical theatre and tension and suspense to produce their final performance as well as lighting.	<u>Theatre Review – analysing Lighting in Performance</u> – Pupils will be continue to learn about theatrical lighting in performance including terminology, effect and function. They will be taught how to watch and critically review live theatre, focusing specifically on key scenes and the lighting used within these and to what effect.	<u>Puppetry</u> – Throughout this unit, pupils will explore the origin of puppetry from Asia and Europe before exploring the range of puppetry styles and creating puppets from simplistic objects into manipulation puppets and concluding in their own shadow puppet performances (using lighting) with puppets and set made by the pupils.
	Impact - Pupils are assessed formatively on their ability to create, perform and analyse their own and others’ practical work using key vocabulary linked to every unit. Assessment will be through verbal feedback, peer assessment, self-evaluation and marking using KS3 descriptors linked closely to criteria used at Key Stage 4. Big Picture Thinking – Pupils will continue to develop a wider understanding of the historical influences of performance in theatre, television and film and how this impacts upon society today. Core skills of communication, vocal delivery and projection when addressing any audience and the understanding of the value of teamwork and collaboration will be at the heart of every unit of work.					

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	Autumn Term – first half	Autumn Term – Second half	Spring Term – First half	Spring Term – Second half	Summer Term – First half	Summer Term – Second half
TECHNOLOGY						
<p>Intent To build on the knowledge and skills gained in Year 7.</p> <p>Food Technology To widen pupils’ knowledge about where food comes from and traditions, ingredients and cooking methods of other cultures. Introduction to experiments ready for investigations in KS4.</p> <p>Design Technology To introduce the concept of how an electronic circuit works, to develop tools & materials knowledge and to improve both practical and CAD/CAM skills.</p>						
Implementation	<p>Pupils spend half the year studying Food Technology and half the year studying Design Technology.</p> <p>Food Technology In Food Technology they follow a course called Making Choices – Further development of practical skills is a vital component. The specification covers how food is produced, where it comes from and shopping on a budget. Also a specific look at eggs, fats in cake making and a project studying food from a foreign country. Practical work related to the theory – savoury reduction sauce, pizza, curry, a fruit cake, Quiche Lorraine, pasta bake and a high skill foreign dish from the studied country.</p> <p>Design Technology In Design Technology, students embark upon two exciting projects that cover a range of skills. Students design and build an iPod music player and an ergonomic pen complete with packaging, reflecting on commercial graphics knowledge gained from Year 7. The module outlines the core principles of basic electronics, properties and characteristics of a variety of resistant materials, isometric drawing and further CAD/CAM skills.</p>					
Impact	<p>Food Technology A wide and broad knowledge of food availability, cost and complex practical skills for independent living. Assessment through verbal feedback, marking using KS3 descriptors, an end of course 4-week non- exam assessment task and written test.</p> <p>Design Technology Pupils will develop a working knowledge of the basic principles of electronics. Pupils will gain a practical understanding of how to use a variety of tools and materials together effectively.</p>					

