**Curriculum Overview**

**Year 8**

**Autumn Term 2022-2023**

In this booklet you will find details for each subject which focusses on the substantive knowledge (facts etc) and disciplinary knowledge (how the subject gains knowledge. For example, in Science, disciplinary knowledge would focus on practical investigations, enquiry and data analysis etc).

This knowledge has been carefully sequenced to build in complexity and focuses on securing core knowledge, before moving on to more complex knowledge.

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| Books | This symbol indicates the ways in which we will  support pupils with their reading. |
| Speech | This symbol indicates the key terminology we will be introducing in lessons. |
| Checklist RTL | This symbol indicates how we will assess progress in the term. |
| Home | This symbol indicates the homework pupils will be set. |

**Curriculum Overview for English**

**Year 8**

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| **Half Term 1: Sonnets**  **Substantive Knowledge:**  Students know   * The conventions of the Petrarchan sonnet * The conventions of the Shakespearean sonnet * How to read a poem * How to identify a range of poetic devices * Specific analytical lexis and how to use them in their sentences (see key vocabulary section) * Specific comparative literary themes (see key vocabulary section) * Specific literary concepts which relate to writer’s intent (see key vocabulary section) * Key features of the literary context which influenced the writer’s intent * How to write grammatical construction of thesis statements, comparative statements, how to embed textual detail and introduce analysis of writer’s methods and intent   **Disciplinary Knowledge:**  Students can   * Construct personal viewpoints in the form of thesis statements * Select and embed relevant textual detail * Analyse the writer’s use of language, structure and poetic form * Evaluate the writer’s intent * Compare poems in relation to literary concepts, ideas and methods | Books | Reading strategy: how to read a sonnet  Students will need a firm comprehension of a poem before they can make any sense of linguistic or structural analysis.  Below is a suggested strategy to help with this.  **4. Summarise**    Summarise what the text is about  Link to academic vocabulary  Use comprehension statements to gauge understanding  **3. Clarify**  Chat with solid fill  Spot the things we don’t understand (words, lines, phrases)  Address misconceptions  **2. Read**  Eye with solid fill  Read individually in silence  Read together (led by teacher)  **1. Predict**  Thought bubble outline  Use the title to generate ideas and explore connotations of word choice |
| Speech | * Sonnet * Iambic Pentameter * Hendecasyllable * Meter * Assonance * Consonance * Plosive * Fricative * Symbolism * Metaphor * Extended metaphor * Petrarchan sonnet * Shakespearean sonnet * Octave * Sestet * Quatrain * Volta * Couplet * Syllable * Iambic Pentameter * Hendecasyllable |
| Checklist RTL | * Frequent checks for understanding and multiple-choice questions provided. * Regular opportunities to practise summarizing and thesis statements. * Low stakes quiz to assess knowledge of academic vocabulary, comparative themes, literary concepts & analytical lexis. * How does Milton present ideas about mortality? * End point test. |
| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary. |

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| **Half Term 2: Religion and Superstition**  **Substantive Knowledge:**   * What languages the Bible was originally written in (Hebrew, Aramaic and Greek) * that the King James Bible was published in 1611 * Tyndale believed the Bible must be translated into English so that ordinary people would know the word of God * most of the King James Version is based on the translation of William Tyndale * Mystery plays were performed in the Middle Ages so that ordinary people would know Bible stories * Flood myths are common to many different ancient cultures * Biblical narratives contain very little description and no access to characters’ thoughts * What is said in the Sermon on the Mount (beatitudes and Lord’s prayer) * What a Road to Damascus experience means * Why John Bunyan chose to use allegory to tell the story of Pilgrim’s Progress * The titles of poems by William Blake and Emily Dickinson * When Blake and Dickinson lived   **Disciplinary Knowledge:**   * summarise a range of Bible stories including Adam & Eve, Cain & Abel, Noah and the Flood, David & Goliath, Samson & Delilah, the wisdom of Solomon, Daniel in the lions’ den, the Nativity, the raising of Lazarus, the conversion of Paul. * explain the difficulties of translating the Bible * use tenor, vehicle and ground to analyse a range of metaphors * use excellent epithets to write thesis statements * use thesis statements to write three topic sentences * embed textual detail to support arguments * analyse a writer’s methods * use a range of sentence types to create effects | Books | **Reading for meaning**   * It is suggested through the guide that extracts from the King James Version of the Bible are read in full in class. * The focus should be to read for meaning; whilst opportunities for analysis will be highlighted, there should be lessons where classes are read to without analysis of extracts or an emphasis on writing. * For example, over a course of 4 lessons in a week, students could read with the teacher for 2-3 of those lessons and the others within that week could be an analysis of what has been read; consolidating events and characters, inference focuses and predictions for future reading. * For this to be effective, a range of approaches should be trialled; students reading aloud in fluency lessons, a teacher reading sections to students, students reading in pairs or groups to each other, students reading sections independently.   **Reading fluency**  The Multi-Dimensional Fluency Rubric is a crucial for resource for any students struggling to read fluently: |
| Speech | allegory  sermon  beatitudes  motif  evangelist  parody  irony  narrative perspective  characterisation  protagonist  psalm  lyric poetry  gospel  allusion  symbolism  appositive  testament  diachronic change  antediluvian |
| Checklist RTL | * Recall of key Bible knowledge * Thesis statements on key characters * Analysis of metaphors in psalms * Is the Bible Literature? – deconstructed essay response |
| Home | A range/variety of online quizzes to embed and test substantive knowledge and vocabulary. |

**Curriculum Overview for Mathematics**

**Year 8**

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| **Half Term 1:**  **Algebra**  **Declarative Knowledge:**   * Know the meaning of expression, term, formula, equation, function * Know and use basic algebraic notation (the ‘rules’ of algebra)   **Procedural Knowledge:**   * Simplify a simple expression by collecting like terms * Simplify more complex expressions by collecting like terms * Manipulate expressions by multiplying an integer over a bracket (the distributive law) * Manipulate expressions by multiplying a single term over a bracket (the distributive law) * Substitute positive numbers into expressions and formulae * Simplify an expression involving terms with combinations of variables (e.g. 3a²b + 4ab² + 2a² – a²b) * Factorise an algebraic expression by using highest common factor * Solve linear equations with the unknown on one side with integers   **Conditional Knowledge:**   * Given a function, establish outputs from given inputs and inputs from given outputs * Solve linear equations with the unknown on one side with when calculating with negative numbers is required * Solve linear equations with the unknown on both sides when the solution is a fraction * Solve linear equations with the unknown on both sides when the solution is a negative number * Solve linear equations with the unknown on both sides when the equation involves brackets | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Algebra  Expression, Term, Formula (formulae), Equation, Function, Variable  Mapping diagram, Input, Output  Represent  Substitute  Evaluate  Like terms  Simplify / Collect |
| Checklist RTL | There will be a formal end of half-term exam incorporating the units studied during the half-term.  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |
| **Half Term 2: Ratio**  **Declarative Knowledge:**   * represent fractions using bar models * Describe a comparison of measurements or objects using ratio notation a:b   **Procedural Knowledge:**   * use models to find fractions of amounts * identify common factors in order to simplify fractions * represent ratios in their simplest form using bar models * write ratios in their simplest form by scaling up * write ratios in the from 1 : n and n : 1 * share quantities by two part ratios * share quantities by ratios with more than two parts * Find a relevant multiplier in a situation involving proportion * Understand and use compound units * Convert between units of speed   **Conditional Knowledge:**   * compare a part of a ratio to the whole written as a fraction * find missing values in ratios using models * complete questions using ratio difference * Solve ratio problems involving mixing * Solve ratio problems involving comparison * Solve ratio problems involving concentrations * Solve problems involving speed * Solve problems involving rates of pay * Solve problems involving unit pricing | Books | Modelling reading of questions by the class teacher – teaching like a Mathematician  Two key words at the start of each lesson defined  Expectation of Mathematical vocabulary used in lessons |
| Speech | Ratio, Proportion, Proportional, Multiplier, Speed ,Unitary method, Compound units, Bar model, Part, Equal, Share, Unequal  **Notation**  Kilometres per hour is written as km/h Metres per second is written as m/s |
| Checklist RTL | There will be a formal end of half-term exam incorporating the 2 units studied during the half-term and will recall work from Half-Term 1  We will re-teach during an Exam Review lesson after the assessment |
| Home | Key Knowledge Organiser test – revise the key knowledge organiser given at the start of the unit  Dr Frost Maths – practising skills using DrFrostMaths.com (a unique username and password will be provided by the school) |

**Curriculum Overview for Science**

**Year 8**

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| **Half Term 1: The Science of Us**  **Substantive Knowledge:**  Hierarchy of organisation (cells, tissues, organs, organ systems)  adaptions to specialised cells.  basic structure of atoms (size, nucleus, electrons, protons, neutrons).  Structure and function of the respiratory, circulatory, skeleton, digestive and muscular systems  Describe the physical and hormonal stages of puberty and difference between puberty and adolescence, including the role of hormones  Describe the process of fertilisation.  Pregnancy and birth  Explain how drugs, alcohol, smoking and healthy/unhealthy living choices impact pregnancy.  Features of light and sound waves  Describe how we can hear, using the structure of the ear and how we can damage out hearing.  Structure of the eye and how we see.  Describe the role of different lenses and how they work.  **Disciplinary Knowledge:**  Use a variety of resources to summarise notes  Ask questions and develop a line of enquiry based on observations of the real world.  Make and record observations  Interpret data, linking in scientific concepts | Books | Article homework – reading for meaning, Model reading and highlighting to pick out key details, reading of data, Skim reading |
| Speech | Cells, tissues, organs, specialised cells, atom, organ system, respiratory, circulatory, skeletal, muscular, digestive, puberty, emotions, hormones, fertilisation, pregnancy, birth, drug, alcohol, smoking, healthy, waves, sound, hearing, ear, light, eye, reflex |
| Checklist RTL | Recall quiz x 2  Assessment focussed on describing and comparing body systems  End of unit assessment |
| Home | Article Homework to promote reading like a scientist  Recall quiz x2  Revision for end of unit assessment |
| **Half Term 2: Living off the Grid**  **Substantive Knowledge:**  Identify types of energy and transfers of different systems.  Calculate and explain efficiency of systems.  Recognise circuit symbols and construct/interpret circuit diagrams  Describe relationships between current, potential difference and resistance and calculate values.  Calculate power & energy  Evaluate the use of fossil fuels vs renewable energy types.  Recognise and describe food chains and webs and explain the interaction of animals and humans within these bounds.  **Disciplinary Knowledge:**  Use a variety of resources to summarise notes.  Ask questions and develop a line of enquiry based on observations of the real world.  Make and record observations in practical situations.  Use calculations to inform knowledge.  Analyse impact of processes and inventions. | Books | Article homework – reading for meaning, Model reading and highlighting to pick out key details, reading of data, Skim reading |
| Speech | Energy, transfer, fuel, renewable, series, parallel, current, voltage, potential difference, environment, adaptation, pollination, interdependence, consumer, producer, herbivore, omnivore, carnivore, sustainable |
| Checklist RTL | Recall quiz x3  Assessment to analyse different circuits and calculate values  End of unit assessment |
| Home | Article Homework to promote reading like a scientist  Recall quiz x3  Revision for end of unit assessment |

**Curriculum Overview for History**

**Year 8**

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| **Half Term 1: How influential was the British Empire?**  **Substantive Knowledge:**  Patriotism  Empire  Monarch  Power  Invasion  Conquest  Rebellion  Religion  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words  *Book recommendation: Horrible Histories: The British Empire*  *Sugar Barons by Matthew Parker* |
| Speech | British Empire  Imperialism  Nationalism  Rebellion  Protest  Massacre  Control  Colony  Colonialism  Aboriginal |
| Checklist RTL | Section A: knowledge quiz 10 questions  Section B: Skills question focusing on describing why Britain wanted an empire and source analysis |
| Home | Homework booklets, set weekly |
| **Half Term 2: How far has oppression and civil rights changed over time?**  **Substantive Knowledge:**  Power  Rebellion  Racism  Protest  Equality  Diversity  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words  *Book recommendation for challenge: Journey to Jo’burg by Beverly Naidoo*  *Illegal by Eoin Colfer, Andrew Donkin and Giovanni Rigano*  *Slave Girld by Patricia C McKissack* |
| Speech | Abolition  Plantation  Auction  Slavery  Freedom  Trade triangle  Protest  Rebellion  Freedom  Sacrifice  Voyage  Punishment  Flogging  Lynching  Ku Klux Klan  Jim Crow |
| Checklist RTL | Section A: knowledge quiz 10 questions  Section B: Skills question focusing on describing the life of an African Slave and investigating why it was abolished |
| Home | Homework booklets, set weekly |

**Curriculum Overview for Geography**

**Year 8**

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| **Half Term 1&2: What is the human and physical geography of South America?**  **Substantive Knowledge:**  Population Density  Rainforest Ecosystem  Weather and climate in South America  Deforestation  Sustainability  Favela Settlements (Causes, challenges, management)  Map skills (L1, L8)  Physical Geography (L1, L2, L3, L4, L5, L6, L7)   * Climate graphs * Relief * Climate * Precipitation * Temperature   Interpretation of maps/sources (L1, L2, L3. L5)  **Disciplinary Knowledge:**  Literacy skills  Analytical\explanation skills  Reading comprehension  Evaluating  Analysis of data  Map skills (L1, L8)  Interpretation of maps/sources (L1, L2, L3. L5) | Books | * Students will be engaging with passages and text informing them of perspectives in relation to the various geographies of South America, consistently these will be read as a class. Using the most able readers in the class to provide a different voice to message the lesson’s aims * Students will also be taught how to decipher texts, particularly when looking at social, environmental and economic impacts. Students will be shown how to look for key words and how to identify key information   **Book Recommendation:**  National Geographic Student World Atlas |
| Speech | South America  Deforestation  Population  High Density  Low Density  Densely populated  Sparsely populated  Physical geography  Human geography  Climate change  Precipitation  Relief  Sustainability  Ecotourism |
| Checklist RTL | Explanation question on the population distribution in South America  Essay on Rocinha – a favela in South America |
| Home | Homework booklet set weekly |

**Curriculum Overview for Citizenship**

**Year 8**

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| **Half Term 1: Can I make changes?**  **Substantive Knowledge:**  Political parties  Democracy  Government and parliament  Voting  **Disciplinary Knowledge:**  Metacognitive skills  Literacy skills  Data analysis  Comprehension  Evaluative skills  Teamwork skills  Leadership  Describe and explain | Books | Teachers lead by example. Teachers read aloud but will also encourage pupils to read aloud to the class and in smaller groups. |
| Speech | Politics Political party Election Electoral System Democracy Autocracy Government Parliament Distribution of Power Cabinet Manifesto Credit Fraud Consumerism Economy Debt |
| Checklist RTL | Presentation of manifestos and evaluation question |
| Home | Homework booklet with tasks to be completed every other lesson |
| **Half Term 2: Can things change?**  **Substantive Knowledge:**  Law  Police  Local changes – local government  Crime prevention  **Disciplinary Knowledge:**  Metacognitive skills  Literacy skills  Data analysis  Comprehension  Evaluative skills  Teamwork skills  Leadership  Describe and explain | Books | Teachers lead by example. Teachers read aloud but will also encourage pupils to read aloud to the class and in smaller groups. |
| Speech | Politics Political party Election Electoral System Democracy Autocracy Government Parliament Distribution of Power Cabinet Manifesto Credit Fraud Consumerism Economy Debt |
| Checklist RTL | Extended written piece of writing |
| Home | Homework booklet with tasks to be completed every other lesson |

**Curriculum Overview for PSHE**

**Year 8**

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| **Half Term 1: Mental Health and Emotional Wellbeing**  **Substantive Knowledge:**  What are appearance ideals.  What is media literacy  Ways to resist appearance pressures  What are healthy coping strategies  What are unhealthy coping strategies  What is digital resilience  What effects does social media have on our mental health  Ways to promote emotional wellbeing online  What is emotional wellbeing  Factors that effects emotional wellbeing  Ways to promote emotional wellbeing  What is resilience  How to build resilience  How we overcome disappointment and set backs  What is mental health  **Disciplinary Knowledge:**  Literacy skills  Analytical skills  Source analysis  Reading comprehension  Developing and sustaining argument  Empathy  Evaluating significance | Books | Whole class reading  Individuals read aloud  Opportunities for jump in reading for articles/source material.  Skim reading source material to look for key phrases/words |
| Speech | Mental health  Discrimination  Emotional wellbeing  Resilience  Digital resilience  Social media  FOMO  Unhealthy coping strategies  Self-harm  Eating disorders  Healthy coping strategies  Managing feelings  Self esteem  Appearance ideals  Media literacy |
| Checklist RTL | Regular low stakes knowledge factual recall assessment/test e.g Quizziz  End of unit exam question- assessments |
| Home | Learning Journey questions  3 positive messages on social media  Learning to give yourself tie to do what you love |

*Half term 2 will be updated prior to the start of the new half term*

**Curriculum Overview for Religion, Philosophy and Ethics**

**Year 8**

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| **Half Term 1: What happens when you die?**  **Substantive Knowledge:**  Belief  Faith  Reincarnation  Purgatory  Eschatology  Afterlife  **Disciplinary Knowledge:**  Comprehension  Listening  Team work  Leadership  Debate  Self-evaluation  Critical thinking | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | After life Eschatology Heaven Hell Purgatory Gan eden Sheol Reincarnation Samsara Humanist Nihilist |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. |
| Home | Homework booklet with tasks every week |
| **Half Term 2: How Do Buddhists make sense of the world?**  **Substantive Knowledge:**  Karma  Rebirth  Enlightenment  Right Action  Meditation  **Disciplinary Knowledge:**  Comprehension  Listening  Team work  Leadership  Debate  Self-evaluation  Critical thinking | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Citizen Social change Values Rights Responsibilities Politics Politicians Community Society Charity Crime Discrimination Equality |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions. |
| Home | Homework booklet with tasks every week |

**Curriculum Overview for French Year 8**

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| **Term 1: Paris – En vacances**  **Substantive Knowledge:**  Content: places in town, prices in French, saying where you go at the weekend, inviting someone out, discovering Paris, future plans. Saying what you did.  **Disciplinary Knowledge:**  Aller/ vouloir/ vous and tu/ near future tense, two tenses together, Perfect tense with AVOIR and ĒTRE. Timephrases.  FOCERS | Books | * De-coding new vocabulary * Reading for gist * Reading for detail * Understanding word association * Looking at written prose. * Model reading * Paired reading * Reading out loud |
| Speech | Être  Avoir  Vouloir  Aller  Visiter  Jouer  Ecouter  Faire  Manger  Prendre  Où vas-tu le weekend ?  Tu veux aller au café ?  Vous désirez ?  Timephrases :  Normalement, d’habitude, le weekend prochain.  See pupil vocab list |
| Checklist RTL | Formative assessment  Listening and reading exercises.  Speaking peer and self assessed interview.  Summative assessment  Writing assessment – writing about plans for a trip to Paris using two tenses. |
| Home | Memrise.com  Quizizz.com  Research tasks |

**Curriculum Overview for Computer Science**

**Year 8**

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| **Half Term 1**  E-Safety Selfies and Cyber Crime  **Substantive Knowledge:**  How to keep private details safe  **Disciplinary Knowledge:**   * Using selfies online * Posting selfies online * Images on the net forever * Using smartphones too much * How to reduce smartphone and screen use * What to do instead of using your smartphone * How dopamine levels are affected by smartphone use * What phishing is * What cybercrime is * How to avoid phishing emails | Books | Model reading  Reading out loud  Skim and Scan of source information  Decoding terms  Etymology of key terms |
| Speech | Phishing  Scam  Data  Selfie  Cyber crime  Smartphone  Addiction |
| Checklist RTL | **Formative assessment**  Knowledge checks  Quiz  Practice questions  **Summative assessment**  End of unit assessment |
| Home | Quizizz  Practice questions  Revision tasks  Research tasks |

**Curriculum Overview for Music**

**Year 8**

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| **Half Term 1: Blues and Jazz**  **Substantive Knowledge:**  Know how Chords and Triads are performed, notated, and used in Jazz and Blues *e.g., within a 12-bar Blues Chord Sequence*  Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music  **Disciplinary Knowledge:**  Know, recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways *e.g., as a Walking Bass Line*.    Understand and demonstrate what makes an “effective” Jazz improvisation *e.g., using the notes of the Blues Scale*. | Books | Key Terms  Etymology of Key Terms |
| Speech | 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords I, I7, IV, IV7, V & V7; Chord Vamps; Improvisation; |
| Checklist RTL | Recall Questions to Start Every Lesson  End of Unit Assessment |
| Home | Homework Sheet |
| **Half Term 2: Folk Music**  **Substantive Knowledge:**  Know some of the different instruments, timbres and sonorities often used in the performance of Folk Music.  Understand the different textural layers and form and structure of Folk Songs  **Disciplinary Knowledge:**    Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways.  Creating an effective Musical Arrangement of a Folk Song. | Books | Key Terms  Etymology of Key Terms |
| Speech | Folk Song, Work Song, Sea Shanty, Instrumental; Oral Tradition, Pedal, Drone, Ostinato, Arrangement, Lead Sheet; Instruments of Folk. |
| Checklist RTL | Recall Questions to Start Every Lesson  End of Unit Assessment |
| Home | Homework Sheet |

**Curriculum Overview for Drama:**

**Year 8**

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| **Half Term 1 &2: Styles and Practitioners**  **Substantive Knowledge:**  Identify and understand conventions of a range of drama styles  Understand the purpose and uses of different styles of drama  Explore the intentions and ideas of specific practitioners  Focus on Stanislavski’s methods and understand how these can be used to help actors prepare for a role  **Disciplinary Knowledge:**  Apply physical and vocal skills to practically explore the different styles of theatre  Explain how and why you have made specific choices in your practical work  Evaluate own and others performance against success criteria | Books | Decoding of key words – modelled  Etymology of key terms |
| Speech | Practitioners, Conventions, Naturalism, Stanislavski, Epic, Brecht, Commedia d’ell Arte, Melodrama, Forum Theatre, Physical Theatre, Theatre of Cruelty, Theatre in Education |
| Checklist RTL | Recall tests – verbal and on whiteboards  End of unit 10 question knowledge quiz  Practical assessment of at least one style studied |
| Home | Learn key vocabulary  Preparation for retrieval test |

**Curriculum Overview for Design Technology**

**Year 8**

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| **Term 1: Metal hook**  **Substantive Knowledge:**  Understand a risk assessment with using Heat and hot metal.  Ferrous and non-ferrous metals  Jigs and templates  Methods of marking out metal  Isometric drawing  **Disciplinary Knowledge:**  Learning to work to a high tolerance to ensure successful project.  Working safely with a heat source.  Understanding the effect of heat on metal and the advantages of working like this.  Understanding the individual tools for specific applications. | Books | Decoding of keywords.  Opportunities for extended knowledge theory |
| Speech | Hacksaw Mild steel Ferrous Metals  Non ferrous Metals Scriber  Tolerance Engineer square  Forging Drawing out Rivets  Ball peen hammer  2 Point perspective Emery cloth |
| Checklist RTL | Recall tests  Review sheet  End of unit test |
| Home | Retrieval and review Homework sheet.  Preparation for retrieval test |

**Curriculum Overview for Catering**

**Year 8**

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| **Term 1: Understanding ingredients**  **Substantive Knowledge:**  Independent safe use of the hob and oven  Hygienic working  Accuracy of knife skills  Presentation skills  Nutrients and their use in the body  Research skills  **Disciplinary Knowledge:**  Work precisely and carefully to set and control temperatures  Work systematically applying CAYG to leave the kitchen clean and hygienic.  Demonstrate knowledge of odd numbers, less is more and how to make food eye-catching.  Access information to gain more in-depth knowledge | Books | Decoding of keywords.  Opportunities for extended knowledge theory |
| Speech | Ignition, Gas and electric hob/oven temperatures.  50 degree washing water temperature. Aesthetically pleasing. |
| Checklist RTL | Recall tests  Review sheet  End of unit test  Practical assessment sheets |
| Home | Retrieval and review Homework sheet.  Preparation for retrieval test |

**Curriculum Overview for Art and Design**

**Year 8**

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| **Half term 1. Food and Drink**  **Substantive Knowledge:**  Still life  Surrealism  Realism  Tone  Parody  One-point perspective  **Disciplinary Knowledge:**  Applying paint in different ways to emulate the styles of a range of artists  How ideas of ‘still life’ are applied to different historical periods of art  Adjusting tone to emphasise the three dimensionalities of a form  Employing humour to create a pastiche  Using one-point perspective effectively to add the illusion of depth to a flat surface | Books | Decoding of keywords with etymology  Teacher modelling subject specific vocabulary  Opportunities for group and independent reading of artist context pages  Critical analysis of artist’s work with guidance on writing an opinion |
| Speech | Representational, realistic, photorealism, detail, tone, highlights, shadow, line, complementary colour, warm and cool colours, colour theory, blending, directional line, surrealism, parody, pastiche, translation, accuracy, pattern, one-point perspective |
| Checklist RTL | Student/teacher discussion  Peer marking  Self-assessment  Questioning  Start and end of unit RAG rating |
| Home | Coke can tonal drawing  Print a food item and character for Son of Man parody painting |
| **Half term 2. Aboriginal Art**  **Substantive Knowledge:**  Aboriginal people/culture  Pattern (dot painting)  Symbols  Colour (earth tones)  Printing using styrofoam  **Disciplinary Knowledge:**  Interpreting and appreciating the artwork of a different culture  How to use symbols in order to express a story or event  Using a limited palette with understanding of symbolic colour connotations  Creating concentric patterns using the stippling technique  Exploring mark making techniques  Understanding the relief printing process by exploring effective mark making technique and rolling printing ink to the correct consistency for a consistent result | Books | Decoding of keywords with etymology  Teacher modelling subject specific vocabulary  Opportunities for group and independent reading of artist context pages  Critical analysis of artist’s work with guidance on writing an opinion |
| Speech | ancient, symbols, signs, narrative, Australia, indigenous, Aboriginal, pattern, dreaming, boomerang, dot painting, x-ray painting, concentric, Styrofoam, relief printing, brayer |
| Checklist RTL | Student/teacher discussion  Peer marking  Self-assessment  Questioning  Start and end of unit RAG rating |
| Home | Create a title page for ABORIGINAL ART including facts, symbols, images and responses  Design your own boomerang using Aboriginal symbols and patterns |

**Curriculum Overview for Careers**

**Year 8**

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| **Half Term 1: Community and Careers**    **Substantive Knowledge:**  Different engineering roles  Challenging stereotypes  Workplace discrimination  Employment and self-employment jobs  What STEM opportunities  Different apprenticeships  Voluntary work  **Disciplinary Knowledge:**  Recognising different engineering jobs  Understanding what a stereotype is and how to challenge it  Understanding discrimination in the workplace  Understanding career opportunities with STEM  How voluntary work can help a career pathway | Books | BUG  Pre-teaching of key vocab at the start of each lesson |
| Speech | Personal strength  Area for development  Stereotypes  Engineering  Discrimination  Employment  Aspirational  Motivation  STEM  Apprenticeship  Voluntary work |
| Checklist RTL | Baseline assessment at start  Mid-point reflection on baseline  Personal statement at end of unit |
| Home | Watch presentation on engineering careers |

**Curriculum Overview for Core PE**

**Year 8**

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| **Half Term 1: Rotation of Sports**  **Substantive Knowledge:**  Basketball:   * Handling the ball * Passing the ball: Chest pass, bounce pass & overhead pass * Dribbling * What is the travel rule? * What is the double dribble rule? * What is a set shot? * What is a lay up? * What is defence? * Defending body positioning   Gymnastics:   * Counter balance * Counter tension * Compositional elements * Group balances * Partner support * Start and finish positions   Swimming:   * Lifesaving backstroke * Buoyant aids * Sculling * Surface dive * Help position * Entering the water * Wading * Swimming in cloths * Exiting the pool * Safe rescue * Falling into water   Rugby:   * Handling the ball * Picking up the ball * Pop Pass * Gut Pass * Catching * Tackling * Rucking * Offside * Knock on * Forward pass * Attacking line * Defensive line   **Disciplinary Knowledge:**  Basketball:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork   Gymnastics:   * Pupils to perform skills within rehearsal time and student observation routines. * Leadership/ coaching opportunities. * Evaluating performance. * Communication and teamwork.   Swimming:   * Pupils to perform skills within drills * Leadership opportunities * Evaluating performance * Communication and teamwork   Rugby:   * Pupils to perform skills within drills, conditioned games, small sided game/mini tournaments. * Leadership opportunities * Officiating * Evaluating performance * Communication and teamwork * Selection of pass to meet the demands of a game | Speech | Basketball:  Ball handling  Passing  Dribbling  Travel  Double dribble  Chest pass  Bounce pass  Overhead pass  Set shot  BEEF – (Base/Elbow/Eyes/Follow through)  Lay up  2 steps  Defence  Positioning |
| Speech | Gymnastics:  Partner balances  Counter tension  Counter balance  Quality Compositional Elements  Group Balance  Support  Safety  Apparatus  Vault  Pommel Horse  Bench  Flight  Take off  landing |
| Speech | Swimming:  Shallow water  Deep water  Safety  Help position  Shouting signal  Throwing aid  Rescue  Casualty  Surface dive  Sculling  Buoyant aid  Lifesaving backstroke |
| Speech | Rugby:  Agility Side Step  Miss Pass  Loop  Scissors  Maul  Off-Side  Tower of Power  Scrum  Hooker  Tight head  Loose head  Props  Maul  Support play  Formation  Diagonal line  Straight line |
| Checklist RTL | Pupils to have a formal practical assessment at the end of the unit. |