

## Year 8 – Autumn 2

|           | Curriculum focus                                                                                                                                                                                                                                                                                                                                    | Assessment                                           |
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| English   | Novel study: 'The Giver' by Lois Lowry                                                                                                                                                                                                                                                                                                              | Writing an analytical essay                          |
| Maths     | <p><b>Fraction arithmetic:</b> Adding, subtracting, multiplying and dividing.</p> <p><b>Probability:</b> Learning how to calculate the probability of one or two events occurring as well as putting probability into context.</p>                                                                                                                  | Formative assessments                                |
| Science   | Energy                                                                                                                                                                                                                                                                                                                                              | End of unit assessment                               |
| French    | Discussing TV and cinema                                                                                                                                                                                                                                                                                                                            | Mid-module writing task                              |
| Spanish   | Expressing justified opinions of where you live and using 'me gustaria' to say what you would like to do.                                                                                                                                                                                                                                           | Receptive<br>Productive                              |
| Geography | <p><b>Restless Planet:</b> Students will learn about the interior of the Earth, how tectonic forces shape/change rocks, the theory of plate tectonics and several case studies on tectonic events (causes and impacts). They will also learn about how people can keep themselves safe through monitoring, predicting, protection and planning.</p> | Summative – A selection of GCSE style questions.     |
| History   | <p>What did 'revolution' mean in the Age of Revolution?</p> <p>What did it mean to encounter the British Empire?</p>                                                                                                                                                                                                                                | End of enquiry outcome tasks                         |
| RE        | <p><b>Animal Rights</b></p> <p>This topic explores the rights of animals and how religious believers respond to animal welfare within the UK and beyond. We will look more deeply into the work of Saints, and the significance of certain animals within religions such as Hinduism.</p>                                                           | A formal written debate from a religious perspective |
| PE        | Depending on timetabled group, students will have the opportunity to practise rugby, netball, badminton or table tennis.                                                                                                                                                                                                                            | Ongoing in the lesson                                |
| Art       | <b>Extraordinary/Ordinary:</b> Continued design development and modification. Creation of a 3D clay animal.                                                                                                                                                                                                                                         | Unit 1 AO3<br>Unit 1 AO4                             |
| Drama     | <b>Stanislavski: 'The Accused'</b> - Practitioner style applied to performance.                                                                                                                                                                                                                                                                     | Summative performance and written assessment         |

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| <b>Music</b>             | <p>Most groups will be working on Rhythm 2 topic, involving exploring rhythm through African drumming and recapping key terms learnt in Y7.</p> <p>8n2 – Keyboards 2: building on Y7 keyboards unit to progress student ability when playing chord progressions and melodies.</p>                                                                                                                                                                                | Formative assessment throughout topic                                                |
| <b>ICT</b>               | <p><b>Unit 2 - Python Programming with Turtle</b></p> <p>This unit introduces students to text-based programming. They will learn to program in Python language using Python Turtle codes and then extend to input, output, variables, selection and iteration.</p>                                                                                                                                                                                              | <p>Formative feedback on worksheets</p> <p>End of unit test</p>                      |
| <b>PSHE</b>              | <p>Careers and Futures</p> <p>Guided Choices</p> <p>Social Media &amp; Trolls</p>                                                                                                                                                                                                                                                                                                                                                                                |                                                                                      |
| <b>Design Technology</b> | <p><b>Rotation 2: Textiles / Food / Materials / Modelling</b></p> <ul style="list-style-type: none"> <li>- Textiles – Biomimicry bags</li> <li>- Catering – Cooking skills</li> <li>- Materials – Working with metals</li> <li>- Modelling – Using card</li> <li>- CAD – Computer aided design skills</li> </ul>                                                                                                                                                 | <p>End of unit test.</p> <p>Test green penned.</p> <p>Teacher formative marking.</p> |
| <b>Dance</b>             | <p><b>Introduction to Dance</b></p> <p>Students will continue to explore the foundations of movement, creativity and performance to develop key dance skills such as coordination, timing and spatial awareness.</p> <p>Through a variety of dance styles from different decades, students will begin creating short sequences of their own. Reflection and appreciation of dance as an art form will be encouraged to support their growth and improvement.</p> | Formative feedback                                                                   |