



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City

Family Guide

Year 8 Curriculum




High
Performance
Learning

World Class School

Scholarship - Character - Community

Our Curriculum

Our curriculum vision is underpinned by our core values of scholarship, character and community. It is our mission to unlock a thirst for learning and ensure our students are school-ready, work ready and life-ready. This booklet is for families and students to see what learning is planned throughout the year in each subject. This can be used to revisit topics previously taught and prepare for future learning.



CURRICULUM VISION

Curriculum Aims:

Our curriculum will reflect our academy values: scholarship - character - community and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.

We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.

We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.

Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.


We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and perseverance it will happen.

The overarching aims of our curriculum will underpin the following outcomes:

Increasingly strong academic results year-on-year leading to good post school destinations.

Well-motivated and engaged students; school-ready, college-ready, work-ready and life ready.

Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.




Values, Attitudes and Attributes

COLLABORATIVE
The ability to seek out opportunities to receive responses to your work, to present your own views and ideas clearly and concisely, to listen to the views of others, to setting and join to work in teams, to assume a variety of roles and to be able to receive your own ideas and contributions.

CONCERNED FOR SOCIETY
The ability to know the contribution you can make to society to the benefit of those less fortunate, to demonstrate citizenship and a sense of community ethics and recognise differences as well as similarities between people and people, to be aware of your own and others' cultural heritage and be sensitive to the ethical and moral issues raised by your studies.

CONFIDENT
The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others, deal with new challenges and situations, including when this places you under stress.



ENQUIRING
The ability to be curious, be willing to work alone, be proactive, learn to learn, show enterprise and independent thought, challenge assumptions and require evidence for assertions, actively control your own learning, move on from the absorption of knowledge and procedures to developing your own views and solutions.

CREATIVE AND ENTERPRISING
The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to identify and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work; developing a personal style; be resourceful when presented with challenging tasks and problems; using your initiative to find solutions.

OPEN MINDED
The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.


RISK-TAKING
The ability to demonstrate confidence, experiment with novel ideas and effects; speculate intelligently with unfamiliar content; avoid coming to premature conclusions; tolerate uncertainty.

PRACTICE
The ability to train and prepare through repetition of the same processes in order to become more proficient.

PERSEVERANCE
The ability to keep going and not give up; encounter obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; do not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

RESILIENCE
The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward to the face of adversity.

SCHOLARSHIP
CHARACTER
COMMUNITY



Advanced Cognitive Performance Characteristics


META-COGNITION
The ability to consciously use a wide range of thinking approaches and to transfer knowledge from one circumstance to another.

SELF REGULATION
The ability to monitor, evaluate and self-correct.

STRATEGY PLANNING
The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to deal with the work.

INTELLECTUAL CONFIDENCE
The ability to evaluate personal views based on evidence, and where necessary defend them to others.

GENERALISATION
The ability to see how what is happening in a particular instance could be extrapolated to other similar situations.



CONNECTION FINDING
The ability to see connections from past experiences to seek possible generalisations.

BIG PICTURE THINKING
The ability to work with big ideas and holistic concepts.

ABSTRACTION
The ability to move from concrete to abstract thought very quickly.

IMAGINATION
The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge.

SEEING ALTERNATIVE PERSPECTIVES
The ability to take on the views of others and deal with the complexity and ambiguity.

CRITICAL OR LOGICAL THINKING
The ability to do not, speculate, reason and seek supporting evidence.

PRECISION
The ability to work effectively within the rules of a domain.

COMPLEX AND MULTI-STEP PROBLEM SOLVING
The ability to break down a task, decide on a suitable approach, and then act.

INTELLECTUAL PLAYFULNESS
The ability to recognise rules and bend them to create valid but new forms.

FLEXIBLE THINKING
The ability to abandon one idea for a superior one or generate multiple solutions.

FLUENT THINKING
The ability to generate ideas.

ORIGINALITY
The ability to conceive something entirely new.

EVOLUTIONARY AND REVOLUTIONARY THINKING
The ability to create new ideas through building on existing ideas or diverging from them.

AUTOMATICITY
The ability to use some skills with such ease that they no longer require active thinking.

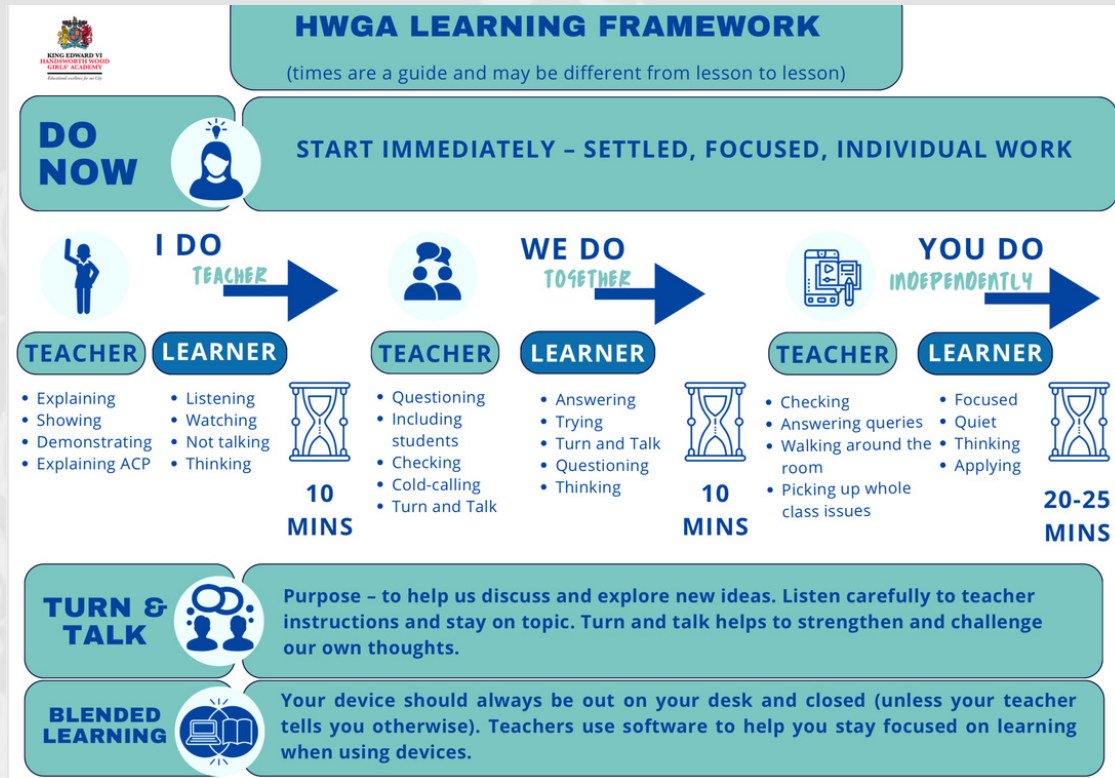
SPEED AND ACCURACY
The ability to work at speed and with accuracy.

SCHOLARSHIP
CHARACTER
COMMUNITY

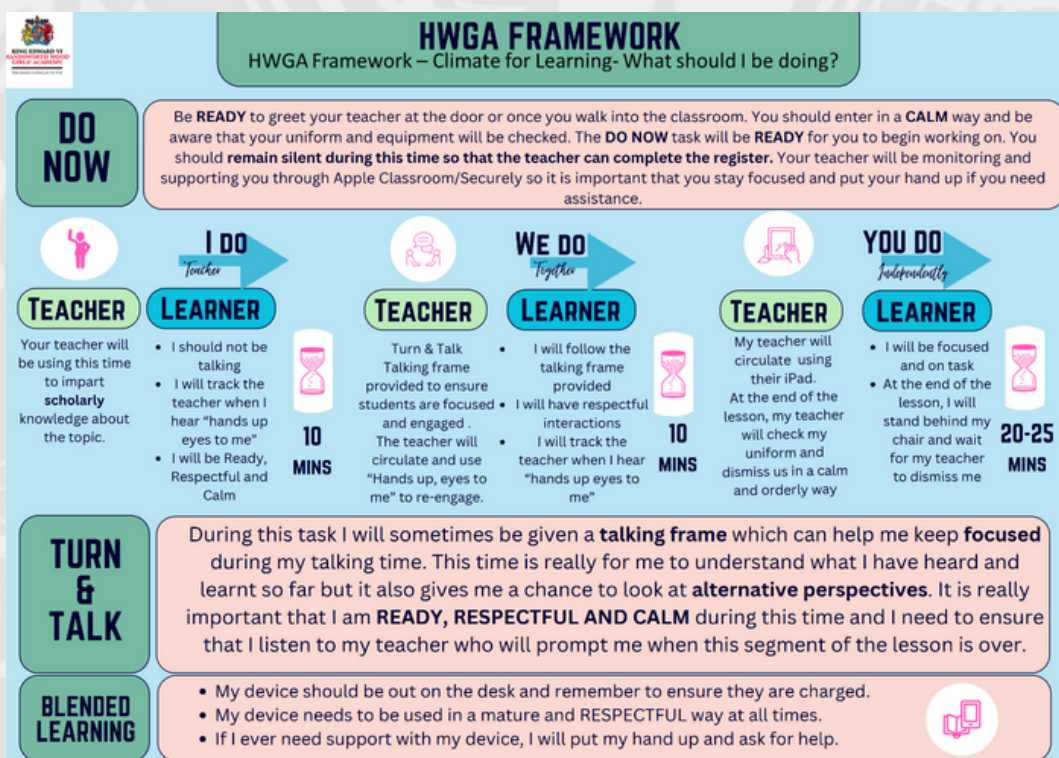
HIGH PERFORMANCE LEARNING

Our core aim is excellence for all which is underpinned by our vision, mission and values. We are a High Performance Learning World Class school which means that we believe in the HPL philosophy and framework. This means that we believe that all the students can be high performers, and we teach with these expectations in mind. We use HPL to develop our core values of scholarship, character and community which focuses on the Advanced Cognitive Performance skills and the Values, Attitudes and Attributes of the HPL framework. Your child will be taught these characteristics in the curriculum and through our pastoral support. The HPL framework is a set of characteristics that are well researched to prepare students for now and the future world of work.

Teaching & Learning Approach



We implement our curriculum using a consistent learning framework which starts with students retrieving knowledge previously taught. Your child will follow a framework of modelled practice where the teacher explicitly models learning during the 'I Do', time for collaboration and questioning in the 'We do', then handed over to students during the 'You do' phase to apply their thinking. To maximise learning and engagement, the following climate for learning framework outlines the attitude to learning that will support great progress and excellent outcomes.



Year 8 Curriculum



MATHS

Curriculum Aims:

In KS3, we teach for Mastery. Mastering maths means students of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give students the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable students to move on to more advanced material.

AUTUMN	SPRING	SUMMER
<p>Will a sequence of reciprocals ever have a 0 term? Students will generate terms of a linear sequences, generate terms of a non-linear sequences, identify different types of linear and non-linear sequences, find a given term in a linear sequence, develop a rule for finding a term in a linear sequence and generalizing the position to term rule for a linear sequence ($n!$ term) – (Sequences).</p> <p>Student will classify expressions, equations, inequalities and identities, derive equations from different contexts, solve linear equations with an unknown on one side then both sides, solve equations involving fractional terms and brackets and interpret the solution to an equation based on the context from which it is derived (forming and solving equations).</p> <p>Students develop their understanding of inequalities from to include number line representations, understanding when inequalities are or are not satisfied, and finding solutions to simple linear inequalities. Students form and solve inequalities based on geometric properties, contexts and pictorial representations, and experience manipulations that do and do not preserve inequality relationships. (forming and solving inequalities)</p> <p>Topics: Generating term to term sequence for linear and non- linear, find the nth term, Forming and solving equations and inequalities</p> <p>How can graphs help you represent, display analyse data? Students will understand; how to plot points in four quadrants. Students will plot coordinates from a rule to generate a straight line, develop a rule into an algebraic representation, develop concept of gradient using graphs of the form $y=ax$ before moving to equations of the form $y=ax+b$, identify key features of a linear graph including the y-intercept and the gradient, make links between the graphical and the algebraic representation of a linear graph, recognise different algebraic representations of a linear graph, identify parallel lines from algebraic representations (linear graphs).</p> <p>Students will understand how to draw real life graphs, experience describing, comparing and visualizing changing rate. They will be able to contextualise speed and compare in in different measures. (Real-life graphs).</p> <p>Topics: Plot linear graph and find the equation of the line and parallel line, Drawing and interpreting real-life graphs</p>	<p>Can graphs help you solve algebraic proportional problems? Students will understand how to draw real life graphs, experience describing, comparing and visualizing changing rate. They will be able to contextualise speed and compare in in different measures. (Real-life graphs)</p> <p>Students explore multiplicative relationships and balance, and revisit key concepts such as scale factor and constant of proportionality. Students compare directly and inversely proportional relationships before finding missing values and generalising. Finally, direct and inverse relationships emerge as different parts of speed \times time = distance are held constant. (Direct and Inverse Proportion)</p> <p>Topics: Drawing and interpreting real-life graphs, multiplicative relationships, proportion</p> <p>How is statistical analysis beneficial in real life? Students are introduced to the fundamentals of data collection and analysis including question writing, classifying data, collecting data using tally charts, and interpreting data in bar and pie charts. (Univariate data)</p> <p>Students extend their understand of what bivariate data is, and how it can be represented, to this week where they make deductions from the data, such as predict non-existent data, find averages, and assessing causality. (Bivariate Data)</p> <p>Topics: Calculate averages, representing data using a suitable diagram, Bivariate data, scatter diagram</p>	<p>For an infinite-sided regular polygon, what would the values of the interior and exterior angles be? Students will know the sum of interior angles of a triangle and use to solve angle problems (revise from Year 7). Explore different methods for finding the sum of the interior angles of polygons by splitting the shape into triangles. Generalise different methods for finding the sum of interior and define the sum of the exterior angles of a polygon. Use the sum of the interior and exterior angles of a polygon to solve problems. (Angles in a polygon)</p> <p>Students will understand conventions for drawing and measuring bearings, plot and measure the position of an object on a given bearing and distance from a specified point, solve problems. (Bearings)</p> <p>Topics: Angles in a polygon and their properties. Draw, measure and solve problems involving bearings</p> <p>Where is geometry used in the real world? Students build on their understanding of circles as geometric 'tools' for constructing shapes of known side lengths to include calculating circumference and arc lengths. Students understand Pi as the ratio between radius squared and circumference, work out area of circles, sectors and compound shapes. (Circles)</p> <p>Students learn the vocabulary to investigate properties of solid shapes. They are challenged to develop their visualisation skills working with 2-D representations and nets. Students work with prisms, cross sections and surface area. (Volume and surface area of prisms)</p> <p>Topics: Circumference of circle, area of a circle, prisms and cylinders, volume, surface area</p>



SCIENCE

Year 8 Curriculum

Curriculum Aims:

To provide stimulating and exciting science lessons to enable all students to make the best possible progress and develop a passion for science that encourages them to have a career in the sciences.

KS3 students are taught 10 Big Ideas over three years that cover various aspects of Biology, Chemistry and Physics with a focus on Practical and Working Scientifically Skills.

AUTUMN	SPRING	SUMMER
<p>What is photosynthesis and why it is important? How can we test for the products of photosynthesis? How is a leaf adapted for photosynthesis? What and why is respiration important? How is aerobic respiration different from Anaerobic? What is fermentation? (Ecosystems)</p> <p>Students will investigate the importance and photosynthesis and carry out investigations to test for the products. They will learn about the structure of the leaf and how the leaf is adapted for photosynthesis. Students will be able to compare aerobic and anaerobic respiration. They will learn how living organisms break down organic molecules to enable all other chemical processes.</p> <p>What are the differences in Current, Voltage and resistance in series and parallel circuits? How can we vary the strength of an electromagnet? What does the field pattern look like around the earth and how does this compare to a magnet? (Electromagnets)</p> <p>Students will be able to set up and draw series and parallel circuits and will be able to draw an identify components. Students will investigate the differences between series and parallel circuits in terms of current and voltage. Students will investigate how to increase an electromagnets strength and what magnetic fields look like.</p> <p>Topics: Ecosystems and electromagnets. Graph skills and understanding. Data analysis skills Application of knowledge, practical skills, evaluation and analysis</p> <p>Which light bulb is the most cost effective to run a filament bulb or a fluorescent? What are the energy transfers in a car or computer? What is work done and how do we measure it? How can we prevent heat loss? (Energy)</p> <p>Students will be able to compare the running costs of a variety of equipment and be able to calculate the running costs. Students will learn about different ways of generating electricity. Students will be able to determine and explain energy changes for a variety of equipment. Students will be able to calculate work done and explain it. Students will learn how to reduce energy loss by radiation, convection, and conduction.</p> <p>How are elements arranged in the periodic table? (The periodic table)</p> <p>Students will be able to relate features of the particle model to the properties of materials in different states, sort elements using chemical data and relate this to the position in the periodic table. They will also compare the properties of elements with the properties of a compound formed from them.</p> <p>Topics: Energy Costs, Energy Transfer, Work Done and Heating and Cooling. Application of physical formulae. Graph skills for cooling curves. Evaluation of energy generation types.</p>	<p>How do we revise and revisit learning? (Health Interleaving) Students will learn some revision techniques and apply them to the health unit.</p> <p>How do you know when a chemical reaction has occurred and how can we determine reactivity? (Chemical Reactions) Students will investigate and learn about different reactions, what is formed when they react and be able to write word and formula equations. Students will undertake a variety of chemical reactions learning how to identify when a reaction has occurred and how to rank according to reactivity.</p> <p>How and why do humans vary from each other? How have these changes occurred over millions of years? (Adaptations and inheritance) Students will be explained how variation may have led to the survival of one species and the extinction of another. Students will identify characteristics as inherited and environmental and be able to explain why they have grouped them as such. Students will be able to explain how genetic material is stored in a cell and how it passes from generation to generation.</p> <p>How is speed calculated, what are motion graphs? how and why does pressure vary? (Motion and pressure) Students will investigate the variables that affect the speed of a toy car on a ramp. They will interpret motion graphs and will investigate why objects sink and float and what pressures are being applied.</p> <p>Topics: Genes, inheritance, and evolution. Analysis of data. Hypothesis and predictions. Determining Variables. Measuring continuous and categorical data.</p> <p>How do we revise and revisit learning? (Chemical Reactions Interleaving) Students will learn revision techniques and apply them to the Chemical Reactions unit.</p> <p>What is the structure of the earth, what resources can we obtain from it? How has the atmosphere evolved and what factors continue to change its composition? (Earth) Students will be able to describe the structure of the earth and state how different forms of rocks and fossils are formed. Students will be able to determine what factors have changed the composition of the atmosphere and will be able to interpret graphs based on these changes. Students will look at what resources we can obtain from the earth and determine how we can use these in a sustainable manner.</p> <p>What are the key features of the digestive system and what are their functions? How do we maintain a healthy body and what factors can affect our organ systems? (Health and lifestyle) Students will undertake a journey through the digestive system and be able to explain the function of each part. Students will be able determine diets for specific needs and will complete food tests for all the major food groups. Students will investigate the how to maintain a healthy body and determine how the body fights infection. Students will also learn the structure and function of the main organ systems in the body.</p> <p>How do you know when a chemical reaction has occurred and how can we determine reactivity? What are polymers and their uses? (Metals and acids) Students will investigate how metals react with acids, oxygen and water, what they form when they react and be able to write word and formula equations. Students will undertake a variety of chemical reactions learning how to identify when a reaction has occurred and how to rank according to reactivity.</p> <p>Topics: Earth structure, atmosphere, composition. Analysis of data atmospheric changes. Hypothesis and predictions of changes to the atmosphere and resources. Group work and discussion skills.</p>	<p>How do we revise and revisit learning? (Waves Interleaving) Students will learn revision techniques and apply them to the Chemical Reactions unit.</p> <p>How do we revise and study independently, so we are successful in our End of Year Assessment? Students will be taught a Nd practice a variety of revision techniques and apply these to their areas of need.</p> <p>Topics: Revision Techniques Graph skills and understanding. Data analysis skills Application of knowledge, practical skills, evaluation and analysis</p> <p>What would be expected of me when completing a Required Practical? (Full Practical Write-ups) Students will embed their practical write-up knowledge. Students will be able to identify variables in a practical, collect valid data and identify errors. They will be able to graph their results and draw a valid conclusion.</p> <p>What question can I investigate or what topic of interest can I improve my knowledge and understanding of? (Projects) Students will work in groups on a project of their choice and develop a wider knowledge and understanding of their chosen area. Groups will present back to the class.</p> <p>Topics: Practical skills; predictions, variables, data collection, error identification, graph skills and conclusions.</p> <p>Projects: Group work, self-motivation, research, organisation, presentation skills, confidence</p>



RELIGIOUS EDUCATION

Year 8 Curriculum



Curriculum Aims:

- THE CORE PURPOSE OF RELIGIOUS STUDIES AT KEVI HWGA:
- ENCOURAGES PHILOSOPHICAL THOUGHT, DECISION-MAKING SKILLS, COLLABORATION AND INDEPENDENT WORKING SKILLS AND THE SEARCH FOR COMPROMISE AND CONFLICT RESOLUTIONS THAT WORK.
 - MAKES A KEY AND UNIQUE CONTRIBUTION TO UNDERSTANDING BRITISH HERITAGE, PLURALITY, VALUES AND FUTURES.
 - ENABLES PUPILS TO BE ABLE TO LEARN HOW TO RESPECT THEMSELVES AND UNDERSTAND THEIR OWN IDENTITY, TO RESPECT OTHERS, AND TO UNDERSTAND THEIR OWN AND OTHERS' RIGHTS AND RESPONSIBILITIES.
 - PLAYS A KEY ROLE IN CREATING SOCIAL COHESION AND GENERATING GENUINE UNDERSTANDING BETWEEN COMMUNITIES REDUCING FRICTION, INTOLERANCE AND SOCIAL UNREST.

AUTUMN	SPRING	SUMMER
<p>Baseline assessment Study of faith</p> <p>To learn relevant keywords. Compare the similarities and differences within and/or between religions and beliefs. The influence of religion on individuals, communities, and societies. Analyse religious viewpoints and its impact on 21st century Britain.</p> <p>Topics: Christian and Sikh independent learning Beginnings Festivals Teachings Worship Life in Britain</p> <p>Festivals</p> <p>Topics: Christmas Visakhi and Diwali Id ul fitr/Id ul Adha /Ashura The importance of celebrations The true meaning behind the festivals</p>	<p>Rites of passage</p> <p>To learn relevant keywords. Compare the similarities and differences within and/or between religions and beliefs. The influence of religion on individuals, communities, and societies. Analyse religious viewpoints and its impact on 21st century Britain.</p> <p>Topics: How do religions celebrate each transition ? Focus on 2 religions : Christianity and Sikhism Describe and explain each ROP and its impact on the community Birth, initiations, marriage, deaths</p> <p>What is the impact of celebrating your traditions in the UK? Similarities and differences Birth, initiations, marriage, deaths</p>	<p>Moral Dilemma</p> <p>To learn relevant keywords. Compare the similarities and differences within and/or between religions and beliefs. The influence of religion on individuals, communities, and societies. Analyse religious viewpoints and its impact on 21st century Britain.</p> <p>Topics: Discussing moral issues and the problems that arise for the believer Reflect on religious teachings Sanctity of life Quality of life</p> <p>Abortion Euthanasia Arguments for & against Facts /religious teachings vs non religious attitudes in contemporary Britain</p>



ENGLISH

Year 8 Curriculum



Curriculum Aims:

The curriculum aims to equip students with powerful knowledge that will form a solid foundation for further study. In Year 8, students not only study accomplished texts which widen their knowledge of historical events and their understanding of dramatic concepts such as the 'well-made play'; students also have the opportunity to study more diverse writers. In Year 8, students consider texts such as 'Clap When You Land' and as such are introduced to dual narratives and the notion of the verse novel.

AUTUMN	SPRING	SUMMER
<p>'Clap When You Land'</p> <p>Topics: Extended metaphors, motif, symbolism, idiom, bildungsroman, alternating perspectives, dialogue, stream of consciousness, analepsis, non-linear narratives, pattern, free verse, rhythm and rhyme, syntax, semantics, Spanish dialect, misogyny, grief, discrimination, present participles.</p>	<p>'Journey's End'</p> <p>Topics: Irony – dramatic irony, analysing metaphors, allusion, symbolism, narrative voice, characterisation: character's thoughts and dialogue, the well-made play, motif, acts and scenes, rhyme, metre, enjambment and caesura</p> <p>'Great Expectations'</p> <p>Topics: Extended metaphor, analysing extended metaphor in depth, motif, irony, narrative voice, narrative structure (frames, cyclical), dialogue, characterisation, epistolary writing.</p>	<p>Comedy: 'As You Like it'</p> <p>Topics: Extended metaphor, analysing extended metaphor in depth, allusion, allegory, symbolism, satire, genre of comedy, the structure of comedy, comic archetypes, the development of the genre over time, different types of comedy over time, parody, epigram.</p>



ART

Year 8 Curriculum

Curriculum Aims:

ART AS A SUBJECT HAS THE POTENTIAL TO BROADEN PERCEPTION, ENHANCE AND DEVELOP MOTOR SKILLS, CAPTURE, AND ENCOURAGE IMAGINATION, AND DEVELOP AWARENESS OF THE PHYSICAL WORLD, IN INTERPRETATION OF COLOUR, LIGHT AND FORM THROUGH VISUAL PERCEPTION. AS STUDENTS PROGRESS, THEY SHOULD BE ABLE TO THINK CRITICALLY AND DEVELOP A MORE RIGOROUS UNDERSTANDING OF ART AND DESIGN. THEY SHOULD KNOW HOW ART AND DESIGN BOTH REFLECT AND SHAPE OUR HISTORY, CULTURE, AND CREATIVITY. ART SHOULD ENGAGE, INSPIRE AND CHALLENGE STUDENTS, EQUIPPING THEM WITH THE KNOWLEDGE AND SKILLS TO EXPERIMENT, INVENT AND CREATE THEIR OWN WORKS OF ART, CRAFT AND DESIGN.

AUTUMN	SPRING	SUMMER
<p>How can I transfer my knowledge of the formal elements to observational drawing? (Desserts Project) Students further learn about colour theory and research artists in the Pop Art movement who were influenced by colour. Students will use technical language when analysing their own and peers work and have opportunities to create art work in teams.</p> <p>Topics: Fine Art skills Textile skills The formal elements Colour theory Using technical language Procedural knowledge Declarative knowledge</p> <p>How do I translate my knowledge and skills of 2D drawing into 3D sculptural work? (Desserts Project) Pupils will take inspiration from other artists and experiment with scaleenlarging objects. Students will explore a range of materials and in teams design and create large scale cardboard desserts.</p> <p>Topics: Using different tools Mixed media Team work Communication Designing Procedural knowledge Declarative knowledge</p>	<p>How are social issues addressed in art and design? (Issues Project) Students will learn about social issues and how they are represented in art and design for example, consumerism. Students explore a range of contemporary artists and how they have made social statements through their art work.</p> <p>Topics: Technical drawing-proportion Inspiration from other artists Expressing opinions Respect to others Procedural knowledge Declarative knowledge</p> <p>How do I generate my own ideas in Art and Design? (Issues project) Students will research the artist Grayson Perry and how his art work deals with political and social issues. Students to incorporate literacy/text into their artwork and design a narrative for their 3D vase. They research traditional and contemporary ideas of vanity.</p> <p>Topics: Creativity with composition Responding to an issue Generating own opinion Listening to others Generating ideas Procedural knowledge Declarative knowledge</p>	<p>What impact does perspective have on my drawings? (Buildings Project) Students will understand the technical language of perspective and how to create 3D drawings using the illusion of perspective. Students to research and analyse artists who have used perspective and the impact it has on their works.</p> <p>Topics: Technical language Inspiration from other artists Technical drawing Drawing from perspective Procedural knowledge Declarative knowledge</p> <p>How can I experiment with perspective in a 3D setting? (Buildings Project) Students to experiment with creating 3D buildings considering composition and layout. To learn about building 3D structures using NETS and designing the front of a townhouse considering your own artistic style.</p> <p>Topics: Designing Understanding NETS Experimenting with composition Generating ideas Procedural knowledge Declarative knowledge</p>

Year 8 Curriculum

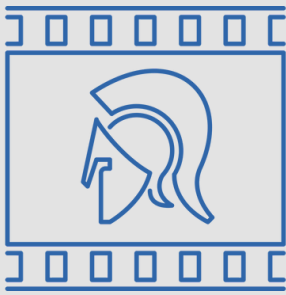


COMPUTING

Curriculum Aims:

Students are required to understand the need and how to follow legislation in computer science. Students to be responsible, competent, confident and creative users of information and communication technology. Students are required to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, and algorithms.

AUTUMN	SPRING	SUMMER
<p>Website Development This unit will enable students to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website. On completion of this unit, students will be able to explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief.</p> <p>In the first few lessons, students will be trained on using our platforms (using one drive, organising folders, rename files, downloading files and saving it to one drive, Seneca premium, Teams, staff zone etc)</p> <p>Topics: Algorithms Problem Solving Communication and coordination Digital Literacy</p>	<p>Programming – Use of Scratch Scratch opens up the opportunity for students to become creative communicators, computational thinkers and empowered learners. When students gain experience in designing and coding projects that express their ideas, they develop computational fluency.</p> <p>By enabling students to program their own stories, games and animations, Scratch is intended to help “young people learn to: Think: creatively reason systematically work collaboratively.</p> <p>Python Programming (intermediate) There is a computer program behind just about everything we use today. Without computer programs many things, from washing machines to aeroplanes, would not have technological capabilities we have come to rely on.</p> <p>Python is one of the most popular programming languages in the world and this unit will teach students:</p> <ul style="list-style-type: none"> • How to write basic programs in Python • Become familiar with key terminology in programming • Understand why sequencing is important <p>All activities require students to code in Python. The key programming construct underpinning all work in this unit is sequencing.</p> <p>Topics: Algorithms Problem Solving Programming Constructs</p>	<p>Advanced Spreadsheets Spreadsheet skills prepare students for the future. Spreadsheet skills allow students to:</p> <ul style="list-style-type: none"> Organise Calculate Create graphs Analyse data Use/practise formulas Apply formatting techniques Understand IF statements Practise conditional formatting Understand use of data validation <p>These skills provide a critical foundation in preparation for future studies and the workplace. Today, many careers require knowledge of how to use a spreadsheet program.</p> <p>Topics: Data Management Digital Literacy</p> <p>Computer Crime & Cyber Security Students will study some:</p> <ul style="list-style-type: none"> - legal safeguards regarding computer use, including overviews of the Computer Misuse Act - Data Protection Act and Copyright Law and their implications for computer use - Phishing scams and other email frauds, hacking, “data harvesting” and identity theft will be studied and are discussed together with ways of protecting online identity and privacy. <p>Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed.</p> <p>Topics: Communication and coordination Digital Literacy</p>



CLASSICS

Year 8 Curriculum

Curriculum Aims:

Year 8 Classics develops students' understanding of stories of classical origin to further enhance their cultural capital. As well as developing their understanding of vocabulary and etymology, the grammatical elements of Classics lessons guides students to deepen their knowledge of grammar, building on Year 7 foundations.

AUTUMN	SPRING	SUMMER
<p>Classics: The Odyssey (Week 2, 4, 6 and 8) Episode 1 Return from Troy. Episode 2 Odysseus Starts his Story. Episode 3 My Name is Nobody. Episode 4 The Calm before the Storm.</p> <p>Grammar: (Week 3, 5 and 7) Participle phrases, Nouns to Create Imagery, Nouns (Nomenclature).</p> <p>Topics: Classics: Decoding and learning the etymology of the words culture, saga, mythology and adventurous.</p> <p>Grammar: Nouns to create imagery and Nomenclature</p> <p>Classics: The Odyssey (Week 9, 11, 13 and 15) Episode 5 Odysseus Bewitched. Episode 6 The Land of the Dead. Episode 7 Torment and Trial. Episode 8 Shipwrecked .</p> <p>Grammar: (Week 10, 12 and 14) Imperatives. Coordinating Conjunctions. Verbs to describe sensory experience.</p> <p>Topics: Classics: Decoding and learning the etymology of the words culture, saga, mythology and adventurous.</p> <p>Grammar</p>	<p>Classics: The Odyssey (Week 16-18) Episode 9 The Stranger in his Own Land. Episode 10 and 11 A Beggar in his Own Place Episode 12 Home</p> <p>Grammar: (Week 19-20) Verbs to Create Personification. Adjectives to Create Personification</p> <p>Topics: Classics: Decoding and learning the etymology of the words culture, saga, mythology and adventurous.</p> <p>Grammar</p> <p>Classics: Greek Theatre (Week 21 – 23) Introduction to Greek Theatre Features of a Tragedy Play Introduction to Oresteia</p> <p>Grammar: (Week 24 -25) Conjunctive adverbials Passive Voice</p> <p>Topics: Classics: Decoding and learning the etymology of the words culture, saga, mythology and adventurous.</p> <p>Grammar</p>	<p>Classics: Greek Theatre (Week 26 – 29) The Chorus. Clytaemnestra’s Treatment Helen. Clytaemnestra’s developing anger</p> <p>Grammar: (Week 30 – 32) Fragments Colons Omission</p> <p>Topics: Classics: Decoding and learning the etymology of the words culture, saga, mythology and adventurous.</p> <p>Grammar</p> <p>Classics: Greek Theatre (Week 33 – 36) Cassandra’s Story Clytaemnestra’s Revenge Clytaemnestra’s Revenge Justified Cassandra’s Foreboding Feelings</p> <p>Grammar: (Week 37 – 39) Contractions Dashes and pair of dashes Semicolons</p> <p>Topics: Classics: Decoding and learning the etymology of the words culture, saga, mythology and adventurous.</p> <p>Grammar</p>



DRAMA

Year 8 Curriculum

Curriculum Aims:

WE ENABLE STUDENT TO DEVELOP CREATIVELY AND TO GAIN PRACTICAL EXPERIENCES THAT CAN GUIDE THEM IN THE OUTSIDE WORLD. WE PROMOTE A 'CAN DO' ATTITUDE AND PROMOTE A LOVE OF THE ARTS. OUR FOCUS IS ON BUILDING CONFIDENCE AND ORIGINALITY.

AUTUMN	SPRING	SUMMER
<p>What do we already know about drama?</p> <p>Macbeth Pupils will explore a scripted performance, focussing on the Horror genre. Students will look at how to take a play from page to stage and will focus.</p> <p>Topics: Working with scripts Creating mood and atmosphere Tension states (LeCoq) To be able to use script to direct and devise using the boundaries of genre to influence work.</p> <p>How can we explore drama using genre?</p> <p>Commedia Dell 'Arte Pupils will explore the beginning of Comedy with the skills and techniques of Commedia Dell 'Arte. To work as a professional troupe. They will draw on prior knowledge gained and devise using the complexities of the genre.</p> <p>Topics: Historical context Lazzi Centre of leading Stock characters</p>	<p>How can we explore drama using genre?</p> <p>Commedia Dell'Arte Pupils will explore the beginning of Comedy with the skills and techniques of Commedia Dell 'Arte. To work as a professional troupe. They will draw on prior knowledge gained and devise using the complexities of the genre.</p> <p>Topics: Historical context Lazzi Centre of leading Stock characters</p> <p>How can we explore drama using genre?</p> <p>Theatre in Education Pupils devise a Theatre in education performance for year 7 students to be performed live to groups.</p> <p>Topics: Creating a performance for a set target audience</p>	<p>How do we explore a play text in drama?</p> <p>Our Day Out Pupils to study the text, exploring the characters and scenarios off and on script. Pupils to learn the set-up of a script including key terms such as stage directions, scenery and directing a text.</p> <p>Topics: Exploring scripted plays – language, characters, acting style, staging concepts</p> <p>Live theatre</p> <p>To watch and review a piece of live theatre Pupils will watch a performance from the National Theatre online. https://www.dramaonlinelibrary.com/national-theatre-collection</p> <p>Topics: Performing a play text Acting skills Peer Pressure Consequences</p>



Year 8 Curriculum

Curriculum Aims:

THE CORE PURPOSE OF OUR STUDY OF GEOGRAPHY AT KEVI HWGA, AND WHAT WE WANT STUDENTS TO GAIN FROM IT, CAN BE SUMMARISED IN THREE STATEMENTS:

- GEOGRAPHY STIMULATES A SENSE OF WONDER ABOUT THE WORLD.
- GEOGRAPHY INSPIRES STUDENTS TO WANT TO SHAPE A BETTER FUTURE.
- GEOGRAPHY EQUIPS STUDENTS WITH SKILLS FOR THE FUTURE.

GEOGRAPHY

AUTUMN	SPRING	SUMMER
<p>Development</p> <p>Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in human geography relating to international development.</p> <p>Key Concepts & Topics: Human Geography Locational Knowledge Place Specific Knowledge Development Indicators Conditions in ACs/LIDCs Map Skills</p>	<p>Plate Tectonics</p> <p>Students should understand, through the use of detailed place-based exemplars at a variety of scales the key processes in physical geography relating to plate tectonics.</p> <p>Key Concepts & Topics: Physical Geography Place Specific Knowledge Structure of Earth Plate Boundaries Volcanoes Earthquakes Map Skills</p> <p>Population & Migration</p> <p>Students should understand, through the use of detailed place based exemplars at a variety of scales the key processes in human geography relating to population & urbanisation.</p> <p>Key Concepts & Topics: Human Geography Place Specific Knowledge Population Change Migration Data Analysis Map Skills</p>	<p>Climate Change</p> <p>Students should understand, through the use of detailed place-based exemplars at a variety of scales the key processes in physical geography relating to the changing climate from the Ice Age to present.</p> <p>Key Concepts & Topics: Human Geography Environmental Geography Climate Change Deforestation Burning Fossil Fuels Green House Effect</p> <p>Russia</p> <p>Students should understand geographical similarities, differences and links between places through the study of the human and physical geography of Russia.</p> <p>Key Concepts & Topics: Human Geography Physical Geography Environmental Geography Place Specific Knowledge Map Skills Geopolitics Population Culture Climate</p>



HISTORY

Year 8 Curriculum

Curriculum Aims:

An enquiry-based approach that encourages students to question and evaluate ideas and concepts. Helping students to recognise that History is contested, constructed, inescapable and fascinating. Engages with Britain's past and that of the wider world in order to promote students becoming active in historical debate and using evidence to make judgements with confidence.

AUTUMN	SPRING	SUMMER
<p>What was life like in Tudor England?</p> <p>Students by the end of this unit should be able to identify how the Tudor dynasty began, describe the different Tudor Monarchs and what they were known for. Here students should be able to provide examples of problems that the monarchs faced and how they overcame these. Students should also be able to reach a clear and well justified judgement on which of the Tudor Monarchs was the most significant and why.</p> <p>Key concepts: Power Similarity and difference Change over time Cause and consequence Perspective</p> <p>How much did England change in the 1600s?</p> <p>Students by the end of this unit will be able to explain what key changes took place in England in the 1600s. They will consider the roles of James I, Charles I, Oliver Cromwell and Charles II. They will be able to explain why there was a civil war in England and describe the two different sides during the English Civil War. Students will be able to practise reaching conclusions in this unit and being able to justify their judgements. They will also work with sources to help reach a judgement on the wider enquiry question.</p> <p>Key concepts: Power Similarity and difference Change over time Cause and consequence Perspective Significance</p>	<p>What was the Trans-Atlantic Slave Trade?</p> <p>Students by the end of this unit will be able to confidently explain what the Trans-Atlantic Slave trade was. In this unit we will be considering the Slave Trade Triangle, what life was like on the journey through the middle passage and on plantations for enslaved people, how some tried to rebel against slavery and how abolition was reached at the time. Students will also look at recent events that have led to more people wanting to learn more about the Slave Trade and enslaved people. Students in this unit will be working on their key historical writing skills for example writing convincing speeches.</p> <p>Key concepts: Similarity and difference Change over time Cause and consequence Perspective Significance Persecution</p> <p>What impact did the British Empire have on its colonies?</p> <p>Students by the end of this unit will be able to explain what the British Empire was and what impact it had on its colonies. Students will be looking at two main case studies in the enquiry and these will be India and British colonies in Africa. Students will be learning about this topic from the perspective of the colonies and the focus being on the changes that were made to the colonies. Some of the things they will be looking at includes the East India Company, the Amritsar Massacre, the partition of India and Pakistan and the scramble for Africa. In terms of historical skills students will be working with a range of sources throughout this enquiry.</p> <p>Key concepts: Power Similarity and difference Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p>How did the Industrial Revolution change Britain?</p> <p>Students by the end of this unit will be able to explain what the Industrial revolution was and explain its impact on Birmingham and other areas in Britain at the time. Students will be looking at the causes of the revolution, the changes and new inventions that were made, the impact on different areas, with a focus on Birmingham, the conditions in factories, the roles of women and children and also impacts upon migration. In this unit students will be working towards reaching a judgement on how beneficial the Industrial Revolution was for Britain.</p> <p>Key concepts: Power Similarity and difference Change over time Cause and consequence Perspective Significance Persecution Democracy</p> <p>Was a war at the turn of the century inevitable?</p> <p>Students by the end of this unit will be able to make a clear judgement on whether WW1 was inevitable? Students will consider the long-term and short-term factors that led to the start of WW1. They will learn about the plans during WW1, the reality of fighting on the Western Front, how censorship was used and what role the empire and women both played in WW1. By the end of the unit students will be able to write IDEA paragraphs that show their knowledge and analysis of some of the key parts of WW1.</p> <p>Key concepts: Power Similarity and difference Change over time Cause and consequence Perspective Significance Persecution Democracy</p>



Year 8 Curriculum

Curriculum Aims:

- To equip students with the skills needed to communicate in a foreign language
- To develop students' confidence in their ability to communicate
- To provide students with opportunities to discover the culture of other countries
- To develop a love for language learning

MODERN FOREIGN LANGUAGES - SPANISH

AUTUMN	SPRING	SUMMER
<p>How do I talk about what interests me? Saying what I use my phone for. Talking about my music preferences. Saying about what I watch in TV. Describing what activities I did yesterday.</p> <p>Topics: Fluency: Pronunciation of key sounds: h, r, g, c Understanding the role of accents in the past tense Vocabulary: Activities on phone Opinions Type of music TV programmes Frequency words Free time activities Grammar: Revising present tense Stem-changing verbs – Preferir The use of definite articles with opinion phrases Past tense of regular/irregular verbs. Using present and past verbs together</p> <p>How do I discuss holidays? Talking about countries Talking about a past holiday Saying what you did on holidays and how it was</p> <p>Topics: Fluency: Pronunciation of words with two vowels: Grecia, avión Difference of pronunciation between "fui" and "fue" Pronunciation of r and rr Vocabulary: Countries Holiday activities Means of transports Giving extended opinions Using sequencers Grammar: Revision of present tense with -ar, -er and -ir verbs Near future tense Preterite of -ar, -er and -ir verbs</p>	<p>How do I talk about my daily routine? Giving opinions about food. Describing mealtimes. Discussing getting ready to go out. Talking about clothes and colours</p> <p>Topics: Fluency: Pronunciation of key sounds: ñ, ll, ch, j, z Vocabulary: Opinion phrases, Food and mealtimes Daily routine verbs Colours Clothes Sequencers Grammar: Using opinión phrases with infinitives Using "no" to make a sentence negative Reflexive verbs Recall adjective agreement Recal Near future tense Using "este, esta, estos, estas".</p> <p>How do I talk about going out? Saying what I want to order in a restaurant Discuss what to buy for a party Describing a party Arranging going out Making excuses Talking about attending sporting events</p> <p>Topics: Fluency: Pronunciation of d between vowels Pronunciation of v Pronunciation of h Pronunciation of Q Pronunciation of j Vocabulary: Vocabulary of food and ordering in a restaurant (menu, primer plato, etc.) Vocabulary of party activities Places in town to go out Recall time Positions (delante, detrás, etc.) Excuses Grammar: Using "usted" and "ustedes" Me gustaría + infinitive Stem-changing verbs, e.g., querer, poder Using three tenses together</p>	<p>How do I discuss jobs? Saying what you have to do at work Saying what job you would like to do Saying what you did at work yesterday Describing jobs Copying with authentic texts</p> <p>Topics: Fluency: Pronunciation of j Pronunciation of masculine and feminine correctly Difference of pronunciation between "fui" and "fue" Vocabulary: Jobs Jobs description- activities Adjectives to describe jobs Workplaces Using sequencers and time phrases Grammar: Recall "tener que + infinitive" Recall adjective agreement Understand the difference between "me gusta" and "me gustaría" Recall past tense Recall past tense of "ir" Using present and past verbs together</p> <p>How do I talk about plans for the summer? Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Describing a world trip</p> <p>Topics: Fluency: Clear pronunciation between "se puede" and "se pueden", Pronunciation of Z Pronunciation of ü Vocabulary: Adjectives to describe houses Holiday activities Directions Activities to do in a summer camp Fillers Grammar: Understanding the difference between "ser" and "estar" Comparatives Superlatives Imperatives "Se puede" + infinitives</p>



Year 8 Curriculum



**KING EDWARD VI
WINDSOR WOOD
RISLEY ACADEMY**
National excellence for our City

Curriculum Aims:

- To equip students with the skills needed to communicate in a foreign language
- To develop students' confidence in their ability to communicate
- To provide students with opportunities to discover the culture of other countries
- To develop a love for language learning

MODERN FOREIGN LANGUAGES - FRENCH

AUTUMN	SPRING	SUMMER
<p>How do we talk about leisure activities? Talking about TV and actors/actresses Arranging to go to the cinema Talking about books I read / like to read Talking about digital technology Discussing the weather Talking about leisure and weather</p> <p>Topics: Fluency: Silent final "x" Silent final "s" Silent final "e" Pronunciation of "qu" Pronunciation of "d'" (un film d'action, un roman d'amour) Pronunciation of "ait" Understanding, asking and answering questions</p> <p>Vocabulary: Types of films Types of TV programmes Types of books Opinions Online activities Weather phrases Hobbies</p> <p>Grammar: Present tense of -er verbs Negatives Definite/indefinite articles Present tense of "faire" Using "on"</p> <p>How do we talk about our identity? Describing personality Saying what you do with friends Talking about music Talking about clothes Saying what you did last weekend</p> <p>Topics: Fluency: Silent final consonant (unless adding "e" for feminine) Pronunciation of "oi" Pronunciation of "ine", "ain", "ains" Pronunciation of "au" Silent final "e" Understanding, asking and answering questions</p> <p>Vocabulary: Adjectives of personality Intensifiers Hobbies Music genres Opinions Clothes Colours</p> <p>Grammar: Adjective agreement Possessive adjectives Present tense Perfect tense</p>	<p>How do we talk about food and festivals? Discussing breakfast Discussing lunch and dinner Revising dates and giving opinions on festivals Describing a festival Learning about "Fête de la Musique" Discussing what I am going to eat for a special occasion</p> <p>Topics: Fluency: Pronunciation of "de l'" Pronunciation of "th" Pronunciation of "ill" ("juillet") Silent final consonant ("voudrais", "jus", "chaud") Silent final "e" Pronunciation of "er" Understanding, asking and answering questions</p> <p>Vocabulary: Items of food and drinks Numbers and months Names of festivals in French Activities during a festival Sequencers and connectives Quantities Higher numbers</p> <p>Grammar: Partitive article Present tense Near future tense</p> <p>How do we talk about our home and home life? Talking about where you live Discussing what we can do in the region Describing your house Saying where things are Talking about what you must do to help at home Talking about a future event.</p> <p>Topics: Fluency: Pronunciation of "gne" "h" silent letter ("habite") Silent final "s" Silent final consonant ("lit", "chocolat") Pronunciation of "ain" Pronunciation of "th" Pronunciation of "ais" Pronunciation of "ois" ("je dois") Understanding, asking and answering questions</p> <p>Vocabulary: Types of accommodations and areas Rooms in a house Furniture Prepositions House chores</p> <p>Grammar: Present tense Using modal verbal phrase "on peut" followed by an infinitive Using "il y a" Using "je dois" followed by an infinitive Near future tense</p>	<p>How do we talk about travel? Asking for tourist information Countries Usual holidays -who with, how long, where Activities on holidays Opinions about holidays</p> <p>Topics: Fluency: Pronunciation of "gne" Pronunciation of "oy" Pronunciation of "ant" Pronunciation of "é" Pronunciation of "ais" and "ait" Silent final "s" Understanding, asking and answering questions</p> <p>Vocabulary: Countries Question words Transports Length of time Activities on holidays Opinions Time phrases</p> <p>Grammar: Using "à", "au", "à la", "aux" to say to/in a country Genders Present tense Perfect tense</p> <p>How do we talk about a past holiday? Discussing what you visited Talking about what you did on holidays (using the perfect tense of regular and irregular verbs) Talking about a past holiday in details</p> <p>Topics: Fluency: Pronunciation of "é" Silent final "s" ("suis", "avons")</p> <p>Vocabulary: Places you visit on holidays Range of verbs to describe activities Subject pronouns Opinions</p> <p>Grammar: Perfect tense of regular verbs Perfect tense of irregular verbs Expressing past opinions</p>



MUSIC

Year 8 Curriculum

Curriculum Aims:

In year 8 students will broaden their knowledge of music from different cultures as well as strengthening their composition and performance skills.

AUTUMN	SPRING	SUMMER
<p>What is Blues Music?</p> <p>Blues Music</p> <p>Students will explore a number of blues musicians and the history of blues.</p> <p>Students to create a piece of music that uses a twelve bar blues structure.</p> <p>Topics: History of Blues music Analysing Blues music Performing the 12 bar Blues Composing Blues lyrics Developing knowledge of chords Dynamics Tempo Structure Texture Timbre</p>	<p>How can we use our understanding of Rhythm and Pulse to create a piece of Djembe Music?</p> <p>African Drumming</p> <p>Students will learn about the African culture while working in small ensembles to produce a piece of African music.</p> <p>Topics: History of African Drumming music Call and Response Master Drummer Djembe techniques (Bass, Slap, Tone) Performing in larger groups Dynamics Tempo Structure Texture Timbre</p>	<p>How can we incorporate our knowledge of musical theory so far?</p> <p>Minimalism</p> <p>Students will explore and analyse a number of minimalism music. They will then use laptops/iPads to create and record their own examples.</p> <p>Topics: History and Origin of Minimalism Composition techniques Composing a four beat melodic cell. Note changing Augmentation Diminution Note addition and subtraction Phase shifting Dynamics Tempo Structure Texture Timbre</p>
<p>What is RAP music and how can we create our own RAP song?</p> <p>RAP Music</p> <p>Students will create a RAP song using a mixture of technology, keyboards and their own voices.</p> <p>Topics: History of rap music Structure of rap music Performing rap music Using DAW to record chords bass line and then perform over the top of a backing track Dynamics Tempo Structure Texture Timbre</p>	<p>How can we incorporate our keyboard skills to learn about and play an Indian Classical style piece?</p> <p>Indian Classical Music</p> <p>Students will explore the different parts and scales of Indian classical music before incorporating these into a solo or paired performance</p> <p>Topics: History of Indian Classical Music Structure of Indian Classical Music Drone Raga Rag Tala Dynamics Tempo Structure Texture Timbre</p>	<p>How can we develop our ensemble skills to ensure an effective performance?</p> <p>Band Performance #2</p> <p>In groups the students will rehearse a song ready for a performance at the end of the year.</p> <p>Topics: Playing two different pop songs Chords and bassline Rehearsal skills Performance skills keeping a beat Singing Dynamics Tempo Structure Texture Timbre</p>



PHYSICAL EDUCATION

Year 8 Curriculum

Curriculum Aims:

- To enthuse and inspire students to participate fully and develop a lifelong involvement of physical activity, sport and exercise.
- Promoting good physical health, emotional and social wellbeing.
- To understand the importance of leading healthy and active lifestyles.

AUTUMN	SPRING	SUMMER
<p>How do we get students to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games?</p> <p>Sports: Football Netball Volleyball Basketball Handball</p> <p>Topics: Outwitting Opponents/ Accurate Replication</p>	<p>How do we get students to develop their technique and improve their performance in other competitive sports and how do we get them to perform dances using advanced dance techniques within a range of dance styles and forms?</p> <p>Sports: Dance Gymnastics Fitness Badminton</p> <p>Topics: Exploring & Communicating/ Exercising Safely and Effectively</p>	<p>How do we get students to develop their technique and improve their performance in other competitive sports?</p> <p>Sports: Athletics</p> <p>Topics: Performing at Max Levels/Accurate Replication</p> <p>How do we get students to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games?</p> <p>Sports: Ultimate Frisbee Rounders Cricket</p> <p>Topics: Outwitting Opponents /Identifying & Solving/Accurate Replication</p>



Year 8 Curriculum

CREATIVE DESIGN ROTATION

DT, TEXTILES AND FOOD
PREPARATION & NUTRITION

Curriculum Aims:

The aims and objectives of the design and technology department relate directly to those of the Academy. Creativity, flair, and innovation are encouraged from year 7 through to year 11. We see Creative Design as an area of practical and creative activity that aims to prepare young people for life in a changing technological society. We feel that the modern approach to teaching these subjects should emphasize on core life skills during key stage three and building on those with more industry specific skills at GCSE. We aim and endeavour to excite and challenge pupils.

13 WEEK ROTATION

DT - PRODUCT DESIGN

**How does the DT curriculum link to Science
and how does electricity work?**

Night light, Electronics & CAD

Topics:

Working to plans, Laser cutting, Soldering and building a PCB.

TEXTILES

What are the differences between man made and natural fabrics?

(Confectionary project)

Pupils develop knowledge of different fabrics and how they are made. Students experiment using both man made and natural fabrics towards project theme.

How can I use artist research to inspire and develop my own personal response?

(Confectionary project)

Students research confectionary artists to inspire and develop their own confectionary response. Using hand different fabrics and embellishment, students design and create their own creative piece.

FOOD PREPARATION & NUTRITION

How do we know the right nutrients for our bodies, how do we prepare a food using different techniques?

Skills - Technical Skills, using a variety of commodities and different methods to make a range of dishes

Topics:

Nutrients - what do they do for the body,
What foods provide us with the correct nutrients,
Planning for a teenage diet
Food groups