

Year 8

	Autumn Term	Spring Term	Summer Term
<b>English</b>	<p style="text-align: center;"><b>Poetry</b></p> <p>(i) <b>dramatic monologues</b>            (ii) what to look for in a poem            (iii) development of comprehension techniques:  <b>commenting on use of language; poetic techniques; sounds of words</b>            iv) write a dramatic monologue based on a painting or myth            Human Interest x 2 – often informed by theatre productions  <b>Exam Texts*</b>  <b>Possible Text(s)</b>  <b>Mortal Engines/Private Peaceful/ The Tulip Touch/Romeo and Juliet/My Sister Lives on the Mantelpiece/To Kill A Mockingbird/The Curious Incident of the Dog in the Nighttime</b>  <b>What to look for in a novel</b>            Characters and relationships            Themes            Structure and plot            Language and techniques            Points of view            Literary essay            Comparing poems and extracts - ZIGZAG</p> <p style="text-align: center;"><b>Comprehension</b></p> <p>Focus on poetry            Exam technique            Sounds of words            Words, pictures, sounds, form, punctuation, rhyme, point of view, title</p>	<p style="text-align: center;"><b>Autobiography</b></p> <ul style="list-style-type: none"> <li>• extracts from Laurie Lee</li> <li>• imagery</li> <li>• writing own autobiography</li> </ul> <p style="text-align: center;"><b>The Woman in Black by Susan Hill</b></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Structure</li> <li>• Language and techniques</li> <li>• Literary essay</li> <li>• Description of place and atmosphere.</li> </ul> <ul style="list-style-type: none"> <li>• structuring and writing a short story to enter 500 word story writing competition.</li> </ul> <p style="text-align: center;"><b>Non-Fiction</b></p> <ol style="list-style-type: none"> <li>(1) Autobiography</li> <li>(2) Travel Writing</li> <li>(3) Journalism/Essay</li> <li>(4) Speech</li> <li>(5) Persuasive writing</li> <li>(6) Magazine articles</li> </ol> <p style="text-align: center;"><b>Comprehension</b></p> <p>Focus on prose            Exam technique            Poetry from other cultures            Poetic form</p>	<p style="text-align: center;"><b>Revision</b></p> <p>(according to need)</p> <ol style="list-style-type: none"> <li>(1) Writing with attention to genre, audience and purpose</li> <li>(2) Themes in poetry</li> <li>(3) Comprehension techniques</li> <li>(4) Exam technique</li> </ol> <p>Giving an opinion</p>
<b>Maths</b>	<p style="text-align: center;"><b>Integers, Powers and Roots</b></p> <p>Add, subtract, multiply and divide integers</p> <ul style="list-style-type: none"> <li>• Use squares, positive and negative square roots, cubes and cube roots</li> </ul>	<p style="text-align: center;"><b>Functions &amp; Graphs</b></p> <p>Generate points and plot graphs of linear functions, where y is given implicitly in terms of x (e.g. <math>ay + bx = 0</math>, <math>y + bx + c = 0</math>), on paper and using</p>	<p>Revision of units of work studied.            Problem solving exercises and Investigations.</p>

	<p>•Use the prime factor decomposition of a number (to find highest common factors and lowest common multiples for example)          Use ICT to estimate square roots and cube roots          Use index notation for integer powers; know and use the index laws for multiplication and division of positive integer powers</p> <p><b>Fractions, Decimals &amp; Percentages</b>          Understand the equivalence of simple algebraic fractions; know that a recurring decimal is an exact fraction          Use efficient methods to add, subtract, multiply and divide fractions, interpreting division as a multiplicative inverse; cancel common factors before multiplying or dividing          Recognise when fractions or percentages are needed to compare proportions; solve problems involving percentage changes.</p> <p><b>Sequences</b>          Use linear expressions to describe the <math>n</math>th term of a simple arithmetic sequence          Generate terms of a sequence using term-to-term and position-to-term rules, on paper and using ICT          Generate sequences from practical contexts and write and justify an expression to describe the <math>n^{\text{th}}</math> term of an arithmetic sequence</p> <p><b>Geometrical Reasoning: lines, angles and shapes</b>          Explain how to find, calculate and use:          the sums of the interior and exterior angles of quadrilaterals, pentagons and hexagons;          the interior and exterior angles of regular polygons          Solve problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons, justifying inferences and explaining reasoning with diagrams and text          Know the definition of a circle and the names of its parts; explain why inscribed regular polygons</p>	<p>ICT; find the gradient of lines given by equations of the form <math>y = mx + c</math>, given values for <math>m</math> and <math>c</math>          Construct functions arising from real-life problems and plot their corresponding graphs; interpret graphs arising from real situations, e.g. time series graphs.</p> <p><b>Mental Calculations and Checking</b>          Break down substantial tasks to make them more manageable          Estimate, approximate and check working          Understand the effects of multiplying and dividing by numbers between 0 and 1; consolidate use of the rules of arithmetic and inverse operations          Understand the order of precedence of operations, including powers          Use known facts to derive unknown facts; extend mental methods of calculation, working with decimals, fractions, percentages, factors, powers and roots; solve problems mentally          Check results using appropriate methods</p> <p><b>Written Calculations</b>          Understand the effects of multiplying and dividing by numbers between 0 and 1; consolidate use of the rules of arithmetic and inverse operations          Understand the order of precedence of operations, including powers          Express numbers in standard index form, both in conventional notation and on a calculator display</p> <p>Use efficient written methods to add and subtract integers and decimals of any size; multiply by decimals; divide by decimals by transforming to division by an integer          Use a calculator efficiently and appropriately to perform complex calculations with numbers of any size, knowing not to round during intermediate steps of a calculation; use the constant, <math>\pi</math> and sign change keys; use the function</p>	
--	---	---	--

	<p>can be constructed by equal divisions of a circle</p> <p><b>Probability</b></p> <p>Pose questions and make convincing arguments to justify generalisations or solutions</p> <ul style="list-style-type: none"> <li>• Interpret results involving uncertainty and prediction</li> </ul> <p>Identify all the mutually exclusive outcomes of an experiment; know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems</p> <p>Compare experimental and theoretical probabilities in a range of contexts; appreciate the difference between mathematical explanation and experimental evidence</p> <p>Know that if the probability of an event occurring is <math>p</math>, then the probability of it not occurring is <math>1-p</math>; use diagrams and tables to record in a systematic way all possible mutually exclusive outcomes for single events and for two successive events.</p> <p><b>Ratio</b></p> <p>Revise knowledge from Year 7.</p> <p>Use proportional reasoning to solve problems, choosing the correct numbers to take as 100%, or as a whole; compare two ratios; interpret and use ratio in a range of contexts</p> <p><b>Equations, Formulae, Identities and Expressions</b></p> <p>Understand that algebraic operations, including the use of brackets, follow the rules of arithmetic; use index notation for small positive integer powers</p> <ul style="list-style-type: none"> <li>• Simplify or transform linear expressions by collecting like terms; multiply a single term over a bracket</li> </ul> <p>Distinguish the different roles played by letter symbols in equations, identities, formulae and functions</p> <p>Use index notation for integer powers and simple instances of the index laws</p>	<p>keys for powers, roots and fractions; use brackets and the memory</p> <p>Check results using appropriate methods</p> <p><b>Transformations and Co-ordinates</b></p> <p>Recognise that translations, rotations and reflections preserve length and angle, and map objects on to congruent images</p> <p>Explore and compare mathematical representations of combinations of translations, rotations and reflections of 2-D shapes, on paper and using ICT</p> <p>Enlarge 2-D shapes, given a centre of enlargement and a positive integer scale factor, on paper and using ICT; identify the scale factor of an enlargement as the ratio of the lengths of any two corresponding line segments; recognise that enlargements preserve angle but not length, and understand the implications of enlargement for perimeter and area.</p> <p><b>Interpreting and Handling Data</b></p> <p>Select, construct and modify, suitable graphical representations to progress an enquiry and identify key features present in the data. Include:</p> <ul style="list-style-type: none"> <li>line graphs for time series</li> <li>scatter graphs to develop further understanding of correlation</li> <li>conversion graphs</li> <li>pie charts</li> </ul> <p>Interpret graphs and diagrams and make inferences to support or cast doubt on initial conjectures; have a basic understanding of correlation</p> <p><b>Equations, Formulae, Identities and Expressions</b></p>	
--	--	--	--

	<p>Simplify or transform algebraic expressions by taking out single-term common factors  Substitute numbers into expressions and formulae  Add simple algebraic fractions</p> <p><b>Measures and Mensuration; area</b></p> <p>Solve problems involving measurements in a variety of contexts; convert between area measures (e.g. mm<sup>2</sup> to cm<sup>2</sup>, cm<sup>2</sup> to m<sup>2</sup>, and vice versa)</p> <p>Know and use the formulae for the circumference and area of a circle</p> <p>Solve problems involving lengths of circular arcs and areas of sectors</p> <p>Solve problems involving surface areas and volumes of cylinders</p> <p>Extending these ideas to Level 3:  Calculating arcs and sectors</p>	<p>Distinguish the different roles played by letter symbols in equations, identities, formulae and functions</p> <p>Construct and solve linear equations with integer coefficients (with and without brackets, negative signs anywhere in the equation, positive or negative solution).</p> <p>Extending these ideas to Level 3:  simultaneous equations  inequalities.</p> <p>trial and improvement methods and ICT tools to find approximate solutions to equations such as <math>x^2 + x = 20</math></p> <p><b>Constructions</b></p> <p>Revise using straight edge and compasses to construct;</p> <p>the mid-point and perpendicular bisector of a line segment;</p> <p>the bisector of an angle;</p> <p>the perpendicular from a point to a line;</p> <p>the perpendicular from a point on a line</p> <p>a triangle, given three sides (SSS)</p> <p>a triangle, given two sides and an angle (SAS)</p> <p>a triangle, given two angles and a side (ASA)</p> <p>a rhombi</p>	
<b>Science</b>	<p>Relationships in Ecosystems (Holt Hall)</p> <p>Atoms, elements and compounds</p> <p>Magnetism and Electromagnets</p>	<p>Nutrition and Digestion</p> <p>Chemical Reactions</p>	<p>Gas Exchange Systems</p> <p>Cellular Respiration (Health)</p>
<b>French</b>	<p>Development of speaking topics: House, home and daily routine; Life and work at School</p>	<p>Development and practice of all speaking topics</p> <p>Learning specific role-play phrases (Shop,</p>	<p>Development and practice of all speaking topics and role-play skills</p>

	<p>Initial preparation of speaking topic: Personal details, family , friends and pets; Free-time and leisure activities (including conditional sentences) Learning general role-play phrases</p> <p>Developing listening skills: tackling longer passages (Set 1/2); anticipating key-words in picture exercises (Set 3) Practising listening to authentic French people and learning to take notes whilst listening for important details (Set 1)</p> <p>Developing reading skills: decoding more complex syntax (Set 1/2); looking for cognates; recognising key vocabulary</p> <p>Developing writing skills: conditional sentences; Perfect Tense (Set 1/2); 1<sup>st</sup> person Perfect Tense (Set 3); use of articles and possessive adjectives (Set 2/3)</p> <p>Learning key spellings</p> <p>Developing listening skills: listening for negatives and conditions (Set 1/ 2/3)</p> <p>Developing reading skills: phrasing answers to questions in French</p> <p>Developing writing skills: Imperfect Tense (Set 1); “future proche”; set phrases in Imperfect (Set 2/3) (J’étais; c’était; il y avait etc.)</p> <p>Direct Object pronouns (Set 1)</p> <p>Building sentences from models (Set 2 and 3)</p>	<p>restaurant/cafe, railway station, tourist office, hotel/campsite)</p> <p>Developing listening skills: looking for negatives and conditions (Set 1/2/3); listening for synonymous words and phrases</p> <p>Developing reading skills: understanding more complex passages (Set 2/3); looking for synonymous words and phrases</p> <p>Developing writing skills: Future and Conditional Tenses (Set 1); testing of key spellings; improving writing by use of adjectives, pronouns, adverbs and idiomatic expressions (Set 1)</p> <p>Negative constructions (Set 1)</p> <p>Setting out direct speech (Set 1)</p> <p>Developing writing skills (Set 2) Building sentences in the past tense using time expressions and basic verbs in the 1<sup>st</sup> person singular and plural (avoir and être)</p> <p>Revision of the present / past and future (aller +inf) to understand how they work and to help them recognise how to incorporate them in their writing.</p>	<p>Practice of listening/reading material</p> <p>Practice of writing exercises</p> <p>Revision of key vocabulary areas</p>
<p><b>Latin</b></p>	<p style="text-align: center;"><b>Level 1</b></p> <p>Numerals Perfect Tense and Principal Parts Apposition Pronouns in the Nominative and Accusative Work on translation skills and contextual grammar questions at appropriate level</p> <p style="text-align: center;"><b>Level 2</b></p> <p>3<sup>rd</sup> Declension 3<sup>rd</sup> Declension adjectives Future and Pluperfect tenses</p>	<p style="text-align: center;"><b>Level 1</b></p> <p>Revision of all verbs (Present, Imperfect, Perfect and Principal Parts, Infinitive, Imperative) Irregular verbs (adsum, absum) Cardinal and Ordinal numbers Subordinate clauses Work on translation skills and contextual grammar questions at appropriate level</p> <p style="text-align: center;"><b>Level 2</b></p> <p>Pronouns (hic/is/ille/se/ego etc.) Direct questions (ne/none/num)</p>	<p><b>All levels:</b> revision of all topics; practice papers at appropriate level (until half term)</p> <p style="text-align: center;"><b>Post Common Entrance activity</b></p> <p>Research projects on aspects of Background Studies Greek alphabet</p>

	<p>Irregular verbs: possum, eo (+ compounds)</p> <p><b>*Scholarship topics as required for individual examinations</b></p> <p><b>Background topics</b> (individual study from TCH revision book)</p>	<p>Positive, Comparative and Superlative adjectives</p> <p><b>Level 3/Scholarship (as necessary)</b></p> <p>5<sup>th</sup> Declension nouns</p> <p>Passive Indicative verbs</p> <p>Subjunctive verbs (active/passive)</p> <p>Irregular verbs: fero, volo, nolo, malo</p> <p>Participles</p> <p>Ablative Absolute</p> <p>Indirect questions and statements</p>	
<b>Spanish</b>	<p>Parts of the body and symptoms</p> <p>Clothing, plus adjectives of size and colour</p> <p>Holidays, transport and travel</p>	<p>Food and Drink 2 review and extension – restaurant menus, shopping and quantities</p> <p>Sports (<i>jugar/hacer</i>)</p>	<p>Town: vocabulary (Hay...)</p> <p>The verb <i>ir</i></p> <p>Directions</p> <p>Creating a Spanish phrase-book</p>
<b>History</b>	<p>King John and the Magna Carta</p> <p>Medieval Women</p> <p>The Hundred Years War - Overview</p> <p>The Hundred Years War - England's Glory - The Battles of Crecy, Poitiers and Agincourt</p> <p>Politics Since 1945 - Conflict, Independence and Culture - Part One</p>	<p>The Hundred Years War - The Tide Turns - Joan of Arc, Orleans, Formigny and Castillon</p> <p>Medieval Norwich and East Anglia in the War (Local History Study Unit)</p> <p>Revision and Exam Techniques</p> <p>Politics Since 1945 - Conflict, Independence and Culture - Part Two</p>	<p>Revision and Exam Techniques</p> <p>Passchendaele - The Third Battle of Ypres</p> <p>Politics Since 1945 - Conflict, Independence and Culture - Part Three</p>
<b>Geography</b>	<p>Geography project (river Glaven).</p> <ul style="list-style-type: none"> <li>• Holt Hall Field Trip</li> <li>• Introduction, method, data presentation, data analysis and conclusion</li> </ul> <p>Population and Settlement.</p> <ul style="list-style-type: none"> <li>• Factors that affect a countries population</li> <li>• Push and pull factors that affect migration an immigration</li> <li>• Japan and India case studies</li> </ul>	<p>Population and Settlement contd.</p> <ul style="list-style-type: none"> <li>• Settlements and their location</li> <li>• Settlement hierarchy</li> <li>• Olympic Park, Stratford</li> <li>• Favelas of Rio</li> </ul> <p>Transport and Industry</p> <ul style="list-style-type: none"> <li>• Transport types and routes</li> <li>• HS2</li> <li>• Economic activity</li> </ul>	<p>Transport and Industry contd.</p> <ul style="list-style-type: none"> <li>• Industry location: Nissan Car factory, Sunderland</li> <li>• Apple factory, China</li> <li>• Tourism</li> <li>• Eco tourism</li> </ul> <p>N.B Location knowledge and Map Skills work ongoing throughout whole year.</p> <p>Lake District study</p>
<b>R.S.</b>	<p><b>Common Entrance N.T.</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the NT and Jesus</li> <li>2. The birth of Jesus</li> <li>3. Temptations of Jesus</li> <li>4. Jesus and the outcasts</li> <li>5. Followers of Jesus</li> <li>6. Attend a Sunday meeting at The Salvation</li> </ol>	<p><b>Common Entrance N.T. cont'd</b></p> <ol style="list-style-type: none"> <li>7. Miracles of Healing</li> <li>8. Who was Jesus?</li> <li>9. Parables</li> <li>10. Sentence, Crucifixion and Burial</li> <li>11. The Resurrection</li> </ol>	<p><b>C.E. Revision</b></p> <ol style="list-style-type: none"> <li>1. Revision</li> <li>2. Post C.E. activities</li> </ol>

	Army		
<b>P.S.H.E.</b>	<b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>• Rights and duties at home and school</li> <li>• Children’s rights</li> <li>• Martin Luther King, Civil Rights Movement</li> </ul> <b>Our Families</b> <ul style="list-style-type: none"> <li>• Problems with parents</li> <li>• Different roles</li> <li>• Young carers</li> </ul>	<b>The Media</b> <ul style="list-style-type: none"> <li>• Television and its influence?</li> <li>• Representation of society by the media</li> <li>• The power of advertising</li> <li>• Sponsorship and celebrity endorsements</li> <li>• Body image</li> </ul> <b>Growing and changing</b> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Roles and responsibilities of parents and carers</li> <li>• How to stay safe using technology (social media platforms, grooming, pornography)</li> </ul>	<b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>• What makes a positive relationship</li> <li>• How to deal with changing relationships</li> <li>• Making new friendships</li> </ul> <b>Moving forward</b> <ul style="list-style-type: none"> <li>• Goals and recognising strengths</li> <li>• Addressing fears and worries</li> <li>• What is work?</li> <li>• Why do people work?</li> <li>• The advantages and disadvantages of work</li> <li>• What do you want from work?</li> </ul>
<b>Games (Boys)</b>	<b>Rugby</b> U13 Laws Focus on team coaching Inter-school matches <b>Football</b> Development of key skills and small-sided games on 3G pitches	<b>Hockey &amp; X-Country</b> 7-a-side game development Inter-school matches	<b>Cricket</b> Focus on team coaching and preparation for Inter-school matches
<b>Games (Girls)</b>	<b>Hockey</b> <ul style="list-style-type: none"> <li>• All previous skills</li> <li>• Tactical set plays in both attack and defence</li> <li>• Full Game 7 v 7</li> <li>• Fitness</li> </ul>	<b>Netball</b> <ul style="list-style-type: none"> <li>• All skills</li> <li>• Consistent Footwork</li> <li>• 2<sup>nd</sup> Stage marking</li> <li>• Full game 7 v 7</li> <li>• Fitness</li> </ul>	<b>Rounders+Tennis</b> <ul style="list-style-type: none"> <li>• Advanced Tactical play</li> <li>• Competitive game</li> <li>• Full Rules</li> <li>• Fitness</li> </ul>
<b>PE</b>	Swimming: To develop efficiency all strokes with effective butterfly. To understand the benefits of learning lifesaving and understanding techniques required in different scenarios. Gymnastics\Trampolining: Develop round offs; group work; handspring vault; basic trampolining sequence.	Badminton: Develop speed agility and ability to play and score in competitive games of badminton (especially doubles).	Athletics: Introduction to triple jump; develop running, jumping and throwing techniques for each of the competitive events.
<b>Computing</b>	Term 1 History of Computing tasks in SMORE and SWAY Term 2 Intermediate Python Programming tasks	Term 3 Raspberry Pi projects Term 4 Excel and Access business tasks	Term 5 Flowol, creating and programming procedures and control systems Term 6 Show me what you can do! - Showcasing your talents

<b>Music</b>	<p><b>12 Bar Blues and Jazz</b> The study of 12 Bar Blues, Blues Scales and improvisation on the keyboards through listening, performance and composition.</p> <p><b>Sequencing (Part 2)</b> The composition of a popular music midi piece using the framework of introduction, verse, bridge, chorus and coda.</p>	<p><b>Theme And Variations</b> The composition of a Theme and Variations piece on the keyboard based on Pachelbel's 'Canon' and notated using Sibelius computer programme. The study of Mozart theme and variations on 'Twinkle Twinkle Little Star' and the composition of texturally contrasting variations.</p>	<p><b>Steel Drums (Part 2)</b> The study, composition and performance of technically challenging Caribbean works as part of a group.</p> <p><b>Sequencing (part 3)</b> The composition of a midi popular music piece with eight parts.</p>
<b>DT</b>	Acrylic Stands for Tablets or Phones	Wooden Cam Toys (Automata)	Muffins Electronics (speakers)
<b>Art</b>	Objects and Viewpoints	Self Image	Still life and Animating Art