

# Autumn Term - Curriculum Overview

## Year 8



CORE	English	<p><b>Representations of Gender: Heroic Women</b></p> <p>Students will explore traditional presentations of women in literature before exploring a range of texts which challenge outdated views of gender. They will begin to explore a writer's intentions, considering how literature is used to critique society. They will use these texts as inspiration for their own pieces of descriptive writing, focusing on crafting effective descriptions of character.</p>
	Mathematics	<p>Ratio and Scale</p> <p>Multiplicative change</p> <p>Multiplying and dividing fractions</p> <p>Working in the Cartesian plane</p> <p>Representing data, tables and probability</p> <p>Brackets, equations and inequalities</p>
	Science	<p>During Year 8 pupils will cover the following topics in Science.</p> <p>Biology: Bioenergetics; The Body</p> <p>Chemistry: Separating Mixtures; The Periodic Table;</p> <p>Physics: Electricity; Engineering;</p>
WORLD	History	<p><b>Britain Thematic Study, 1066 – Early C20th:</b> Theme = <b>War and Conflict</b></p> <p>'How were wars fought between 1066 and the early C20th?'</p> <p>The Battle of Stamford Bridge (1066 - 1500) / Background to the Battle of Hastings (1066 - 1500) / The Battle of Hastings (1066 - 1500)</p> <p>The Spanish Armada (1500 – 1750) / The English Civil War (1642 - 1649)</p> <p>Causes of WWI / WWI Recruitment / Trench Warfare / Weapons of WWI / End of WWI (1901 - 1918)</p>
	Geography	<p><b>Unit 1 - Many People, One Planet</b> - Population distribution, Birth rates &amp; Death rates, The Demographic Transition Model, Population Pyramids, China's One Child Policy, Our Ecological Footprint, Megacities.</p> <p><b>Unit 2 - Dangerous Planet</b> - The structure of the Earth. Rock types. Plate boundaries. Measuring Earthquakes. The L'Aquila Earthquake. The Nepal Earthquake. Volcanoes. Eyjafjallajokull. Tsunami.</p>
	Spanish	<p>House and Home</p> <p>Locations, place types, adjectives to describe where you live, Rooms in a house, furniture, ideal house, chores.</p>
	French	<p>Where I live: Locations, countries, nationalities, house types, rooms in a house, key activities in a house, inviting someone out, cafe dialogues, drinks and snacks, future plans.</p>
	Religious Studies	<p>Prejudice and Discrimination</p> <ul style="list-style-type: none"> <li>• Racism / Remember the Titans</li> <li>• Extremism / What is Terrorism?</li> <li>• Jihad</li> </ul> <p>Christianity (Ethics)</p>
TECHNICAL	Design Technology	<p><b>Mechanical Systems.</b> Motion, Movement, Drive Mechanisms.</p> <p><b>Problem Solving.</b> Research, Specifications, Design with User Needs.</p>
	Computer Science	<p>Spreadsheets</p> <p>Computing systems and operating systems</p> <p>Introduction to Python</p>
	Food Technology	<p>Nutrition: Water in the diet; Energy Balance; Proteins including structure, types, sources, functions and related food science; Micronutrients vitamins and minerals, sources and functions.</p> <p>Factors Affecting Food Choice: Individual energy / nutrient needs; Diet and health; Religion and culture: Cost of food: Food availability; Time of day and occasion; Food preferences; Social considerations; Environmental considerations; Advertising and other point of sale information.</p> <p>Recipes: Coleslaw; Quesadillas; Bolognese Sauce; Chow Mein; Scones.</p>
PERFORMANCE	Art	<p>Within Year 8 we start on our first major extended project: Skateboards. Within this project students develop work based on the work of Andreas Preis, they develop further their skills using tone texture and pattern as part of study design processes and the study of other animal based artists. Appreciation of the historical and cultural development of their art forms.</p>
	Physical Education	<p>Exploring personal development through a variety of physical activities including football, rugby, netball, dance, OAA, gymnastics, badminton &amp; basketball.</p>
	Music	<p>The Blues: Performance and Composition of 12 bar Blues; Rock n Roll performance; Swing performance; Listening and Appraising music in these styles</p>