

Summer Term - curriculum overview

Year 8

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| English | Representations of race: students will study a range of fiction, non-fiction and poetry, considering how race and identity are presented in texts across times and cultures. Students will use these texts as inspiration for their own pieces of persuasive writing, building on all of the work they have done this year about the importance of fighting against oppression and injustice. | |
| Mathematics | Number sense; Angles in parallel lines and polygons; Area of trapezia and circles; Lines, symmetry and reflection. | The data handling cycle; Measures of Location |
| Science | | |
| Biology | Evolution | |
| Chemistry | Climate | |
| Physics | Engineering | |
| PSHE | 8.3.1 - Identity & Relationships Communication in Relationships Commitment in Relationships Healthy & Unhealthy Relationships Fertility, Pregnancy & Adoption Contraception | 8.3.2 - Staying Safe Online Video and Gaming Safety Cyberbullying |
| History | Britain Thematic Study, 1066 – Early C20th: Theme = Change and Revolution 'What major changes occurred between 1066 and the early C20th?' Key Unit Areas of Content covered: -Black Death (1066 – 1500) -Renaissance and Reformation (1500 – 1750) -The Industrial Revolution (1750 – 1900) -Improvements to Working Conditions (1750 – 1900) -Improvements to Living Conditions (1750 – 1900) -Abolition of Slavery within the British Empire (1750 – 1900) | |
| Geography | Micro-climate Enquiry - What is a micro-climate? / Microclimate investigation / Fieldwork data collection / Writing a fieldwork investigation report. | Coasts – Headlands and Bays, The Holderness Coast, Waves, Tides, Erosion Transportation & Deposition, The Dorset Coast, Cliff Collapse (Holbeck Hall Hotel), Mappleton, Should we defend the coast? |
| Spanish | School subjects School timetable Justified opinions School facilities School rules After school clubs Imperfect and conditional tenses | |
| French | Festivals Revisiting numbers/months Justified opinions Festivals in the French-speaking world Food and quantities Future tense, talking about what you are going to eat | |
| Religious Studies | Humanism | |

To provide extended time to develop, plan, create, and evaluate projects in the technical disciplines, these subjects are delivered on a rotation basis and consequently, will be taught in different sequences.

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| Design Tec | Problem Solving |
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| Computer | Cyber security ,audio visual, introduction to Python |
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| Food Tech | <p>Nutrition: - Water in the diet - Energy Balance - Proteins including structure, types, sources, functions and related food science.</p> <p>Nutrition: - Micronutrients vitamins and minerals, sources and functions</p> <p>Factors Affecting Food Choice - Individual energy and 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> |
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| Art | Skateboard project, understanding of the importance of design development and ideas leading to the completion of large scale skateboard design. Use of mixed media in art. |
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| Physical Ed | <p><u>PE Summer Curriculum Overview</u></p> <p>During the summer term, students will take part in a range of outdoor sports including Cricket, Rounders, Athletics, Tennis and Softball. These activities are designed to develop both sport-specific techniques and broader physical and personal skills.</p> <p><u>What students will learn:</u></p> <p>Cricket & Softball: Throwing and catching accuracy, batting technique, bowling/pitching skills, tactical awareness and teamwork.</p> <p>Rounders: Striking skills, fielding positions, communication and decision-making during game play.</p> <p>Athletics: Running, jumping and throwing events with a focus on improving personal performance and working at maximal levels.</p> <p>Tennis: Racket control, different types of shots, footwork, rallying and individual performance under pressure.</p> <p><u>Skills developed across all activities:</u></p> <p>Working to maximal effort and striving for personal bests Performing confidently as an individual Teamwork and co-operation, including effective communication Respect, resilience and sportsmanship</p> |
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| Drama | Devising Thematic - Perform scenes from a given stimulus to an audience. |
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| Music | Song Structure performing and identifying song structure in a variety of genres |
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