



Ringwood School

Year 8 Curriculum Maps 2022-2023

What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work.

In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge

An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

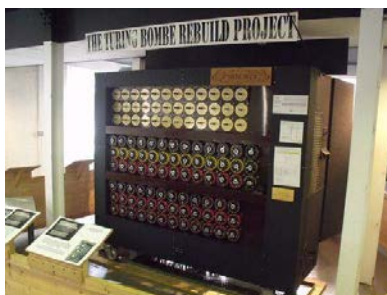
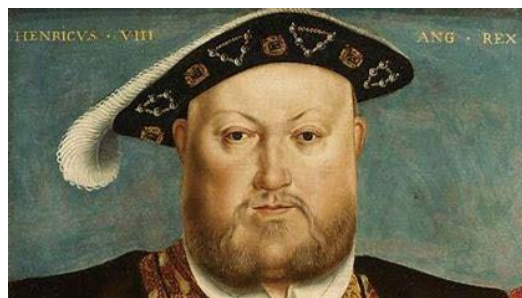
A desire to synthesise ideas, fitting them into a wider schema and comparing them to other things they know

A desire to widen their vocabulary, so that they can use 'the language of the subject'

A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the year 7 and year 8 Curriculum Maps



Year 8 Curriculum Map - How I can be a scholar in ART

Skills, Knowledge and Understanding of the creative process: Throughout Year 8, you will learn about the VISUAL ELEMENTS and how these link to the areas of Developing, Recording, Experimenting and Presenting within an art project. Any artist must demonstrate their skill and understanding in these to produce effective artwork. You will analyse the work of artists throughout your studies.					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
Horrify, Exaggerate and Distort	Horrify, Exaggerate and Distort	Horrify, Exaggerate and Distort	A Different View	A Different View	A Different View
Visual elements Tone, Line, Form	Visual elements Line, Texture	Visual elements Line, Colour, Texture, Form	Visual elements Mark-Making, Line, Texture, Shape	Visual elements Mark-Making, Line, Texture, Shape, Pattern	Visual elements Colour, Value, Shape, Space, Composition, Texture, Pattern
OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
<ul style="list-style-type: none"> Baseline drawing exercise Explanation of project/title page Exploring the visual element TONE through observational drawing through Gargoyle copy Understand the concept of drawing being the recording of marks to create tone Experimentation with creating an artist study page from Leonardo Da Vinci/ Chapman brothers/Surrealism Mark- making using pen and ink Complete exercises in collages of faces with photographs to create grotesques Response using biro 	<ul style="list-style-type: none"> Correct proportions of human face. Use of grid system to distort (Chuck Close example from Art Pedagogy site) Continued experimentation with a range of materials to mark make Distortion and exaggeration of features Create 3D design drawing from Chuck Close distortion 'Exquisite corpse' drawings 	<ul style="list-style-type: none"> Assessment exercise Application of skills learnt in terms 1 and 2, in realising own final piece Study of Pixar design process Produce designs for Monster Create character through cartoon exercise Begin 3D clay model, learn clay techniques Clay painting, colour application and colour mixing Full evaluation of final piece 	<ul style="list-style-type: none"> Explanation of project/title page Discussion of vantage points in relation to Landscapes Oil pastel responses from Google Earth Photos Studies of key artist (Hundertwasser) Creation of a "Hundertwasser" painting developed from Google response Develop this painting further to a single colour lino print 	<ul style="list-style-type: none"> Assessment exercise (Hockney and Van Gogh responses) Complete lino print Single and multi-point perspective in Landscapes drawing exercises Perspective landscape drawing Collograph creation from original Google Earth images/perspective drawings Collograph printing 	<ul style="list-style-type: none"> Combining your learning into a Landscape outcome of your choice Developing ideas Realising Intentions Complete a mixed-media piece developed from a landscape image of your choice/interpretation of your choice Use Print-making/mixed-media and studies of artists to produce a personal response
CREATIVE LANGUAGE Recording - Experiment - Control - Observation	CREATIVE LANGUAGE Experiment - Intentions - Select - Refine	CREATIVE LANGUAGE Response - Meaningful - Understanding -	CREATIVE LANGUAGE Recording - Experiment - Control - Observation	CREATIVE LANGUAGE Intentions - Select - Refine Year 8 Internal assessment week	CREATIVE LANGUAGE Response - Meaningful - Understanding - Make connections - Conclusion - Presenting

Year 8 Curriculum Map - How I can be a scholar in ART



		Make connections – Conclusion - Presenting			
<p>Super-Curricular:</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Can you go to an Art gallery? Visit either London galleries or local galleries in either</p> <p>Choose a favourite portrait by the artist Chuck Close and explain why you enjoy it</p>	<p>Super-Curricular:</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Draw from observation to reinforce portrait/self portrait work– this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular:</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Watch Pixar movies!</p> <p>Do independent study on other artists who use mark-making as an expressive medium</p>	<p>Super-Curricular:</p> <p>Do independent study on other artists who use print-making as an expressive medium</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular:</p> <p>Carry out additional research on key artists</p> <p>Look at Website Art2Day</p> <p>https://www.art2day.co.uk/mixed-media.html</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular:</p> <p>Look at Website Art2Day</p> <p>https://www.art2day.co.uk/mixed-media.html</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback-making as an expressive medium</p>
<p>How can I revise in this subject?</p> <p>This year will require you to produce two “final pieces”; one in term 3, one in term 6. Both of these need to be a reflection of the learning you have done prior. You will also produce 3 controlled assessment exercises, one in each term. Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding. Also ensure that you sketchbook is complete and all work finished to the best of your ability at all times</p>					

Year 8 Drama Curriculum map
(These topics will be taught in an order that may differ).

How I can be a scholar in DRAMA

Scary Play	Slapstick Comedy	Stage Combat	Soap Opera	Theatre in Education	How can I revise for assessments?
<p>To understand the stage positions and the stage forms.</p> <p>To develop naturalistic acting and apply belief and given circumstances to a script.</p> <p>To explore staging a script in different stage forms.</p> <p>Plan organise and structure work for performance.</p>	<p>To understand the genre of Commedia dell'Arte</p> <p>To improve comic timing.</p> <p>To understand the pace and energy needed to enhance comedy.</p> <p>To focus on physicality, animated facial expression to create contrasting characterisation.</p> <p>Plan organise and structure work for performance.</p>	<p>To understand how to use stage combat safely.</p> <p>To create a series of convincing stage combat sequences.</p> <p>To create tension, mood and atmosphere through use of voice and physicality.</p> <p>To interpret script and apply stage combat to the text.</p>	<p>To understand the conventions of Soap Opera.</p> <p>To create a short scene based on given characters and a scenario.</p> <p>To apply given circumstances to a scene.</p> <p>To use a naturalistic style of acting.</p>	<p>To understand the objective of Theatre in Education.</p> <p>To understand how to effectively structure a piece of TIE to make an audience think.</p> <p>To experiment with multiple techniques and to evaluate their effect on the audience.</p> <p>To create issue-based Drama on topical issues.</p> <p>Road Safety Peer pressure Smoking/ Drinking Alcohol Knife Crime</p>	<p>Rehearsals outside of lessons will help you feel assured in practical assessments.</p> <p>When learning lines you can practise with a friend or relative. You could record yourself on a phone and listen to your lines. You can then record your cues and speak your lines in the gaps.</p> <p>You can look, cover, recite and check. ALWAYS TAKE A PICTURE OF YOUR PHONE OF YOUR SCRIPT JUST IN CASE YOU LOSE IT.</p> <p>Make flash cards and/or mind maps of the techniques and definitions and use Quizlet to test yourself at intervals.</p>
<p>Super Curricular: Watch extracts of Scary Play online. Read the whole script of Scary Play. Write a script of your own for the next part of your scene. Bring in costumes for your scene. Draw diagrams of the stage placements.</p>	<p>Super Curricular: Mr Bean, Fawlty Towers, Peter Pan Play that Goes Wrong by the Mischief Theatre extracts available on YouTube. BBC iplayer – The Goes Wrong Show.</p>	<p>Super Curricular: Watch stage combat tutorials on YouTube. Stage Combat Choreography Look at different versions of the opening of Romeo and Juliet Romeo and Juliet Openings</p>	<p>Super Curricular: Watch a soap opera to aid with characterisation. Observe people of different ages to aid characterisation. Bring in props or costume for your scene. Write your script.</p>	<p>Super Curricular: Reading articles about the topics covered. First News and any of the broadsheets such as The Times, The Guardian, I, The Daily Telegraph or BBC News.</p>	

Year 8 Curriculum Map - How I can be a scholar in ENGLISH

Topic 1: 'Of Mice and Men	Topic 2: The Art of Rhetoric	Topic 3: Diverse Voices Poetry	Topic 4: 'Much Ado About Nothing'
<ul style="list-style-type: none"> • What is the plot of the novella? • Who are George and Lennie and how do these characters develop across the novella? • How does the novella deal with themes of prejudice and discrimination? • How can we link the novella to its context: 1930s America? • How does the structure affect our reading of the novella? • How do I write a developed analysis of an extract? 	<ul style="list-style-type: none"> • What is 'rhetoric'? • Who was Aristotle and what did he believe makes effective rhetoric (the  <i>Aristotelian Triad</i>)? • Can I define these features of rhetoric? <i>Ethos, pathos, logos, exordium</i> • Can I define these rhetorical features? <i>Emotive language, modal verbs, anaphora, epiphora, tricolon, allusion, anecdote</i> • How can I effectively structure a speech? 	<ul style="list-style-type: none"> • What are the different 'ways in' to understanding and exploring on a poem? • What is 'LISA' and how can I use it to approach analysis of a poem? • What is meant by the structure of a poem? How can I analyse structure to achieve higher levels? • How do I give more than one interpretation of quotations from a poem? • Can I consider poets' intentions (aims) in my analyses? 	<p align="center"><u>This is your exam topic.</u></p> <ul style="list-style-type: none"> • What is the plot of the play? • Can I recall from Y7 what the features of Shakespearean comedies are and what life like was like during the Elizabethan era? • What were the societal expectations of men and women at the time and can I apply this to the play? • Can I accurately define these terms? <i>protagonist, antagonist, soliloquy, monologue, prose, dramatic irony</i> • What is the difference between writing in verse and prose in plays? What could it symbolise about characters?
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Read '<i>To Kill a Mockingbird</i>' (set in 1930s America and also deals with prejudice). • Research how the characters represent a microcosm of 1930s American society • Visit 'Sparknotes Of Mice and Men' online and use the information to create character profiles on key figures in the novella. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Look for and listen to other speeches which inspire you – e.g. you could look into Greta Thunberg (schoolgirl and climate activist) and speeches performed as part of <i>Black Lives Matter</i> protests in 2020. • Practise rehearsing your speech at home. • Watch the news and look out for rhetorical devices used in political speeches. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Learn and recite one of the poems by heart. • Write your own poem on a theme of your choice, perhaps inspired by one of the poems in your anthology. • Google 'Poetic Devices' and try and learn at least 3 new terms. See if you can apply them accurately in assessments or classwork. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • For a challenge, read some of the articles about the play on the <i>British Library</i> website (Google: <i>British Library Much Ado About Nothing</i>).  • YouTube '<i>Much Ado About Nothing Mr Bruff</i>' and watch some of the analysis videos; try and apply your new knowledge from these to assessments and in class. • Watch an adaptation of the play. • Read or watch another Shakespeare play.
<p>How can I revise in this subject?</p> <ul style="list-style-type: none"> • www.sparknotes.com – useful for extra support with '<i>Much Ado About Nothing</i>' (includes summary videos). • www.quizlet.com – create revision quizzes on topics covered – test yourself, a friend, or get a family member to test you. <p>SPaG Exercises – Google '<i>Bristol Grammar exercises</i>' and click on the first link for lots of self-tests.</p>			

Year 8 Ethics & Philosophy Curriculum Map - How I can be a scholar in ETHICS & PHILOSOPHY

Skills, Knowledge and Understanding		
Autumn term - Pilgrimage	Spring Term - Equality	Summer Term - Relationships
<p><u>Key Terms</u> – see Glossary</p> <p>Islamic Pilgrimage (Customs and History)</p> <ul style="list-style-type: none"> • Allah, Prophets • Qur’an • The Five Pillars of Islam <p>Christian Pilgrimage (places of pilgrimage)</p> <ul style="list-style-type: none"> • Rome, Lourdes, Walsingham, Taizé and Jerusalem 	<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • English language • Religious teachings • Roles of women • Women and Islam • Sexism • Malala • The Nobel Peace Prize 	<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • Love and purpose of marriage • Christian marriage • Christian wedding ceremony • Cohabitation • LGBTQ • Divorce and Remarriage • Role of the family
<p>Super Curricular:</p> <p>Read: <u>Does My Head Look Big in This?</u> by Randa Abdel-Fattah. School is tough enough without throwing a hijab into the mix... Amal is a 16-year-old Melbourne teen struggling to honour the Islamic faith in a society that doesn't understand it. <u>The Muslim Next Door: The Qur'an, the Media, and That Veil Thing:</u> by Sumbul Ali-Karamali. The Muslim Next Door offers easy-to-understand yet academically sound answers to these questions while also dispelling commonly held misconceptions. Use literature to broaden your views and understanding of Islam. Write a review and share with the EP Dept.</p>	<p>Super Curricular:</p> <p>Get inspired and question the values of tolerance, respect, liberty, democracy, rule of law in our world and equality by researching: Irena Sendler, Muhammad Ali, Martin Luther King Jr, Gandhi, Jackie Pullinger, Malala, and Mother Teresa. What did they stand up for? Did they make a difference to their cause? Who in today's world supports their cause? How can you carry on their work? What legacy would you like to leave behind?</p>	<p>Super Curricular:</p> <p>Visit: a Mosque/Church and learn about the history of the religion, sacred artefacts, layout of the building, religious symbols, worship taking place/importance placed on marriage/relationships.</p> <p>Discuss: topics with family and friends in order to broaden your views and/or watch films/soap operas that tackle day-to-day relationships issues e.g. EastEnders. Write a review of the film or Soap Opera episode you have watched and share with the EP Dept.</p>
Skills to develop in Ethics and Philosophy		Revising in Ethics and Philosophy
<p>Show a knowledge and understanding of beliefs, teachings and practices studied.</p> <p>Selects sources to support ideas (recall of prior learning – super curricular).</p> <p>Demonstrate knowledge from different philosophical and ethical argument related to area of study.</p> <p>Analyse, evaluate and discuss issues raised around the area of study.</p> <p>Reflection upon different beliefs, teachings and practices. Use key words effectively both in your written and spoken work (refer to individual glossaries).</p> <p>Structured written work, which demonstrates SPaG and the use of connectives to link up ideas.</p> <p>Write in PEAL paragraphs (Point Evidence Analyse Link). Follow school presentation policy.</p> <p>Response to feedback given.</p> <p>Note taking, Literacy, Organisation</p>		<p>Use Quizlet to revise key words and definitions (see link on topic glossaries). Make cue cards using your topic glossaries: see Leither Learning System on YouTube. See: Year 8: revising for the Ethics and Philosophy exam sheet on Learning Zone. Reflect and act upon feedback given.</p> <p>Use super curricula ideas above to support and develop your learning.</p>
		Assessment in Ethics and Philosophy?
		<p>In this subject, you will have 6 formal assessments, three on Pilgrimage and two on Equality. Near the end of the academic year you will have a 8 exam covering all topics studied.</p> <p>You will be assessed on the recall and use of key words and their definitions, the skill of writing PEAL paragraphs and SPaG.</p>

Year 8 Curriculum Map – How I can be a scholar in FRENCH

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>Content: *Recall of student and teacher language *My nationality and the languages that I speak *Where I am from *Who is in my family *Describing and comparing family members *Describing someone else’s family * What there is/isn’t and what I can do in my town *Where places are</p> <p>Grammar: *Modal verbs (je peux + il faut) + infinitive verbs *The verb ‘to be’ (être) *Masculine, feminine and plural adjectival agreement *Present tense conjugation of ‘to speak’ (parler), ‘to live’ (habiter) *The verb ‘to have’ (avoir) * Comparatives ‘more/less... than’ (plus...que / moins...que) * There is /are (Il y a) + negative form (il n’y a pas)</p>	<p>Content: *Giving directions *Comparing towns *Celebrations in French-speaking countries *Explaining what people do during a carnival *Watching La Reine des Neiges to describe the characters, explain what they do and to talk about the seasons and the weather we see</p> <p>Grammar: *Recall of the modal verb (il faut) + infinitive verbs *Recall of comparatives *Opinion + infinitive verbs *Recall of the present tense to practise conjugating regular -er verbs *Recall of There is/are (il y a) * Recall of the verb ‘to be’ (être) *Weather verbs</p>	<p>Content: *What I did at Christmas *Buying food at the market * Explaining what subjects I have on my timetable and my opinions of them *Comparing school subjects</p> <p>Grammar: *Perfect tense (regular and irregular verbs) *Imperfect tense (Il y avait + / c’était) * beaucoup de *Conditional tense (je voudrais + infinitive verb) *Opinions + nouns *Recall of comparatives *Superlatives</p>	<p>Content: *What I did yesterday at school and after school *Describing a photo *The rules that I want in my school *The job I want to do and why *The qualities I need to do that job</p> <p>Grammar: *Recall of perfect tense with regular and irregular verbs *Recall of There is/are (il y a) *Modal verb (je veux + infinitive) *Recall of conditional tense (je voudrais + infinitive verb) *Modal verb (je dois + infinitive)</p>	<p>Content: *What ball sports and non-ball sports I play/do and when The sports that I don’t play/do *My justified opinions of the sports *The sports that I have played recently</p> <p>Grammar: *Recall of the present tense of regular -er verbs *Negative structures *Frequency adverbs *Recall of perfect tense with regular and irregular verbs *Negative structures with perfect tense</p>	<p>Content: *My daily routine and comparing it to someone else’s *What time I do each activity *Explaining the pain I have and wear *Explaining what I cannot do with this pain *Watching Petit Nicolas to recall language from each half term. 1. Describing the characters and the characters’ family 2. Comparing towns 3. Understanding how the French school system differs 4. Explaining what happened in the film + what is in the screenshots</p> <p>Grammar: *Present tense conjugation of reflexive verbs *12 and 24 hour clock *Recall of the verb ‘to have’ (avoir) *Recall of modal verb (je peux) + infinitive verb in the negative form</p>
<p>Super-Curricular: Research a French-speaking town, e.g. Lyon, Montreal and describe what is in the town and make notes in the back of your yellow book (YB).</p>	<p>Super-Curricular: Research the Christmas traditions of other French-speaking countries and make some notes in YB.</p>	<p>Super-Curricular: Research different French-speaking countries’ school systems – when do they start and finish school? When are their holidays? Uniform? Write some notes in YB.</p>	<p>Super-Curricular: Research what jobs you can do with languages. Write a list in YB. What qualities do you need other than speaking languages to do that job?</p>	<p>Super-Curricular: Research Roland-Garros and Le Tour de France and make a poster on one or both and give to Mrs Stevens.</p>	<p>Super-Curricular: Watch a French film on Netflix/Amazon/Youtube and summarise what happens (in French if you can) in YB. If you need a film, speak to Mrs Stevens.</p>

How can I revise in this subject?

1. Use the Quizlet links that your teacher has put into your Team to revise the vocabulary seen in class.
2. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website <https://agreenmouse.com/french-for-children/>

Year 8 Curriculum map – How I can be a scholar in GEOGRAPHY

Skills Knowledge and Understanding			
Unit 1: Work, rest and play in the UK	Unit 2: Challenge and opportunity in the UK	Unit 3: Our physical world	Unit 4: World Cities
<p>Knowledge: The different sectors of work How job opportunities have changed over time What sectors do local people work in Jobs in the tourism industry Economic advantages and disadvantages of the tourism industry What are the characteristics of a Science Park How UK people spend their leisure time Why people enjoy leisure time in National Parks Why geography is so important when enjoying your leisure time. How map skills help in sport</p> <p>Processes and concepts: Social, economic and environmental factors The development of post-industrial economies Social relaxation</p> <p>Skills: Map reading (OS maps); graph drawing and interpreting skills; describing, explaining and evaluating skills</p>	<p>Knowledge: Quality of life and standard of living What is poverty in the UK How can taxes be used to fight poverty Areas of water surplus and deficit and why Impacts of water deficit/scarcity Ways to address water deficits Abingdon Reservoir case study UK waste issues Things can be done to reduce waste sustainability</p> <p>Processes and concepts: Components of poverty The positive multiplier effect How Taxes work Supply and demand Sustainability</p> <p>Skills: Interpreting graphs, maps and photos. Describing, Explaining and Evaluation written answer development. Percentage increase and decrease</p>	<p>Knowledge: The structure of the Earth. The types of plate boundaries Distribution of earthquakes and volcanoes Causes of earthquakes The 3Ps The structure of volcanoes The causes of volcanic eruptions and earthquakes The effects of volcanic eruptions and earthquakes The responses to volcanic eruptions and earthquakes Benefits of living near volcanoes</p> <p>Processes and concepts: Plate tectonics theory Earthquake generation Causes, effects and responses</p> <p>Skills Interpretation of maps Plotting using latitude and longitude Identifying patterns of tectonic activity</p>	<p>Knowledge: Urbanisation Push and pull factors Megacities and their locations Consequences of urbanisation Characteristics of a shanty town Challenges and opportunities facing people living in Dharavi, Mumbai and Jakarta, Indonesia. Sustainability in urban areas</p> <p>Processes and concepts: Reasons for the growth of megacities The consequences and issues associated with urbanisation in both HICs, NEEs and LICs. An understanding of planning for the future of urban living and what this may look like in different cities around the world.</p> <p>Skills: Proportional arrows; choropleth maps Interpreting graphs, maps and photos; evaluation skills; percentage increase and decrease</p>
<p>Super Curricular: Visit a careers website like www.icould.com or www.careerpilot.org.uk to continue to explore jobs of the future. Complete one of the quizzes on these sites to see match you to potential jobs. Use a website like www.lonelyplanet.com to plan a holiday or explore the world. Use google earth to explore a destination like a UK National Park. Try to use street view as well.</p>	<p>Super Curricular: Books: The Sustainable(ish) Living Guide: Everything you need to know to make small changes that make a big difference by Jen Gale Activities: Go to Eco-club and help re-use products and make your own items out of waste Websites: https://www.theschoolrun.com/homework-help/caring-environment</p>	<p>Super Curricular: Use the following web site to find out where earthquakes have recently happened: www.earthquake.usgs.gov Then find out about an earthquake that happened in the UK – make a poster about it. Read: Horrible Geographies – Earth shattering Earthquakes or Horrible Geographies – Violent Volcanoes</p>	<p>Super Curricular: Research other shanty towns like Kibera in Nairobi https://www.youtube.com/watch?v=jQeKEGrDoQ4 Look out for documentaries on cities and urban issues. Take a virtual visit to London our nearest megacity and explore different areas of the city. Find famous landmarks. Locally take a virtual visit to a large urban area Bournemouth or Southampton.</p>
<p>How can I revise in this subject? Throughout the year, you will be introduced to different revision methods including cue cards and knowledge organisers. Try a variety of methods and see which suit you best. You will also use Doodle Learn in Geography for home learning. This has lots of presentations and quizzes so you can test yourself and receive instant feedback. Simply search on the website using the key terms or skills that you would like to test yourself on. Your teachers will also allocate specific tasks for you to complete. Here are just a few ideas for revising specific parts of your geographical studies:</p> <ul style="list-style-type: none"> • For key terms and definitions, make a set of heads and tails cards and practice alone. You could also get others to test you. • For revising processes: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision card for each type process. • For revising the formation of features: take a geographical feature, such as a shield volcano. Split the development of it into its component parts. Step 1, step 2, step 3 etc. Cut up each step. Put them back into the correct order. Highlight the key term. • For revising case studies: draw a mind-map to include all the different aspects and categories involved in your case study. • For revising an issue-based topic: use a table to capture argument for and against the issue. • For revising map skills: Doodle Learn has a variety of activities to help you to test yourself in every area of map skills. 			

Year 8 Curriculum Map - How I can be a scholar in HISTORY

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Why did it take a long time for slavery to be abolished? Skills: Assessing a source's utility (usefulness) Essay writing Knowledge:</p> <ul style="list-style-type: none"> • Why did Britain become 'the workshop of the world'? • How civilised was Africa before European influence? • Why did the British slave trade develop? • Why were slaves treated so badly? • What were British attitudes towards slavery? 	<p>Why did it take a long time for slavery to be abolished? Skills: Assessing a source's utility (usefulness) Essay writing Knowledge:</p> <ul style="list-style-type: none"> • Why did it become illegal to keep slaves in Britain? • How successful were slave rebellions? • Who was responsible for ending the slave trade? • How effective was abolition? • How do we remember slavery? 	<p>How accurate was Dickens' London? Skills: Assessing a source's utility (usefulness) Essay writing Knowledge:</p> <ul style="list-style-type: none"> • How did London shape Dickens? • What was 'Dickens' London'? • What was London like according to other sources? • How did London compare to other parts of Britain? • How likely were people to die young? 	<p>Why was the government so afraid of the people? Skills: Assessing a source's utility (usefulness) Essay writing Knowledge:</p> <ul style="list-style-type: none"> • What was the situation like in the early 1800s? • Why did people want the vote? • How successful were campaigns to for men to get the vote? • How successful were campaigns for women to get the vote? 	<p>What caused the Empire to crumble? Skills: Assessing a source's utility (usefulness) Essay writing Knowledge:</p> <ul style="list-style-type: none"> • How important was the British Empire? • Why did people rebel against the empire? • Why did people fight for the empire? • Did Britain lose superpower status? 	<p>What caused the Empire to crumble? Skills: Assessing a source's utility (usefulness) Essay writing Knowledge:</p> <ul style="list-style-type: none"> • How did Britain survive WWII? • How did WWII change attitudes towards the British Empire? • Why did countries gain independence from the British Empire? • How is Britain today affected by the British Empire?
<p>Super Curricular: Visit the National Slavery Museum online and look for personal accounts and experiences.</p>	<p>Super Curricular: Examine sources online at the National Archives</p>	<p>Super Curricular: Visit the former workhouse in Christchurch, now the Red House museum.</p>	<p>Super Curricular: Visit the Museum of London online and find out more about the Suffragettes.</p>	<p>Super Curricular: Visit the imperial war museum and create a fact file about WWI.</p>	<p>Super Curricular: Go on BBC Bitesize and make a mind map about WWII.</p>
<p>How can I revise for assessments? Create a mind map, using different colours to represent Point, Evidence and Explanation. Turn your revision notes into a song, Horrible Histories style (like we did in class). Play bingo using the key words. Make cue cards about the key events. Create a timeline of the topics learnt.</p>					

Year 8 Curriculum map - How I can be a scholar in ITaCS - Skills, Knowledge and Understanding

Term 1 & 2	Key Questions	Term 3 & 4:	Key Questions	Term 5 & 6:	Key Questions
<p align="center">Topics <i>Digital Literacy & IT - Interactive Presentations</i></p>	<ol style="list-style-type: none"> Can you choose an appropriate software for a given task? Do you know how to present your work for a target audience? Can you create a presentation with a consistent design? 	<p align="center">Topics <i>Computing - Algorithms - Textual programming</i></p>	<ol style="list-style-type: none"> Can you open the IDLE Python editor, write a simple program and run it? Can you define the terms; input, process, output? How does visual programming differ from textual programming? 	<p align="center">Topics <i>IT – Networks</i> <i>Digital literacy - Future Tech</i></p>	<ol style="list-style-type: none"> Define the term network? How many different network types can you name? What is a 'protocol' in networking Can you describe how the internet is structured? And what its original purpose was?
<p align="center">Key concepts & Skills</p>	<ol style="list-style-type: none"> Can you come up with clear and unambiguous questions? 	<p align="center">Key concepts & Skills</p>	<ol style="list-style-type: none"> In coding what is a variable? 	<p align="center">Key concepts & Skills</p>	<ol style="list-style-type: none"> Can you research a specific future tech (from your own idea or from a given list) and write a summary overview of the tech, how it works/will work and how it will impact everyday life?
<p>Hyperlinks. Debugging your work. Appropriate use of assets. Utilise presentation software. Plan and present work for a given audience. Perseverance.</p>	<ol style="list-style-type: none"> Can you methodically test and debug your work? Evaluate and make suggestions for further improvement of your product. 	<p>Developing text-based code. Debugging your code. Understand & be able to use sequencing, selection and iteration within a computer program. Resilience. Perseverance. Problem solving.</p>	<ol style="list-style-type: none"> Can you find and fix bugs in simple text based computer programs? Can you identify in a piece of code the keywords that represent selection and iteration? Can you choose the correct data type for a variable and explain why? 	<p>Network types & structures. Which network for what Wireless Vs Wired connections Data transfer Carry out research and record in your own words. Use appropriate software to professionally present your findings. Resilience. Perseverance.</p>	<ol style="list-style-type: none"> Can you prepare and deliver a short presentation to members of your class detailing your new tech? Can you print your work with appropriate titles, notes pages, headers/footers?
<p>Super Curricular: Choose an iDEA badge you would like to add to your collection. Watch an episode of "Who Wants to be a Millionaire". How many questions can you answer? Play the "Who Wants to be a Millionaire" board game.</p>	<p>Key Words</p> <p>Hyperlink Kiosk mode Image Interactive HCI (Human Computer Interface) Colour scheme Unambiguous Consistent Layout Import Asset Evaluation</p>	<p>Super Curricular: Choose an iDEA badge you would like to add to your collection. Explore writing your own programs in Python (it's free to download from python.org) Can you write your own game in a text based programming language?</p>	<p>Key Words</p> <p>Algorithm Decomposition Selection Iteration Sequence Variable Programming Debugging Syntax Error Logic error Data type</p>	<p>Super Curricular: Choose an iDEA badge you would like to add to your collection. Look for current new on Future Technology - what is big at the moment? Extend your Python programming skills by using www.101computing.net Maybe even try another programming language.</p>	<p>Key Words</p> <p>Network Connectivity Wireless Wired Protocol Bandwidth Packet Background Future Tech Accessibility Presentation Formatting</p>

How can I revise in this subject?

Practice the skills you have learnt and develop them further independently.

Knowledge Organisers provided by your class teacher

Quizlet or paper based flash cards- Create flash cards with key words and definitions/images on the back – practice them until you know them all.

Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information

Revision Clocks made of the content you have studied

Use BBC Bitesize KS3 Computing pages to review what you have learnt

Use Teach ICT website quizzes

Year 8 Curriculum Map - How I can be a scholar in MATHEMATICS

Skills Knowledge and Understanding				
Autumn Half Term 1:	Autumn Half Term 2:	Spring Half Term 1:	Spring Half Term 2:	Summer Term:
<p>Recognise types of number: factor, multiple, square, cube, prime, HCF, LCM</p> <p>Know divisibility tests</p> <p>Explore patterns in numbers and diagrams</p> <p>Generate and describe sequences using term-to-term and nth term rules</p> <p>Use sequences in practical contexts, including Fibonacci</p> <p>Use rules for indices</p> <p>Find perimeter and area of:</p> <ul style="list-style-type: none"> - Squares/rectangles - Triangles - Circles - Compound shapes <p>Know names and properties of triangles and quadrilaterals</p> <p>Calculate a fraction of an amount</p> <p>Use equivalent fractions</p> <p>Add and subtract fractions with same/different denominators</p> <p>Convert fractions to decimals</p> <p>Multiply/divide fractions/mixed numbers</p> <p>Understand the link between fractions and ratio</p> <p>Writing and simplifying ratio</p> <p>Share a quantity in a ratio</p> <p>Solve best value problems</p>	<p>Use the probability scale</p> <p>Calculate probability of a single event or an event not happening</p> <p>List all outcomes of one/two events using sample space diagrams</p> <p>Find expected number of outcomes</p> <p>Use relative frequency to estimate probability</p> <p>Draw and use Venn diagrams</p> <p>Draw and use tree diagrams to find probabilities</p> <p>Substitute integers into simple and more complex formulae</p> <p>Simplify expressions by collecting like terms</p> <p>Expand a single bracket</p> <p>Expand and simplify two single brackets by collecting like terms</p> <p>Expand and simplify double brackets</p> <p>Factorise simple expressions</p> <p>Use and convert metric units</p> <p>Find the area of:</p> <ul style="list-style-type: none"> - Parallelogram - Trapezium - Kite <p>Find volume of prisms</p>	<p>Round to the nearest 10, 100, 1000</p> <p>Round using decimal places and significant figures</p> <p>Use rounding to estimate calculations</p> <p>Know and apply BIDMAS</p> <p>Use a calculator efficiently and be able to interpret results in real-life contexts</p> <p>Know and use upper and lower bounds</p> <p>Use similar calculations to solve problems without a calculator</p> <p>Use and understand coordinates in four quadrants</p> <p>Draw and identify graphs of horizontal and vertical lines</p> <p>Plot graphs of linear and quadratic functions</p> <p>Understand how $y = mx + c$ corresponds to linear graphs</p> <p>Find the equation of a given line</p> <p>Calculate the gradient between two points</p> <p>Interpret graphs of real-life situations</p> <p>Identify reflective and rotational symmetry</p> <p>Reflect shapes in a mirror line, including diagonal lines</p> <p>Use and describe translation by a vector</p> <p>Enlarge shapes using a centre of enlargement and integer, fractional or negative scale factor</p>	<p>Recognise and use simple percentages</p> <p>Calculate a percentage of an amount</p> <p>Write percentages as fractions or decimals</p> <p>Write one number as a percentage of another</p> <p>Find a percentage change</p> <p>Percentage increase and decrease using the multiplier method</p> <p>Calculate reverse percentages</p> <p>Calculate simple and compound interest</p> <p>Use a function machine</p> <p>Understand, write and use simple expressions or formulae</p> <p>Solve equations with unknowns on one/both sides, with or without brackets and in real-life contexts</p> <p>Solve simultaneous equations</p> <p>Draw, interpret and solve inequalities on a number line</p> <p>Rearrange simple formulae and those involving powers and roots</p> <p>Draw and interpret:</p> <ul style="list-style-type: none"> - Line Graphs - Pictograms - Bar Charts - Pie Charts - Stem and Leaf Diagrams <p>Calculate and compare the mean, median, mode and range</p> <p>Interpret scatter graphs</p>	<p>Read, write and order whole numbers and decimals</p> <p>Use mental methods of addition, subtraction, multiplication and division, including with decimals</p> <p>Multiply and divide two digit numbers</p> <p>Use indices to express powers of whole numbers</p> <p>Use indices to represent powers and roots</p> <p>Write positive integers as a product of prime factors</p> <p>Draw and identify plans and elevations</p> <p>Use isometric paper to draw 3D shapes</p> <p>Draw constructions using a ruler and compass</p> <p>Using loci to identify regions</p> <p>Order, add, subtract, multiply, divide and evaluate formulae with negative numbers</p> <p>Make and use scale drawings</p> <p>Use similar shapes/congruent triangles</p> <p>Estimate, measure, draw and label acute, obtuse and reflex angles</p> <p>Solve problems using angle facts:</p> <ul style="list-style-type: none"> - On a straight line - Around a point - In a triangle - Vertically opposite <p>Know and use angles in special triangles</p> <p>Know and use alternate, corresponding and co-interior angles</p> <p>Read and use bearings in real-life contexts</p> <p>Use Pythagoras' Theorem (including problem solving)</p> <p>Use trigonometry for right-angled triangles (including problem solving)</p> <p>Use speed, distance, time calculations (including problem solving)</p> <p>Draw and use distance-time graphs</p>
<p>Super Curricular</p> <p>For hands-on experience of maths in the real world, plan a visit to:</p> <ul style="list-style-type: none"> • Winchester Science Centre • Bank of England Museum • Science Museum, London • Bletchley Park <p>Write a report or carry out further research on an area of interest to you</p>	<p>Super Curricular:</p> <p>Explore real-life applications of probability by researching the Monty Hall Problem</p> <p>Find out more about how modern-day mathematicians are solving problems – research the “Seven Millennium Problems”</p>	<p>Super Curricular:</p> <p>Develop your understanding of the number system by researching why it is not possible to divide by zero or what happens when we square root a negative number</p>	<p>Super Curricular:</p> <p>Investigate more complex equations by researching Fermat’s Last Theorem</p>	<p>Super Curricular:</p> <p>Learn more about your calculator by researching buttons such as “e” or “π”</p> <p>Learn more about Pythagoras by researching how one of his students proved him wrong</p> <p>Improve your understanding of angles - investigate why angles in a triangle add up to 180°</p> <p>Investigate other units which are used to measure angles in real-life</p>
<p>How to revise Mathematics</p> <ul style="list-style-type: none"> • Use your skills book to learn key mathematical facts and formulae • Revisit past home learning sheets and repeat the questions, particularly those you found more challenging • Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, BBC Bitesize Key Stage 3 Maths • Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley 				

Year 8 Music Curriculum Map – How I can be a scholar in MUSIC

Skills and Knowledge

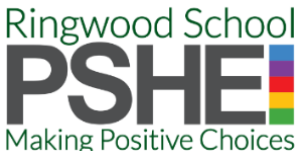
The Musical		Music Technology	Blues	Soundscapes composition	
<p>Performing: You will learn:</p> <ul style="list-style-type: none"> To perform a piece from musical theatre with accuracy, fluency and style Use keyboards, bass guitars or your own instruments to create a class ensemble To sequence a piece of musical theatre into Ignite, creating several layers Understand the different roles within a piece eg melody, bass, chords 	<p>Listening, analysing and appraising: You will learn:</p> <ul style="list-style-type: none"> to be able to describe music using musical vocabulary explain how musical elements can affect the mood of a piece of music about roles within musical theatre 	<p>Singing: You will learn:</p> <ul style="list-style-type: none"> correct singing technique, improving on your skills from Year 7 a variety of songs from musical theatre in different styles to sing with confidence as a whole class 	<p>You will learn:</p> <ul style="list-style-type: none"> to further your understanding of music technology from year 7 Use your sequencing skills to input motifs from a well know pop song Learn how to manipulate motifs and sounds using music technology Create your own remix 	<p>You will learn:</p> <ul style="list-style-type: none"> chords – triads, inversions and 7^{ths} about the standard pattern of the 12 bar blues about layers and instruments in blues music to improvise using the blues scale about call and response to create your own blues backing, which you will improvise over to perform the 12 bar blues as a class ensemble 	<p>You will learn:</p> <ul style="list-style-type: none"> about how music can affect mood how the elements of music can change the atmosphere more about the elements of music to be able to describe music using musical vocabulary to create a composition to tell a story
<p>Super-Curricular: Watch a musical on TV, a streaming service, youtube, or live in a theatre. Consider the aspects you have learned and describe the performance you have seen.</p>	<p>Super-Curricular: Listen to any piece from musical theatre. Write about the music you hear, using the elements of music and as much musical vocabulary as possible.</p>	<p>Super-Curricular: Rehearse on your instrument or voice in your own time. You are welcome to use the resources in music to help you to practise.</p>	<p>Super-Curricular: Join music tech club to explore the techniques you have learnt and create your own pieces and remixes using music technology. Listen to an original track and a remix. Compare them and try to describe the differences.</p>	<p>Super-Curricular: Try to experience some live music, or watch videos of live performances on youtube. Listen and describe the layers you hear Research some famous blues musicians, and present your findings in a creative way</p>	<p>Super-Curricular: Find a piece of art that inspires you. Consider the sounds which might go with it. Attempt to create your own composition based on the art. Use the computers in music, or software on your phone or tablet if you have one.</p>
<p>How can I revise in this subject? You have a log on to ‘Focus on Sound’, which will remain the same as in Year 7, and can be accessed through Teams. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for key stage 3, GCSE and A level. It is a fantastic resource. You will be directed to relevant sections during Year 8, but feel free to explore and deepen your musical understanding by yourself.</p>					

Small group instrumental tuition will be provided for all year 8 students for a minimum of 6 weeks. Students will have the opportunity to perform on a variety of popular instruments.

Year 8 Curriculum map – How I can be a scholar in PHYSICAL EDUCATION

STRAND	Skills Knowledge and Understanding					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
Practical Content	Developing core skill, knowledge of rules and tactics in a variety of team & individual sports				Develop core skills and tactical knowledge in athletic activities	Develop core skills and tactical knowledge in striking and fielding games
Health & Safety	Develop healthy active lifestyles habits through a range of team sports and individual sports within physical activity				Develop healthy active lifestyles through athletic activities	Develop healthy active lifestyles through striking and fielding games
Leadership	To set up and deliver a practice or drill to develop a skill within team and individual sports with teacher help and guidance.				To set up and deliver a practice or drill within athletics with teacher help and guidance.	To set up and deliver a practice or drill within striking and fielding games with teacher help and guidance.
Officiating	To take on the role of referee or umpire in team and individual sports, upholding the TREDs values.				Take on the role of recording official in athletic events.	Take on the role of umpire or scorer in striking and fielding games.
Evaluating & Improving Performance	To be able to identify tactical strengths and weaknesses, and suggest ways for a team or individual to outwit the opposition.				Analyse their own performances compared to previous ones and demonstrate ways to improve to achieve their personal best.	To be able to identify suitable field settings to outwit the opposition.
Super Curricular:	Join an extra-curricular club in or out of school and show resilience by attending regularly.	Research an inspirational sports person. What challenges did they face reaching the top of their sport?	Check the back pages of a reputable newspaper or the BBC Sport website for up to date sports news.	Check out an instructional video on YouTube to get better at a skill you are learning.	Choose an athletic event to focus on. Attend athletics club and improve your personal best in that event.	Encourage a friend to join you at an extra-curricular club or activity.

Year 8 PSHE Curriculum Map – How I can be a scholar in PSHE

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Discrimination</p> <p>how to manage influences on beliefs and decisions</p> <p>about group-think and persuasion, bystander effect</p> <p>how to recognise and challenge homophobia, biphobia, racism and religious discrimination</p>	<p>Emotional Well-Being and puberty</p> <p>about attitudes towards mental health</p> <p>about daily wellbeing</p> <p>how to manage emotions</p> <p>about healthy and unhealthy coping strategies (e.g. self harm and eating disorders)</p> <p>how to manage physical and emotional changes during puberty</p>	<p>Digital literacy</p> <p>how to recognise online grooming in different forms and how to respond and seek support</p> <p>how to recognise biased or misleading information online</p> <p>how to critically assess different media sources</p> <p>how to distinguish between content which is publicly and privately shared</p>	<p>Community and careers</p> <p>about equality of opportunity in life and work</p> <p>how to challenge stereotypes and discrimination in relation to work and pay</p> <p>how to set aspirational goals for future careers and challenge expectations that limit choices</p>	<p>Drugs, smoking and alcohol</p> <p>How to assess the risks of drugs, alcohol, tobacco, nicotine and vapes</p> <p>How to manage influences in relation to substance use</p> <p>How to support your friends and loved ones</p>	<p>Identity and relationships</p> <p>the qualities of positive, healthy relationships</p> <p>about gender identity and sexual orientation</p> <p>about the law in relation to consent and how to effectively communicate about consent in relationships</p> <p>about the risks of ‘sexting’ and how to manage requests or pressure to send an image</p> <p>about basic forms of contraception, e.g. condom and pill</p>
	<p>Super curricular:</p> <p>Off timetable event</p> <p>CRIME AND PUNISHMENT</p> <p>22ND November</p>	<p>Supporting websites for further information:</p> <p>https://www.childline.org.uk/</p> <p>https://www.thinkuknow.co.uk/</p> <p>https://www.kooth.com/</p> <p>https://www.childnet.com/young-people/</p> <p>https://chathealth.nhs.uk/</p> <p>https://careerpilot.org.uk/</p>			

Year 8 Curriculum map – How I can be a scholar in SCIENCE

Rotation 1 (September to November)		Rotation 2 (December to March)			Rotation 3 (March to July)	
999	Disco	Cars	Robotics	Sustainable Energy	Boots	Dinosaurs
<ul style="list-style-type: none"> Body systems <p>How multicellular organisms are organised.</p> <p>The muscular skeletal system</p> <p>The gas exchange system</p> <ul style="list-style-type: none"> 999 <p>Representing chemical reactions</p> <p>Conservation of mass</p> <p>Combustion</p> <p>Exothermic and endothermic reactions</p> <ul style="list-style-type: none"> Investigative skills <p>Sources of error</p>	<ul style="list-style-type: none"> Light <p>Properties of transverse waves</p> <p>Reflection</p> <p>Refraction</p> <p>Eyes and cameras</p> <p>The visible spectrum</p> <ul style="list-style-type: none"> Sound <p>Properties of longitudinal waves</p> <p>Volume and pitch</p> <p>The ear</p> <p>Speed of sound</p> <p>Ultrasound</p> <ul style="list-style-type: none"> Investigative skills <p>Evaluate a method and suggest improvements</p>	<ul style="list-style-type: none"> Reactions of metals <p>The reactivity series</p> <p>Metals and acids</p> <p>Rusting</p> <p>Displacement reactions</p> <ul style="list-style-type: none"> Materials <p>Polymers</p> <p>Composites</p> <p>Ceramics</p> <ul style="list-style-type: none"> Investigative skills <p>Plan and carry out investigations</p> <p>Draw conclusions from data</p>	<ul style="list-style-type: none"> Electricity <p>Static electricity</p> <p>Series and parallel circuits</p> <p>Current</p> <p>Voltage</p> <p>Resistance</p> <ul style="list-style-type: none"> Magnets <p>Magnetic fields</p> <p>Compasses</p> <p>Electromagnets</p> <ul style="list-style-type: none"> Investigative skills <p>Present data in charts and graphs</p> <p>Suggest explanations for patterns in data</p>	<ul style="list-style-type: none"> Energy <p>Energy stores</p> <p>Energy transfers</p> <p>Conservation of energy</p> <p>Fuels and energy resources</p> <p>Renewable energy resources</p> <p>How much does energy cost?</p> <ul style="list-style-type: none"> Earth and atmosphere – the impact of humans <p>What is the atmosphere made of?</p> <p>Global warming</p> <p>The carbon cycle</p> <ul style="list-style-type: none"> Investigative skills <p>Use equations and carry out calculations</p>	<ul style="list-style-type: none"> Body systems (part 2) <p>The reproductive system.</p> <p>Development of a baby.</p> <p>The digestive system</p> <p>Enzymes</p> <ul style="list-style-type: none"> Health <p>What is health?</p> <p>Impact of medicinal and recreational drugs on health.</p> <ul style="list-style-type: none"> Neutralisation <p>Revise the pH scale</p> <p>Neutralisation reactions</p> <p>Making salts</p> <p>Naming salts</p> <ul style="list-style-type: none"> Investigative skills <p>The importance of a preliminary investigation.</p> <p>Writing plans and risk assessments</p>	<ul style="list-style-type: none"> Genetics and evolution <p>Simple model of inheritance</p> <p>The importance of variation</p> <p>Extinction</p> <p>Biodiversity</p> <ul style="list-style-type: none"> Earth and atmosphere – rocks <p>Igneous, sedimentary and metamorphic rocks</p> <p>Thermal decomposition of carbonates</p> <ul style="list-style-type: none"> Investigative skills <p>Use of keys</p> <p>Make and record observations and measurements.</p> <p>Analyse data commenting on accuracy, precision, repeatability and reproducibility.</p>

Super Curricular: Lots of articles and videos and examples of things to do will be appearing on the learning zone. To get you started here are some ideas...

- Visit Hengistbury Head visitor centre – Find out about the range species living in this landscape and what is being done to conserve them.
- Explore the science and nature section of BBC iplayer – watch a documentary and write a short review.
- Go to Mudeford and watch the waves. How do the buoys move? Up and down or across? How frequently are waves breaking at the shore? What happens to the waves as they go through a small gap? How do the waves change as they go over a sandbank?

How can I revise in this subject? Before each test you will receive a revision list that will reference page numbers in your revision guide. BBC bitesize KS3 science is also an excellent resource with information, videos and quick quizzes. It can be found at the following web address: <https://www.bbc.com/education/subjects/zng4d2p>

Year 8 Curriculum map: How I can be a scholar in SPANISH

I will be able to...					
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p><u>Content:</u></p> <ol style="list-style-type: none"> revise basic greetings revise numbers 1-31, days of the week and months of the year ask and answer when is your birthday and what is the date today? Day of the Dead Celebrations <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use a variety of question words (cuándo, cuántos, qué) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> shapes revision of colours prepositions describe pictures using shapes, colours and prepositions Christmas in Spain <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use a variety of question words (cuándo, cuántos, qué) understand the adjective agreement Use a variety of prepositions (abajo, arriba, a la izquierda, a la derecha) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> parts of the face adjectives to describe the face describe Picasso's faces Use different opinions Valentine's Day <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use a variety of linking words (y, pero) use a variety of opinions (me gusta, no me gusta, me encanta,...) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> parts of the body Describe monster pictures and design your own Describe your opinion about the monsters using all the language learnt so far <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use because (porque) use the 3rd person to describe others (se llama, es, tiene) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Encanto film family members alphabet spell Encanto's family's name Basic questions about Encanto's family to recall language learnt so far (name, age) <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use of alphabet use a variety of connectives (también, pero, y) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> hair and eyes descriptions Describe characters using all the vocab learnt so far. Personality descriptions Describe one of the characters (Encanto) using all the vocab learnt <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Revision of all structures learnt this year adjective agreements
<p>Super Curricular: Research geographical information (capitals, borders, mountains) on South American countries</p>	<p>Super Curricular: Research the painter Pablo Picasso and create a presentation including his style and main paintings</p>	<p>Super curricular Research the following singers on YouTube. Shakira, Luis Fonsi, Enrique Iglesias. Listen to their music and say whether you like it or not in Spanish. Compare the different artists</p>	<p>Super curricular Research the Semana Santa in Spain and write notes about how it is celebrated in Sevilla and Barcelona</p>	<p>Super curricular Research a famous Spanish or South American family and write some notes about what they are like (Spanish Royal family)</p>	<p>Super curricular Research about Colombia and what traditions are involved in the film.</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> Use www.quizlet.com to learn course vocabulary Search on Youtube any cartoons in Spanish- Peppa Pig, Ben 10 and try to make notes of the vocab you understand 					

Year 7&8 Super Curriculum map – How I can be a scholar in TECHNOLOGY

Skills Knowledge and Understanding					
HOSPITALITY & CATERING	GRAPHICS	ENGINEERING	RESISTANT MATERIALS	TEXTILES	FOOD & NUTRITION
<p>To be able to follow a recipe in order to prepare and cook restaurant quality meals; Making Skills Effective and safe use of kitchen utensils and equipment Selecting and adapting dishes to increase skills and techniques including;</p> <ul style="list-style-type: none"> Hygienic, safe and correct cutting techniques – bridge and claw using paring knives on correct chopping boards Use of hand-held blenders and food processors (some) Clearing away effectively with washing and drying up hygienically Consideration for presentation, decorative finish / garnish applied <p>Developing Knowledge & understanding</p> <ul style="list-style-type: none"> Hygienic storage and practices Equipment and utensils The roles in the kitchen in Catering – kitchen brigade and chef uniform Recognising how trends and environmental factors can affect Hospitality and Catering Common food allergens and labelling requirements by law Types of menus, venues, and settings in HC Sustainable design – Reduce, Reuse, Recycle Maths – measuring and weighing / Interpreting data in a sensory analysis 	<p>To be able to use equipment to develop hand drawing techniques: Construction lines to help develop neat and accurate lettering, logo designs and drawings. Apply isometric and single point perspective. drawing techniques to produce 3D drawings. Use sketching as a developing tool prior to working digitally. *Typography work sheet looking decorative fonts and experimenting with emotive words. *Producing a range of 3D drawings using both isometric and perspective techniques.</p> <p>To be able to use a range of different tools on TechSoft Design: Type tool to write words Use basic lines and shapes. Learn how to select to transform and edit lines. Do more complex tasks such as mirror, rotate and alter size. Add colour using the boundary fill tool. How to use the CAD software to operate CAM laser cut machine *Create a packaging net using TechSoft, CAD and CAM * Create logo on TechSoft Design using multiple layers and printed on the vinyl cutter</p> <p>To be able to produce design ideas with annotation and evaluation: Produce clear design ideas using the specification Understand the clients unique brand and how to select key information from the brief to inform design Use of appropriate client and theme research To annotate design ideas suggesting possible improvements. Work collaboratively to help progress and improve design. *Produce packaging product and logo design to the best of their ability. *Engage with a global brand and their ethical mission statement.</p>	<p>To be able to make an Aluminium casing and stand for a portable speaker using hand tools and machinery; Read and interpret engineered drawings Mark out accurately using a pencil and ruler onto card Mark with some accuracy using a pen and ruler on aluminium sheet Use centre punch effectively to mark hole position. Use a pillar drill safely and accurately Remove the bur from the drill holes Use the gabro (metal) guillotine for cutting Cross file and draw file aluminium sheet to smooth edges Remove the burr on edges of the aluminium sheet using a fine file Use wet and dry paper for smooth finish Use folding bars and jig to fold the aluminium sheet. Use hacksaw to cut aluminium rod Use a tap to create an internal thread in the rod Accurate and precise marking, cutting, drilling, smoothing using hand tools* Accurate and precise use of pillar drill*</p> <p>To be able to use soldering equipment for construction of a PCB portable speaker circuit. Identify and position correct components onto PCB Use Soldering equipment for speaker circuit and component assembly effectively Accurate and precise use of soldering equipment Limited prompts on safe working*</p> <p>To be able to assemble PCB and speaker components onto to the aluminium casing Assemble acrylic mounts onto speaker, PCB, casing. Care and attention to detail with final assembly* Demonstrate a good/ high level of independence throughout practical work*</p>	<p>To be able to produce design ideas; Use unfamiliar images to generate design ideas Sketch design ideas and apply the iterative process Annotate design ideas with basic comments to explain features to third parties and to suggest improvement and adaptation Annotate design ideas in a detailed way to explain features to third parties and to drive improvement and adaptation*</p> <p>To be able to apply different evaluative techniques to designing; Model to scale using card Model to scale, complex designs that show further adaptation and modification to the original intentions*</p> <p>To be able to make parts using tools and equipment; Identify and use a coping saw effectively Identify appropriately shaped hand files for their task Apply the techniques of cross and draw filing Apply quality control techniques to their making Identify and use wet and dry paper in the correct sequence Use the pedestal buffer safely Use the band facer safely Drill a hole on the pillar drill safely, applying correct clamping techniques Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</p>	<p>To be able to produce a doorstep that demonstrates an understanding of pattern and control over a variety of textile techniques. Identify different fabrics, their characteristics and their advantages and disadvantages. Understand about pattern and how shapes can be repeated, rotated and reflected to create repeating patterns. Be able to design patterns and apply designs to making. Understand the basic principles of colour mixing and colour theory and apply this knowledge to fabric painting samples. Demonstrate an understanding and level of skill using a range of textile techniques. e.g. Polytile printing onto fabric, Hand embroidery, Hand embroidery into Polytile print, Applique, Weaving, Shibori, Fabric painting, Batik. Use key terminology to evaluate your work and the process and techniques you have used. Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</p>	<p>To be able to prepare, cook and present food safely and hygienically in practical sessions; Prepare ready to cook considering personal hygiene and work area Weigh and measure both wet and dry ingredients Follow a step by step recipe or to adapt a recipe/use one of their own* Use a paring knife safely using the bridge and claw hold with precision and accuracy* Prepare fruit and vegetables for cooking – chopping, slicing and dicing Use all parts of the cooker – hob, grill and main oven Select and use equipment safely, including electrical equipment for higher level skills* e.g. food processor. Use different cooking methods – dry, wet and combination Prepare, shape and combine ingredients – making doughs To plan, prepare and cook a range of products using a range of skills independently* To be able to carry out planning, testing and evaluating food products; Write a time plans for a given recipe, including health and safety points Plan an experiment to help understand the function of ingredients Carry out Sensory testing of existing products as well as their own, using sensory word descriptors Evaluate their work using key terminology. To be able to suggest possible improvements to adapt the recipes for future reference*</p>
<p>Super Curricular <i>Practicing dishes at home.</i> <i>Doing background research and reading into types of local Hospitality and Catering venues and settings, as well as trends.</i> <i>To learn food related terminology, suggested list provided from Food & Nutrition teachers</i></p>	<p>Super Curricular <i>Regular drawing practice.</i> <i>Cross-circular – apply the drawing techniques in other lessons... not just art.</i> <i>Science, maths, RM, Geography etc.</i> <i>Research and practice two-point perspective design. Spend time researching</i></p>	<p>Super Curricular <i>Make an electronic device at home.</i> <i>Take a broken device that no longer works, take it apart and fix it!</i> <i>Build using lego and challenge yourself to build something complex.</i></p>	<p>Super Curricular <i>Make things at home. Why not make a bird box, bug house or hedgehog house from scrap wood?</i> <i>Watch you tube videos or programs on the television such as 'How it's made' or 'Scrapheap challenge'</i></p>	<p>Super Curricular Experiment with more complex stitches, use you tube tutorials to guide you. Combine techniques to create more complex outcomes.</p>	<p>Super Curricular <i>To practice recipes before lessons and modify to demonstrate creativity</i> <i>To practice using electrical equipment at home to demonstrate higher level skills.</i> <i>To learn food related terminology, suggested list provided from Food & Nutrition teachers</i></p>

Year 7&8 Super Curriculum map – How I can be a scholar in TECHNOLOGY

	<i>the background of LUSH; brand, socials, shop fronts/interiors and products.</i>			Investigate and explore other textile techniques that you could use.	
<p>How can I revise in this subject? As you rotate across the six different subjects of Technology during year 7&8 you will be assessed on 4 key areas for each; Designing, making, evaluating and knowledge and understanding. Assessment results will be marked onto the front of your technology folders to aid the tracking of improvement across subjects. Three of these assessments will be based on the work that you produce in lesson including your practical outcomes and therefore it is important that you consistently aim for your best each lesson. The end of project test will be used for your knowledge and understanding assessment and this will include questions that relate to the project you have been working on alongside information given to you on an A4 revision sheet. To revise for this you should practice and develop your revision techniques to learn as much of the content as you can. Additional guidance and support will always be readily available from your technology teacher.</p>					

Year 7&8 TEXTILES Curriculum Map – 12-week rotation – How I can be a scholar in TEXTILES

Half-term 1: (6 weeks)	Half-term 2:(6 weeks)
<p>Workshop 1: RECORDING</p> <p><u>Objective:</u> Understand the key features that make successful bunting and be able to look for the formal elements of line and shape in different patterns, through observational drawing.</p> <ol style="list-style-type: none"> 1. issue booklets and folders and introduce the project. 2. fill in questions about bunting 3. 3 x drawings based on close up sections from patterns in natural forms sheet. <p>H/L 1: Research patterns and create a page of at least 10 images. Email to teacher or print or print at home to be stuck in to booklet.</p> <p>Ppt - 1. 7&8 lesson1+HL1 - q's & drawings</p> <p>Workshop 2: HAND EMBROIDERY</p> <p><u>Objective:</u> To identify and use a range of different types of hand stitching.</p> <ol style="list-style-type: none"> 1. Learn stitches and basic sewing equipment, how to thread a needle and tie off etc. 2. Running stitch / back stitch / cross stitch / satin stitch 3. Ext – chain stitch / French knot / satin stitch a shape. 4. Present in booklet and write up. <p>Ppt - 2. 7&8 lesson2+HL1 - embroidery stitches</p> <p>Workshop 3: APPLIQUE</p> <p><u>Objective:</u> To learn the process of applique using the embroidery stitches learnt last lesson.</p> <ol style="list-style-type: none"> 1. Applique demo. 2. Create applique sample using felt pieces and sew using back stitch or running stitch. 3. Present in booklet and write up. <p>H/L 2: Fabric hunt and fact file. Look for different Textile items around your house and take photographs of them and their labels (minimum 6). Then create a fact file of the textiles, showing the materials, properties and care.</p> <p>Ppt - 3. 7&8 lesson3 + HL2 - applique & care labels HL</p> <p>Workshop 4: FABRIC PAINTING, TIE DYE, BATIK</p> <p><u>Objective:</u> To understand and use fabric painting and colour application, through wax resist, painting and tie dye.</p> <ol style="list-style-type: none"> 1. Demo – painting scales / tie dye / batik 2. A6 sample – colour scales and simple pattern using fabric paints – use bottle paints. 3. Tie fabric using bands – name in biro – place in dye colour of choice. 4. Batik sample – draw design on paper in black pen and trace over on fabric using the wax. Paint using the dye palettes. <p>Ppt - 4. 7&8 lesson4 - fabric painting</p> <p>Workshop 5: POLYTILE PRINTING</p> <p><u>Objective:</u> To safely use the iron to remove wax from batik and flatten tie dye samples.</p> <p>To understand how to create a repeating design</p> <ol style="list-style-type: none"> 1. Complete batik sample by ironing off the wax – demo 2. Iron tie dye sample – use water spray to flatten - demo 3. Stick in 3 x samples – paint / tie dye / batik 4. Complete what is a repeat pattern page in booklets 5. Complete designing a repeat pattern page 6. Ext – make polytile ready for printing next lesson. <p>H/L 3: Next week you will be set a test on Teams to assess your <u>knowledge and understanding</u>. Use the double-sided sheet given by your teacher to help you revise.</p>	<p>Workshop 7: MAKING</p> <p><u>Objective:</u> To review and complete your 6 design ideas. And start working on creating your bunting using all of the techniques you have learnt, demonstrating your understanding of how pattern can be used to create bunting designs.</p> <ol style="list-style-type: none"> 1. Check test score and record the flight path grade for Knowledge and Understanding on your booklets and in planners. 2. Review all the techniques you have tried so far and how they could be combined to make bunting flags 3. Complete flag designs in colour and annotated x 6 4. Begin making bunting flags using the templates. <p>Ppt - 7. 7&8 lesson7 - deigning bunting</p> <p>Workshop 8: PRESENT, DESIGNING & MAKING</p> <p><u>Objective:</u> Complete designing and planning your bunting pieces and begin making.</p> <ol style="list-style-type: none"> 1. complete designing – in colour and annotated 2. booklet all up to date 3. Making bunting – combining techniques – think about layering and what needs to be done first – e.g. tie dying backgrounds to work into later. <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>Workshop 9: PRESENT/MAKING</p> <p><u>Objective:</u> Using the techniques learnt, continue to make bunting, following your designs and plans.</p> <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>Workshop 10: PRESENT/MAKING</p> <p><u>Objective:</u> Continue to develop your bunting using a variety of textile techniques. Work into your bunting pieces to add further detail with skills such as hand stitching.</p> <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>Workshop 11: PRESENT/ MAKING</p> <p><u>Objective:</u> Review of what needs to be completed and refined so that the Bunting can be completed and reviewed during this week and next</p> <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>Workshop12: PRESENT, PUTTING TOGETHER FINAL STRING OF BUNTING, EVALUATING</p> <p><u>Objective:</u> Last Week – Completion of Bunting - review and evaluate work completed.</p> <ol style="list-style-type: none"> 1. No wet work today 2. Complete 6 flags and cut out using pinking shears 3. Bring work to teacher to be stapled onto bunting tape 4. Complete booklet and evaluation 5. Bunting can be taken home. <p>Ppt - 8. 7&8 lesson8 - review, designing & making</p> <p>ROTATE TO NEW TECHNOLOGY</p>

Year 7&8 TEXTILES Curriculum Map – 12-week rotation – How I can be a scholar in TEXTILES

Ppt 5. 7&8 lesson5 + HL3 - polytile printing & revision HL

Workshop 6: DESIGNING

Objective: To understand how to create a repeat print and the process of printing.

1. Make polytile with deep lines using a biro.
2. Polytile printing demo – create a repeating pattern filling A6 sample piece.
3. Ensure booklet is fully up to date
4. Begin designing bunting flags – colour and annotate.

H/L 4: Test – complete the test set on Teams – 20 multiple choice questions – grades on ppt.

Ppt - 6. 7&8 lesson6 - polytile printing and designing

Super Curricular:

- Devise and complete your own DIRT tasks to improve your sketchbook work
- Produce independent study pages where you explore relevant and additional artists
- Research fashion designers who are inspired by pattern. Will you be inspired too?
Look around you and find patterns which you can photograph. These could be natural or man-made, form inside or outside of your home, close up or wide angle. Patterns are everywhere.