



Ringwood School

Year 8 Curriculum Maps 2021-2022

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: Gargoyles and Monsters	Half Term 2: Gargoyles and Monsters	Half Term 3: Gargoyles and Monsters	Half Term 4: Landscape	Half Term 5: Landscape	Half Term 6: Landscape
<p>Key skills: Exploring the visual element TONE through observational drawing. How tone makes drawing look 3D. Correct proportions of human face.</p> <p>Outcomes: Studies, drawings and designs for gargoyles</p> <p>Key artists: Leonardo Da Vinci Medieval architecture</p>	<p>Key skills: Distortion and exaggeration of features Learning to design own gargoyle. Create convincing 3D design drawing.</p> <p>Outcomes: Completed design drawing 'Exquisite corpse' drawings</p> <p>Key Artists: Chapman brothers Surrealism</p>	<p>Key Skills: Begin 3D clay model, learn clay techniques, realising intentions. Clay painting, colour application and colour mixing.</p> <p>Outcomes: 3D Gargoyle/monster sculpture</p>	<p>Key Skills: Understanding mark making and texture. Printmaking</p> <p>Outcomes: Studies of key artists Collograph/polytile print Oil Pastel response</p> <p>Key Artists : Vincent Van Gogh. David Hockney Hundertwasser</p>	<p>Key skills: Single and multi-point perspective in Landscapes. Working from own photos.</p> <p>Outcomes: Perspective landscape drawing Paintings and drawings from photos</p> <p>Key Artists: Edward Hopper, John Constable</p>	<p>Key Skills: Combining your learning into a Landscape outcome of your choice Developing ideas Realising Intentions</p> <p>Outcomes: Completed painting or drawing developed from a landscape image of your choice</p>

Super Curricular:
 Draw! – Keep a sketch book and try observational (drawing from real life) work. Timed drawings- 2 min, 5 min, 10 min sketch. Practice training your eyes to draw what you see, not what you think is there.
 Visit Art Galleries – Southampton, Oxford, Tate Modern, National Gallery. This will extend your contextual understanding (knowledge of art and artists)
 Visit Art websites – www.tate.org, www.nationalgallery.org, www.ashmolean.org, www.southamptoncityartgallery.com,

How can I revise in this subject?
 Get in the habit of taking your sketchbook home to **review** and **refine** your work. Do further research on the suggested artists online. Study tutorial videos on You Tube that link to the Visual Elements.

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 Social Media</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

Skills and Knowledge				
Topic 1: The Art of Rhetoric	Topic 2: Relationships Poetry	Topic 3: 'Much Ado About Nothing'	Topic 4: 'Noughts & Crosses'	Topic 5: Becoming a Journalist
<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? 	<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 align="center"><u>This is your exam topic.</u></p> <ul style="list-style-type: none"> • What is the plot of the novel? • Who are Callum and Sephy and how do these characters develop across the duration of the novel? • How does the novel deal with themes of prejudice and discrimination? • What is significant about the novel's structure and how does this affect our reading of the novel? • How do I write a developed analysis of an extract? 	<ul style="list-style-type: none"> • What are the characteristics of opinion articles? • How do you write for a particular audience? • How do you write effective headlines and straplines? • How do you write effective introductory paragraphs to opinion articles? • How do journalists write persuasively? • How do you write an article with coherence? • Can I be an effective copy editor for a peer?
<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>Super-Curricular:</p> <ul style="list-style-type: none"> • Are the themes within '<i>Noughts and Crosses</i>' still relevant today? Look out for news stories that deal with themes of prejudice and discrimination. • Research the author, Malorie Blackman to learn more about her intentions when writing '<i>Noughts and Crosses</i>'. • Read '<i>To Kill a Mockingbird</i>' (set in 1930s America and also deals with prejudice). 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Watch the news or listen to the news on the radio – listen to the language of journalists, e.g. BBC, ITV and Channel 4 News. How do they report differently on the same story? • Read a range of articles on news sites (e.g. Newsround or something more challenging like www.bbc.co.uk). • Is there a story you want to tell and have featured in our school newspaper? Pitch it to us!
<p align="center">Writing Challenges are completed once a fortnight by every Key Stage 3 student to practise extended writing and master writing for different forms.</p>				
<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. • SPaG Exercises – Google '<i>Bristol Grammar exercises</i>' and click on the first link for lots of self-tests. 			<p>Extend yourself with your HL!</p> <p>Use the online etymology dictionary to research the origin of words:</p> <p>www.etymonline.com</p>	

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

**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

Term 1a:	Term 1b:	Term 2a:	Term 2b:	Term 3a:	Term 3b:
<p><u>Content:</u></p> <ol style="list-style-type: none"> Talk about clothes (what you wear / what other people wear) What you wear in different weathers Give your opinion on clothes Say how often you do activities (regular and irregular activity verbs / frequency expressions) <p>Le Petit Nicolas</p> <p><u>Grammar:</u></p> <ol style="list-style-type: none"> The present tense of regular –er verbs (porter / jouer) Negatives Opinion verbs + infinitives Possessive adjectives The present tense of irregular verb (faire / aller) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Tell the time in French Say what you can do at different times in the day Talk about sports (what sports you do and don't do / opinions + reasons / when you do them / how long you have done them) Explain whether you like summer or winter sports To give reasons for doing sports <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Jouer + au/aux/à la Faire + du/de la / des Faire with negative de Depuis + present tense 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Say whether you would like to do an extreme sport Name parts of the body and talk about sports injuries (explain what injury you have + for how long / say you can or can't do a sport) To talk about activities you have done recently using the past tense <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Injuries – ‘j’ai mal au/à la/ à l’/aux Je voudrais / j’aimerais + infinitive Pouvoir + infinitive The perfect (past) tense with avoir The perfect tense with être Opinions in the perfect tense 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Compare France and Britain (main differences between the two countries / opinions) Compare two different places using the comparative Describe an imaginary visit to a town (past tense) Say where you are going to live in the future and why <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Comparisons using ‘plus’ and ‘moins’ The near future tense The perfect tense with ‘avoir’ and ‘être’ 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Understand where in the world French is spoken Use idiomatic expressions with ‘avoir’ Talk about your daily routine using reflexive verbs <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Il y a . il n’y a pas de Beaucoup de Idiomatic avoir expression Reflexive verbs in the present tense 	<p><u>Content:</u></p> <ol style="list-style-type: none"> Understand about France’s history with comics Describe characters from the comics Watch Tintin in French Give opinions on the characters in the film describe stills (photo cards) from the film Tell the story of the film using the past tense <p><u>Grammar:</u></p> <ol style="list-style-type: none"> Perfect tense 3rd person singular Using ‘qui’ to extend sentences use opinion phrases + nouns use ‘il y a’ (there is) to describe a photo Use the perfect tense with ‘avoir’ and ‘être’
<p>Super-Curricular: Research French-speaking singers and artists and describe them using the present tense and listen to their music.</p>	<p>Super-Curricular: Research Roland-Garros and Le Tour de France and talk to your family/friends about it.</p>	<p>Super-Curricular: Research French-speaking national events and celebrations and explain what happens in the present tense.</p>	<p>Super-Curricular: Print off a map of France and label as many cities, rivers, mountains and notable landmarks and use Google maps to find the cities and explore.</p>	<p>Super-Curricular: Research a town from a Francophone country: how many people live there / what languages did you speak / why are you French-speaking / what traditions do you have</p>	<p>Super-Curricular: Watch another French film and summarise what happens in French.</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> Use www.memrise.com to learn course vocabulary (all students will be allocated a group and should have their username and password written in diary) 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					
Term 1: Population	Term 2: Geography Rocks	Term 3: British Weather	Term 4: The Power Within	Term 5: Volcanoes	Term 6: Mega cities
<p>Knowledge: Population growth and distribution Population pyramids, Birth and death rates and levels of development Issues linked to ageing populations Issues of migration Processes and concepts: Links between population and environment The impact of differing levels of development on population Demographic Transition Model Skills: Explaining effects Population pyramids;</p>	<p>Knowledge: Characteristics of the 3 rock groups. Distribution of rocks in the UK. Formation of limestone. Limestone landscapes. Processes and concepts: Processes operating in the rock cycle. Mechanical and chemical weathering. Skills: Classification Describing distribution Explaining formation of items</p>	<p>Knowledge: What is weather UK weather Types of rainfall Main air masses in the UK Processes and concepts: Elements of weather Importance of global location related to weather and climate Air masses Weather associated with high and low pressure. Characteristics of a depression Skills Measurement of weather</p>	<p>Knowledge: The structure of the Earth. They types of plate boundaries Distribution of earthquakes and volcanoes Causes of earthquakes The 3Ps Boxing Day earthquake Processes and concepts: Plate tectonics theory Earthquake generation Causes, effects and responses Skills: Interpretation of maps Plotting earthquakes Identifying patterns of tectonic activity</p>	<p>Knowledge: The structure of volcanoes The causes of volcanic eruptions The effects of volcanic eruptions The responses to volcanic eruptions Why do people live near volcanoes? Processes and concepts: Tectonic theory Explaining cause effects and responses Skills: Interpretation of maps Analysing photos Assesses viewpoints</p>	<p>Knowledge: Urbanisation Rural to urban migration Shanty towns Mega cities Insider v Outsider Processes and concepts: Reasons for the growth of megacities The consequences and issues associated with urbanisation An understanding of planning for the future of urban living Skills: Interpretating graphs, maps & photos</p>
<p>Super Curricular: Download an app onto your phone to keep up-to-date with latest population statistics from around the world. Try: World population (Dingo apps); World Population Clock; Human Development– information on population statistics Want to look at population pyramid predictions for every country in the world? www.populationpyramid.net</p>	<p>Super Curricular: Use a Geology book or the map in GG01. Can you identify which rock type your house is built on? Can you identify all the areas of limestone? Watch Harry Potter: The Deathly Hallows. What limestone landscape features can you spot? Visit an area of limestone scenery such as Cheddar Gorge and see how many landforms you can identify.</p>	<p>Super Curricular: Make your own weather equipment and record the weather over a period. Use the bbc weather app Watch the bbc weather forecast https://www.metoffice.gov.uk/ explore the met office website to find out about weather in the UK and how it is measured. Read horrible geography – stormy weather</p>	<p>Super Curricular: Use the following web site to find out where earthquakes have recently happened: www.earthquake.usgs.gov Find out about an earthquake that happened in the UK – make a poster about it. Read Horrible Geographies – Earthshattering Earthquakes</p>	<p>Super Curricular: Research the eruption of Pompeii in 79CE – why is it so important to historians? Create a model volcano and make it erupt! Read Horrible Geographies – Violent Volcanoes</p>	<p>Super Curricular: Use a GCSE textbook to investigate urban issues in an LIC. Watch a documentary on megacities. Visit the bbc website and search ‘urban.’ Follow the links and explore the stories. Visit London with an adult and carefully plan a walking tour through different areas or try exploring using different types of transport.</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. 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 waterfall. 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.

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

- For revising: Doodle Learn has a variety of activities to help you to test yourself in every area.

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>How was Empire sustained by slavery? Skills: Assessing a source's utility (usefulness) P.E.E. paragraphs Knowledge:</p> <ul style="list-style-type: none"> • Why did Britain want an Empire? • How civilised was Africa before European influence? • How did the Slave trade work? • What was life like on the slave plantation? • How did slaves resist? • Why was slavery abolished? 	<p>How did the Industrial Revolution affect lives in Great Britain? Skills: Assessing a source's utility (usefulness) P.E.E. paragraphs Knowledge:</p> <ul style="list-style-type: none"> • Why was there so much change in the Industrial Revolution? • What was it like living in the industrial cities? • What was it like for children working in the factories? • How did more men get the vote? 	<p>What was it like living in the Workhouse? Skills: Assessing a source's utility (usefulness) P.E.E. paragraphs Knowledge:</p> <ul style="list-style-type: none"> • What was it like living in the workhouse? • Local study – how good was Ringwood workhouse? • Local study – how does Ringwood workhouse compare to other workhouses? 	<p>How did women campaign for the vote? Skills: Assessing a source's utility (usefulness) P.E.E. paragraphs Knowledge:</p> <ul style="list-style-type: none"> • What was life like in 1900? • Why did women want the vote? • What methods did women use to try and get the vote? 	<p>How did WWI affect people's lives? Skills: Assessing a source's utility (usefulness) P.E.E. paragraphs Knowledge:</p> <ul style="list-style-type: none"> • What caused WWI? • What was the fighting like? • Why was General Haig called 'the Butcher of the Somme'? • What can images tell us about WWI? • How did WWI affect women's lives? 	<p>What was the impact of the Peace Treaties at the end of WWI? Skills: Assessing a source's utility (usefulness) P.E.E. paragraphs Knowledge:</p> <ul style="list-style-type: none"> • What problems were there at the end of WWI? • What were the different peace treaties? • How fair was the Treaty of Versailles? • How did Germany react to the Treaty of Versailles?
<p>Super Curricular: Visit the National Slavery Museum online and look for personal accounts and experiences.</p>	<p>Super Curricular: Watch an episode of Horrible Histories and fact check it for accuracy</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 WW1.</p>	<p>Super Curricular: Go on BBC Bitesize and make a mind map about the effects of the Treaty of Versailles.</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>Topics <i>Interactive Presentations Image Editing (Photoshop)</i></p>	<ol style="list-style-type: none"> 1. Can you choose an appropriate software for a given task? 2. Do you know how to present your work for a target audience? 3. Can you create a presentation with a standardised design? 	<p>Topics <i>Algorithms - Textual programming</i></p>	<ol style="list-style-type: none"> 1. Can you open the IDLE Python editor, write a simple program and run it? 2. Can you define the terms; input, process, output? 3. How does visual programming differ from textual programming? 4. In coding what is a variable? 5. Can you find and fix bugs in simple text based computer programs? 6. Can you identify in a piece of code the keywords that represent selection and iteration? 7. Can you choose the correct data type for a variable and explain why? 	<p>Topics <i>Creating Animation Future Tech</i></p>	<ol style="list-style-type: none"> 1. Can you define stop frame animation and give examples of real-life uses? 2. Can you independently design and create a basic stick figure stop frame animation? 3. 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? 4. Can you prepare and deliver a short presentation to members of your class detailing your new tech? 5. Can you print your work with appropriate titles, notes pages, headers/footers?
<p>Key concepts & Skills</p>	<ol style="list-style-type: none"> 4. Can you come up with clear and unambiguous questions? 5. Can you methodically test and debug your work? 6. Can you import and manipulate images? 7. Can you discuss the issues of image copyright? 8. Do you know how image editing software is used in businesses? 	<p>Key concepts & Skills</p>		<p>Key concepts & Skills</p>	
<p>Hyperlinks. Debugging your work. Perseverance. Present work for a given audience. Manipulating existing images. Combining images. Creating new images.</p>		<p>Developing text code. Debugging your code. Resilience. Perseverance. Problem solving. Understand sequence, selection and iteration with a computer program</p>		<p>Planning/Storyboarding Developing assets Understanding animation basics. Use a simple animation environment. Carry out research and record in your own words. Use appropriate software to professionally present your findings. Resilience. Perseverance.</p>	
<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. Try to find images of your favourite celebrity and try to spot images that have been edited. How have they been changed?</p>	<p>Key Words</p> <p>Hyperlink Kiosk mode Image Unambiguous Consistent Layout Image manipulation Import Layer Filter Export</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>Animation Cell animation Stop frame animation Frame Time line 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>Use direct/inverse proportion</p> <p>Find perimeter and area of:</p> <ul style="list-style-type: none"> - Squares/rectangles - Triangles - Compound shapes <p>Know names and properties of triangles and quadrilaterals</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>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>Use speed, distance, time calculations (including problem solving)</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>Draw and use distance-time graphs</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>Draw and use cumulative frequency 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>Order, add, subtract, multiply, divide and evaluate formulae with negative numbers</p> <p>Use a calculator for squares, cubes, roots and negatives</p> <p>Make and use scale drawings</p> <p>Find area and circumference of a circle or sector</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>Design questionnaires and surveys to collect data, taking account of bias</p> <p>Collate and analyse results using appropriate graphs and charts</p> <p>Understand sampling techniques and identify advantages or disadvantages of each method</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 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 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 and 7ths about the standard pattern of the 12 bar blues about layers and instruments in blues music to improvise using the blues scale to create your own blues backing, which you will improvise over 	<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 a DVD, 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 on Thursdays 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>

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.

Listen to your favourite music – try to describe and explain what is happening.

You will have unit sheets which will help you to revise for the end of year exam.

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?

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

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? <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 Day of the Dead celebrations (Coco film) 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"> family members alphabet spell your family's names Basic questions about your family to recall language learnt so far (name, age, birthday) <p><u>Grammar:</u></p> <ol style="list-style-type: none"> use of alphabet use a variety of connectives (también) 	<p><u>Content:</u></p> <ol style="list-style-type: none"> El libro de la vida film Describe characters using all the vocab learnt so far. Opinion about the film <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 The book of Life and what traditions are involved in the film. What can you find out about Mexico?</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> Use www.memrise.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 8 Curriculum map:
How I can be a scholar in Spanish**



**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;</p> <p>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 a range of different tools on Adobe Illustrator:</p> <p>Type tool to write words Apply setting to have ‘snap to grid’ Pen tool to plot shapes Convert anchor point tool to manipulate shapes Selection tool to move and edit letters and shapes Save work in correct folder Prepare printing to be in colour and A3 Colour palette to add colour and texture to shapes and lettering</p> <p>Eyedropper tool to select specific colours* Produce design ideas using tools above*</p> <p>To be able to use equipment to develop hand drawing techniques:</p> <p>Construction lines to help develop neat and accurate lettering Apply isometric drawing techniques to produce 3d drawings Single point perspective 2 point perspective</p> <p>Use different drawing techniques to produce more complex shapes & design ideas*</p> <p>To be able to produce design ideas with annotation and evaluation Produce clear design ideas using the specification To annotate design ideas suggesting possible improvements To develop design ideas in response to analysis and evaluation Produce design ideas to a good standard*</p>	<p>To be able to make an Aluminium casing and stand for a portable speaker using hand tools and machinery;</p> <p>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 burr 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</p> <p>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;</p> <p>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;</p> <p>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.</p> <p>Identify different fabrics, their characteristics and their advantages and disadvantages.</p> <p>Understand about pattern and how shapes can be repeated, rotated and reflected to create repeating patterns.</p> <p>Be able to design patterns and apply designs to making.</p> <p>Understand the basic principles of colour mixing and colour theory and apply this knowledge to fabric painting samples.</p> <p>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.</p> <p>Use key terminology to evaluate your work and the process and techniques you have used.</p> <p>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;</p> <p>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.</p> <p>To be able to suggest possible improvements to adapt the recipes for future reference*</p>
<p>Super Curricular <i>Practicing dishes at home. Doing background research and reading into types of local Hospitality and Catering venues and settings, as well as trends. To learn food related terminology, suggested list provided from Food & Nutrition teachers</i></p>	<p>Super Curricular <i>Use drawing techniques such as single point, 2 point perspective to draw objects at home Develop drawing skills by designing new products or improved versions of existing products.</i></p>	<p>Super Curricular <i>Make an electronic device at home. Take a broken device that no longer works, take it apart and fix it! 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? Watch you tube videos or programs on the television such as 'How it's made' or 'Scrapheap challenge'</i></p>	<p>Super Curricular <i>Experiment with more complex stitches, use you tube tutorials to guide you. Combine techniques to create more complex outcomes. Investigate and explore other textile techniques that you could use.</i></p>	<p>Super Curricular <i>To practice recipes before lessons and modify to demonstrate creativity To practice using electrical equipment at home to demonstrate higher level skills. To learn food related terminology, suggested list provided from Food & Nutrition teachers</i></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

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

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.

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>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 style="background-color: yellow; text-align: center;">ROTATE TO NEW TECHNOLOGY</p>

Year 7&8 TEXTILES Curriculum Map – 12-week rotation

How I can be a scholar in Textiles

H/L 3: Next week you will be set a test on Teams to assess your **knowledge and understanding**. Use the double-sided sheet given by your teacher to help you revise.

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.