

ASHFIELD SCHOOL

Year 8

**Content of the curriculum and
key assessments**



YEAR 8 Core Course

Art

	Content	Assessment
Term 1	<p>Baseline Assessment</p> <p>Surrealism</p> <ul style="list-style-type: none"> • Understand the art movement of Surrealism. • To be able to use a range of pencil skills to create a realistic pencil drawing of an eye. • To use a range of skills to create a surreal eye. • To create a realistic portrait drawing using the grid method. 	<p>Assessment 1 (Realistic eye)</p> <p>Assessment 2 (Portrait drawing)</p>
Term 2	<p>Surrealism continued</p> <ul style="list-style-type: none"> • Hand morphing task. • Final piece design and final piece. <p>Day of the Dead</p> <ul style="list-style-type: none"> • Understand the Day of the Dead festival and learn about the artist Ben Brown. • Realistic skull drawing using pencil skills. 	<p>Assessment 3 (Surrealism final piece)</p> <p>Assessment 4 (Realistic skull drawing)</p>
Term 3	<p>Day of the Dead continued</p> <ul style="list-style-type: none"> • Colour pencil flower drawing. • Ben Brown Artist page including information and work in the style of the artist. • Final piece designs. • Final piece to include elements of portraiture and influences of the day of the dead and Ben Brown. 	<p>Assessment 5 (Day of the dead design ideas)</p> <p>Assessment 6 (Day of the Dead final Piece)</p>



YEAR 8 Core Course

Computer Science

Term	Content	Assessment
Term 1	<p>Micro:Bit</p> <ul style="list-style-type: none"> • Micro:Bit hardware. • Using text. • Variables. • Conditionals. • Inputs. • Loops and random numbers. <p>Superbeast Image Editing</p> <ul style="list-style-type: none"> • Selection tools. • Layers. • Cloning. • Creature design and creation. 	<p>Assessment during practical work</p>
Term 2	<p>Magazine Design</p> <ul style="list-style-type: none"> • Magazine cover design. • Part of a magazine cover. • Using text. • Evaluation. <p>Small Basic</p> <ul style="list-style-type: none"> • Input and outputs in small basic. • Using variables and libraries. • 'If' statements. • Iteration. • Coding graphics. 	<p>Assessment during practical work</p>
Term 3	<p>Film Trailer</p> <ul style="list-style-type: none"> • Assessing film trailer conventions. • Designing a storyboard. • Editing moving images. • Editing audio. • Applying transitions and effects. • Evaluation. 	<p>Assessment during practical work</p>



YEAR 8 Core Course

Drama

	Content	Assessment
Term 1	<p>Baseline assessment preparation</p> <p>Craig and Bentley</p> <ul style="list-style-type: none"> • Exploration and dramatization of a real life event. • Creation of a believable character. • Aiming to evoke an emotional response from an audience. 	<p>Assessment 1 (Baseline assessment)</p> <p>Assessment 2 (Craig and Bentley)</p>
Term 2	<p>Godber Exploration</p> <ul style="list-style-type: none"> • The features and techniques associated with John Godber's theatre. • Use of multirole, gestus, exaggeration and humour to communicate a moral or social message to an audience. • Devising a new performance in the style of Godber. 	<p>Assessment 3 (Godber)</p>
Term 3	<p>The Curious Incident of the Dog in the Night</p> <ul style="list-style-type: none"> • The character Christopher and how he views the world around him. • Use sections of the script and an understanding of the work of the Frantic Assembly to create a performance. • Explore text using physical theatre techniques. <p>Theatre In Education</p> <ul style="list-style-type: none"> • Discovering creative ways to communicate a didactic message to an audience. • Conducting research of topical issues which can be used as a stimuli for the creative devising process. • Devising performance work which aims to teach an audience. 	<p>Assessment 4 (The Curious Incident)</p> <p>Assessment 5 (Theatre in Education)</p>



YEAR 8 Core Course

English

Term	Content	Assessment
Term 1	<p>Study of a novel, one from ...</p> <ul style="list-style-type: none"> • The Boy in the Striped Pyjamas by John Boyne. • The Lord of the Flies by William Golding. • Trash by Andy Mulligan. • Private Peaceful by Michael Morpurgo. • Once by Morris Gleitzman. <p>Focus will be on:</p> <ul style="list-style-type: none"> • The author's craft and presentation of events. • The author's characters. • The author's themes and setting. • Development of descriptive and narrative writing skills. <p>Library session Pupils will visit the library one lesson/fortnight throughout the year to promote reading for pleasure and to participate in the Accelerated Reader programme.</p>	<p>Assessment 1 (Literature test, Extract to whole)</p>
Term 2	<ul style="list-style-type: none"> • Exploration of a writer's viewpoints in non-fiction texts, through texts linked to 'Man's Best Friend' and 'Fantastic Beasts'. • Reading for information. • Comparing and summarising two texts written from different perspectives. • Development of viewpoint writing skills. • Accuracy of spelling, punctuation and grammar. • Improving fluency and impact. <p>Library session Pupils will visit the library one lesson/fortnight throughout the year to promote reading for pleasure and to participate in the Accelerated Reader programme.</p>	<p>Assessment 2 (Language test, Describe and narrate)</p> <p>Assessment 3 (Language test, Describe and narrate).</p>
Term 3	<ul style="list-style-type: none"> • Read and analyse The Tempest. • Revise Spoken Language skills. • Produce a formal presentation linked to The Tempest. • Develop creative writing skills through the theme of 'Conflict: Poetry Transformations'. <p>Library session Pupils will visit the library one lesson/fortnight throughout the year to promote reading for pleasure and to participate in the Accelerated Reader programme.</p>	<p>Assessment 4 (Language test, Describe and narrate)</p> <p>Assessment 5 (Spoken Language Presentation)</p>



YEAR 8 Core Course

Ethics and Philosophy

	Content	Assessment
Term 1	<p>Science and Religion</p> <ul style="list-style-type: none"> • The Christian creation story. • Other stories of creation. • Science versus faith. • What is adaptation? • The evolution of man. <p>Moral Issues</p> <ul style="list-style-type: none"> • Sanctity of life. • Capital punishment. • Troy Davis. • Conflict in Christianity. • Life on death row. 	<p>Assessment 1 (Science and Religion test)</p> <p>Assessment 2 (Moral Issues test)</p>
Term 2	<p>Medical Ethics</p> <ul style="list-style-type: none"> • Life and death. • Organ donation. • IVF and designer babies. • Cryogenics. • Hospice care. <p>Just War</p> <ul style="list-style-type: none"> • Can war ever be 'just'? • Alexander Blackman. • Just war principles. • Christianity: war and violence. • Passivism. 	
Term 3	<p>Prejudice and Discrimination</p> <ul style="list-style-type: none"> • Emmet Till. • Rosa Parks. • Martin Luther King. • 'I have a dream'. • Methods of protest. • Little Rock. • Desmond Tutu. <p>Inspirational People</p> <ul style="list-style-type: none"> • What makes a person inspirational? • Jesus. • Malala. • Janusz Korczak. • Mother Theresa. • Ghandi. 	<p>Assessment 3 (Prejudice and Discrimination test)</p>



YEAR 8 Core Course

Geography

Term	Content	Assessment
Term 1	<p>Tropical Rainforests</p> <ul style="list-style-type: none"> • Where are rainforests found? • What is the structure of a rainforest? • How have plants and animals adapted to a rainforest? • How have plants and animals adapted to a rainforest? • Why are tropical rainforests being destroyed? • How can rainforests be managed sustainably? • Revision and assessment. <p>Development & Globalisation</p> <ul style="list-style-type: none"> • What is development? • How can development be measured? • Why is rapid rural to urban migration happening in China? • What is Globalisation? • Should James Dyson move manufacturing to Malaysia? 	<p>Assessment 1 (Tropical Rainforests test)</p>
Term 2	<p>Development & Globalisation (continued)</p> <ul style="list-style-type: none"> • Who is to blame for the Dhaka disaster? • Development and globalisation assessment. <p>Tectonic Hazards</p> <ul style="list-style-type: none"> • What happens at plate boundaries? • What are the effects and responses to an earthquake? • How are people affected by volcanoes? • How are people affected by volcanoes parts 2 • Vesuvius- should I stay or should I go? • How can we prepare for earthquakes? <p>Megacities</p> <ul style="list-style-type: none"> • What are megacities? • Why do cities grow? • What are the challenges in LIC cities? 	<p>Assessment 2 (Development and Globalisation test)</p> <p>Assessment 3 (Tectonic Hazards test)</p>
Term 3	<p>Megacities (continued)</p> <ul style="list-style-type: none"> • Opportunities in Mumbai slums. • Challenges facing London. • The megacities game. <p>China</p> <ul style="list-style-type: none"> • What is the physical geography of China? • What is life like in China? • Is China still the workshop of the world? • What is Chinas air pollution problem? • Planning a research project- China. • China research student presentation. 	<p>Assessment 4 (China Research Presentation)</p>



YEAR 8 Core Course

History

	Content	Assessment
Term 1	<p>The English Civil War</p> <ul style="list-style-type: none"> • The causes, events and outcomes of the English Civil War. • The Gunpowder Plot. <p>The Industrial Revolution and Mining</p> <ul style="list-style-type: none"> • What was the Industrial Revolution? • Effects of the Industrial Revolution. • Who were the Luddites? • The mining industry and Ashfield- local history study. 	<p>Assessment 1 (The Gunpowder Plot/English Civil War test)</p>
Term 2	<p>Crime and Punishment</p> <ul style="list-style-type: none"> • Crime during the Anglo-Saxon period. • Highwaymen. • Jack the Ripper. <p>Empire and Slavery</p> <ul style="list-style-type: none"> • The Middle Passage. • Plantation Life. • William Wilberforce and the abolition of the Slave Trade. 	<p>Assessment 2 (Jack the Ripper test)</p>
Term 3	<p>Suffragettes and Protest</p> <ul style="list-style-type: none"> • Who were the WSPU/NUWSS? • Did Emily Davison mean to kill herself? • The Miners' Strike 1984-85. <p>Native Americans</p> <ul style="list-style-type: none"> • Who were the Sioux Nation? • Hollywood interpretation. • Were the Native Americans savage? 	<p>Assessment 3 (Suffragettes test)</p>



YEAR 8 Core Course

Languages

Term	Content	Assessment
Term 1	<p>Talking About Past Holidays</p> <p>Revisit</p> <ul style="list-style-type: none"> • Family. • Likes/dislikes. • Foods. <p>Introduce</p> <ul style="list-style-type: none"> • Weather. • Transport. • Accommodation. <p>Describing Your Weekend</p> <p>Revisit</p> <ul style="list-style-type: none"> • Sports. • Free time. • Technology. <p>Introduce</p> <ul style="list-style-type: none"> • TV. • Cinema. • Perfect tense. 	<p>Assessment 1 (Writing assessment, Photo card, translation)</p>
Term 2	<p>Going Out and Making Plans</p> <p>Revisit</p> <ul style="list-style-type: none"> • Places go to. • Activities to do there. <p>Introduce</p> <ul style="list-style-type: none"> • Music. • Clothes. • Narrating a recent event. 	<p>Assessment 2 (Speaking assessment Photo card, conversation)</p>
Term 3	<p>Health and Illness</p> <p>Revisit</p> <ul style="list-style-type: none"> • Foods. • Opinions and reasons. <p>Introduce</p> <ul style="list-style-type: none"> • Parts of the body. • Illness. • Lifestyle. <p>Cultural Topic</p> <ul style="list-style-type: none"> • Booklet covering all elements of year 8. 	<p>Assessment 3 (Multi skills assessment Listening, Reading and Translation)</p>



YEAR 8 Core Course

Maths

	Content	Assessment
Term 1	<p>Indices and Roots</p> <ul style="list-style-type: none"> • Order of operations. • Prime factorisation. • Estimation. <p>Expressions and Equations</p> <ul style="list-style-type: none"> • Forming and solving linear equations. • Algebraic manipulation. 	<p>Assessment 1 (Indices and Roots test)</p> <p>Assessment 2 (Expressions and equations test)</p>
Term 2	<p>Proportional Reasoning</p> <ul style="list-style-type: none"> • Ratio. • Direct proportion. • Speed, distance and time. <p>2D Geometry</p> <ul style="list-style-type: none"> • Area of parallelograms. • Area of trapezia. • Area of compound shapes. • Circle area and circumference. 	<p>Assessment 3 (Proportional Reasoning test)</p>
Term 3	<p>Statistics</p> <ul style="list-style-type: none"> • Collecting data. • Construction and interpretation of scatter-graphs and pie charts. • Calculating and comparing averages. <p>3D Geometry</p> <ul style="list-style-type: none"> • Isometric drawing. • Nets. • Surface area and volume of cuboids. • Surface area and volume of prisms. • Surface area and volume of cylinders. 	<p>Assessment 4 (2D Geometry test)</p> <p>Assessment 5 (End of Year test)</p>



YEAR 8 Core Course

Music

	Content	Assessment
Term 1	<p>Guitar Skills</p> <ul style="list-style-type: none"> • Learning how to read guitar TAB. • Learning how to play chords. • Developing a solo or group performance. <p>Music for Adverts</p> <ul style="list-style-type: none"> • How music is used in advertising. • Developing composition skills. • Composing music to accompany an advert. 	<p>Assessment 1 Self-assessment of guitar skills.</p> <p>Assessment 2 Composition</p>
Term 2	<p>Jazz and Blues</p> <ul style="list-style-type: none"> • The origins and history of Jazz and Blues. • Advanced keyboard skills. • Perform 12-bar Blues and a walking bass line. • Improvisation skills. <p>ICT in Music – Dance eJay</p> <ul style="list-style-type: none"> • Music sequencing techniques • Key features of Dance Music. • Compose a piece of Dance Music using ICT. 	<p>Assessment 3 Performance</p> <p>Assessment 4 Composition</p>
Term 3	<p>Band Performance</p> <ul style="list-style-type: none"> • Develop ensemble performance skills. • Develop skills on a chosen instrument. • Perform a piece of popular music in a group. <p>My Tunes Project</p> <ul style="list-style-type: none"> • Choose an independent task based on music. • Solo performance on a chosen instrument. • Group performance. • ICT based composition. • Research project on a chosen style of music. 	<p>Assessment 5 Performance</p>



YEAR 8 Core Course

Personal Development Education

	Content	Assessment
Term 1	<p>British Values</p> <ul style="list-style-type: none"> • Human rights and responsibilities. • Child soldiers. • Slavery. • Civil rights. • The environment. <p>Sex and Relationships</p> <ul style="list-style-type: none"> • Puberty. • Relationships. • Consent. • Pregnancy. • Managing risk. • E-Safety. 	
Term 2	<p>Careers Education</p> <ul style="list-style-type: none"> • Researching KS4 subjects. • Session with school career advisor. <p>Drugs and Health</p> <ul style="list-style-type: none"> • The dangers of smoking and alcohol. • The effects of cannabis. • Healthy lifestyles. 	
Term 3	<p>First Aid</p> <ul style="list-style-type: none"> • Basic first aid training. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Bullying. • Sexting. • Online grooming. • Legal highs. • Extremism. • Anxiety. • Emotional wellbeing. 	



YEAR 7 Core Course

Physical Education

	Content	Assessment
Term 1	A 6 week rotation of the following activities <ul style="list-style-type: none">• Outdoor invasion games.• Indoor invasion games.• Table tennis.• Swimming.• Athletics.• Striking and fielding.• Gymnastics.• Racket sports.	Practical Assessment 1 Practical Assessment 2
Term 2	A 6 week rotation of the following activities <ul style="list-style-type: none">• Outdoor invasion games.• Indoor invasion games.• Table tennis.• Swimming.• Athletics.• Striking and fielding.• Gymnastics.• Racket sports.	Practical Assessment 3 Practical Assessment 4
Term 3	A 6 week rotation of the following activities <ul style="list-style-type: none">• Outdoor invasion games.• Indoor invasion games.• Table tennis.• Swimming.• Athletics.• Striking and fielding.• Gymnastics.• Racket Sports.	Practical Assessment 5 Practical Assessment 6



YEAR 8 Core Course

Science

	Content	Assessment
Term 1	<ul style="list-style-type: none">• Healthy lifestyle.• The periodic table.• Energy.• STEM careers in Science. <p>Project week</p> <ul style="list-style-type: none">• It's elementary	Assessment 1 (Term 1 content test)
Term 2	<ul style="list-style-type: none">• Ecosystems.• Separation techniques.• Electricity.• National Science week. <p>Project week</p> <ul style="list-style-type: none">• Fuels for energy.	Assessment 2 (Term 2 content test)
Term 3	<ul style="list-style-type: none">• Adaptations of living organisms.• Reactions of metals.• Motion.• Library and research skills. <p>Project week</p> <ul style="list-style-type: none">• Mini beasts and where to find them.	Assessment 3 (Term 3 content test)



YEAR 8 Core Course

Design & Technology

	Content	Assessment
Term 1	<p>Project 1 – Memphis Clock/Headphone Stand</p> <ul style="list-style-type: none"> • Memphis design. • Design and make a clock or headphone stand in the style of Memphis. • Wood joints. • CAD/CAM (laser cut parts). • Laminates. 	<p>Assessment of design folio and practical outcomes.</p> <p>Assessment 1 (Project 1 test)</p>
Term 2	<p>Project 2 – Classy Casting</p> <ul style="list-style-type: none"> • Art Deco. • Design and make a key ring in the style of Art Deco. • Pewter casting. • Industrial casting processes. • Alloys. 	<p>Assessment of design folio and practical outcomes.</p> <p>Assessment 2 (Project 2 test)</p>
Term 3	<p>Project 3 – Happy Meal</p> <ul style="list-style-type: none"> • Design and make a happy meal style food packaging. • Target market groups. • Typography. • Surface developments. • Drawing conventions (Isometric/orthographic projection). <p>Project 4 – NEA Styled Project</p> <ul style="list-style-type: none"> • Design process. • Designing/making for a client. • Product development. • Modelling/prototyping. • Analysis and evaluation. 	<p>Assessment of design folio and practical outcomes.</p> <p>Assessment 3 (Project 3 test)</p> <p>Assessment of design folio and practical outcomes.</p> <p>Assessment 4 (Project 4 test)</p>



YEAR 8 Core Course

Technology - Food

	Content	Assessment
Term 1	<p>Project 1 – Food Science</p> <ul style="list-style-type: none"> • Special dietary needs research. • Using the special dietary needs information to create a diet plan. • Research into breads key ingredients. • Bread key ingredients - gluten experiment. • Bread key ingredients - yeast experiment. • Evaluation and end of unit test. <p>Project 2 – Fresh v Processed foods</p> <ul style="list-style-type: none"> • Research into cultural foods / ingredients. 	<p>Assessment 1 (Project 1 test)</p>
Term 2	<p>Project 2 – Fresh v Processed foods</p> <ul style="list-style-type: none"> • Skills - pizza dough practical. • Designing pizzas based on their cultural research. • Upgrading their pizza designs to be suitable for a special diet. • Skills - pizza practical. • Evaluation and end of unit test. <p>Project 3 – Food commodities and Functional Properties</p> <ul style="list-style-type: none"> • Research into the different types of fat. • Swiss roll demonstration. • Skills - Swiss roll practical. • Sensory analysis. • Pasta sauce demonstration. Pasta production plan. • Skills - pasta sauce practical. • Evaluation and end of unit. <p>February Half term Students change rotations February half term to Textiles.</p>	<p>Assessment 2 (Project 2 test)</p> <p>Assessment 3 (Project 3 test)</p>
Term 3	Students rotate between Food and Textiles. Half an academic year in each subject specialism area.	



YEAR 8 Core Course

Design & Technology - Textiles

Term	Content	Assessment
Term 1	<p>Project – Candy Cushion</p> <ul style="list-style-type: none"> • Gain an understanding of smart and modern textiles. • Producing a range of observational drawings in the process of developing a final solution. • Experiment with printing techniques and evaluating the effectiveness of them. • Understand how printing would be carried out in the textiles industry. • Produce a tie dye to enhance a colour scheme. • Understanding the properties fabrics and select appropriate fabrics for their cushion. • 	<p>Assessment 1 (Practical)</p>
Term 2	<p>Project - Candy Cushion (continued)</p> <ul style="list-style-type: none"> • Select relevant decorative techniques to realise their cushion design. • Having an understanding of CAD CAM and how it is used in the textiles industry. • Becoming proficient in the safe use of the sewing machine. • Accurately constructing a cushion using a range of techniques and processes. <p>February Half term Students change rotations February half term to Textiles.</p>	<p>Assessment 2 (Practical)</p> <p>Assessment 3 (End of project test)</p>
Term 3	<p>Students rotate between Food and Textiles. Half an academic year in each subject specialism area.</p>	



YEAR 8 Core Course

Tutor time

	Content	Assessment
Term 1	Theme of the week <ul style="list-style-type: none"> • Employability. • British values: Democracy. • Stress. • Black history month. • Employability: Resilience. • Employability: Aspirational. • Remembrance. • Anti-bullying. • Employability: Co-operative. • British values: Respect. • British values: Individual liberties. • British values: Rule of law. • Advent. 	
Term 2	Theme of the week <ul style="list-style-type: none"> • Pride. • Employability: Self-assured. • Anti-drugs. • British values: Tolerance. • Employability: Experienced. • Cyber safety. • Eating disorder awareness. • World book day. • Employability: Accountable. • Opportunities. • Charity / Giving. • Challenge. 	
Term 3	Theme of the week <ul style="list-style-type: none"> • Employability: Achieving. • Moral. • Appreciation. • Mental health awareness. • Road safety. • Equality. • Employability: Informed and personal finance. • Hope. • Discovery. • ASPIRE. • Employability: Entrepreneurial. • Reflection. 	

