

## KS3 Curriculum overview 2018-2019 - Year 8

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
ENGLISH 8	areas	<b>Authors and Audience</b>	<b>Poetry Old and New</b>	<b>Dickens</b>	<b>Ghosts and Gaslight</b>	<b>Pygmalion</b>	<b>Frankenstein: "Playing God"</b>
	outcomes	What makes a great novelist? In this topic, learners will explore extracts from very famous authors (including some from the Great British heritage as well as others from further afield), exploring their language, purpose and style as well as thinking about audience and content.	How do writers express ideas in poetry? The learners will revisit poetic devices used for effect and look at poems from around the world, both contemporary and pre-1914. They will explore ideas presented in Romantic Poetry (including Coleridge, Shelley, Blake and Lamb) as well as modern poets from other cultural backgrounds such as Agard, Nicholls and Zephaniah before analysing the ballads of Charles Causley.	Looking at key extracts from some of Dickens' most famous works (e.g. "Great Expectations" and "A Christmas Carol") as well as key moments in his life that might have inspired them, the learners will explore the themes presented and discuss how Dickens portrays his main characters (including Miss Havisham and Ebenezer Scrooge).	Looking at a collection of 19th century supernatural mystery stories, the learners will look at what makes a good ghost story, explore the use of language to create suspense and read short stories including "The Signalman" by Charles Dickens and "The Red Room" by H.G. Wells. Finally, taking all the points of learning on board, the children will write their own ghostly tale!	Exploring the ancient Greek myth of 'Pygmalion' before analysing the more contemporary play by George Bernard Shaw, the learners will explore conventions of play scripts, analyse the characters of Professor Higgins and Eliza Doolittle, and discuss the underlying themes and politics of power and gender. They will finish with writing their own version of the play script, set in modern times but exploring the same themes.	The learners' exploration of 'Pygmalion' will then link into a study of Mary Shelley's 'Frankenstein', exploring how the right to create life comes with its own set of responsibilities and questioning whether humankind should ever truly have the right to "play God".

MATHS

areas	Number	Probability	Algebra	Geometry and Measures	Ratio, Proportion & Rates of change	Statistics
outcomes	<p>Learners will explore:- Using the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple; using positive integer powers and associated real roots; recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions; applying the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers; interpreting percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; comparing two quantities using percentages; solving problems involving percentage change, including percentage increase/decrease.</p>	<p>Learners will explore:- relating relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale; recording describing and analysing the frequency of outcomes of probability experiments using tables; constructing theoretical possibility spaces for single experiments with equally likely outcomes and using these to calculate theoretical probabilities; applying the property that the probabilities of an exhaustive set of outcomes sum to one; applying systematic listing strategies; recording describing and analysing the frequency of outcomes of probability experiments using frequency trees; enumerating sets and combinations of sets systematically, using tables, grids and Venn diagrams; constructing theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities; applying ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments.</p>	<p>Learners will explore:- understanding and using the concepts and vocabulary of expressions, equations, formulae and terms; using and interpreting algebraic notation; simplifying and manipulating algebraic expressions by collecting like terms and multiplying a single term over a bracket; substituting numerical values into formulae and expressions; generating terms of a sequence from a term-to-term rule; solving linear equations in one unknown algebraically.</p>	<p>Learners will explore:- how the solution of algebraic equations and the graphs of algebraic equations are linked; solving more complex equations, simultaneous equations; graphs of linear and quadratic equations; applying the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; working with coordinates in all four quadrants; understanding and using lines parallel to the axes; solving geometrical problems on coordinate axes; identifying, describing and constructing congruent shapes including on coordinate axes, by considering rotation, reflection and translation; describing translations as 2D vectors; the properties of 3D shapes; derive and apply the properties and definitions of: special types of quadrilaterals and other plane figures using appropriate language; using standard units of measure and related concepts; using standard units of mass, length, time, money and other measures using decimal quantities where appropriate; changing freely between related standard units in numerical contexts; measuring line segments and angles in geometric figures; using standard units of measure and related concepts; calculating perimeters of 2D shapes; knowing and applying formulae to calculate area of triangles, parallelograms, trapezia; calculating surface area of cuboids; knowing and applying formulae to calculate volume of cuboids; understanding and using standard mathematical formulae.</p>	<p>Learners will explore:- using ratio notation, including reduction to simplest form; dividing a given quantity into two parts in a given part:part or part:whole ratio.</p>	<p>Learners will explore:- interpreting and constructing tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use. Interpreting, analysing and comparing the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range)</p>

SCIENCE

areas	Organisms and Matter	Forces and Electromagnets	Reactions	Genes	Energy and the Earth	Ecosystems and Waves
outcomes	In our Organisms module we will explore lung structure and the process of breathing. We will also explore digestion and the importance of a balanced diet. The module covering Matter allows us to study the arrangement of the periodic table and then develop our understanding of the elements.	During our Forces module, we will explore contact forces and pressure. In our Electromagnets module students will investigate electromagnets and magnetism.	Our Reactions module provides an opportunity to investigate the energy involved in chemical reactions. We will also use practical enquiry to investigate different types of reaction.	As part of the Genes module, learners will study the theory of natural selection and the evolution of living things. Students will then explore the method of inheritance.	In our Energy module we will investigate energy transfer and the concept of work done. In addition, students will investigate the processes of heat transfer and identify methods to reduce energy loss. Our Earth module provides opportunities to explore the Earth's changing climate and the resources our planet provides.	As part of our Ecosystems module, students will investigate the importance and biochemistry of photosynthesis and respiration. In our Waves module we will study light and its properties

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HISTORY

areas	The Transatlantic Slave Trade - how did the slave trade impact on the lives of all of those involved?	Segregation in the USA - how did the fight for social justice impact on Black America?	The Changing Role of Women in Britain
outcomes	In this topic, our learners will be submerged into a world of inequality and lack of freedom as they explore the role of slave in trade routes and eventual abolition of slavery. They will explore people of significance from the past like William Wilberforce and use their own lines of enquiry as they decide if slavery truly is in the past.	Students then study segregation, the KKK & key individuals & groups such as Martin Luther King, Rosa Parks, Malcolm X, and the Black Panthers & NAACP. The purpose is for students to employ empathy skills to formulate their own opinions on the inequality and injustice of slavery to consider how much progress has been made and to consider modern implications and future progress.	This topic will allow learners to explore how the role of women in Britain has changed through time, especially the 20th Century. We will explore the Women's Suffrage Movement, the role of women in both World Wars, the social and cultural changes that occurred in the 1950s and 1960s. Comparisons will also be made with other countries, particularly the USA.

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GEOGRAPHY

areas	Global Issues and Antarctica	Dangerous World	Urban Change	LOCAL CASE STUDY:- Swanage	GLOBAL CASE STUDY:- Japan and Nigeria	As before - case study continued
outcomes	In this topic, the learners will be exploring the issues of global warming in the world with a focus on the impacts on Antarctica.	Using independent geographical enquiry skills, the learners will explore their own global health issue.	In this topic the learners will explore the process of urbanisation and the issues facing urban areas today. They will study the social, economic and environmental issues facing cities in both rich and poor countries.	In this topic learners will explore the local tourist spot of Swanage, exploring the tourism, population and migration of this local, popular seaside town.	Our learners will begin Year 8 Geography by exploring the similarities, differences and links between places through the study of human and physical geography of regions as well as looking at tectonic activity.	

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LANGUAGES

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areas	<b>Introduction to myself and others and leisure activities</b>	<b>Past tense and clothing</b>	<b>Time and morning routines</b>	<b>Food and shopping for a picnic</b>	<b>Talking about school</b>	<b>Holiday Plans</b>
outcomes	Revisiting previous skills, the learners will revise their use of accurate grammar, spelling and punctuation as they introduce themselves and state their favourite leisure activities in French.	In this topic, further understanding of tenses, Identifying and using tenses which convey the past tense, and looking at new vocabulary related to clothing.	Extending their knowledge and accuracy of telling the time, the learners will use and manipulate a variety of key grammatical structures and patterns, including voices and moods as appropriate.	This tasty topic will give the learners the chance to speak coherently and confidently with increasingly accurate pronunciation and intonation as they order food, and shop for a picnic.	The learners will read and show comprehension of original and adapted materials from a range of sources based around school.	As they get ready for the summer holidays, the learners will look at vocabulary related to holidays and making plans as well as listen to a variety of forms of spoken language to obtain information and respond appropriately.

PSHRE

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areas	<b>Health and Well Being - My health, my choices</b>	<b>Inter-faith Dialogue - What can we learn from religions, beliefs and community today? FOCUS RELIGION:- Hinduism</b>	<b>Living in the wider world - Careers and Economic Education.</b>	<b>Religion and the Media - How are religions and beliefs portrayed in the media? FOCUS RELIGION :- Islam</b>	<b>Relationships and Sex - my relationships with others</b>	<b>Ethics and relationships - How might beliefs affect my thoughts, ideas and actions? FOCUS RELIGION:- Judaism</b>
outcomes	Learners will tackle some very important issues about their own health including that of mental health and mental illness, as well as disorders such as eating disorders. They will explore how their lives and bodies will change over time and consider ways of 'managing' such change. They will explore their choices, linked to health, medication, drug and alcohol abuse.	Learners will explore and research the Hindu faith, considering their beliefs and practices, important celebrations and consider what they can learn from the religion. They will explore the differences and similarities between the Hinduism and other world religions and continue to explore the question of why people have religious beliefs.	Learners will explore the question - what is a budget? How can I save? How can I manage a budget? How can I work? Learners will look into ways of managing budgets and considering the laws related to young people working. They will also address the notion of identity theft in our society. They will finish the half term by considering what their future holds and create a CV with personal attributes for a potential employer.	Our learners are currently living in a world where religion is hitting the headlines through extremist terrorists groups who claim to kill according to their beliefs. In this topic, our learners will explore how the media portrays the Islamic faith, how fair or unfair the religion is depicted in the news and how damaging the media can be for Muslims living today. They will work towards a whole class debate on the question - Can the media be unbiased in their reporting of religion?	In this topic, learners will explore and discuss the notion of relationships and how they change as we grow older. They will look into differences between gender, sexual orientation and identity. The learners will look at how diseases can be spread through sexual activity and how this can be prevented through the use of contraception.	In the final topic of their school year, the learners will explore their own positions/ beliefs relating to religion as they explore the Jewish faith in greater detail. They will question, debate and discuss current issues relating to the chosen faith focus and discuss their own views, listening to others and respecting the differing views on religion.

PE

areas	<b>Basketball/Hockey</b>	<b>Hockey/Dance</b>	<b>Cross Country/HRE</b>	<b>Rugby/football</b>	<b>Athletics and Tennis</b>	<b>Tennis/Striking and fielding</b>
outcomes	Pupils will learn advanced tactics and skills which will enable them to play competitive matches, implementing the correct rules. They will develop leadership skills in small groups.	Through dance, pupils will learn about how specific dances are adopted by different cultures. They will learn about rhythm and timing of movement. Also using social skills to negotiate the specific movements they wish to move.	Pupils will learn about living a healthy, active lifestyle through different running activities as well as various fitness activities. They will learn about how different body systems react to exercise and how different activities can improve their health.	Pupils will further their own learning through advanced skills and developing leadership skills by leading warm ups and coaching in closed skill practice situations. Pupils will reflect on their performances during match play.	In athletics pupils will continue to look at their own fitness and how they body types mean that they are stronger at some events. They will have the opportunity to develop a better technique at a range of events and getting certain times/distances/heights in relation to competitions.	In tennis, pupils will be encouraged to work on the tactical side of the game, when playing conditioned matches or practising certain shots. Pupils will explore the rules of soft ball and rounders to support their development of tactics in a competitive environment.

COMPUTING

areas	Skill focus:- MICROSOFT OFFICE SKILLS	Skill focus:- MICROSOFT OFFICE SKILLS	Programming Focus	Programming Focus	Creativity Focus	Creativity Focus
outcomes	Cinematic sequences - the learners will explore alternative use of PowerPoint and key skills in order to create a movie trailer – a lot of fun!	Learners will use Excel and Draw + to input and find out about dance costs through creating and using formulas. Next they will look at Flowol and create disco lights through learning about algorithms. Finally they will explore Info Validity Reliability Bias in which they will look at how information on the internet might not be truthful or may be biased.	BMS Book - (Access). The learners will be introduced to the programming database.	Game character design! Using Serif Draw+ X5, learners will use a vector graphics drawing application to create a game character that will actually be used in their own games. They will then look at Scratch game programming, looking at programming and challenging our learners to completely create from scratch their own game.	Designing a gaming console (Sketch up), the learners will have an introduction to 3D design concepts using Computer Aided Design. They will then explore Python programming.	Media design - our learners will take a look at photo manipulation and how to superimpose images onto different backgrounds – is what you EVER see in the media actually real? They will then look at Kodu game programming and conduct further exploration with Micro:Bits.

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Performing Arts

areas	Shopping: The New Religion	Melodrama	The Mystery	Steven Lawrence	Persecution	Looking at Physicality Afresh
Outcomes	Napoleon dismissed the English as a 'nation of shopkeepers'. Today, the British are happily known as a nation of shoppers. We can't seem to get enough of it. Everyone needs life's daily requirements and that involves buying from someone or somewhere. Many of us spend more than we can afford. Some people have so much they can buy anything, including other human beings. Many people become obsessed with shopping; others get into financial, personal difficulties because of it. No disrespect to any faith is intended to say that for some people, shopping is a religion. This is fertile ground for dramatic exploration, with two main aims: Develop realistic, credible characters and to experiment using different points of view in creating drama.	This unit of work introduces students to the genre of Melodrama. Students explore the stock characters through fun, interactive activities and then develop their knowledge and understanding through practical workshops based on the story of 'Maria Marten – Murder in the Red Barn'. It enables the students to develop such key Drama forms as, mime, aside, split scene, hot seating and duologues. Throughout the unit atmosphere and mood are explored through the use of music and lighting ideas.	The students are faced with a mysterious case about a young man named Joe. No one can work out what has happened to him and why he would behave in such a strange manner. Within this unit students will play a variety of roles in a variety of groupings, culminating in an activity where students will apply the role-playing and improvisation skills practiced in the unit and create and present a possible theory for the mystery. Students will use the creative process to explore, create and perform dramatic works, practice and use role-play to explore, develop, and represent themes, negotiate and construct a drama together and develop and present drama work using a variety of dramatic forms such as tableau, storytelling, improvisation and role play.	In this unit students will use key Drama skills to explore the events of the night of 22 <sup>nd</sup> April 1993, when a young black man, Stephen Lawrence, was murdered in a racist attack. They will use various stimuli to gain a deeper understanding of the issue of racism, and have the opportunity to incorporate their own experiences into their Drama work. In each lesson students will work in small groups and through role-play and improvisation create a short piece of Drama, which tells us more about the incident and its central characters.	Students are able to explore the topic of persecution in relation to a variety of historical and current events, while also applying the use of key Drama skills. The unit covers key historical topics such as the treatment of African Americans in the southern states of the USA in the 1930s and the persecution of the Jews in 1930s and 1940s Germany. It also focuses on fictional stimuli with George Orwell's Nineteen Eighty-Four, as well as putting the topic into a contemporary context for students by looking at the work of Amnesty International.	Physicality is part and parcel of children's play but as students get into KS3 drama terms it needs to be harnessed, shaped, developed and used to push boundaries. This scheme develops from the seven levels of tension identified by physical theatre practitioner Jacques Lecoq, going in different directions to provide physicality ideas for students to stop relying on words alone and some of the other pitfalls they often fall into when devising.

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NB: Food and Textiles are in the same rotation.

DT ART

	ROTATION 1	ROTATION 2	ROTATION 3	
areas	ART	FOOD TECHNOLOGY	TEXTILES	RESISTANT MATERIALS / STEM
outcomes	Pop Art Movement - pupils will explore the work of Pop artists (Andy Warhol, Roy Lichtenstein) through their studies about the history of Pop Art. They will develop their art and design skills through observational drawing, painting, clay work and printing. Abstract Art - pupils will examine the works of famous abstract artists (Jackson Pollock, Wassily Kandinsky) and improve their skills further, working with a variety of mediums.	Pushing their culinary skills to the next level, our learners will explore classic recipes and seek to adapt and improve them in line with The Healthy Eating guide. They will make Swiss Rolls, flat bread with dips and pasta bake (using the roux method) to name but a few and finishing off the year with a challenge to research, plan and cook a 2/3 course meal on a budget.	Container – learners will be creating a fabric container complete with lining and fastening elements. They will continue to develop their skills in using the sewing machine and hand stitching.	Electronic steady hand game – learners will be exploring systems and control through creation of buzzer game.

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UBC

Book Appreciation	Creative Cross Stitch	Logical Learning
Broadstone Allotment	Cultural studies	Music Makers
Broadstone Sports Ambassadors	Digital Music Course	Philosophy
Broadstone Young Entrepreneurs	Dramatic Effect	Re-use & Upcycle
Calligraphy & intricate Colouring	Forensic Science	Sculpture School
Capture Photography	Great Debaters	Sports Nutrition and Fitness
Circus Skills	Greenscreen	Sports Psychology
Comic book Art	Italian	STEM
Craft Recycled	Journalism	Table Tennis
Creative Cards	Life Saving	Wacky Races
Creative Writing		