

# Curriculum Overview 2021/2022



## Year 8 - Autumn Term

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

<b>Christian themes and values</b>	<b>The St Mary's Way, St Mary's Christian vision, Telling the truth, Supporting each other, Friendship, Harvest and our responsibility, Second chances, Creation, Remembrance, Peace, Believing, Advent, Christmas</b>		<b>SMSC across the curriculum</b>
<b>Tutorial programme</b>	Form reading: Outsiders by S E Hinton		Physical health
<b>PSHE / RSE Citizenship British values</b>	<p>The theme for PSHE this term is: <b>What choices can I make to improve my physical health and fitness?</b>                  Students will gain knowledge to make informed choices about their health and fitness such as exploring the relationship between exercise, sleep and mental health, the benefits of exercise compared to the dangers of inactivity. Students will also investigate the impact of alcohol, drugs, smoking and vaping on a person's physical and mental health.</p> <p style="text-align: center;"><b>: What choices will promote positive health?</b></p> <p>In the second term, students identify how they can live healthily. The course will complement the Science curriculum but with a person centred focus on impacts of good and poor hygiene, the dangers associated with germs and viruses, immunisation and vaccination and finally focusing on sleep and its importance for good health.</p>		Human nature Control and its effects Resilience
<b>Core Subjects</b>	<p><b>English</b></p> <p>In the first term of Year 8, students are exposed to dystopian fiction in the form of George Orwell's famous book Animal Farm. As students read the book they reflect on what they learn about human nature, hierarchy, power and control and they consider the allegory of good versus evil. Students look at the context of the book and what inspired Orwell to write; his reaction to the Russian revolution and communisms' totalitarianism nature in conjunction with the role propaganda played to ensure that citizens were compliant. Students also explore the literary devices and methods Orwell uses such as symbolism, allegory and motifs to name just a few.</p> <p>In the latter term, students engage with protest writing. Students explore non-fiction extracts all of which explore the theme of protest considering the context of protest as well as the methods the authors use to project their message.</p>	<p><b>Maths</b></p> <p>In the first term, students will engage in activities to consolidate their knowledge from year 7 to ensure that they have a solid foundation in number and other key maths skills. Students will master:</p> <ul style="list-style-type: none"> <li>• The use the 4 operations with negative numbers</li> <li>• Solve 2 step equations by balance</li> <li>• Find the area of shapes (not circles)</li> <li>• What units should be used when calculating area?</li> </ul> <p>Why does a value decrease when you add a negative number?</p> <p>In the second term, students will study Algebra: Brackets and Expressions                  Students will be able to identify if here more than 1 way we can solve an equation with brackets and what a negative gradient means. In order to answer these questions student will practice how to confidently:</p> <ul style="list-style-type: none"> <li>• Expand brackets</li> <li>• Solve equations involving brackets</li> </ul>	Different religious perspectives Tolerance Acceptance Appreciation of our world Creativity Artist interpretation Collaboration Environment

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	<p><b>Science</b> In the autumn term students learn about the:</p> <ul style="list-style-type: none"> <li>• Periodic Table</li> <li>• Light</li> </ul> <p>Students use the knowledge they have required to be able to explain what atoms are like; how elements are arranged in the Periodic Table and be confident about what to do with anomalous results. Student also enquire into what kinds of trends occur in physical and chemical properties. When studying light, students enquire how light travels, how do lenses work and why ray diagrams are used to investigate light.</p> <p>In the second term students investigate</p> <ul style="list-style-type: none"> <li>• Food and nutrition</li> <li>• Combustion</li> </ul> <p>In this term students will be able to explain:</p> <ul style="list-style-type: none"> <li>• How does the digestive system work?</li> <li>• How are surface areas calculated?</li> <li>• How does digested food get into the blood?</li> <li>• What forms when a fuel reacts with oxygen?</li> <li>• How do metals react with oxygen?</li> <li>• How do you stop a combustion reaction?</li> <li>• Is pollution causing climate change?</li> </ul> <p>The skills that students will develop over the term is to be able understand what is meant by 'reproducible results' and their significance, as well as draw and interpret line graphs for two sets of data. Students will also able to select suitable apparatus to carry out a practice experiments and investigation being able to explain why a method is well designed for purpose.</p>	<ul style="list-style-type: none"> <li>• Find the Gradient of a line</li> <li>• Read and interpret real life graphs</li> </ul> <p><b>Religious Studies</b> Students will explore across the term the key question: <b>Why is the covenant important in Jewish life?</b> In order to gain an understanding of Judaism and the enquiry question, students will be required to study the Founders of Judaism, the Holy books as well as the key practices within Jewish belief and custom and how Judaism has developed over time.</p>	<p>Impact of war</p> <p>historical cultures</p> <p>Morality of computing</p> <p>Performance</p> <p>Artistic influence</p> <p>Health</p> <p>Working together</p> <p>Problem solving</p> <p>Nature</p> <p>Environment Stewardship</p> <p>Cultural food and practices</p> <p>Morality of killing a king</p>	
<p><b>Foundation Subjects</b></p>	<p><b>Art</b> In the Autumn term, through the artistry of Karl Blossfeldt, Andy Goldsworthy and Kathy Morton Stanion, students develop and practice different techniques such as natural form and observational drawings. Students explore the impacts that composition &amp; scale and colour techniques have on the process of creating 3 dimensional drawings.</p>	<p><b>Drama</b> In Drama students study Physical Theatre – telling a story using bodies as objects in Darkwood Manor. The key questions that students engage in, to conduct the enquiry are:</p> <ul style="list-style-type: none"> <li>• What does physical theatre mean?</li> <li>• What can physical theatre look like?</li> <li>• What is the history of using physical theatre?</li> </ul>	<p><b>Engineering</b> Students will design and make an Acrylic clock that is inspired by the Alessi or Memphis design groups. Students are required to conduct research into both design movements and apply this knowledge within their design work. Students will investigate into how to manufacture a product using Acrylic is also conducted, and students will need to apply this knowledge to their design and manufacture stages.</p>	<p>Effects of dictatorships</p> <p>Independence</p> <p>Self rule</p> <p>Family &amp; different types</p>

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		In the second term students study Ancient Greek Theatre and consider the origins and purpose of theatre. Students enquire how the role of actors developed out of the chorus – Thespis and how they can use their knowledge to recreate stories in an ancient Greek style of moving and speaking, chorally and individually.		Positive and negative aspects of ambition  Self respect
	<p><b>French</b></p> <p>In the first term, students grapple with the essential verbs <i>être</i>, <i>avoir</i> and <i>faire</i> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular), they also use FAIRE with simple present and present continuous. In phonics, students also practice the silent final consonants; [a], [i] and [eu], [e], [au] and [eau] and silent final ‘e’ and [é], [er] and [ez], [en], [an] and [on] and [ain], [in], [è] and [ê]. In terms of key vocabulary, students learn high-frequency vocabulary relevant to given context and mixed word class vocabulary sets so that they use these alongside their grammar and phonics to answer questions to describe someone or something, distinguish between having and beings as well as talk about making something.</p> <p>In the latter term students continue to practice – er verbs in the simple present and present continuous and they revisit essential verbs such as <i>être</i>, <i>avoir</i> and <i>faire</i>. Again, they revisit their phonics and core vocabulary so that they can answer questions such as describing their family, discuss sports that people do and places people go.</p>	<p><b>Geography</b></p> <p>The start of year 8 introduces the question we all ask ourselves: Why is the UK always wet and cold? This unit starts to build on the learning from year 7. We start the year with a physical unit that builds on the knowledge of the hydrosphere and water cycle. We develop our understanding of the subject from a UK perspective and move to the global. During the unit students build on their learning of the UK and prepare for future learning on issues around global development.</p> <p>In the second term students examine how populations are changing. This unit builds on from the unit on ‘How does money make the world go around?’ and introduces some key concepts of population which are built on later in the year with the development unit and then again in year 9 and during GCSE.</p>	<p><b>History</b></p> <p>In History this year, students contemplate major turning points in both British and world history. In the autumn term students continue their study of the Early Modern Period and explore Stuart England. Students identify through the reign of James I and Charles I the causes of the English Civil War and the huge impact that executing a king had on English society.</p> <p>In the latter term, students analyse the turning point of the Industrial Revolution and how Inventions impacted on the British economy, the social, political and economic impacts of the revolution in the working class and students will consider whether the life of the poor was ameliorated at this time.</p>	<p>Positive relationships Composing</p> <p>Understanding a different country and culture</p> <p>Attitudes to slavery and links to BLM</p> <p>Impact of colonialism</p> <p>Civil rights</p> <p>Equality: Race Religion Class Sexuality Gender</p>
	<p><b>Hospitality and Catering</b></p> <p>Students investigate a series of nutritional dishes and explore the eat well plate. They will develop skills in a range of cooking techniques. Students will also understand ingredient sources and seasonality. They will learn how to adapt recipes to allow for dietary requirements as well as:</p>	<p><b>ICT</b></p> <p>In the autumn term students further develop their experience and knowledge on <b>Internet Safety, Cyber Security and Encryption:</b> Students will look at a range of malware and the effects of they have, the precautions taken to maintain safety online as well as the role of</p>	<p><b>Music</b></p> <p>In term 1, students study Fanfare and music for special occasions. Students perform ‘Gonna fly now’ in pairs to practice note reading but to put their learning into practice. Students also practice composing, using chords/triads as a basic starting point for compositions and recognising Triadic shape used in Fanfare writing.</p>	<p>Team work</p> <p>Justice</p> <p>Injustice</p> <p>Activism</p>

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	<ul style="list-style-type: none"> <li>• Planning a well-balanced dish</li> <li>• Creating roux sauces</li> <li>• Using yeast</li> <li>• Understanding nutrition</li> <li>• Safe cooking temperatures</li> <li>• Function of eggs</li> </ul>	<p>encryption in maintaining safety online and a range of ciphers.</p> <p>In the second half term students will be taught and apply their knowledge on a: Binary and computer logic:</p> <p>Question students will answer are:          What is binary and why it is used in computing?          How to convert between denary and binary?          How binary is used to encode text and images?          Students also learn about the concepts of AND, OR and NOT gates and their use in computer programs</p>	<p>Students then learn about the Blues from their history to the structure of the blues and the 12 bar form. Students will explore the blues scale, improvisation and then compose their own composition within limitations of 12 bar structure.</p> <p>Students will develop their listening and appraising skills such as listening to and recognising the structure and form of the Fanfare or the Blues.</p>	<p>Standing up for rights</p> <p>Human rights</p> <p>Morality throughout history – by whose morals do we judge our history today</p>
	<p><b>Spanish:</b></p> <p>Students start the term by revisiting the past tense in relation to AR, ER, IR verbs. They will revisit SER and ESTAR verbs. They will study and use within their work possessive adjectives such as mi/mis, tu/tus. They will also revisit phonics such as the silent ‘h’ and ‘v’ and ‘b’. In terms of their vocabulary they will develop a verb lexicon and deepen their vocabulary and grammar. Students will use this knowledge to describe events in the past and the present, to compare past experiences as well as comparing what they and someone else does. They will write a letter themselves focused on the resolutions they are going to make in the coming academic year.</p> <p>In the second term, students will focus grammatically on AR verbs in the past tense, ER verbs in the present tense and the first person. Students will practice Spanish syllables and strong vowels a, e, o; weak vowels i, u with their phonics. Students continue to consolidate their vocabulary to describe events in the past and present, comparing past experiences and describing what people do at home</p>	<p><b>Sport</b></p> <p>Students have the opportunity to partake in a range of sporting activities such as:</p> <p>Dance to include styles and basic principles</p> <p>Gymnastics to include basic skills and sequences of movement</p> <p>Invasion Games to include skills, tactics and strategies</p> <p>OAA to include collaboration, problem solving, performance observation, communication</p> <p>The skills that students develop are numerous such as leaning how to communicate effectively with team members and built teamwork and trust.</p> <p>Students will learn to communicate effectively and become confident to observe and analysis each other’s performance as well as becoming leaders but also learning how to be lead.</p>	<p><b>Textiles</b></p> <p>Students will be designing and making a pencil case based on a zoo theme, which will also be inspired by textile artists. They are required to experiment with a range of different textile techniques which will then be applied to their designs. Students will also have the opportunity to develop their skills and designing through their experimentation, along with gaining an insight into textile construction.</p>	<p>Are we accountable for the past?</p> <p><b>British values :</b></p> <p>Democracy</p> <p>Franchise</p> <p>Representation</p> <p>Religious freedoms</p> <p>Government intervention</p>
<p><b>CEIAG</b></p>	<p>In this term students are linking Curriculum to careers in preparation for Year 9 options and experiencing different work and careers. Students will start this process through completing personality tests and exploring careers that support their interests, skills, and strengths. Students will use UNIFROG to record their careers work.</p>			

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## Year 8 - Spring Term

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

Christian themes and values	New beginnings, Service, Temptation, Compassion, Respectfulness, Wisdom, Following the rules, Hope, Faithfulness, Thankfulness, Dignity, Lent		SMSC across the curriculum
Tutorial programme	Form reading: Outsiders by S E Hinton Students will then read: Stone Cold by Robert Swindells		Physical health
PSHE / RSE citizenship British values	<p>Students seek to explore the <b>choices that people make about family life and different types of families</b></p> <p>The course promotes discussion and does not promote any particular view on family life. Students will look at how diverse families can be and ponder questions about the different types of long term relations that exist today. Students look at the role of parenting and what constitutes positive parenting as well as the dangers that can occur within families; what these are and how people can ask for help.</p> <p>In term 2 the focus of the course is <b>what choices do students have regarding sexual relationships*</b></p> <p>Students are taught the legal framework behind sexual relationships such as the meaning of consent and what the law says about the age of consent. Students explore the facts and myths surrounding sex, sexuality and the rights and responsibilities regarding sex.</p> <p>*Parent/carers are encouraged to consult the SRE policy using this link</p>		Human nature Control and its effects Resilience Different religious perspectives Tolerance
Core Subjects	<p><b>English</b></p> <p>Students start the Spring term, delving back into the world of Shakespeare's plays and students are introduced to the play Othello. Othello is another tragedy and students explore the role race, gender, hierarchy, disguise, and manipulation play within each Act. Students not only consider the themes that are interwoven within the play but also how Shakespeare uses methods such as symbolism, imagery, puns and double entendre to create his message. Students continue to use their knowledge to answer bigger societal questions such as:</p> <ul style="list-style-type: none"> <li>• How is <b>ambition</b> presented as being part of human nature?</li> <li>• What determines someone's place in the <b>hierarchy</b> of society?</li> <li>• To what extent does <b>morality</b> favour forgiveness over vengeance?</li> </ul>	<p><b>Maths</b></p> <p>In the Spring term, students explore <b>Number: Indices and Fractional Powers</b>. Students will encounter negative indices to assist when it features in standard form. This will also prepare students for when they encounter the final rules of indices next year. Therefore, in this term an example of what students are taught how to do are:</p> <ul style="list-style-type: none"> <li>• Understand why a negative index is the reciprocal of the number</li> <li>• Use the laws of negative indices</li> <li>• Use the laws of fractional powers</li> <li>• Use the four operations on numbers in standard form</li> <li>• Simplify indices with different bases.</li> </ul>	Acceptance Appreciation of our world Creativity Artist interpretation Collaboration Environment Impact of war

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	<p>Finally, students will be assessed by annotating and studying an extract of the play to explore the role of deception.</p> <p>In the latter term, students revisit but build their knowledge on narrative writing. Students are introduced to Todorov's narrative theory, students identify first, and third person narrative, genre and character types and they look at literary methods to achieve narrative writing such as self-evaluation and structural device.</p>	<p>In the latter term, students explore <b>Similarity and Pythagoras</b>. Students will extend their knowledge of proportion in the context of shape. This will prepare students for using proportionality in area and volume situation. By the end of the term students will be able to:</p> <ul style="list-style-type: none"> <li>• Find missing lengths on similar shapes</li> <li>• Enlarge shapes on a grid</li> <li>• Use Pythagoras theorem to find missing sides of a right-angled triangle</li> <li>• Find the areas of sectors</li> <li>• Find the arc lengths of a sector</li> </ul>	<p>historical cultures</p> <p>Morality of computing</p> <p>Performance</p> <p>Artistic influence</p> <p>Health</p>	
	<p><b>Science</b></p> <p>In the early Spring term students gain knowledge in:</p> <ul style="list-style-type: none"> <li>• Unicellular organisms</li> <li>• Energy transfers</li> </ul> <p>Students use this knowledge to answer questions that explore questions such as: what unicellular organisms are; how fungi is used and being able to explain and describe the features of bacteria and protocists.</p> <p>Students then enquire into:</p> <ul style="list-style-type: none"> <li>• Metals and their uses</li> <li>• Breathing and respiration</li> </ul> <p>Students find out what the difference between internal energy and temperature are and know how energy is transferred by heating as well as what makes metals useful and understanding the process that happens when rusting and corrosion occur.</p> <p>Scientific knowledge will be used across the curriculum allowing students to gain a deeper understanding in other subjects or reaffirming key skills such as</p> <ul style="list-style-type: none"> <li>• Drawing graphs, plotting data points, calculating percentages.</li> <li>• Having a deeper understanding when assessing the properties and uses of metals and non –metals in technology.</li> <li>• Appreciating in PE the science of breathing and respiration for exercise</li> <li>• Contextualising the Black Death in History and finally having a wider appreciation for the unit on Stewardship and caring for the planet that was taught in Year 7 and revisited at GCSE</li> </ul>	<p><b>Religious Studies</b></p> <p>In the Spring term, students examine the enquiry question: <b>Is Islam supported by 5 pillars?</b></p> <p>Students will acquire knowledge on the beliefs and practices in Islam such as Shahadah, the 5 pillars, prophethood, festivals and Halal. Students will also explore cultural influences in Islam such as calligraphy and Islamic art and how maths and science in Islam have influenced practices. Students will also consider how Muslims understand the nature of God.</p>	<p>Working together</p> <p>Problem solving</p> <p>Nature</p> <p>Environment Stewardship</p> <p>Cultural food and practices</p> <p>Morality of killing a king</p> <p>Effects of dictatorships Independence</p> <p>Self rule</p> <p>Family &amp; different types</p> <p>Positive and negative aspects of ambition</p>	
<p><b>Foundation Subjects</b></p>	<p><b>Art</b></p> <p>In the Spring term students explore key questions such as:</p>	<p><b>Drama</b></p>	<p><b>Engineering</b></p> <p>Technology encourages students to learn to think innovatively to solve problems both as</p>	

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	<p>Why is the Surrealist movement important?</p> <p>Students consider the work of artists such as Salvadore Dali, Redmer Hoekstra and Rene Magritte whilst they create their own surrealist observational drawings.</p>	<p>In the Spring term of Year 8 students are introduced to Verbatim Theatre. Students consider the work of Mark Wheeler and answer key questions such as:</p> <ul style="list-style-type: none"> <li>• What is Verbatim Theatre?</li> <li>• Who are some of the key verbatim writers?</li> <li>• What message does the verbatim play give the audience?</li> <li>• What do they write about?</li> </ul> <p>Through learning about Verbatim theatre students aim to answer wider questions such as what are the ethics of playwrights using real people's stories, words and creating drama around them?</p> <p>In the second term students consider how peer group pressure is showcased in the play The Stones. Students use their own understanding of the world to think about what influences them, why and how; as well as explain the differences between petty crime and more serious crime and why people get involved in criminal activity.</p> <p>Again, through the exploration of The Stones, students consider the wider questions such as the consequences of involvement in a criminal activity and whether boys are more reckless than girls</p>	<p>individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Students will design and make an Acrylic clock that is inspired by the Alessi or Memphis design groups. Students are required to conduct research into both design movements and apply this knowledge within their design work. Students will investigate into how to manufacture a product using Acrylic is also conducted, and students will need to apply this knowledge to their design and manufacture stages.</p>	<p>Self respect</p> <p>Positive relationships</p> <p>Composing</p> <p>Understanding a different country and culture</p> <p>Attitudes to slavery and links to BLM</p> <p>Impact of colonialism</p> <p>Civil rights</p> <p>Equality: Race Religion Class Sexuality Gender</p>
	<p><b>French</b></p> <p>In the Spring term, students develop their grammar to include subject-verb inversion questions (single and two-verb structures), subject-verb inversion questions with question words (single-verb structures), using 'ne...pas' negation with single-verb structures and 'ne...pas' negation with nouns. The phonics learnt across Year 7-8 continue to be revisited and in terms of vocabulary students revise essential verbs in new contexts, such as aller. They also practice the verb lexicon -er verbs and deepen their vocabulary and grammar knowledge through work with a challenging texts to be able to say what countries people go to, being able to ask questions and</p>	<p><b>Geography</b></p> <p>What happens when the land meets the sea? Is the enquiry question that starts this term. This unit picks up the concepts taught from the year 7 unit on Rivers and reinforces the physical processes. This unit prepares students to tackle the future unit in year 9.</p> <p>In the final term of Spring 2022, students question: Will we ever be able to live safely with tectonic hazards. This unit takes new key physical processes and uses learning from the year 7 economy unit and the year 8 population unit to think about impacts. This unit is built on with greater detail at key stage 4.</p>	<p><b>History</b></p> <p>In the Spring term, students use their knowledge of Industrial Britain to examine how this led to colonialism and imperialism. Students consider the impact of the Scramble for Africa on both British and the continent of Africa. Students will look at the role of Explorers, missionaries and traders and how the Empire and Popular Culture developed as a result.</p> <p>In the latter term, students investigate the important and significant role that protest played in gaining rights for different aspects of British society; for example students will analyse how protest has impacted on women's</p>	<p>Team work</p> <p>Justice</p> <p>Injustice</p> <p>Activism</p> <p>Standing up for rights</p> <p>Human rights</p>

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	<p>express their future intentions. In the second term student's study grammar such as feminine adjective agreement rules; the feminine noun formation rule, question Word + est-ce que, pronoun 'on' with impersonal meaning 'people, you, one' and possessive adjectives (son, sa, ses, notre, nos). Students practice phonics such as [h, [em] and [am], [aim] and [ain], and [om] and [um] and [un]. Students will use their knowledge to be able to talk about what, when, where and why they celebrate things and talk about how other people celebrate things.</p>		<p>suffrage, the lives of Black British people and the LGBT community.</p>	<p>Morality throughout history – by whose morals do we judge our history today</p> <p>Are we accountable for the past?</p> <p><b>British values</b> Democracy Franchise Representation</p>
	<p><b>Hospitality and Catering</b> Students investigate a series of nutritional dishes and explore the eat well plate. They will develop skills in a range of cooking techniques. Students will also understand ingredient sources and seasonality. They will learn how to adapt recipes to allow for dietary requirements as well as:</p> <ul style="list-style-type: none"> <li>• Planning a well-balanced dish</li> <li>• Creating roux sauces</li> <li>• Using yeast</li> <li>• Understanding nutrition</li> <li>• Safe cooking temperatures</li> <li>• Function of eggs</li> </ul>	<p><b>ICT</b> In the Spring term, students will study Algorithms by the examining the concepts of abstraction, decomposition, pattern recognition and algorithmic thinking. Students will also learn how to read, write and develop flow diagrams. In the latter term students will learn about Advanced Spreadsheets and the structure and use of a range of more advanced functions. Students will use validation to create dropdown lists and will practice how to sort data and run simple queries as well becoming proficient in the use of Macros to automate processes and know how to record, edit and assign macros.</p>	<p><b>Music</b> In the Spring term students enquire how composers create atmosphere. In the early term students develop and practice their keyboard skills and focus on:</p> <ul style="list-style-type: none"> <li>• Internalising sound</li> <li>• Triads</li> <li>• Composing to a brief</li> <li>• Arrangement techniques</li> <li>• Composing to a timeline</li> </ul> <p>Students then apply their knowledge to practice playing on the keyboard My heart will go on. In the latter term, students immerse themselves in Film Music and they will compose to a timeline, develop storyboarding techniques and write to a brief for the Chase. Students will show that they can reflect mood and atmosphere through compositional techniques.</p>	<p>Religious freedoms</p> <p>Government intervention</p>
	<p><b>Spanish</b> This term students will be asking what people can and must do, describing events in the past and present and describing how people feel. Students will revisit the verb TENER and apply ER, IR in the present tense. Students will practice penultimate syllable stress and ante-penultimate stress.</p>	<p><b>Sport</b> During this term students will be engaged in learning and participating in invasion Games. Students will develop techniques of key skills such as passing receiving, control, shooting, tackling/defending and marking. Students will also learn how to apply basic tactics and strategies to</p>	<p><b>Textiles</b> Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems</p>	

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	<p>Students will continue to consolidate and extend their vocabulary so that they are able to compare primary to secondary school.</p> <p>In the final term, students use their knowledge and skill to describe their future plans. They are introduced to the verbs QUERER and DAR in the first and third person plural. They focus their vocabulary on nouns that are used with the verb IR and DAR and phonetically revisit CU, CE and CI verbs.</p>	<p>competition and students will make observations and analysis of performance</p> <p>Students will also partake in net/wall Games. Students will develop techniques of key skills such as throwing, catching, batting, retrieving and fielding. They will learn how to apply basic tactics and strategies to competition and make observations and analysis of performance</p>	<p>within a variety of contexts, considering their own and others' needs, wants and values.</p> <p>Students will be designing and making a pencil case based on a zoo theme, which will also be inspired by textile artists. They are required to experiment with a range of different textile techniques which will then be applied to their designs. Students will also have the opportunity to develop their skills and designing through their experimentation, along with gaining an insight into textile construction</p>	
<p><b>CEIAG</b></p>	<p>In this term Subject Leaders will conduct talks to show how their subjects can lead to future careers. These will be followed a Careers Week that will include employer talks and interviews with employers from a range of career sectors</p>			

# Curriculum Overview 2021/2022



## Year 8 - Summer Term

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversity
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

Christian themes and values	Respect, Acceptance, Empathy, Global Citizenship, leadership, Confidence, Endurance, Loyalty, Courage, Love, Forgiveness		SMSC across the curriculum
Tutorial programme	From reading: Stone Cold by Robert Swindells		Physical health
PSHE / RSE Citizenship British values	<p><b>In this term, students consider how the choices they make could save a life.</b> Students will explore why first aid is important, they will learn practical skills such as how to treat minor injuries and the use of CPR and the role and a defibrillator plays in saving a life.</p> <p>In the final term, students return to citizenship and consider the <b>justice system and public bodies</b> Students will seek to explain and describe how the British Justice system works, the role Police play in modern Britain, what happens at court and the role public institutions play in modern Britain today</p>		Human nature Control and its effects Resilience
Core Subjects	<p><b>English</b> In the summer term of Year 8 students study war poetry. Through a variety of war poetry across the twentieth century, students study poems to not only identify techniques and methods such as dramatic monologue and extended metaphors but also seek to find answers to questions such as:</p> <ul style="list-style-type: none"> <li>• How do writers encapsulate the horrors of war for a reader?</li> <li>• How does the experience of war shape the writer's style of poetry?</li> </ul> <p>In the last term, students are introduced to the book 'The Curious Incident of the Dog in the Night-time' written by Mark Haddon. Students explore how the book tackles special educational needs and questions:</p> <ul style="list-style-type: none"> <li>• How is the theme of difference presented in a modern text?</li> </ul> <p>However, the methods and techniques used by the author are also examined and students' evidence and explain:</p> <ul style="list-style-type: none"> <li>• How effective are the structural and presentational devices found in a modern fiction text.</li> <li>• How is tension created in a novel?</li> </ul>	<p><b>Maths</b> <b>In the final term, students will learn about Sequences.</b> Sequences and drawing linear graphs appear together to allow students to compare and contrast the similarities and differences between rules of sequences and equations of lines. In this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>• Solve problems with pictorial sequences</li> <li>• Solve problems of numerical linear sequences</li> <li>• Plot linear graphs</li> <li>• Use equations of linear graphs in simple cases</li> <li>• Solve simultaneous equations in simple cases.</li> </ul> <p><b>In the latter term, students study Probability.</b> Students will build on their knowledge of probability by investigating multi-event probability. Showing the models for mutually exclusive and non-mutually exclusive events together allows students to compare and contrast these ideas. By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use counting strategies and systematic listing</li> </ul>	Different religious perspectives Tolerance Acceptance Appreciation of our world Creativity Artist interpretation Collaboration Environment

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	<ul style="list-style-type: none"> <li>What is the effect of a first person narrative?</li> </ul> <p>This is an excellent text to explore disability and create empathy</p>	<ul style="list-style-type: none"> <li>Use two way tables</li> <li>Use venn diagrams</li> <li>Use Set notation for venn diagrams</li> <li>Find the probability of multiple events</li> </ul>	<p>Impact of war</p> <p>historical cultures</p>	
	<p><b>Science</b></p> <p>In the final term, students focus their studies on:</p> <ul style="list-style-type: none"> <li>Fluids</li> </ul> <p>Students learn how to explain scientifically the properties of solids, liquids and gases and be able to find/calculate the density of an object and explain the process materials undergo as they change from one state to another.</p> <ul style="list-style-type: none"> <li>Earth and Space</li> </ul> <p>This topic sees students question the causes for the seasons, what causes the earth's magnetic field and explaining how gravity affects the solar system. Students not only question the science but also moral questions such as whether it is right to spend money on space exploration.</p> <ul style="list-style-type: none"> <li>Plant and their reproduction</li> </ul> <p>In this final unit of the term, students consider the difference between asexual and sexual reproduction and will articulate what purpose of flowers have and how their seeds are formed, germination and the use of plants within the life cycle.</p>	<p><b>Religious Studies</b></p> <p>In the final term students evaluate <b>whether people ever make a change?</b></p> <p>The curriculum will focus on three key individuals who have effected change; <b>Gandhi , Martin Luther King and Malcolm X.</b></p> <p>Students will consider the influences of each of these individuals, the role their beliefs and faith played in effecting actions; what influenced them, and how they aimed to effect change. Students will explore the short and long term impacts that their actions have had on their communities and worldwide.</p>	<p>Morality of computing</p> <p>Performance</p> <p>Artistic influence</p> <p>Health</p> <p>Working together</p> <p>Problem solving</p>	
<p><b>Foundation Subjects</b></p>	<p><b>Art</b></p> <p>In the final term, students interact with Pop Art culture and the work of Arthur Rackham in order to create illustration, typography, digital art and figure drawing.</p>	<p><b>Drama</b></p> <p>Students study Sparkleshark by Philip Ridley in the Summer term and fully immerse themselves in analysing the play by identifying the genre, structure, form, style, characters, language and theatrical conventions.</p> <p>Students then explore what an extract from the play look like in performance and then apply it to their work by considering what preparation is needed to produce a successful performance of your group or individual extract.</p> <p>Students also have an opportunity to answer wider questions such as: Why and how is it important for playwrights to use the context in which they are writing to help influence them?</p>	<p><b>Engineering</b></p> <p>Students will design and make an Acrylic clock that is inspired by the Alessi or Memphis design groups. Students are required to conduct research into both design movements and apply this knowledge within their design work. Students will investigate into how to manufacture a product using Acrylic is also conducted, and students will need to apply this knowledge to their design and manufacture stages.</p>	<p>Nature</p> <p>Environment Stewardship</p> <p>Cultural food and practices</p> <p>Morality of killing a king</p> <p>Effects of dictatorships Independence</p> <p>Self rule</p>
	<p><b>French</b></p> <p>In this term students study the grammar such as present v perfect tense (with past simple</p>	<p><b>Geography</b></p>	<p><b>History</b></p> <p>In the final term, students investigate revolutions and how they effect change.</p>	<p>Family &amp; different types</p>

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	<p>equivalent in English), past participle formation: faire, dire, -er verbs which take avoir and intonation (SV) questions with question words (present v perfect).</p> <p>Students continue to develop their phonics, learning to pronounce sounds such as [gn], [r], Open [eu] and [oeu], Closed [o] and [ô], Open [o], [s], and [th]. Students also continue to develop their vocabulary to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families as well as building the verb lexicon and regular revisiting of Year 7 vocabulary for consolidation.</p> <p>In the last term of Year 8, students study grammatical rules such as v present v perfect (with past simple and present perfect equivalent in English), the present tense with future meaning and past participle formation: verbs like pris, dit, fait, bu, eu. They continue to practice their phonics and they develop their vocabulary so that they can differentiate between formal and informal situations, specifically how to talk to people they do and don't know and they can talk about what they are doing this week and ever week.</p>	<p>In the summer term students spend the entire term grappling with another big question: <i>What is development and how is Africa affected?</i></p> <p>This unit draws on ideas from 'How does money make the world go around?', 'Why is the UK always wet and cold?' and 'How are populations changing?' to look at some big global ideas in preparation for the year 9 units.</p>	<p>These revolutions include the Enlightenment, American Revolution, French Revolution and Russian Revolution. Students explore causation, event and the consequences of these key turning points. Students also compare the different revolutions to ascertain commonalities and differences and to evaluate why this might be.</p> <p>In the final term of year 8, students study Civil Rights in the USA. There are cross curricular links with the RS community where the role of Martin Luther King and Malcolm X are studied. Within the history curriculum students analyse the origins of the movement, the role that King and his non-violent ideology played in the gaining of civil rights as well as the role of Malcolm X and Black Power.</p>	<p>Positive and negative aspects of ambition</p> <p>Self respect</p> <p>Positive relationships</p> <p>Composing</p> <p>Understanding a different country and culture</p> <p>Attitudes to slavery</p> <p>Impact of colonialism</p> <p>Civil rights</p> <p>Equality: Race Religion Class Sexuality Gender</p>
	<p>Hospitality and Catering</p> <p>Students investigate a series of nutritional dishes and explore the eat well plate. They will develop skills in a range of cooking techniques. Students will also understand ingredient sources and seasonality. They will learn how to adapt recipes to allow for dietary requirements as well as:</p> <ul style="list-style-type: none"> <li>• Planning a well-balanced dish</li> <li>• Creating roux sauces</li> <li>• Using yeast</li> <li>• Understanding nutrition</li> <li>• Safe cooking temperatures</li> </ul>	<p><b>ICT</b></p> <p>In the early summer term, students will be able to analyse the requirements of a program and identify the processes needed to solve a problem</p> <p>This will be achieved through learning about programming in Python – sequence through a range of basic programming concepts in Python and learning how to print to the screen, perform calculations, take inputs and store them in suitably named variables.</p> <p>In the final term, students will use their knowledge to design programs in python to solve specific problems and they will be able to analyse the requirements of a program. Finally, students will</p>	<p><b>Music</b></p> <p>In the Summer term students learn about Pop Music and the Music Industry. Students will listen for pop music structures and common forms and hooks and riffs. Students will also learn about Copyright Law, Lyric Writing and Supportive Chord Progressions.</p> <p>In the final term students partake in St Mary's Got Talent Project where they will perform a final performance through a song writing competition. Students will engage in the production of their music by producing and creating a CD which will provide them</p>	<p>Team work</p> <p>Justice</p> <p>Injustice</p> <p>Activism</p> <p>Standing up for rights</p>

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	<ul style="list-style-type: none"> <li>Function of eggs</li> </ul>	<p>identify the processes needed to solve a problem and will design programs in python to solve specific problems.</p>	<p>with an experience of studio recording and session musicianship)</p>	<p>Human rights</p>
	<p><b>Spanish</b> In the Summer term, students use their knowledge and skills to describe what people do (technology and social networks) and describe what people did in the past. Students revisit the phonics 'z' alongside the 'soft C', que, qui ga,go and gu (hard g). Students continue to develop their grammar by learning the past tense AR verbs, ER and IR in the third person singular and reflexive 'ME' and 'TE'. Students use this to create a video or storyboard of their daily routine. In the final term of year 8, students will describe a series of events, talk about giving and receiving and describing how people feel. They focus on OBS word order and the direct objective pronouns 'LO' and 'LA' They continue to deepen their vocabulary and vocabulary by being exposed to more challenging text.</p>	<p><b>Sport</b> In the final term, students take part in athletics and learn about track events techniques, field event techniques and how to apply basic tactics and strategies to competition.  Students will also partake in striking and fielding by practicing techniques of key skills such as throwing, catching, batting, retrieving, fielding. Students will learn and practice how to apply basic tactics and strategies to competition.</p>	<p><b>Textiles</b> Students will be designing and making a pencil case based on a zoo theme, which will also be inspired by textile artists. They are required to experiment with a range of different textile techniques which will then be applied to their designs. Students will also have the opportunity to develop their skills and designing through their experimentation, along with gaining an insight into textile construction.</p>	<p>Morality throughout history – by whose morals do we judge our history today</p> <p>Are we accountable for the past?</p> <p><b>British values :</b></p> <p>Democracy Franchise</p> <p>Representation</p> <p>Religious freedoms</p> <p>Government intervention</p>
<b>CEIAG</b>	<p>In the last term students will be exposed to a number of talks from universities and they will also be introduced to what Apprenticeships can offer students. On Unifrog, students will also conduct reflect and record activities on their Aspirations</p>			