

St Mary's CE High School Year 8 OVERVIEW Curriculum Map 2023-2024



Year 8 Autumn Term 2023-24

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

Individual Subject Curriculum Maps can be found on the School website using this link: [Curriculum Maps](#)

Christian themes and values	The St Mary's Way, Telling the Truth, Supporting each other, Friendship, Harvest, Black History Month, Second Chances, Creation, Remembrance, Peace, Making Good Decisions, Reverence, Preparing for Christmas /Advent, Christmas/Eucharist,	SMSC across the curriculum
Tutorial programme	Form reading: Outsiders by S E Hinton	Physical health
PSHE / RSE Citizenship British values	<p>The theme for Personal Development this term is Mental well-being and Looking after our health. The scheme of learning aims to cultivate a holistic approach to Personal Development, nurturing students' growth, resilience, and well-being.</p> <p>Key Topic: Mental Health Key Concept: Physical Health Big Question: How can we promote and prioritize mental well-being in ourselves and others?</p> <p>Enquiry Questions:</p> <ul style="list-style-type: none"> • How does physical health impact mental well-being? • What are the benefits of exercise for physical and mental health? • What is the impact of smoking and vaping on physical and mental health? • What is the connection between drug use and its effects on physical and mental health? • What is the impact of alcohol on physical and mental health? <p>How can we raise community awareness about the impact of drugs and alcohol on mental health?</p> <p>The link between the enquiry questions and the 5 fundamental British Values:</p> <p>How does physical health impact mental well-being?</p> <p>Individual Liberty and Mutual Respect: This question emphasizes the interconnectedness of physical and mental health, highlighting the importance of individual well-being. It underscores the freedom individuals have to address their physical health to improve their mental well-being. Promoting awareness of this connection also encourages mutual respect for diverse mental health experiences and challenges.</p>	<p>Human nature</p> <p>Control and its effects</p> <p>Resilience</p> <p>Different religious perspectives Tolerance</p> <p>Acceptance Appreciation of our world</p> <p>Creativity</p> <p>Artist interpretation</p> <p>Collaboration</p>

	<p>What are the benefits of exercise for physical and mental health? Democracy and Individual Liberty: This question relates to democracy by emphasizing the benefits of exercise for overall health and well-being. It encourages individuals to make informed choices about their physical activity, promoting individual liberty in pursuing healthier lifestyles.</p> <p>What is the impact of smoking and vaping on physical and mental health? Rule of Law and Individual Liberty: This question involves discussing the impact of smoking and vaping on health, which is regulated by laws and regulations. It also connects to individual liberty as individuals have choices regarding these habits. It underscores the importance of adhering to legal restrictions while respecting personal choices.</p> <p>What is the connection between drug use and its effects on physical and mental health? Rule of Law and Mutual Respect: This question delves into the legal and health implications of drug use, highlighting the rule of law regarding substance control. Additionally, it encourages mutual respect by acknowledging the diverse experiences and responses individuals may have to drug use.</p> <p>How can we raise community awareness about the impact of drugs and alcohol on mental health? Democracy and Respect for British Institutions: This question is related to democracy as it involves the community in discussions about raising awareness. It also respects British institutions such as healthcare and educational systems, which play a role in disseminating information about the impact of drugs and alcohol on mental health.</p> <p>In summary, these questions about physical and mental health can be tied to British values by emphasizing individual choices, access to information, adherence to laws and regulations, and respect for diverse perspectives and experiences. These values underpin discussions about the relationship between physical and mental health and the impact of lifestyle choices on overall well-being.</p>		Environment Impact of war historical cultures Morality of computing Performance Artistic influence Health Working together Problem solving
Core Subjects	<p>English</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 verses 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 and explore social criticism. 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>Maths</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 build on their knowledge and understanding of Algebra: Brackets and Expressions and will be able to identify if there is more than 1 way they can solve an equation with brackets and what a negative gradient means. Students will be taught and they will practice:</p> <ul style="list-style-type: none"> • Explaining brackets • Solving equations using brackets • Finding the gradient of a line • Reading and interpreting real life graphs <p>In the second term, students will study Number, Properties and Fractions. In order master this, students will practice how to confidently:</p> <ul style="list-style-type: none"> • Multiple and divide expressions using the laws of indices • Use the ‘power of power’ rule 	Nature Environment Stewardship Cultural food and practices Morality of killing a king Effects of dictatorships Independence Self rule

	<ul style="list-style-type: none"> • Confidently recognise prime numbers to 97 • Prove if a number is prime by considering its' factors • Find all the factors of a number using prime factors • Use the four operations on fractions, improper fractions ad mixed numbers. 	Family & different types
<p>Science</p> <p>In the autumn term students learn about the: Periodic Table 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. A sample of what will be studied is:</p> <ul style="list-style-type: none"> • Dalton's Model • Mendeleev's Table • Physical Trends • Chemical Trends <p>Students then study plants and their reproduction. An example of the sub-topics within this unit are:</p> <ul style="list-style-type: none"> • Classification and Biodiversity • Pollination • Fertilisation and Dispersal • Germination and Growth • Reactions in Plants <p>In the second term students' study Electricity exploring concepts such as:</p> <ul style="list-style-type: none"> • Current • Voltage • Current and Resistance • Electromagnets <p>The last topic of the term is Unicellar organisms. Within this unit students will answer the following questions:</p> <ul style="list-style-type: none"> • What is a unicellular organism? • How do we use fungi? • What are the features of bacteria and protoctists? • How are microorganisms important in the carbon cycle? 	<p>Religious Studies</p> <p>At the start of Year 8 students are introduced to Ethics through the question: Do we know wrong from right? In order to contemplate this question students will be taught about Natural Law and meaning. Students will apply this to questions such as:</p> <ul style="list-style-type: none"> • What are the Principles of Natural Law? • Is Natural Law still relevant? <p>They will then consider how Situation Ethics impacts on the question of morality and evaluate questions such as:</p> <ul style="list-style-type: none"> • Does right and wrong depend on a situation? • Does this support Christian ideas? <p>Lastly, they will study utilitarianism to evaluate whether morality is determined by the greater good by looking at questions such as:</p> <ul style="list-style-type: none"> • Does right and wrong only exist for a majority? • Is it better to be a human dissatisfied than a pig satisfied? <p>In the latter term, students explore the question: Can a person make a difference? To explore this topic students, look at the lives and examples of some key changemakers.</p> <p>Martin Luther King</p> <ul style="list-style-type: none"> • Racism in America. • The Bus Boycotts. • 'I have a dream'. • Christian teachings in MLK's actions. <p>Malcolm X</p> <ul style="list-style-type: none"> • The Nation of Islam. • Responses to violence. • Hajj. <p>Mother Theresa</p> <ul style="list-style-type: none"> • What did she do? • How did she use Christian Values? • Does doubt show faith? <p>Corrie Ten Boom</p>	<p>Positive and negative aspects of ambition</p> <p>Self respect</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>Team work</p> <p>Justice</p>

		<ul style="list-style-type: none"> The Actions of Corrie Ten Boom. How does suffering show faith? <p>Desmond Thomas Doss</p> <ul style="list-style-type: none"> Is Pacifism brave? <p>Students have one lesson of RS a week</p>	<p>Injustice</p> <p>Activism</p> <p>Standing up for rights</p> <p>Human rights</p>	
Foundation Subjects	<p>Art</p> <p>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 & scale and colour techniques have on the process of creating 3 dimensional drawings.</p>	<p>Drama</p> <p>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"> What does physical theatre mean? What can physical theatre look like? What is the history of using physical theatre? <p>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.</p>	<p>Engineering</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>Morality throughout history – by whose morals do we judge our history today</p> <p>Are we accountable for the past?</p> <p>British values :</p> <p>Democracy</p> <p>Franchise</p>
	<p>French</p> <p>In the first term, students grapple with the essential verbs <i>être</i>, <i>avoir</i> and <i>faire</i> (1st, 2nd, 3rd 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</p>	<p>Geography</p> <p>The start of year 8 introduces the question we all ask ourselves: Why is the UK always wet and cold?</p> <p>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>History</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</p>	<p>Representation</p> <p>Religious freedoms</p> <p>Government intervention</p>

	<p>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>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>Link to the department Website: https://smhsgeographydept.weebly.com/</p>	<p>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>Hospitality and Catering</p> <p>Students will develop their knowledge and understanding about the importance of nutrients. 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"> • Planning well-balanced dishes • Creating sauces • Making yeast-based products • Good usage of the cooker and hob 	<p>ICT</p> <p>In the Autumn term students will develop their skills on Computing Systems and tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs and to the fundamental binary building blocks that these components consist of.</p> <p>Students will explain the difference between a general-purpose computing system and a purpose-built device. They will describe the function of the hardware components used in computing systems and how hardware components work together in order to execute programs. Students will analyse how computer components work together to execute programs and describe AND, OR & NOT logical operators.</p> <p>In the second term students will study Media – Vector Graphics. This unit offers students the opportunity to design graphics using vector graphic editing software and draw basic shapes with varying properties. Students will manipulate individual objects, groups of objects and combine paths by applying operations. Students will also convert objects to paths;</p>	<p>Music</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>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>	

		draw paths, edit path nodes and combine multiple tools and techniques to create a vector graphic design.	
	<p>Spanish: 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>Sport In this term students will be developing principles and styles of dance and refining their skills and sequences of movement through the use of basic equipment.</p> <p>Students will then move onto invasion games and further develop their techniques and tactics in this field and develop skills to help find success when faced with physical or intellectual challenges. Students will techniques of key skills such passing receiving, control, shooting, tackling/defending and marking. Students will also learn how to apply basic tactics and strategies to competition and students will make observations and analysis of performance</p>	<p>Textiles -this is a carousel lesson Students will be designing and making draw string bags using the artist Sophie Standing as their inspiration. In order to create a drawstring bag, students will use prior knowledge to refine the design process and create a range of designs that meet their design brief. They will develop skill in assessing existing products and applying these to their designs and they will then experiment with a range of different textile techniques such as tie dye and batik. Students will then move from the design process to the creating and will use skills and techniques learnt from year 7 and taught across Year 9 in order to produce a product of high quality. Finally, students will evaluate their product.</p>
CEIAG	<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>		

Year 8 Spring Term 2023-24

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- 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

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Christian themes and values	New Beginnings, Forgiveness, Holocaust Memorial Week, RESPECTFULNESS, Compassion., Following the rules, Hope, Faithfulness, Thankfulness, Dignity, Lent/Eucharist		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 choices that people make about family life and different types of families</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 what choices do students have regarding sexual relationships*</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>English</p> <p>The second Year 9 module is based around RC Sherriff's play <i>Journey's End</i>. Not only is this an excellent introduction to structure and language that students explore in later 20th century it is an excellent narrative on war writing. Students will be gripped as tension builds throughout the play.</p> <p>Alongside this, students will also be exposed a range of First World War poetry, especially the poets Wilfred Owen and Siegfried Sassoon, as well as extracts from novels including Sebastien Faulk's <i>Birdsong</i>, Pat Barker's <i>Regeneration</i>, and Erich Maria</p>	<p>Maths</p> <p>In the Spring term, students explore Estimation and Circles As the results to calculation becomes more complex, students explore new rounding strategies. The unit builds on future units such as working in 3D. Therefore, in this term an example of what students are taught how to do are:</p> <ul style="list-style-type: none"> • Round a number to a certain number of significant figures • Estimate calculations • Find the upper and lower bound of a rounded number • Know the key parts of a circle • Find the circumference, radius and area of a circle 	Acceptance Appreciation of our world Creativity Artist interpretation Collaboration

<p>Remarque's <i>All Quiet on the Western Front</i>. As well as all this there are various pieces of non-fiction.</p> <p>Students will also look at modern media interpretations of war such as Richard Curtis and Ben Elton's <i>Blackadder Goes Forth</i>, particularly the clear parallels between Mason and Baldrick. Finally, students will experience the now practically gotten one act play <i>Mine Eyes Have Seen</i> by African American writer Alice Dunbar-Nelson.</p>	<p>In the latter term, students explore Angles and Polygons. Students will extend their knowledge of angles which will support students when later studying shape properties such as lengths in a triangle. By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Use the rules of angles contained within parallel lines • Know the properties of the special quadrilaterals and solve angle problems • Solve problems using exterior/interior angles of polygons 	<p>Environment</p> <p>Impact of war</p> <p>historical cultures</p> <p>Morality of computing</p> <p>Performance</p>
<p>Science</p> <p>In the early Spring term students gain knowledge in:</p> <ul style="list-style-type: none"> • Metals and their uses • Breathing and respiration <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>In the later term students explore the topics of:</p> <ul style="list-style-type: none"> • Food and Nutrition • Combustion <p>Students explore Food and Nutrition and will explore sub-topics such as:</p> <ul style="list-style-type: none"> • Nutrients • Use of nutrients • Digestion • Balanced Diets • Absorption <p>Students then enquire into combustion looking at some of the following sub-topics:</p> <ul style="list-style-type: none"> • Burning Fuels • Oxidation • Air Pollution • Global Warming 	<p>Religious Studies</p> <p>In the Spring term, students examine the religion of Christianity – the second of the Abrahamic religions. Building on learning in year 7 students apply the seven dimensions of religion and apply it to Christianity. Students will be gaining foundation knowledge for their GCSE course where Christianity is a one of the two main religions they study in depth.</p> <p>A breakdown of the term is as follows:</p> <p>Nature of God</p> <ul style="list-style-type: none"> • The Attributes of God. <p>Founders</p> <ul style="list-style-type: none"> ▪ Jesus. <p>Practices</p> <ul style="list-style-type: none"> ▪ Baptism. ▪ Christmas. ▪ Easter. <p>Holy Books</p> <ul style="list-style-type: none"> ▪ Bible <p>Development</p> <ul style="list-style-type: none"> ▪ Christian Denominations ▪ Particular reference to Catholic, Orthodox and Protestant. 	<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>Effects of dictatorships</p> <p>Independence</p> <p>Self rule</p>

<p>Foundation Subjects</p>	<p>Art In the Spring term students explore key questions such as: 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>Drama In the Spring term, students explore Realism – The Actor’s craft and consider how to create belief for the audience on stage .</p> <p>In the latter term they build on this and explore The Actor’s craft looking at how to interpret a playwright’s intentions on stage.</p> <p>Students achieve the above by studying Stanislavski:</p> <ul style="list-style-type: none"> • techniques • Given circumstances/objectives <p>Students explore the play Blood Brothers Act 1 looking specifically at plot and the characters of Eddie, Mickey, Mrs Johnstone & Mrs Lyons.</p>	<p>Engineering - this is a carousel lesson 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 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>Family & different types</p> <p>Positive and negative aspects of ambition</p> <p>Self respect</p> <p>Positive relationships Composing</p> <p>Understanding a different country and culture</p>
	<p>French 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 text to be able to say what countries people go to, being able to ask questions and express their future intentions. In the second term student’s study grammar such as feminine adjective agreement rules;</p>	<p>Geography 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: What happens when the land meets the sea? This unit picks up the ideas from the year 7 unit on Rivers and reinforces the physical processes. This unit prepares students to tackle the “What is the future of our planet?” unit in year 9.</p> <p>In the summer term of year 8 students will be offered the opportunity to observe some of these processes and carry out fieldwork.</p>	<p>History 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 suffrage, the lives of Black British people and the LGBT community.</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>Team work</p> <p>Justice</p>

	<p>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>Link to the department Website: https://smhsgeographydept.weebly.com/</p>		<p>Injustice</p> <p>Activism</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>Hospitality and Catering Students will develop their knowledge and understanding about the importance of nutrients. 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"> • Planning well-balanced dishes • Creating sauces • Making yeast-based products • Good usage of the cooker and hob 	<p>ICT In the Spring term, students will study Python. This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. An example of the skills and competencies students will develop are:</p> <ul style="list-style-type: none"> • To describe input, process and output in programs , variables and use them within programs. • Describe what algorithms are and the differences between algorithms and programs. Use the IDE to write and execute a Python program and locate and correct common syntax errors and arrange program statements in a sequence and call functions and use the results that they return. • Develop a proficiency in the use binary selection to control the flow of program execution and use selection to control the flow of program execution. • Use iteration to control the flow of program execution and combine iteration and selection. 	<p>Music In the Spring term students develop and practice their keyboard skills and focus on:</p> <ul style="list-style-type: none"> • Internalising sound • Triads • Composing to a brief • Arrangement techniques • Composing to a timeline <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>Are we accountable for the past?</p> <p>British values Democracy Franchise Representation</p> <p>Religious freedoms</p> <p>Government intervention</p>

		<p>In the last half term of Spring, students will look at Developing for the web. In this unit, learners will explore the technologies that make up the internet and World Wide Web building on the knowledge in Year 7. For example:</p> <p>Exploration of the building blocks of the World Wide Web, HTML, and CSS, and learners will investigate how websites are catalogued and organised for effective retrieval using search engines and they will then develop their skills further such as using HTML to structure static web pages and modify HTML tags to improve the appearance of web pages.</p>		
	<p>Spanish</p> <p>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. 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>Sport</p> <p>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 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>Textiles -this is a carousel lesson</p> <p>Students will be designing and making draw string bags using the artist Sophie Standing as their inspiration. In order to create a drawstring bag, students will use prior knowledge to refine the design process and create a range of designs that meet their design brief. They will develop skill in assessing existing products and applying these to their designs and they will then experiment with a range of different textile techniques such as tie dye and batik. Students will then move from the design process to the creating and will use skills and techniques learnt from year 7 and taught across Year 9 in order to produce a product of high quality. Finally, students will evaluate their product.</p>	
CEIAG	<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>			

Year 8 Summer Term 2023-24

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

Individual Subject Curriculum Maps can be found on the School website using this link: [Curriculum Maps](#)

Christian themes and values	Keeping Promises, Acceptance, Empathy, Justice, Leadership, Eucharist, The Ten Commandments, Well-being/Pride, Loyalty, Well-Being, Global Citizenship, Courage, Celebrations		SMSC across the curriculum
Tutorial programme	From reading: Stone Cold by Robert Swindells		Physical health
PSHE / RSE Citizenship British values	<p>In this term, students consider how the choices they make could save a life.</p> <p>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 justice system and public bodies</p> <p>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>English</p> <p>In the summer term of Year 8 students' tragedy through the play Othello. Tragedies are an inherent part of human culture and literature. They are centred around sadness and death - misfortune and the descent of heroic characters. Ultimately, tragedies were designed to be, and still are cathartic. Catharsis means "purification" in Greek, and it is precisely this which is at the centre of the tragic power contained in this genre of literature.</p> <p>This unit looks to cover the key periods of tragedy. We begin with its formation by the Greeks, before going on to look at how the conventions of Greek Tragedy were then adapted in the medieval period and later into the Renaissance era. We then finish by looking at</p>	<p>Maths</p> <p>In the final term, students will learn about Probability. This will be the first times students have an insight into probability, the purpose of which is to prepare students and give them a good foundation as they explore this topic later in Year 9 and beyond. In this topic, students will be able to:</p> <ul style="list-style-type: none"> • Identify and clear misconceptions on probability formed by experiences in the real world • Find the probability of single events in words and in numbers • Find an experimental probability • Use ample space diagrams for more than one event <p>In the latter term, students study Ratio and Proportion. Ratio and proportion have a very important role in solving many real-life</p>	Different religious perspectives Tolerance Acceptance Appreciation of our world Creativity Artist interpretation

	<p>modern tragedy and its development from the classical tragedy earlier in the unit.</p>	<p>problems. It is important when comparing heights, weights, distances and time. By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Simplify ratios • Form and manipulate ratios • Use ratios to solve problems • Use a scale method to solve problems in direct proportion or inverse proportion • Solve problems involving speed and time • Convert metric units of area and volume 	<p>Collaboration Environment</p> <p>Impact of war</p> <p>historical cultures</p> <p>Morality of computing</p>
	<p>Science In the final term, students focus their studies on:</p> <ul style="list-style-type: none"> • Energy transfers <p>Within this topic students are looking at the: Changing State of energy and will be able to recall that a substance does not change temperature while it is changing state and describe what happens to particles during change of state. They will also study Temperature Changes to explain how internal energy and temperature are different and identify the direction in which energy will be as well as what happens to particles when a liquid evaporates. Students study Transferring Energy and will describe how energy is transferred by radiation, conduction and convection and use the particle model to explain energy transfers in matter. Students will also explore Controlling Transfers and recall ways of reducing energy transfers. Finally, they will consider Power and Efficiency to that they can describe what power and efficiency mean and calculate efficiencies.</p> <p>Students then move to the topic of Breathing and respiration. Within this topic some of the sub-topics explored are:</p> <ul style="list-style-type: none"> • Aerobic Respiration • Getting Comparing • Gas Exchange • Anaerobic Respiration <p>The final topic of the year is Earth and Space 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>	<p>Religious Studies</p> <p>The final major religion that students study in Year 8 is Buddhism: Again, students reaffirm the knowledge they gained in Year 7 and identify the seven dimensions of this religion. This religion is unique as it godless. Students will study the major beliefs of Buddhism such as:</p> <ul style="list-style-type: none"> • The Enlightenment. • The Four sights. • The Four noble truths. • The Middle Way. • The Eightfold Path. • The Three Signs of Being. <p>They will explore the life, values and role of the Founder:</p> <ul style="list-style-type: none"> • Buddha. <p>How belief is put into practice:</p> <ul style="list-style-type: none"> • Worship. • Meditation. <p>They will then consider elements of Buddhism and Ethical Issues such as:</p> <p>Festivals</p> <ul style="list-style-type: none"> • Wesak • Life • Dhamma. • Samsara. • Nirvana. 	<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>Effects of dictatorships Independence</p> <p>Self rule</p> <p>Family & different types</p>

<p>Foundation Subjects</p>	<p>Art In the final term, students explore illustration. An example of the knowledge they acquire is:</p> <ul style="list-style-type: none"> • Observational Drawing • Visual Communication • Typography • Manga <p>Students will develop skills such as:</p> <ul style="list-style-type: none"> • Drawing and pencil work • Biro and mark making • Tonal Value • Shading • Highlight and Low light • Colour theory 	<p>Drama In the Summer Term students study the theme transformation and exploration.</p> <p>Students explore how to portray a surreal character & themes on stage through Berkoff's Metamorphosis theme exploration.</p> <p>In the latter term students consider Transformation, for example, how to transform from one character to another using material from the play Dr Jekyll & Mr Hyde.in order to do this successfully they will look at the following questions:</p> <ul style="list-style-type: none"> • What does transformation mean? • What is the opening of the play Metamorphosis like? • What is Berkoff's style/genre of the play? • What are the stage directions in the opening of the play? 	<p>Engineering – this is a carousel lesson 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>Positive and negative aspects of ambition</p> <p>Self respect</p> <p>Positive relationships 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>French In this term students study the grammar such as present v perfect tense (with past simple equivalent in English), past participle formation: faire, dire, -er verbs which take avoir and intonation (SV) questions with question words (present v perfect). 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</p>	<p>Geography In the summer term students will investigate: 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>In the latter part of the year students will be grappling with another big question: <i>What is development and how is Africa affected?</i> 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</p>	<p>History In the final term, students investigate revolutions and how they effect change. 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</p>	<p>Equality: Race Religion Class Sexuality Gender</p> <p>Team work</p> <p>Justice</p> <p>Injustice</p> <p>Activism</p> <p>Standing up for rights</p> <p>Human rights</p>

	<p>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>populations changing?' to look at some big global ideas in preparation for the year 9 units.</p> <p>Link to the department Website: https://smhsgeographydept.weebly.com/</p>	<p>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>Morality throughout history – by whose morals do we judge our history today</p> <p>Are we accountable for the past?</p> <p>British values :</p> <p>Democracy Franchise</p>
	<p>Hospitality and Catering</p> <p>Students will develop their knowledge and understanding about the importance of nutrients. 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"> • Planning well-balanced dishes • Creating sauces • Making yeast-based products • Good usage of the cooker and hob 	<p>ICT</p> <p>In the early summer term, students will study Representations. This unit conveys essential knowledge relating to binary representations. Some of the knowledge and skills students will be able to master are; list examples of representations; understand that representations are used to store; communicate and process information and provide examples of how different representations are appropriate for different tasks. Students will describe how sequences are represented as sequences of binary digits and explain what binary digits are in terms of familiar symbols.</p> <p>In the final half term of Year 8 students will study Mobile App Development. In a world where there's an app for every possible need, this unit aims to take the learners from designer to project manager to developer in order to create their own mobile app. Students will use a block-based programming language to create a sequence and recognise the events that can control the flow of a program. Students will use variables in an event-driven</p>	<p>Music</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.</p> <p>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 with an experience of studio recording and session musicianship)</p>	<p>Representation</p> <p>Religious freedoms</p> <p>Government intervention</p>

		programming environment and pass the value of a variable into an object. They will use user input in an event-driven programming environment and identify and fix common coding errors in a block-based environment.		
	<p>Spanish</p> <p>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>Sport</p> <p>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.</p> <p>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>Textiles -this is a carousel lesson</p> <p>Students will be designing and making draw string bags using the artist Sophie Standing as their inspiration. In order to create a drawstring bag, students will use prior knowledge to refine the design process and create a range of designs that meet their design brief. They will develop skill in assessing existing products and applying these to their designs and they will then experiment with a range of different textile techniques such as tie dye and batik. Students will then move from the design process to the creating and will use skills and techniques learnt from year 7 and taught across Year 9 in order to produce a product of high quality. Finally, students will evaluate their product.</p>	
CEIAG	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			