

St Mary's CE High School

Year 8 Curriculum Map

2026-2027



Year 8 Autumn Term 2026

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

The Curriculum is also underpinned by the School vision.

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where **Through God's love, we are the rich soil where seeds flourish and roots grow**, based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Christian Themes and Values	Friendship, Courage, Respect, Compassion, Responsibility, Hope, Forgiveness, Gratitude, Peace, Integrity, Justice, Love, Joy	SMSC Across the Curriculum
Tutorial Programme	Form Reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions Library Reading: Students will use Sparx Reader during these lessons	Physical health Human nature
PSHE / RSE Citizenship British Values	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. Key Topic: Mental Health Key Concept: Physical Health Big Question: How can we promote and prioritize mental well-being in ourselves and others? Enquiry Questions: • 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?	Control and its effects Resilience Different religious perspectives Tolerance Acceptance Appreciation of our world

	• 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? • How can we raise community awareness about the impact of drugs and alcohol on mental health?		Creativity Artist interpretation Collaboration Environment Impact of war Historical cultures Morality of computing Performance Artistic influence Health Working together Problem solving Nature Environment Stewardship Cultural food and practices Morality of killing a king Effects of dictatorships Independence Self-rule Family & different types Positive and negative aspects of ambition Self-respect Positive relationships Composing Understanding a different country and culture Attitudes to slavery and links to BLM Impact of colonialism Civil rights
Core Subjects	English The guiding idea behind the Year 8 curriculum is to explore how literature has evolved across time, reflecting changing societies, ideas and audiences through an increasingly diverse range of forms and genres. Students begin by tracing the development of Tragedy , from the Greek origins of <i>Oedipus the King</i> , through medieval literature and Shakespeare's <i>Macbeth</i> , exploring enduring ideas such as fate, morality, justice and the tragic hero. They then continue their chronological journey through Poetry Through Time , examining how poetic forms have developed from the Renaissance to the modern day. The year concludes by exploring the emergence of the Novel through extracts from <i>Robinson Crusoe</i> , <i>Gulliver's Travels</i> and <i>Pride and Prejudice</i> before studying George Orwell's <i>Animal Farm</i> . Finally, through Freedom Writing , students explore how writers such as John Steinbeck, Zora Neale Hurston, Olaudah Equiano, Claude McKay and Maya Angelou use literature to challenge injustice, give voice to marginalised communities and inspire social change. Throughout the year, interleaved writing workshops provide deliberate practice in crafting character, narrative, dialogue and critical voice, enabling students to apply the techniques they encounter in their reading to their own writing.	Maths 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 one way they can solve an equation with brackets and what a negative gradient means. Students will be taught and they will practice: • Explaining brackets • Solving equations using brackets • Finding the gradient of a line • Reading and interpreting real life graphs In the second term, students will study Number, Properties and Fractions. In order master this, students will practice how to confidently: • Multiple and divide expressions using the laws of indices • Use the 'power of power' rule • 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 and mixed numbers.	
	Science 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: • Dalton's Model • Mendeleev's Table • Physical Trends • Chemical Trends Students then study plants and their reproduction . An example of the sub-topics within this unit are:	Religious Studies 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: • What are the Principles of Natural Law? • Is Natural Law still relevant? They will then consider how Situation Ethics impacts on the question of morality and evaluate questions such as: • Does right and wrong depend on a situation? • Does this support Christian ideas?	

	• Classification and Biodiversity • Pollination • Fertilisation and Dispersal • Germination and Growth • Reactions in Plants In the second term students' study Electricity exploring concepts such as: • Current • Voltage • Current and Resistance • Electromagnets The last topic of the term is Unicellular organisms. Within this unit students will answer the following questions: • What is a unicellular organism? • How do we use fungi? • What are the features of bacteria and protists? • How are microorganisms important in the carbon cycle?	Lastly, they will study utilitarianism to evaluate whether morality is determined by the greater good by looking at questions such as: • Does right and wrong only exist for a majority? • Is it better to be a human dissatisfied than a pig satisfied? 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. Martin Luther King • Racism in America • The Bus Boycotts • 'I have a dream' • Christian teachings in MLK's actions Malcolm X • The Nation of Islam • Responses to violence • Hajj Mother Theresa • What did she do? • How did she use Christian Values? • Does doubt show faith? Corrie Ten Boom • The Actions of Corrie Ten Boom. • How does suffering show faith? Desmond Thomas Doss • Is Pacifism brave? Students have one lesson of RS a week	Equality: Race Religion Class Sexuality Gender Teamwork Justice Injustice Activism Standing up for rights Human rights Morality throughout history – by whose morals do we judge our history today Are we accountable for the past? British values: Democracy Franchise Representation Religious freedoms Government intervention
Foundation Subjects	Art This term, Year 8 students will revisit colour theory, focusing on colour mixing, blending, shades, tones and tints. They will develop drawing, painting and collage skills through observational studies of everyday objects. Do Now activities will reinforce prior learning, while Tier 2 and Tier 3 vocabulary will support students in discussing and evaluating their work. Students will explore Pop Art through the work of Andy Warhol and Roy Lichtenstein, investigating how everyday objects can be transformed into bold and engaging artworks. They will explore Lichtenstein's use of Ben-Day	Drama This term, Year 8 students will focus on Realism and developing the actor's craft. In Autumn 1A, students will explore how to create belief for an audience on stage. Using the play Blood Brothers, they will learn techniques for developing truthful characters and communicating convincingly through voice, movement and interaction. In Autumn 1B, students will continue their study of Blood Brothers, this time concentrating on how to interpret a playwright's intentions on stage. They will consider themes, character motivations and dramatic techniques, working towards	Graphic Design Students will advance their technological skills using 2D Design software, mastering its various tools and functions. They will also refine their sketching and presentation skills, recalling prior rendering techniques from Graphics and DT. Working from a design brief and specification, students will apply their new CAD skills to design a door plaque, which they will then manufacture using the laser cutter. Students will study this subject for 10 weeks and then study another Technology qualification.

	dots, bold outlines and onomatopoeia, experimenting with these techniques through drawing, painting and collage. Students will develop and refine their ideas through experimentation with composition, colour, pattern and materials. They will make purposeful artistic choices, reflect on their progress and use appropriate artistic vocabulary to explain and evaluate their work.	performances that are both authentic and sensitive to the text. Throughout the term, students will deepen their understanding of naturalistic performance while strengthening their skills in characterisation, interpretation and ensemble work.	
	French In the autumn term, pupils revisit and consolidate prior grammar learning, known vocabulary and sounds of the language, specifically revisiting articles, gender and number, possessive adjectives, il y a, il n'y a pas de and the French alphabet. Pupils then learn and practise the position of certain common adjectives before the noun and practise irregular feminine forms of some high frequency adjectives. Pupils also revisit ç and soft c and a range of other SSCs as they revisit high frequency vocabulary in describing places. Pupils use 'aller' plus infinitive to express future intentions for weekend and holiday plans, knowledge of negation is extended to include two-verb structures and inversion questions are practised in two-verb structures. The SSCs qu and j are revisited. Finally, pupils extend their knowledge of two-verb structures as modal verbs with dependent infinitives are introduced. 'Devoir' 'vouloir' and 'pouvoir' in singular persons are taught so pupils can express what they want to, have to and can do on holidays. SSCs -ien and -tion are revisited. Pupils then revisit 'être', 'avoir', intonation and inversion questions. The question structure 'est-ce que' is introduced. Feminine adjective agreement and feminine noun formation rules are extended. Liaison with 'h' and stress	Geography The start of Year 8 introduces the question Why aren't all countries the same? In this unit students will build on their learning from the 'How does money make the world go around?' unit and introduce some key concepts of population and development. They will investigate a range of countries with different levels of development whilst being careful not to just look at a single story. They will consider the impacts of different stages on a development model and think about some of the efforts currently being undertaken to reduce global inequality. Link to the department Website: https://smhsgeographydept.weebly.com/	History 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. 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.

	syllabification are introduced, and s-liaison revisited.		
	Hospitality and Catering Kitchen Standards & Macronutrients Students refresh their core practical knowledge from Year 7, reinforcing strict health, safety, and hygiene standards alongside advanced knife safety (bridge hold and claw grip). They dive deeper into the science of food by exploring macronutrients—proteins, carbohydrates, and fats. Pupils learn their functions in the body, dietary sources, and the health implications of deficiency or excess. In practical sessions, students prepare dishes tailored to these macronutrients, master pastry work, and learn the science of yeast-based products by making bread rolls and sausage rolls. • Key Enquiry Questions: How do we maintain high standards of safety and hygiene in the kitchen? Why is it essential to understand macronutrients when planning balanced meals? Block 2 (Weeks 6–10): Micronutrients, Energy Balance & Food Production Students examine micronutrients (vitamins and minerals) and learn how to manage energy balance in the diet. They explore commercial food production by comparing shop-bought convenience foods against homemade equivalents, learning to use nutritional software	Computing and Business Studies At the start of Year 8 students’ study Python Programming - This unit introduces learners to the fundamentals of Python programming. They begin by understanding what Python is, how to use print() for output, and the difference between strings and integers. They then explore variables and inputs, learning how to store and combine values with user input. Next, they build on this by performing calculations, using operators, and developing debugging skills to fix errors in their code. Selection is introduced through if, elif, and else statements, enabling decision-making in programs. Finally, learners apply their knowledge creatively with Turtle Graphics, using loops, shapes, colours, and coordinates to draw patterns with code. In Autumn Term 2 students learn about Computer Systems. This unit covers the basics of computer systems, including hardware, software, and the Input–Process–Output cycle. It explains different types of storage, the role of the CPU and its cycle, and how speed and cores affect performance. Students apply this knowledge to wearable systems like smartwatches, exploring their features, benefits, and drawbacks, before consolidating their learning through revision and peer review.	Music In Autumn 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. 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. Students will develop their listening and appraising skills such as listening to and recognising the structure and form of the Fanfare or the Blues.

	to create traffic-light food labels. Practical work develops higher-level culinary methods—including the all-in-one cake method, batters, deep-fat frying, and safe handling of raw meat and fish—culminating in designing, shaping, and cooking a healthy pizza tailored to teenage nutritional needs. • Key Enquiry Questions: How do micronutrients and energy balance affect long-term health? How do homemade dishes compare nutritional value and cost-wise to commercial shop-bought products? This is taught as a carousel with Textiles and Design Technology.		
	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. Students will also 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.	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. 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.	Textile Design Working to a specific design brief and specification, students will design and manufacture a zoo themed drawstring bag. Drawing on their prior knowledge, they will refine their design process to generate a range of creative concepts, experimenting with batik and hand embroidery to understand their decorative and cultural importance. Throughout this 10-week rotation, students will be introduced to key textiles terminology such as seams, seam allowances, and pattern cutting while learning how to construct a functional product. After completing this unit, students will rotate to another Technology qualification. Key Skills Developed: • Pattern cutting and product construction • Inserting a fastening • Operating an overlocker for a professional finish Students will study this subject for 10 weeks and then study another Technology qualification.

CEIAG	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. Students will be attending our in-house careers fair, having meaningful encounters with employers and employees Students will be participating in a STEM Roadshow event
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Christian Themes and Values	Renewal, Faith, Wisdom, Service, Patience, Generosity, Humility, Honesty, Stewardship, Sacrifice, Reflection		SMSC Across the Curriculum
Tutorial Programme	Form Reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions Library Reading: Students will use Sparx Reader during these lessons		Physical health Human nature
PSHE / RSE Citizenship British Values	Students seek to explore the choices that people make about family life and different types of families 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. In term 2 the focus of the course is what choices do students have regarding sexual relationships* 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. *Parent/carers are encouraged to consult the RSE policy using this LINK .		Control and its effects Resilience Different religious perspectives Tolerance Acceptance Appreciation of our world Creativity
Core Subjects	English Students will then complement these sonnets with a variety of non-fiction texts from different eras. Key knowledge and questions that students will develop include: can sonnets tell stories or are they arguments? analysing the use of language; exploring structure and form including the sonnet form and rhyme and the history and conventions of Petrarchan and Shakespearean sonnets. In Spring term 2 and into Summer term 1, students then develop their knowledge on the evolution of the modern novel, through extracts from: - Robinson Crusoe - Gulliver's Travels - Pride and Prejudice Students will finish this scheme reading the classic novel A Christmas Carol, by Charles Dickens. This provides an opportunity for students to read a nineteenth century novel in its entirety. Students will also develop knowledge on a range of literary devices such as extended metaphors; motif; Irony; narrative voice; narrative structure characterisation; dialogue; epistolary writing; analytical lexis; comparative literary themes.	Maths 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: - 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 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: - 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	Artist interpretation Collaboration Environment Impact of war Historical cultures Morality of computing Performance Artistic influence Health Working together Problem solving Nature Environment Stewardship Cultural food and practices Morality of killing a king Effects of dictatorships Independence

	Students will also explore how does the novel try to persuade us and look at differences and similarities between early novels and contemporary writing.		Self-rule Family & different types Positive and negative aspects of ambition Self-respect Positive relationships Composing Understanding a different country and culture Attitudes to slavery and links to BLM Impact of colonialism Civil rights
	Science In the early Spring term students gain knowledge in: - Metals and their uses - Breathing and respiration 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. In the later term students explore the topics of: - Food and Nutrition - Combustion Students explore Food and Nutrition and will explore sub-topics such as: - Nutrients - Use of nutrients - Digestion - Balanced Diets - Absorption Students then enquire into combustion looking at some of the following sub-topics: - Burning Fuels - Oxidation - Air Pollution - Global Warming	Religious Studies 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. A breakdown of the term is as follows: Nature of God - The Attributes of God Founders - Jesus Practices - Baptism - Christmas - Easter Holy Books - Bible Development - Christian Denominations - Particular reference to Catholic, Orthodox and Protestant	Equality: Race Religion Class Sexuality Gender Teamwork Justice Injustice Activism Standing up for rights Human rights Morality throughout history – by whose morals do we judge our history today Are we accountable for the past? British Values: Democracy Franchise Representation Religious freedoms

			Government intervention
Foundation Subjects	Art This term, Year 8 students will explore natural forms through observational drawing, developing their use of line, tone, shape and detail. They will experiment with ink and mono printing, developing confidence and proficiency in a range of processes and techniques. Students will study the work of Karl Blossfeldt and Georgia O’Keeffe, exploring how artists observe, simplify and enlarge natural forms. They will develop their understanding of colour through watercolour, focusing on mixing, blending, shades and tones. Students will develop and refine ideas through experimentation with composition, media and techniques. Do Now activities will reinforce prior learning, while Tier 2 and Tier 3 vocabulary will support students in explaining, evaluating and developing their artistic ideas.	Drama This term, Year 8 students will continue to develop their understanding of Realism through two distinctive styles of theatre. In Spring 2A, the focus will be on Naturalism – Verbatim Theatre. Students will learn how this style uses the real words of real people to tell powerful and authentic stories. They will develop performance skills that reflect the truthfulness of everyday speech, exploring how to perform with natural tone, body language and minimal exaggeration while respecting the voices of those represented. In Spring 2B, students will study Social Realism through Willy Russell’s play <i>Our Day Out</i>. They will investigate how the play reflects the struggles of working-class children in 1970s Liverpool, while also exploring the traditions of Kitchen-Sink Drama. By working with everyday settings, natural dialogue and local dialect, students will consider how theatre can highlight social and domestic issues. They will also explore the play’s commentary on education and class inequality, encouraging reflection on wider society.	Design Technology In this 10-week rotation, students will design and manufacture a desk tidy, allowing them to recall and build upon their Year 7 skills. They will refine their rendering techniques, advance their CAD skills in 2D Design, and confidently utilise workshop tools such as the pillar drill and tenon saw. Additionally, students will expand their technical repertoire with new skills, including chiselling and applying surface treatments. Students will study this subject for 10 weeks and then study another Technology qualification.
	French In the spring, pupils revisit -er verbs and question words with 'est-ce que' in contrast to intonation and inversion questions. They learn numbers 13-31, use the pronoun 'on' meaning 'people, you, one', and extend possessive adjectives to include son, sa, ses and notre, nos. The SSCs em, am, aim, im and om are practised. Knowledge of -er verbs is embedded in the context of celebrations as pupils prepare interview questions for celebrities and talk about how people celebrate cultural events in France and family birthdays. Pupils then consolidate their knowledge of -er verbs in the present tense alongside intonation	Geography In the Spring term students will look at a specific location and consider Why is Indonesia so vulnerable? This unit builds on the knowledge of the hydrosphere and water cycle covered in the ‘Why are rivers important?’ unit as well as introducing tectonic processes and their impacts. We will look at these extreme hazards through Indonesia and consider how some countries suffer more than others. We will consider some of the key processes as well as focus on impacts and responses to events. This unit will involve looking at a number of events which have happened in Indonesia over	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. 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

	and inversion questions with and without question words, before contrasting present and perfect tenses with 'avoir' for -er verbs, faire and dire. The SSCs um, un and -gn- are taught. Pupils are introduced to the perfect tense with avoir (je form) and the formation of regular past participles of -er verbs, of faire and dire in the context of everyday school activities. The perfect tense with 'avoir' for -er verbs, faire and dire is then extended for all singular forms. Intonation and 'est-ce que' questions and negation in the present and perfect tenses are practised, and 'il y a' is contrasted with 'il y avait'. Open eu, oeu, open o and closed o, ô are taught. The cultural background of Belgium and Switzerland adds context and awareness as pupils anchor their knowledge of the present tense and extend their knowledge of the perfect tense with 'avoir' in all singular forms for -er verbs, asking and answering questions in the present and past tenses and extending descriptions of places.	recent years and grappling with evidence to explain this amazing area of our globe. Link to the department Website: https://smhsgeographydept.weebly.com/	lives of Black British people and the LGBT community.
	Hospitality and Catering Kitchen Standards & Macronutrients Students refresh their core practical knowledge from Year 7, reinforcing strict health, safety, and hygiene standards alongside advanced knife safety (bridge hold and claw grip). They dive deeper into the science of food by exploring macronutrients—proteins, carbohydrates, and fats. Pupils learn their functions in the body, dietary sources, and the health implications of deficiency or excess. In practical sessions, students prepare dishes tailored to these macronutrients, master pastry work, and learn the science of yeast-based products by making bread rolls and sausage rolls. • Key Enquiry Questions: How do we maintain high standards of safety and hygiene in the kitchen? Why is it essential to understand	ICT and Business Studies In Spring term, students study a Business Studies unit. Students learn to understand target audiences and the Market mix. This encourages students to define 'target market' and explore how businesses identify customer needs as well as conducting simple demographic analysis of a market segment. Students will use survey data to explore the preferences of a defined customer group and be able to explain the 4 Ps of the marketing mix and provide examples for each element. Business makes up 12 weeks of the Computing and Business curriculum. In the second term, students study the topic unit is Developing for the Web - This unit focus on understanding how business websites work and creating one to promote a chosen business idea. Learners explore the purpose of business websites,	Music In the Spring term students develop and practice their keyboard skills and focus on: • Internalising sound • Triads • Composing to a brief • Arrangement techniques • Composing to a timeline 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.

	macronutrients when planning balanced meals? Block 2 (Weeks 6–10): Micronutrients, Energy Balance & Food Production Students examine micronutrients (vitamins and minerals) and learn how to manage energy balance in the diet. They explore commercial food production by comparing shop-bought convenience foods against homemade equivalents, learning to use nutritional software to create traffic-light food labels. Practical work develops higher-level culinary methods—including the all-in-one cake method, batters, deep-fat frying, and safe handling of raw meat and fish—culminating in designing, shaping, and cooking a healthy pizza tailored to teenage nutritional needs. • Key Enquiry Questions: How do micronutrients and energy balance affect long-term health? How do homemade dishes compare nutritional value and cost-wise to commercial shop-bought products? This is taught as a carousel with Textiles and Design Technology.	including informational and transactional functions, and how they help companies build an online presence, attract customers, and increase sales. They design logos and slogans to support brand identity, then apply digital skills using Google Sites to plan, build, and refine their website with multiple pages, links, images, and layouts. The project develops creativity, organisation, and technical ability, leading to a completed business website that is assessed and shared online.	
	Spanish 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. 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	Sport 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. 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.	Textiles Working to a specific design brief and specification, students will design and manufacture a zoo themed drawstring bag. Drawing on their prior knowledge, they will refine their design process to generate a range of creative concepts, experimenting with batik and hand embroidery to understand their decorative and cultural importance. Throughout this 10-week rotation, students will be introduced to key textiles terminology such as seams, seam allowances, and pattern cutting while learning how to construct a functional product. After completing this unit, students will rotate to another Technology qualification.

	IR and DAR and phonetically revisit CU, CE and CI verbs.		Key Skills Developed: • Pattern cutting and product construction • Inserting a fastening • Operating an overlocker for a professional finish Students will study this subject for 10 weeks and then study another Technology qualification.
CEIAG	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. Students will receive a Provider Access Legislation assembly from an employer/organisation. Students will participate in an activity for Apprenticeship Week. Students will attend a trip for Careers Week. Students will participate in a career's competition, involving the NHS.		

Christian Themes and Values	Inclusion, Unity, Empathy, Perseverance, Faithfulness, Service, Friendship, Trust, Peace, Adaptability, Reflection		SMSC Across the Curriculum
Tutorial Programme	Form Reading: Students will read articles from 'The Day' and complete comprehension, inference and debate questions Library Reading: Students will use Sparx Reader during these lessons		Physical health Human nature
PSHE / RSE Citizenship/ British Values	In this term, students consider how the choices they make could save a life. 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. In the final term, students return to citizenship and consider the justice system and public bodies 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.		Control and its effects Resilience Different religious perspectives Tolerance Acceptance Appreciation of our world
Core Subjects	English Students will then study the theme of Freedom using a variety of extracts form classic and modern texts and poetry such as: • Of Mice and Men by John Steinbeck • Spunk by Zora Neale Hurston • The poetry of Claude McKay • The memoirs of Olaudah Equiano • I Know Why The Caged Bird Sings by Maya Angelou Students will be introduced to the concept of protest through literature, how fiction can spread awareness of injustice and give voices to the marginalised in society. They will also work through biographical poetry and the writings of individuals who have inspired others through their lives and the work they produced.	Maths 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: • 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 In the latter term, students study Ratio and Proportion. Ratio and proportion have a very important role in solving many real-life problems. It is important when comparing heights, weights, distances and time. By the end of the unit, students will be able to: • 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 rime • Convert metric units of area and volume	Creativity Artist interpretation Collaboration Environment Impact of war Historical cultures Morality of computing Performance Artistic influence Health Working together Problem solving Nature Environment Stewardship Cultural food and practices Morality of killing a king Effects of dictatorships Independence Self-rule
	Science In the final term, students focus their studies on: • Energy transfers	Religious Studies The final major religion that students study in Year 8 is Buddhism: Again, students reaffirm the knowledge they	Family & different types

	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. Students then move to the topic of Breathing and respiration. Within this topic some of the sub-topics explored are: • Aerobic Respiration • Getting Comparing • Gas Exchange • Anaerobic Respiration 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.	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: • The Enlightenment • The Four sights • The Four noble truths • The Middle Way • The Eightfold Path • The Three Signs of Being They will explore the live, values and role of the Founder: • Buddha How belief is put into practice: • Worship • Meditation They will then consider elements of Buddhism and Ethical Issues such as: • Festivals • Wesak • Life • Dhamma • Samsara • Nirvana	Positive and negative aspects of ambition Self-respect Positive relationships Composing Understanding a different country and culture Attitudes to slavery Impact of colonialism Civil rights Equality: Rac Religion Class Sexuality Gender Teamwork Justice Injustice Activism Standing up for rights Human rights Morality throughout history – by whose morals do we judge our history today Are we accountable for the past? British Values: Democracy Franchise Representation Religious freedoms Government intervention
Foundation Subjects	Art This term, Year 8 students will explore illustration through the work of Tove Jansson and the Moomins, alongside Japanese art and	Drama In the Summer Term, Year 8 students will bring together the skills and styles they have explored throughout the year in a unit on Devising. Working	Design Technology In this 10-week rotation, students will design and manufacture a desk tidy, allowing them to recall and build upon their Year 7 skills.

	illustration. They will develop line and colour skills, revisiting colour theory and experimenting with coloured pencil. Students will develop their understanding of human anatomy, focusing on the body, scale, proportion, space and composition. They will explore how figures can be positioned and combined within an image to create effective compositions. Students will develop and refine ideas through drawing and experimentation, making purposeful choices about line, colour, scale and composition. Do Now activities and Tier 2 and Tier 3 vocabulary will support students in developing, explaining and evaluating their ideas.	collaboratively, students will create an original short performance inspired by real or imagined stories from their local community. Their devised work will combine elements of: Social Realism (inspired by Our Day Out) Heightened emotion and characterisation (influenced by Blood Brothers) Truthful storytelling and documentary theatre (drawing on Verbatim techniques) This project will allow students to apply their learning creatively, developing their own voices as theatre-makers while producing meaningful performances that reflect both imagination and real-world experiences.	They will refine their rendering techniques, advance their CAD skills in 2D Design, and confidently utilise workshop tools such as the pillar drill and tenon saw. Additionally, students will expand their technical repertoire with new skills, including chiselling and applying surface treatments. Students will study this subject for 10 weeks and then study another Technology qualification.
	French In the summer term, pupils embed irregular -ir and -re verbs and distinguish between jouer à, jouer de and faire de, practising 'de' as a partitive article (du, de la, des, de l'). They use de, d' in negatives, expressions of quantity and learn adverb positioning. SSCs -s-, th, -ill-, -ille, -aill-, -ail are taught. Pupils reactivate and embed a significant amount of known grammar and vocabulary, with key present tense patterns of regular and frequent irregular verbs helping cement this core knowledge. Plentiful practice of the preposition 'de' with verbs, as partitive article and in negatives builds pupils' understanding, accuracy and communicative competence as they ask and answer questions about regular activities, daily routine and shopping. Both present and past tenses are revisited in extended spoken and written production as pupils' competence with different time frames improves. Pupils then consolidate and extend their knowledge of frequent irregular	Geography The final term of year 8 takes us to consider What happens when the land meets the sea? In this unit students build on their learning from the 'Why are rivers important?' unit and reinforce the physical processes. They will look at a stretch of the UK coastline to explore the features and processes taking place. We will investigate how this location is managed for the future. This unit involves a fieldwork trip to the coast to see some of the theory in action. Students will also have an opportunity to get used to these skills on the school site. Link to the department Website: https://smhsgeographydept.weebly.com/	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. 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.

	-ir verbs like sortir and venir in all forms and learn verbs like choisir and finir in all forms. Pupils extend their communicative competence with formal vs plural 'vous' and 'on' when asking and answering questions in the context of school exchange and school life in general. Pupils develop comprehension skills in listening to longer passages on French school life. New vocabulary and the present tense with future meaning supports more detailed dialogue on routine and upcoming plans. Liaison and elision with h is taught.		
	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: • Planning well-balanced dishes • Creating sauces • Making yeast-based products • Good usage of the cooker and hob Kitchen Standards & Macronutrients Students refresh their core practical knowledge from Year 7, reinforcing strict health, safety, and hygiene standards alongside advanced knife safety (bridge hold and claw grip). They dive deeper into the science of food by exploring macronutrients—proteins, carbohydrates, and fats. Students learn their functions in the body, dietary sources, and the health implications of deficiency or excess. In practical sessions, students prepare dishes tailored to these macronutrients, master pastry work, and learn the science of yeast-based products by making bread rolls and sausage rolls.	ICT and Business In the first term, students study Mobile App Development - This unit focuses on mobile app development, teaching how to design, decompose, and build apps using block-based programming. Learners explore key programming concepts such as sequence, selection, variables, user input, and event-driven programming, applying these through the development of the Tappy Tap App. They practise debugging, creating interfaces, and using success criteria to test and improve their work. The unit also links to business contexts, where apps showcase products, services, and payment methods, culminating in planning and storyboarding a business app project. In the final term, students study Media Inkscape - In this unit, students will explore the fundamentals of vector graphics and how they differ from bitmap images. They will learn to use Inkscape to create and manipulate shapes, paths, and nodes, developing skills in grouping, combining, and editing objects. The unit also covers how vector graphics are scaled, the use of mark-up in SVG files, and the common applications of vectors in icons, illustrations, and logos. Through creative projects, students will design their own graphics, with a	Music 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. 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).

	• Key Enquiry Questions: How do we maintain high standards of safety and hygiene in the kitchen? Why is it essential to understand macronutrients when planning balanced meals? Block 2 (Weeks 6–10): Micronutrients, Energy Balance & Food Production Students examine micronutrients (vitamins and minerals) and learn how to manage energy balance in the diet. They explore commercial food production by comparing shop-bought convenience foods against homemade equivalents, learning to use nutritional software to create traffic-light food labels. Practical work develops higher-level culinary methods—including the all-in-one cake method, batters, deep-fat frying, and safe handling of raw meat and fish—culminating in designing, shaping, and cooking a healthy pizza tailored to teenage nutritional needs. • Key Enquiry Questions: How do micronutrients and energy balance affect long-term health? How do homemade dishes compare nutritional value and cost-wise to commercial shop-bought products? This is taught as a carousel with Textiles and Design Technology.	focus on producing effective business logos that are simple, memorable, and professional.	
	Spanish 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.	Sport 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.	Textiles Working to a specific design brief and specification, students will design and manufacture a zoo themed drawstring bag. Drawing on their prior knowledge, they will refine their design process to generate a range of creative concepts, experimenting with batik and hand embroidery to understand their decorative and cultural importance. Throughout this 10-week rotation, students will be introduced to key textiles terminology such as seams, seam allowances, and pattern cutting while learning how to construct a functional product.

	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'. Students continue to deepen their vocabulary and vocabulary by being exposed to more challenging text.		After completing this unit, students will rotate to another Technology qualification. Key Skills Developed: • Pattern cutting and product construction • Inserting a fastening • Operating an overlocker for a professional finish Students will study this subject for 10 weeks and then study another Technology qualification.
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.		