

# Year 8 Curriculum - Breakdown

For subjects such as Art, DT, Computing and Performing Arts, please see their individual pages, due to the nature of their subjects.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>Novel: Stone Cold</b>  Reading: <ul style="list-style-type: none"> <li>retrieving information</li> <li>making links to context</li> <li>analysis of language, structure &amp; form.</li> </ul> Writing: <ul style="list-style-type: none"> <li>SPaG technical accuracy</li> </ul>	<b>Dystopia</b>  Understanding the conventions of dystopian fiction  Identifying and analysing the effect of language and structure  Writing parts of dystopian short story to develop understanding of genre.	<b>Newspapers</b>  Writing newspaper articles.  Reading– retrieving and summarising information in a newspaper article  Analysis of language and structure in articles in order to develop understanding of non-fiction conventions.	<b>Dickens</b>  Understanding the way a writer is influenced by their context.  Reading – a range of Dickens extracts in order to practise retrieving information and commenting on language use.  Writing – emulating Dickens’ style and techniques, developing technical accuracy;	<b>Poetry</b>  Studying a wide range of poems in different forms, from different periods and by different poets.  Reading - using precise textual references, commenting on language, form and structure.  Comparing ideas and their presentation in two different texts.	<b>Language study</b>  Identify key similarities and differences between two writers’ ideas and the way they present them  Writing clear texts with a focus on form, audience and purpose  Organising writing into logical paragraphs and sections;  Speaking & Listening: Communicating clearly to an audience and responding to questions appropriately
<b>Maths</b>	Probability Unit 1  Geometry Unit 3	Statistics Unit 2  Algebra Unit 3	Ratio & Proportion Unit 1	Geometry Unit 4  Geometry Unit 5a  Geometry Unit 5b	Algebra Unit 4	Geometry Unit 6  Number Unit 5  Problem Solving
<b>Science</b>	<b>Chemistry</b> Forces and Acids The particulate nature of matter Atoms, elements and compounds Pure and impure substances Chemical reactions Energetics The Periodic Table		<b>Biology</b> Structure and function of living organisms: Cells and organisation The skeletal and muscular systems Nutrition and digestion Gas exchange systems Reproduction Health  <b>Physics</b> Electricity and electromagnetism: Current Electricity Static electricity Magnetism		<b>Biology</b> Cellular respiration Interactions and interdependencies: Relationships in an ecosystem Genetics & Evolution: Inheritance, Chromosomes, DNA & Genes  <b>Chemistry</b> Chemical reactions Energetics The Periodic Table Materials Earth and atmosphere	
<b>RS</b>	The Bible		Archbishop of York: Young Leaders Award – Hope into Action  (Action projects introduced and to be completed by the end of Easter)  Life of Jesus		Archbishop of York: YLA (Ref and Ev Book write up)  Life of Jesus Assessment  Islam  Islam Assessment	
<b>History</b>	English Revolution  1688 - 1745	Industrial Revolution  Transport Revolution	19 <sup>th</sup> Century Living Conditions  19 <sup>th</sup> Century Social and Political Reforms	British Empire (including Irish potato famine)	Black Peoples of the Americas and beyond  Revolutions (American French, Russian)	Local History

<b>Geography</b>	<b>Physical World &amp; Tectonics</b>  Structure of the Earth Structure of the earth Wedge What are Hazards Plate tectonics Volcanoes Montserrat and Mt St Helens Earthquakes Haiti Tsunamis The Japanese tsunami Why do people live in hazardous areas Responding to hazards	<b>World Cities</b>  Urbanisation Global patterns Regeneration- London Docklands Rural-urban migration in China Megacities Jakarta Rio contrast Squatter settlements Improvements Sustainable cities Masdar Curitiba	<b>Climate Change</b>  Introduction and what is climate change Evidence of climate change Renewable and non- renewable fuels. What is a fossil fuel? Causes of climate change Impacts of climate change Adaptation and mitigation of climate change.	<b>Living World Ecosystems</b>  Bamboo Food Miles Ecosystems Tropical Rainforests Coral Reefs Adaptations Mediterranean Desert Polar Decision Making Exercise	<b>Global Issues</b>  Waste Plastic in the oceans Overfishing Antarctica Deforestation Food Poverty Gender Inequality	<b>Crime</b>  Introduction to Crime Patterns of Crime Stereotypes Afghanistan 2011 Riots Environmental Crime Somali Pirates Capital Punishment
	<b>Holidays (S1.M5)</b>  Holiday Locations  Reflexive Verbs  Buying food & drink on holiday  Holiday plans  What you would like to do in the <u>future</u>  <b>Spotlight on Paris</b>  Holiday to Paris  Tourist Attraction Visit  Using the 24hr clock  <b>Core Grammar Principles</b> - Reflexive verbs (Present tense) - Near Future - Je voudrais - Perfect Tense	<b>Evening Activities (S2.M1)</b>  TV Programmes  Films and going out  Reading  Internet Usage  What you did last night: <b><u>Past Tense</u></b>  <b>Core Grammar Principles</b> - Present Tense Re-Visit - Present Tense of avoir and etre - Perfect Tense	<b>Identity and Characteristics (S2.M3)</b>  Personality descriptions  Relationships  Music Interests  Clothes and Fashion preferences  What's your passion? (3 tenses...)  <b>Core Grammar Principles</b> - Present Tense Re-Visit - Present Tense of avoir and etre - Perfect Tense - 3 tenses together - Justifying Reasons		<b>At home (S4,M4)</b>  Your house  Describing where you live  Eating at home  Food Shopping  Celebratory Event  <b>Core Grammar Principles</b> - Descriptive Language - Prepositions - Il faut - 3 tenses together	
<b>PE</b>	Invasion games skills through sports such as Hockey, Rugby and Netball.  Introducing Net/Wall Games skills through Badminton	Invasion games skills through sports such as Hockey, Rugby and Basketball.  Improving Health and Fitness through recording and target setting	Boys – Improving Health and Fitness through recording and target setting and introducing Net/wall games skills through Badminton  Girls – Invasion games skills through Football and OAA skills through Orienteering	Improvement against personal best achievements through Athletics  Boys – OAA skills through Orienteering  Girls – Performance activities skills through Trampolining	Improvement against personal best achievements through Athletics  Boys – Net/Wall Games skills through Tennis  Girls – Strike and Fielding games skills through Rounders	Boys – Strike and Fielding games skills through Cricket and Rounders.  Girls – Net/Wall Games skills through Tennis and performance activities skills through Gymnastics.

