

Curriculum Booklet



Year 8 2026

Year 8 Curriculum Introduction

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 8 curriculum with our students' learning at the centre. Our curriculum provides a broad and balanced education for all our students and offers them excellent opportunities to develop as individuals as well as learners.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and prolonged independent practice. At KNSB we are proud that our curriculum is taught by specialist teachers with a deep knowledge and passion for their subject. We want our students to be ambitious and resilient so that they know how to learn for themselves. While teachers encourage, support and guide students, we also expect them to take responsibility for their own learning and to be able to work both independently and collaboratively, to relish challenges and to persevere when they find things hard.

We are proud of the opportunities available to students at KNSB and we offer our students a wide range of new and exciting experiences through extra-curricular activities that are designed to build self-discipline, teamwork, resilience, initiative, vision and endeavour. These are our core STRIVE values.

This booklet is a guide to the curriculum your son will study during Year 8. It leads with some of the core principles that are at the heart of our curriculum, outlines assessment and homework strategies and includes detailed information, as well as an overview, for each of the subject areas. This will allow you to help them plan their studies and revision and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school; we hope that you will find this useful.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'D Clayton', with a stylized, cursive script.

Mr D Clayton
Headteacher



Curriculum Pledge

Our school motto, *Humani Semper Contendimus*, 'we humans are always striving', drives us in providing the best quality education for our boys, as does the understanding that 'we are all learners'.

We believe that the most effective way of preparing our students for our rapidly changing world is to provide them with a holistic education, covering a wide range of disciplines and subjects. Our curriculum ensures that students follow a rigorous pathway that is balanced between traditional academic subjects and the more creative, practical subjects. Our provision at each Key Stage ensures that students are fully prepared for the next stage of their education and lives.

The curriculum is coherently planned and sequenced to facilitate the accumulation of sufficient knowledge and skills for future learning and employment, and it offers our boys excellent opportunities to develop as individuals, as well as learners. The acquisition of key skills, such as literacy, numeracy and oracy, is woven into our curriculum, and we continue to focus on developing consistency in these practices across the curriculum. Where some students require additional support to develop the skills needed to fully access the curriculum, we endeavour to provide this in a timely, appropriate manner. Our Curriculum Leaders regularly review their curricula and adapt their sequencing of lessons to ensure that all students are appropriately supported and challenged.

We require all students to gain a secure understanding of the knowledge and skills specified in the curriculum for each year, and we believe a three-year Key Stage 3 provides our students with the breadth and space to achieve this.

The KS3 curriculum offers a variety of subjects and learning opportunities to deepen students' educational experience and build a solid foundation of subject knowledge and skills. Boys study the full range of academic and creative subjects. English, maths and science are given a prominent share of curriculum time, with humanities and languages also studied by all. Computing, RE, music, art, technology (including food) and drama add further variety and challenge, and with two hours of active PE per week, boys have a rich, healthy and varied diet. Personal Development is integral to many curriculum areas across the year and is also delivered in a dedicated lesson for one hour per week for Years 7 and 8 and two hours weekly in Year 9. These lessons aim to prepare our students for life in a diverse, modern Britain.

Pathways are tailored and structured to meet the specific needs of our students; they continue to study core curriculum subjects (English, maths and science) but also choose four option subjects to study from the beginning of Year 10. Students and their parents are supported during the options process in Year 9 via a dedicated options evening and a parents'

consultation evening, with our options being structured to allow students maximum choice. Subjects offered continue the philosophy of providing a rigorous and meaningful curriculum for our students. We encourage our boys to study a range of subjects, including traditionally academic subjects and vocational courses, all of which feature on the DfE list of approved qualifications. This ensures that students leave KNSB with qualifications that will serve them well as they embark upon their next steps.

Students continue to enjoy regular active PE, assemblies and a Personal Development programme, all of which contribute to student well-being and help them prepare for life beyond secondary education.

Our intent is that our curriculum:

- is broad, rich and challenging, as well as being comprehensive and fully accessible to all our students, developing independent and aspirational learners
- builds on students' prior learning and offers an increasing level of challenge to maximise progress
- prioritises the teaching and use of disciplinary literacy to enable our students to perform like experts in their subject fields
- promotes the British Values of democracy, the rule of law, individual liberty and mutual respect for and an appreciation of our differences
- develops students' cultural capital by providing a range of intellectual and cultural opportunities
- enables high standards of academic achievement where outcomes empower students to progress to a range of Further Education opportunities
- equips all our students, regardless of their starting points, with fundamental, life-long, transferable skills, both academic and personal in nature
- prepares students for the responsibilities and challenges of adult life
- fosters a strength of character and resilience, both of which will help students to cope with choices and overcome the challenges they are likely to encounter in life
- develops kind, thoughtful and respectful citizens who have a strong sense of self-worth and emotional resilience
- cultivates in our students a strong sense of pride and belonging in our school that enables them to make a positive contribution to their community.

Our Assessment and Feedback Strategy supports our Curriculum Intent by ensuring teachers can:

- accurately assess students' subject knowledge and understanding
- provide timely feedback to students
- identify errors and misconceptions and ensure that these are swiftly addressed.

The United Nations Convention on the Rights of the Child (UNCRC) Article 29 states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. We will not allow any attempts to narrow the curriculum, or to deny our children and young people their right to education.



Curriculum Pledge: Equality, Diversity and Inclusion

We pledge to ensure that Equality, Diversity and Inclusion (EDI) is central to our curriculum offer, and that our curriculum is quality assured to ensure that *every* student is provided with the conditions to allow them to thrive, academically and personally.

King Edward VI Trust, of which our school is a part, is committed to 'removing or minimising disadvantages suffered by people which are connected to a particular characteristic', 'taking steps to meet different needs of people who have a protected characteristic' and 'encouraging participation when it is disproportionately low', as well as 'including aspects within the curriculum which promote tolerance and friendship'. Our commitment to echo every one of the pledges is clear in our approach to curriculum design and delivery.

We are committed to developing the language of equality in our classrooms and around school, and to ensure this, our Continued Professional Development (CPD) programme for teaching and support staff has EDI principles at its core.

We work hard to ensure that there are elements of our curriculum in which all students can see versions of themselves and recognise aspects of the world in which *they* live. It is important to us that our curriculum is diverse in its breadth, offers equality in its content and allows all students the opportunities to achieve success.

To ensure this, our curriculum is continually reviewed to ensure that content and delivery methods are adapted to meet the needs of students with a wide range of backgrounds and needs. Fostering a sense of belonging through the curriculum is a pledge that we take very seriously and one that we are committed to improving ongoing.



Curriculum Pledge: Cultural Capital

We pledge to ensure that every student across Key Stages 3 and 4 leaves our school with the foundational knowledge, experience and cultural confidence they need to achieve personally, feel they belong and thrive academically, socially and civically

Our commitment is rooted in our vision: 'Striving for all of our boys to reach their full potential in a high performing school'. Cultural capital will be planned, taught and monitored as an essential part of a coherent and sequenced curriculum. Through the detailed acquisition of knowledge, skills and experiences, we aim to eradicate inequalities and develop well-informed young men who can contribute positively to and thrive within society.

Through precise curriculum design, cultural capital is woven into schemes of learning for every subject from Year 7-11. We recognise that the curriculum is the first line of inclusion, therefore, we ensure that complex cultural concepts are carefully broken down and taught explicitly over time so that *all* students can develop their cultural capital and successfully access ambitious learning.

Subject-specific vocabulary, contexts and background knowledge are prioritised to ensure students can access the full curriculum confidently. We understand that if a student cannot read the language of a subject, they cannot fully participate in it. Therefore, teachers explicitly teach high-leverage vocabulary, model expert thinking and help students connect learning to real-world contexts and their own lives.

We pledge to make cultural capital an integral element of curriculum planning and to ensure teachers have the necessary expertise to recognise and develop opportunities for cultural capital within everyday classroom practice. Central to this is providing inclusive, high-quality universal provision in lessons; classroom teaching remains the first line of development for cultural knowledge. For vulnerable and disadvantaged students, we commit to identifying barriers precisely, adapting teaching effectively and evaluating the impact of those adaptations so that all students can access equitable experiences and outcomes.

Cultural capital is a curriculum entitlement. We aim for *every* student in Years 7–11 to acquire the knowledge, experiences and confidence needed to access the full curriculum, contribute meaningfully to community life and be able to seize future opportunities.



Curriculum Pledge: Learning Outside the Classroom

We pledge to ensure that every student at King Edward VI King's Norton School for Boys benefits from high-quality, curriculum-linked Learning Outside the Classroom (LOTC) that deepens knowledge, develops practical and interpersonal skills and strengthens their cultural capital and resilience. Our key STRIVE values of Self-discipline, Teamwork, Initiative, Resilience, Vision and Endeavour are central to our offer.

LOTC experiences will be carefully planned into schemes of learning so that students can experience learning in a range of different environments and return to their classrooms with a broader perspective and better prepared to make progress.

Opportunities to learn outside the classroom will be used to secure knowledge, address misconceptions and build transferable skills (including teamwork, resilience, initiative and leadership) that can support classroom learning and develop our students personally.

LOTC is open to all. Our programme of activities, woven across the academic year, ensures equitable access for students; we are committed to making opportunities available for all. Our provision will be inclusive; barriers for disadvantaged students, for those who are most vulnerable and students with a Special Education Need or Disability (SEND) will be anticipated and mitigated so all students can participate fully.

Our school commitment is to ensure that LOTC experiences will be available to every student in every year group across the school year, and we aim to build upon this, year on year. Curriculum-linked LOTC might include a theatre visit, fieldwork or a trip abroad. But it might also include science on the school field or chatting to pensioners at a local care home. The possibilities are endless...



Curriculum Pledge: Homework

At KNSB, we recognise the significant contribution that homework plays in students' academic success; it is an integral part of effective learning. Good practice is promoted through homework which is set regularly across all departments, within the context of agreed whole school and departmental strategies and timetables.

Our homework strategy acknowledges the importance of learning beyond the classroom, and it recognises that homework should consolidate, reinforce or extend the learning that takes place in the classroom to enable our students to be successful. It encourages independent learning, self-discipline, personal organisation and responsibility, and it nurtures our home/school partnership. Homework is set on Satchel One, and students and parents have log in details to allow them to access this.

As part of our ongoing review of the Homework Strategy and following the success over time of Sparx Maths and Sparx Reader, last year we added Sparx Science to our suite of core subject online homework for students in Years 7-9. Each platform allows students to reinforce key skills and consolidate concepts and knowledge that underpin success in these subjects across Key Stage 3. Tasks are set weekly, and progress is monitored by class teachers, as well as centrally across core departments. Furthermore, as the EEF reports that '*studies involving digital technology typically have greater impact (+ 6 months)*', embedding this across our core subjects at KS3 supports students' engagement and gives them the best possible chance of success in subjects that underpin their access to all subjects across the curriculum.

We very much embody the ethos that quality over quantity is key; homework should be meaningful and designed to enhance learning rather than simply serve as busywork. It is with this in mind that we have designed four key categories of homework tasks, and the use of these terms to identify homework tasks will help to communicate their purpose to students, so that over time we develop a shared language around homework:

Preparation: students undertake preparatory learning tasks related to subsequent lessons; **Consolidation:** students demonstrate and secure their learning from a lesson or series of lessons; **Extension:** students extend their learning by applying knowledge and skills to new contexts; **Revision:** these tasks will help students to embed knowledge and skills over time in preparation for assessments and exams.

We also recognise the role that homework plays in helping students to embed the words and phrases that allow them to demonstrate their knowledge and skills effectively in individual subject areas, for example, to 'speak like a geographer' or 'write like a historian'. As part of our whole-school drive to improve students' literacy, we encourage staff to include and signpost these in homework tasks wherever possible.



Curriculum Pledge: The Super-Curriculum

What is the Super-Curriculum?

The prefix 'super' originates from Latin, where it meant 'above,' 'over,' or 'beyond'; our 'Super Curriculum' offers students learning that goes 'beyond' our regular curriculum and gives them the opportunity to delve into their favourite subjects a little deeper.

The Super-Curriculum is a feature of all subject areas. We have introduced this because we want all students, regardless of their starting points, to develop a thirst for learning and have high aspirations. The Super-Curriculum signposts students to materials outside of class-based learning that will open their minds and challenge their thinking in each subject area. There is a variety of resources that students can interact with in a range of ways, and we hope their engagement with these will develop their curiosity, start conversations and inspire a lifelong learning habit.

How to Use the Super Curriculum

We have included broadly one idea to support each half term of learning in most subjects, and where there are clear curricular links within the topics being taught, teachers will make these known to students. They are designed to support, extend and inspire further learning within individual subject areas and across the curriculum. While there are only six per full-time subject to begin with, if students enjoy exploring these Super-Curricular activities, teachers will be more than happy to recommend more!

Students completing these tasks and showing evidence of their engagement with them will be rewarded accordingly, but there is no pressure for them to do so. Where students have a particular interest in one or more subjects, they might start with these to begin with and as their interest grows, they may wish to branch out.



Curriculum Pledge: Assessment and Feedback

Our motto: *Humani Semper Contendimus*, 'we humans are always striving', drives us in providing the highest quality education for the boys we serve, as does our understanding that 'we are all learners'.

At KNSB we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. The aims of our Assessment and Feedback Strategy are:

- establish a consistent, cohesive approach to assessment and feedback
- provide clear guidelines on our approach to Diagnostic, Within-Module and End-of-Module assessments to identify misconceptions, adapt teaching and support progress
- ensure that through high-quality assessment and feedback, students know what they are successful at and what they need to do to progress further
- allow meaningful tracking of students' progress towards end of key stage expectations and establish a coherent approach to recording assessment outcomes and reporting to parents.

We recognise the importance of assessment for promoting and supporting learning alongside developing a shared culture of ongoing student progression.

Our assessment cycle:

- informs teaching, planning and promotes swift progress
- is both formative and summative
- uses appropriate and diverse strategies to meet the needs of *all* students
- allows teachers to swiftly identify learning gaps or misconceptions, especially in key student groups
- recognises *all* students' progress and achievement
- develops the capacity for peer- and self-assessment
- fosters a shared involvement and responsibility between school and home.

The assessment cycle is embedded across the curriculum, and it continues to support student progress. Within this, 'in the moment' checking of student learning remains a priority, to ensure that opportunities for learning are maximised and misconceptions are addressed swiftly.

KNSB minimum assessment offer:

Curriculum leaders have the autonomy to execute their assessments when they feel is most appropriate to assess student learning, in line with their long-term plans and the school's minimum offer. Each module must include the following:

- Diagnostic Assessment: this is a form of pre-assessment that evaluates students' relevant prior knowledge and skills, and identifies any misconceptions that can then be swiftly addressed
- Within-Module Milestones: these assessments will be robust enough to allow teachers to determine where students' strengths and areas for development are, and they will receive Whole Class Feedback (WCF) to close any learning gaps or correct the most common misconceptions
- End of Module Milestones: these more thorough assessments allow students to evidence their learning over time - a percentage score will be awarded, and students will be provided with an individual Strength (S) and Target (T) and will be required to do an individual Response (R) to demonstrate that they can make progress towards their target
- End of Module Reviews: Students will reflect upon the knowledge and skills that they have learnt in a module, completing a RAG assessment of their level of knowledge/skill acquisition. Students will also reflect upon the progress they are making over time through reviewing their percentage scores across the year. This will help them and their teachers to identify any individual learning gaps that need to be addressed ongoing.
- Ongoing formative assessment opportunities: these allow teachers to make short term, 'in the moment' assessment of how well individuals and the whole class are meeting the lesson learning intentions and the longer-term subject intentions. These are part of the learning; they do not require a percentage score or a formal feedback sheet. Examples might include questioning, multiple choice quizzes, key words/subject terminology quizzes, self-assessment, peer-assessment, practical tasks or 'live' marking.

Registration and Form Time

Every school, by law, must register students twice a day, which is the reason we have two form periods, one at the start and one at the end of the day. However, form time is about much more than registration; it is a key part of pastoral engagement at King's Norton School for Boys. Those 100 minutes a week are used to give all students a positive, settled start to the day, to make sure they are prepared, focussed and ready to learn.

Form Time Activities

Assembly

The purpose of assembly at KNSB is to facilitate the year group meeting collectively. Assemblies are based around topics which are generally outside of the academic school curriculum yet are still important to the lives of our students. They provide students with an opportunity to reflect and think about themselves and their place in the world around them.

Striving for Success

This is an opportunity for staff to showcase examples of success from our students. Heads of Year will choose students who have displayed fantastic STRIVE skills each fortnight and use them as an example to the rest of the year group.

Reflection Task

Our reflection tasks are based around their key Self Discipline for Learning (SDfL) data. There will be an opportunity for reflection and target setting using their 9-week block data.

Current Affairs and Careers

Students are given an opportunity to watch a weekly news update and to discuss the stories they hear as a class. The update will be age appropriate and will either be from Newsround or BBC World News. Students also watch a careers video on various job roles with tutors, acting as facilitators of conversations.

Word of the Week

Word of the Week expands students' acquisition and understanding of vocabulary; it demands students to contextualise new and existing words in different scenarios across the curriculum, enabling them to make links with new words in different situations and in everyday life.

Weekly Attendance News

Attendance is important to us, and keeping students up to date with their current attendance percentage allows them to monitor how they are doing in comparison to others in the school and as a form and year group.

Self-Discipline for Learning (SDfL) Points, Uniform and Equipment

It is important that students are prepared for learning by regularly checking their uniform and equipment. Students are informed daily how many commendations they have achieved and whether they have lost SDfL points and the reasons behind them.

What is STRIVE?

'Humani Semper Contendimus' - we humans are always striving

Our **STRIVE** skills are the essential qualities we want to develop in our students. They form the key principles of everything we do in school and are the bedrock of our academic and pastoral systems. These skills are Self-Discipline, Teamwork, Resilience, Initiative, Vision and Endeavour.

Self-Discipline is the ability you have to control and motivate yourself, stay on track and do what is right. All our students are encouraged to meet the shared expectations of a King's Norton boy. These expectations are the key actions for all our students and explain what should be done in the classroom, around school, how their uniform should look and how to manage their behaviour. They have been put together in partnership with the School Council. Posters with our expectations on are displayed around the school to remind students.

Teamwork is the willingness of a group of people to work together to achieve a common aim. When your son starts at KNSB, he will become a part of a number of teams. His Head of Year will lead the year team, and he will also be a part of his form team, led by his Form Tutor. As a part of his form, he will participate in interform competitions. Our form names are Austin, Chamberlain, Lloyd, Regis, Tolkien, and Varley. There will be many inter-form competitions throughout the year such as sports, cooking and art.

Resilience means knowing how to cope in spite of setbacks or barriers or limited resources. We recognise that our younger students often need more support in managing situations that are difficult. Not only will your son have a Head of Year and his Form Tutor to support him, but he will also have Miss Boyce and other Student Support staff who can offer support and guidance, as well as access to a variety of support packages and mentoring programmes, as deemed appropriate.

Initiative is a personal quality that shows a willingness to get things done and take responsibility. Initiative is a skill that is developed over time, and students will be given lots of support for this. During registration they will be assisted by their Form Tutor in getting themselves ready for the school day by checking their uniform and equipment, making sure they have all their books and any pieces of homework.

Vision is the ability to think about or plan for the future with imagination or wisdom. Student input on the school is very important to us, and it is through our School Council that change and improvement is made. All students are given the opportunity to represent their forms on the School Council. In addition, students are also given plenty of time to reflect on what they want for their own future; this will be done with their Form Tutor but also through their Personal Development lessons.

Endeavour means to make a strenuous effort towards any goal and to try hard. Our Outdoor Adventure programme is a real strength of our school. It allows students to try activities they have not previously had the opportunity to experience. Led by a dedicated Outdoor Adventure Lead, students are taken out of their comfort zone and are required to put effort and energy into a new skill. Additionally, they are awarded commendations for good work, outstanding attendance and good behaviour in school. Furthermore, students can also be part of our Elite, Gold and Silver awards categories for their behaviour and effort.



Curriculum Pledge: Special Educational Needs and/or Disabilities (SEND)

We recognise that students with SEND may require adaptations to support them being able to fully access our curriculum. These students can expect to receive this support through high quality and adaptive teaching, that is tailored to meet their individual needs. This may be done in several ways; the list below is not exhaustive.

For more complex needs, we use bespoke One-Page Profiles to inform teachers about how they can best support a student, and these profiles are reviewed annually to ensure they reflect a student's needs.

Seating plans may be adapted to suit students' learning needs, for example:

- seated away from a window to avoid distractions
- seated next to/avoiding specific students
- seated next to a door to reduce anxiety
- seated at the front of the class or near a teacher for swift support.

Learning resources may be differentiated to suit students' learning needs, for example:

- larger/different font
- different coloured paper or overlays
- modelling is used to demonstrate expectations and scaffold extended tasks
- writing frames are provided to support students with structuring longer responses
- fill-the-gap exercises are used to guide understanding and build confidence before independent work
- learning is broken down into smaller, manageable chunks to reduce cognitive overload
- use of pictorial representations and dual coding to reinforce understanding
- glossaries are shared ahead of lessons to introduce key terminology, enabling students to access more challenging content and revisit vocabulary as required
- explicit teaching of higher-tier vocabulary, revisited regularly to secure knowledge
- assistive technology is provided on a needs basis such as laptop or reader pens.

Teacher intervention is implemented where necessary to support students' individual learning needs and ensure progress within lessons. This may include:

Assessment for Understanding

- targeted questioning to check students' understanding and identify misconceptions
- regular monitoring of progress during the lesson to adjust support in real time

Adaptive Teaching

- re-explaining tasks in simpler terms or using alternative approaches to improve accessibility
- providing differentiated outcomes or additional time to enable all students to achieve success

Scaffolding and Modelling

- live modelling to demonstrate the thinking process and expectations for tasks
- breaking down responses and processes to support student comprehension

Feedback and Progress

- live marking within lessons to give immediate, actionable feedback
- personalised learning targets and feedback, including for STRs and other summative assessments, to guide improvement.

Additional Support in Practical Subjects; adaptive approaches are used to ensure all students can access learning and make progress. Examples include:

Physical Education (PE)

- students are grouped by physical ability to promote fair competition and enable progress for all
- use of specialist equipment to support the development of new skills
- flexible arrangements for changing facilities to meet individual student needs
- adaptation of kit on personal basis.

Food Technology

- carefully planned peer support, pairing students to encourage skill development and confidence.
- recipes broken down into smaller, manageable steps to support understanding and independence.

Drama

- access to a safe or quiet space if the studio environment becomes overwhelming
- pre-coaching of routines and expectations (e.g. 'shoes off' rule) to prepare students for the learning environment
- flexible approaches to learning, such as not always relying on scripts, to support students with lower literacy levels
- whole-class exploration of character emotions to develop understanding, empathy, and engagement.

Student Leadership 2026-27

'It is in your hands, to make a better world for all who live in it.' - Nelson Mandela

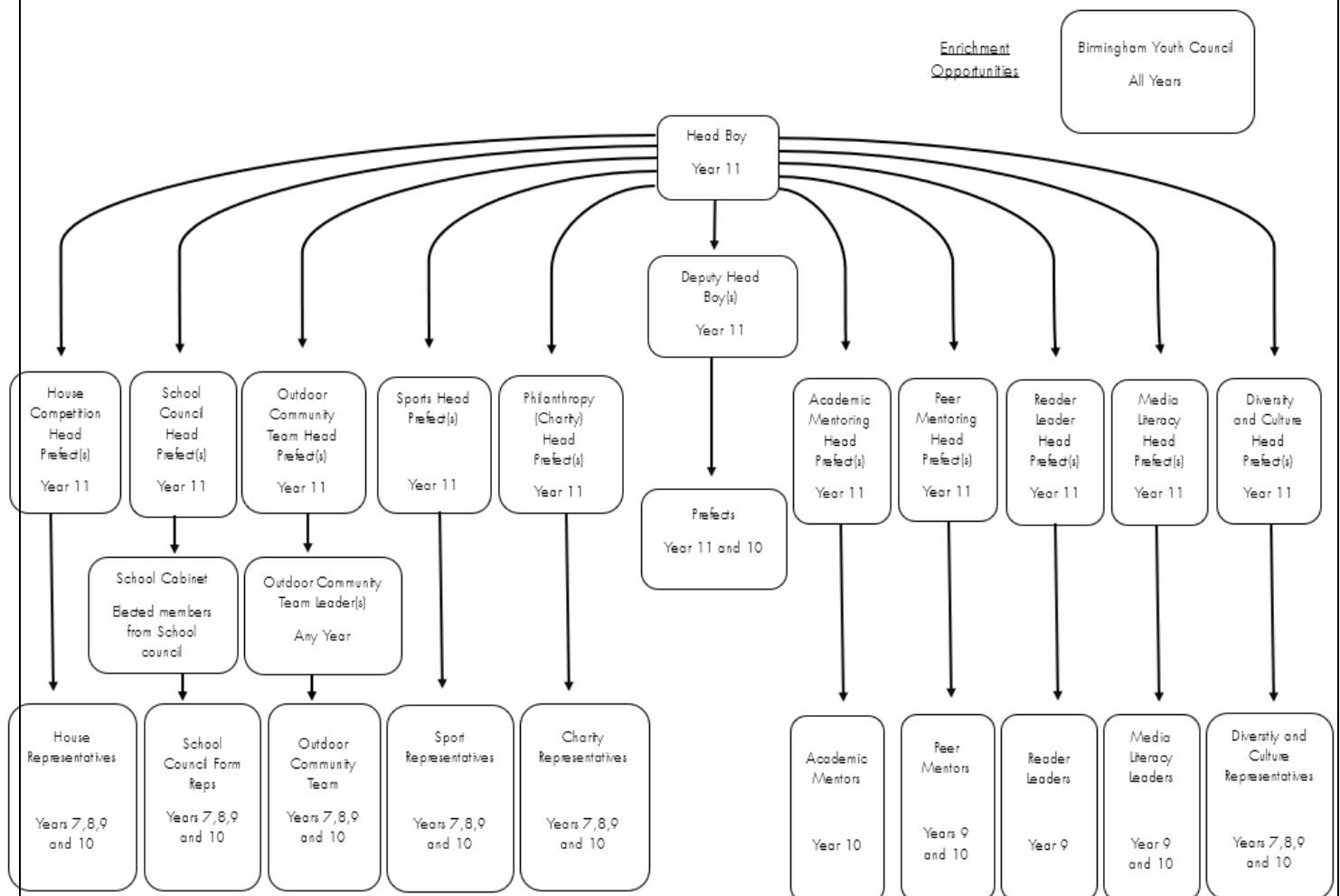
Student Leadership Opportunities

KNSB students are given the opportunity to lead on many areas within our school community. By experiencing a leadership position and working together as part of specific teams, students will be well equipped to take on and flourish in leadership roles once they leave our school. The creation of different leadership pathways also contributes to the successful school environment, as students can play a direct role in the decision making on different projects and issues around the school.

Our 'STRIVE' values underpin all the efforts and projects undertaken by the different student leadership pathways throughout the year. We strive to have a leadership programme here at our school that is run by students, for the students.

Head Boy Team

Our Head Boy Team is made up of Year 11 students who are outstanding role models and want to contribute to the life of their school. The Head Boy Team is made up of a Head Boy, alongside Deputies and Head Prefects. Each Head Prefect is responsible for a specific student leadership area, including Sports, Philanthropy (charity), Peer Mentoring, Academic Mentoring, and many more. The Head Prefects help run these programmes in school. The whole team meets once a half term and has a presence at anything whole-school related.



Prefect Team

Our Prefect Team is made up of Year 10 and Year 11 students who volunteer to help with whole school community events, such as: guiding tours at open evenings; helping and guiding parents at parent and transition evenings; being present at remembrance services; helping show visitors and guests around the school; and helping run whole-school events such as charity and sports-day.

Student Council

The School Council is democratically chosen from each tutor group to represent students' ideas and thoughts on their school. Students attend a year team meeting every half term to discuss and action ways to make the day-to-day life of a KNSB student as enjoyable and productive as possible. These discussions and actions are then taken to the School Cabinet meetings to discuss further.

School Cabinet

The School Cabinet is also chosen democratically from within the student School Council. At the start of the year, the School Council elect a treasurer, secretary and communications officer. Two School Council reps from each year are also elected to represent their year group at these meetings. These students meet every half-term to discuss any immediate issues and projects in progress within their school and help implement positive changes around the school.

Sports

Representatives

Sports Reps are chosen democratically within each form group. Their role is to promote sporting extra-curricular activities and report any results of fixtures back to their form. The Sports Reps work together with the nominated House Rep to organise and contribute to the success of our House Games programme. Sports Reps meet half termly to discuss all the extra-curricular provision of sports at their school.

Philanthropy Representatives

Philanthropy reps are chosen democratically within each form group. Their role is to work as a team to decide on a chosen charity for the school to support during the academic year. They meet on a half termly basis to decide on philanthropy events throughout the year, ending in our Charity Day at the end of the summer term.

House Representatives

House Representatives are chosen democratically within each form group. Their role is to speak to members of their form and fairly allocate different people to represent their house at all house competitions. House Reps work with the nominated Sports Reps for sport-based house competitions.

Academic Mentoring

Our Academic Mentors are Year 10 students who are chosen to be trained to become a King's Norton academic mentor. The Academic Mentors use the skills they acquire from their training programme to mentor students who require extra support in English, maths and science.

Peer Mentoring

Our Peer Mentors are made up of Year 9 and 10 students who wish to help other students in school. Our Peer Mentors are there to support new Year 7 students transitioning to secondary school, as well as aid any other student who may require help in school.

Reader Leader Team

Our Reader Leaders are Year 9 students who want to help younger students improve their reading fluency. Reader Leaders meet on a weekly basis with their readers

Birmingham Youth Council

The Birmingham Youth City Board works with Birmingham City Council and other partners to make sure that the voices of young people are reflected in policy development and service delivery.

Outdoor Community Team

The Outdoor Community Team is split into three parts – eco, travel and outdoor reps. Every year the Outdoor Community Teamwork works towards two accreditations - The Eco Schools Green Flag and Mode Shift Stars accreditation (Birmingham City Council's safer travel to and from school initiative). In addition to this, the team oversees the maintenance of the outdoor equipment and the outdoor learning areas here in school. The Outdoor Community Team is open to all students and is led by the nominated Outdoor Community Team leader(s).

Media Literacy Ambassadors

Our Media Literacy Ambassadors are made up from Year 9/10 students who co-deliver 'Fake or Real' sessions. Media Literacy Ambassadors teach younger students during their Personal Development curriculum time how to trust different online platforms and news. Ambassadors work alongside the other Leadership Teams to assist with election processes.

Core Subject Information

The English Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

The English curriculum in Year 8 will continue to explore a range of texts from a wide literary canon, exposing students to fiction and non-fiction text types and building on the skills introduced and embedded in Year 7 from analysing texts to writing for a particular task and purpose. Our choice of texts is more challenging this year, and students will write to suit a wide range of tasks and for different purposes to get them ready for the step up to Year 9.

What Students Will Learn

In Autumn one, students read extracts from modern Dystopian Literature from the *Hunger Games* to *Divergence* stimulating their creativity to write for narrative and descriptive purposes, then develop knowledge and skills through study topics such as animal testing, life in war-torn countries and COVID. They then build on their understanding of the Elizabethan era from Year 7, investigating *Romeo and Juliet*, extending their knowledge as they study a tragedy play, exploring notions of patriarchal and the concept of toxic masculinity. Students then increase their reading stamina through a whole novel study, building on their knowledge of World War Two and developing non-fiction writing skills.

Unit One, Dystopian Literature

A range of modern excerpts are analysed focussing on how writers create characters and worlds using figurative devices and structural methods developing a knowledge of this genre. Students craft their writing skills by creating narrative openings or parts that create an intended effect. Discussions also centre around how strong female leads are portrayed in literature through Katniss and Triss.

Unit Two, Our World

Students' knowledge of literature is broadened further as we explore non-fiction texts, Writers' perspectives are analysed and compared using evidence to support personal responses. Students craft responses conveying viewpoints in response to modern issues, using writer's methods and paragraphing structures like in the texts studied. Students enhance their ability to question what media text types present to them.

Unit Three, 'Romeo and Juliet' by William Shakespeare

This challenging text is read in-depth, in its entirety, exploring the ideas that Shakespeare had about love, family honour, patriarchy and the consequences of oppression. The whole spring term is dedicated to reading and analysing the play to cement an insightful understanding of the use of the prologue, creation of tension across the play, the use of tragic conventions, as well as how the text was shaped by the Elizabethan male and female audiences.

Unit Four, 'We are Wolves'

Students' breadth of literature knowledge is broadened through studying this whole text about the experience of German children in a post-World War Two society. Social and racial tensions are explored through observing how the writers use language and structural methods to present the characters and key themes. Writing skills are developed further in this unit as students examine how characters and themes are developed using the PEA structure, while also presenting their own viewpoints on a given topic.



CURRICULUM ROADMAP English Year 8

Dystopian Literature

Students read and explore Dystopian Literature and observe how these are portrayed in the media. Narrative and descriptive writing tasks and completed, crafting use of language and structural devices. This is in preparation for Language, Paper One.

Autumn 1

Our World

Non-fiction texts are examined and how writers present perspectives on past and current societal topics. Students make thoughtful comparisons between texts using the PEALEA structure, and craft their own viewpoint writing employing language and structural devices. This is in preparation for Language, Paper Two.

Autumn 2

Romeo and Juliet 1

Building on students' knowledge of Shakespeare from year seven, the tragic genre is the focus. Students read the entire play inspecting how characters are introduced and developed throughout the acts, dissecting language and making relevant contextual links.

Spring 1

Romeo and Juliet 2

The latter part of the play is studied focussing on how the theme of tragedy is portrayed and developed throughout the whole text making connections between an extract and other scenes. This is in preparation for Literature, Paper One.

Spring 2

We Are Wolves 1

World War Two: The Cold War era is learnt about and the impact that World War Two had on the countries involved. The novel is read focussing on how conflict impacted the characters (mainly the children), how prejudice and trauma shape individuals too. Key themes and characters are the focus as students read and track their development.

Summer 1

We Are Wolves 2

The novel continues to be enjoyed and read exploring how the experience of characters is shaped by the War. Viewpoint writing skills are consolidated and extended as students present their perspectives on related topics. This is in preparation for Literature, Paper Two and the Spoken Endorsement.

Summer 2

Time to STRIVE for success!

The English Year 8 Super-Curriculum

	Super-Curricular Activity
1	Read an entire novel for pleasure from the dystopian genre, like <i>The Hunger Games</i> , <i>Divergence</i> , etc. What makes your chosen novel dystopian? Ask for Gold Reader to complete this on SparxReader or visit the library. Can you become a dystopian expert?
2	Write a response about the following: <i>Teenagers should not have access to social media under the age of sixteen</i> . Write an article explaining your views on this topic. Hand this to your teacher once it has been completed.
3	Watch the Westside adaptation of <i>Romeo and Juliet</i> with Kit Connor and Rachel Zegler. From a literary perspective, is this a good adaptation or not? Explain why, linking it to your study of the original text.
4	<u>The Unspoken Tragedy of Wolfskinder East Prussia Orphans WWII - Maier files Series</u> Use this website to create a leaflet on the historical context of the novel, <i>We Are Wolves</i> .

The Mathematics Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

The Mathematics curriculum in Year 8 provides a broad, coherent, satisfying and worthwhile course of study. Students will develop skills learnt in Year 7, as well as learning new skills that will support their mathematical learning throughout the rest of KS3. The course of student encourages students to develop confidence in, and a positive attitude towards, mathematics, and to recognise its importance in their own lives and to society.

What Students Will Learn

All students will explore a range of topics from the six strands of the Mathematics curriculum.

Number

Continue to develop numerical structure and calculations, and use this to explore fractions, decimals, percentages and measures

Algebra

Continue to develop understanding of algebraic notation and manipulation, and use this to explore graphs, equations, inequalities

Ratio and Proportion

Use and apply ratio notation in context and solve problems involving direct proportion and a range of compound measures

Geometry and Measures

Continue to develop understanding of properties of angles and shapes, mensuration, and constructions

Probability

Continue to develop understanding of concepts in probability

Statistics

Interpret and construct tables, charts and diagrams and analyse and compare sets of data.



CURRICULUM ROADMAP Mathematics Year 8

Extending Algebraic and Numerical Fluency

Students establish core mathematical fluency through calculations, negative numbers and number properties before beginning to generalise mathematically through simplifying expressions and expanding brackets.

Autumn 1

Algebraic Methods and Proportional Reasoning

Students form and solve equations while developing fluency with percentages and fractions in increasingly complex contexts. Focus is placed on method selection and mathematical efficiency.

Autumn 2

Analysing Data and Relationships

Students interpret and represent data while extending geometric understanding through angles and inequalities. Students begin to justify conclusions using mathematical evidence and reasoning.

Spring 1

Patterns, Powers and Graphical Models

Students explore indices, standard form, sequences and graphs, developing a stronger understanding of pattern, scale and algebraic representation across a range of mathematical contexts.

Spring 2

Reasoning with Geometry and Number

Students apply geometric reasoning and numerical fluency to solve increasingly complex problems, strengthening mathematical communication and logical thinking.

Summer 1

Linking Algebra, Geometry and Data

Students consolidate Year 8 learning by linking algebra, number, geometry and statistics to solve multi-step problems with increasing confidence and resilience.

Summer 2

Time to STRIVE for success!

The Mathematics Year 8

Super-Curriculum

	Super-Curricular Activity
1	<u>Suggested Video / Article / Podcast</u> <i>Why Do We Need Algebra?</i> – TED-Ed (YouTube) <u>Explore Further</u> Algebra is often described as the language of mathematics. How does algebra help us solve problems more efficiently than arithmetic alone?
2	<u>Suggested Video / Article / Podcast</u> <i>Percentages in Real Life</i> – BBC Bitesize <u>Explore Further</u> Percentages are used in finance, shopping and statistics. Investigate how percentages can sometimes be used to persuade or influence people.
3	<u>Suggested Video / Article / Podcast</u> <i>How Charts Lie</i> – TED-Ed (YouTube) <u>Explore Further</u> Graphs and charts are designed to communicate information quickly. How can graphs sometimes give a misleading impression of the truth?
4	<u>Suggested Video / Article / Podcast</u> <i>Standard Form and the Scale of the Universe</i> – BBC Bitesize <u>Explore Further</u> Standard form allows mathematicians and scientists to work with extremely large and small numbers. Where might numbers this large or small appear in the real world?
5	<u>Suggested Video / Article / Podcast</u> <i>The World's Most Mysterious Shape</i> – Veritasium (YouTube) <u>Explore Further</u> Geometry appears throughout nature, engineering and design. Investigate how geometric reasoning helps engineers, architects or designers solve real-world problems.
6	<u>Suggested Video / Article / Podcast</u> <i>The Mathematics of Chance</i> – Numberphile (YouTube) <u>Explore Further</u> Probability helps us predict outcomes and assess risk. How do businesses, sports teams or scientists use probability and data to make decisions?

The Science Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

The Science curriculum in Year 8 will enable students to develop a deeper understanding of a range of scientific ideas in the individual disciplines of Biology, Chemistry and Physics, building on the work they have done in KS2 and Year 7. Students will take the key concepts covered in Year 7, beginning to use them to explain and understand more complex topics presented in Year 8, such as the periodic table and pressure and moments.

What Students Will Learn

Students will learn that science is about working objectively, methodically and with evidence, often gained through practical investigation, studying a broad range of topics, building on prior learning and introducing new concepts. Practical investigation and working scientifically are woven throughout the curriculum with opportunities to complete hands-on lab work in most topics.

Biology

Health and Lifestyle

Students will learn about the components of a balanced diet and how much of each component of you should eat to remain healthy. Students will learn how foods can be tested to identify different nutrients. Students will study the main organs in the digestive system and the role that enzymes play in digestion. Students will also look at the effects of drugs on the body with a particular focus on alcohol and smoking.

Biological Processes

Students will learn how plants make food through the process of photosynthesis and its importance for all life on Earth. They will look at how leaves are adapted to maximise this process alongside the effects of minerals on plant growth. Students will study how energy is transferred from the food you eat to the cells in the body through the process of respiration. Students will investigate the difference between aerobic and anaerobic respiration in animals and fermentation in plants.

Ecosystems and Adaptations

Students will learn about the feeding relationships that exist within food chains and will discover how this can lead to toxins building up. They will study the interdependence of organisms by looking at population changes. Students will identify the ways animals and plants are adapted to allow them to be successful competitors and survive in hard and changing environments.

Inheritance

Students will learn to identify variation as either inherited, environmental or both. They will discover that inherited characteristics are caused by genes and will learn how these are passed on to offspring. Students will find out about the scientists who discovered what DNA looks like. The final part of this topic covers the way organisms have evolved through the process of natural selection and why this has led to some organisms becoming extinct.

Chemistry

The Periodic Table

Students learn that each element is unique, having its own properties that make it suitable for particular uses. Students learn more about the difference between metals and non-metals as well as how the elements are organised into the periodic table.

Separation Techniques

Students will learn what mixtures are and how they differ to compounds. Students will complete a range of practical work to develop techniques including filtration, distillation and chromatography to separate mixtures of different types.

Metals and Other Materials

Students will learn about the properties of metals, ceramics, polymers and composites and will be able to link these properties to their uses. Students will also learn how patterns in the properties of different metals allow us to determine ways to separate these metals from their natural ores.

The Earth

Students learn about how carbon atoms move throughout the atmosphere, earth and sea as part of the carbon cycle. Students will explore how our changing atmosphere is leading to climate change and will also look at the way rocks are recycled over millions of years.

Physics

Electricity and Magnetism

Students will learn to create simple electrical circuits and will investigate how current, potential difference and resistance affect the flow of electricity. They will explore the way different components behave when connected in series and parallel. Students will investigate the properties of magnets and their fields and will explore the links between electricity and magnetism.

Energy

Students will investigate how we produce the electricity we need to support our modern lives considering how each method can influence our environment. Student will learn how to use ideas relating to energy transfers to explain many aspects of the world around them.

Motion and Pressure

Students will learn how to represent and analyse the motion of an object using distance time graphs, extracting information to make useful calculations. Students will learn how the pressure of a gas depends on temperature and volume and why our atmosphere exerts pressure. Students will then compare this to pressure in liquids and solids.



CURRICULUM ROADMAP Science Year 8 - Biology

Health and Lifestyle

In this topic, boys will learn about a healthy and balanced diet and how much of each component is needed to remain healthy. They will test a range of foods to identify nutrients and learn about what enzymes are and why they are important for digestion in the human body. Students will also gain information on the main organs in the body and evaluate the role of bacteria, as well as the effects of drugs, alcohol and smoking.

Autumn 1

Biological Processes

In this topic, students will learn about how plants make food through the process of photosynthesis and why this process is critical for life on earth. Students will understand how leaves are adapted for their function and study how energy is transferred from food to cells. Information will also be gained on aerobic and anaerobic respiration.

Autumn 2

Ecosystems and Adaptations

In this topic, students begin by studying food chains, webs and feeding relationships. They will evaluate what interdependence is and look at how bioaccumulation occurs. Students will look in detail at how a range of organisms are adapted for their functions that enable them to survive and reproduce in testing conditions.

Spring 1

See Chemistry and Physics Topics

Spring 2

Inheritance

In depth about why and how organisms show variation (environmental or inherited). Students will discover that inherited characteristics are due to genes from parents and they will evaluate how DNA was discovered. In the last part of the chapter, students will gain knowledge on evolution, natural selection and reasons for extinction. There are several links in this chapter to the outside world and issues well documented in the media.

Summer 1

See Chemistry and Physics Topics

Summer 2

Time to STRIVE for success!



CURRICULUM ROADMAP Science Year 8 - Chemistry

The Periodic Table

In this topic, boys will learn about how metal and non-metals elements are used and will be able to find out how and why they have different properties. They will discover that the periodic table is organised into groups and periods and will be able to use the periodic table to spot patterns and trends between elements to predict their characteristics.

Autumn 1

Autumn 2

See Biology and Physics Topics

Acids and Alkalis

In this topic, students will learn the pH scale and about common acidic and alkaline substances both inside of the classroom and at home. Students will be able to use a range of indicators to safely identify which substances are acidic/alkaline and estimate their pH.

Spring 1

Metals and Other Materials

In this topic, students will learn about the properties of metals, ceramics, polymers and composites. They will study patterns in the properties of metals and use these patterns to work out how to obtain different metals from the earth or sea.

Spring 2

See Biology and Physics Topics

Summer 1

Summer 2

The Earth

In depth study about acids, bases and alkalis. Students will develop their practical skills in learning how to use indicators and the pH scale to find out how acidic or alkaline a solution is, and how to work safely with these solutions. Pupils will also learn about neutralization reactions and how they can use these to make beautiful crystals.

Time to STRIVE for success!



CURRICULUM ROADMAP Science Year 8 - Physics

Electricity and Magnetism

In this topic students will learn about electric charge and the link between charge and current. They will discover how resistance, current and potential difference work and relate these ideas to circuits in houses and cars for example. Students will compare how permanent and induced magnets work and look at magnetic fields. They will also be introduced to a range of uses of electromagnets which can link to motors and several other electrical devices outside of the classroom.s. This topic provides a link between the classroom and life outside of school.

Autumn 1

Autumn 2

See Biology and Chemistry Topics

Energy

In this topic, students will learn about the energy content of foods and fuels and the energy they use doing different activities. Students will compare different energy sources and find out how they are used to generate electricity. They will compare ways in which energy is stored/transferred and use the idea of particles/waves to understand radiation, conduction and convection.

Spring 1

Spring 2

See Biology and Chemistry Topics

Motion and Pressure

In this topic, students will learn how to interpret a motion graph, and how to calculate speed from data or from a graph. You will cover how the pressure of a gas depends on temperature or volume and why the atmosphere exerts a pressure that changes with height. Students will also compare pressure in gases/liquids and learn how to calculate pressure exerted on solids.

Summer 1

Summer 2

See Biology and Chemistry Topics

Time to STRIVE for success!

The Science Year 8 Super-Curriculum

	Super-Curricular Activity
1	Healthy Lifestyles Carry out a health and lifestyle audit. Think about how your diet, exercise, sleep patterns and screen time habits might impact your health. Try making one or two small changes and see if you can identify any positive improvements in your wellbeing.
2	Electrical Connections Have a go at drawing a wiring diagram for the lights of one of the floors of where you live. Consider how bulbs must be wired with switches to allow them to be controlled independently or in small groups.
3	Getting 'Stuck In' to Cooking With careful adult supervision, have a go at making 'cinder toffee' also known as honeycomb. Consider how melting points and chemical reactions work together to make this tasty treat. The BBC Good Food website has a suitable recipe.
4	Reading About Science Read a science related book. This could be a 'popular science' book from a local bookstore or school library, such as a science book aimed at younger readers, like the 'Horrible Science' series or even a novel with a scientific basis, such as Project Hail Mary by Andy Weir. What can you learn from your reading?
5	Geology Rocks! Take a walk in a local country park like the Lickey Hills and either collect or photograph rocks you may find. Try to identify if these rocks are igneous, sedimentary or metamorphic and if possible, the actual type of rock.
6	Cartesian Diver Use simple materials to make a model of a 'cartesian diver' and use it help understand the physics you have learned in the motion and pressure topic. Instructions can easily be found online.

Non-Core Subject Information

The Art Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Our intention is for our students in Year 8 to further develop their interest in and understanding of all areas of Art and Design through their classwork, homework and Super Curricular activities. As a department we fully embrace further Enrichment activities for our students; there is always a community school Art project on the go. Our Art curriculum is designed to be broad, relevant and inspiring, and it builds upon skills each year, developing students' prior learning, whilst introducing new concepts and giving students opportunity to refine their skills.

What Students Will Learn

In Year 8, we want our students to increase expertise in different media, styles, techniques, genres, time periods, cultures and both British and global artists. Our aim is for our students to be able to confidently analyse and evaluate their own work, and that of others, to strengthen the visual impact of their work and make greater progress. Students will also improve key life skills, such as creative thinking, refining motor skills and problem solving.

Portraits: Students will start Year 8 by creating portrait inspired artwork. They will build on shading skills gained in Year 7 to further develop these and make greater progress. Students will learn about artists who create portraits and they will initially produce a colour wheel realistic eye illustration. They will refine drawing and shading skills using 6B pencil/pencil crayon, oil pastels, fineliner and the grid scale technique. They will examine artists, such as Lizzie Mary Cullen and Picasso, and take inspiration from them which will be reflected in their outcomes. Students will incorporate architecture illustration into one of their portraiture pieces which builds on their Zine 1- Destination artwork.

Surrealism: Students will create Surrealist artwork and build on art skills developed in Year 7 and Autumn 1. With a focus on developing independent thinking which build on their Zine 1 work from Year 7, students will refine drawing and shading skills using pencil and the grid scale technique to copy a complex 'realistic' mouth purse surreal drawing. They will examine Surrealist artists, such as Dali, and create a parody of one of his paintings to reflect life today, showcasing their colouring skills. Students will also explore the work of contemporary collage artists to produce their own Surreal collage.

Zine 2- Portraits: Students will build on their knowledge of portraiture from their Portrait project and their Zine knowledge from Year 7 in this project, enabling them to continue to develop independent thinking skills from KS3 homework tasks and their Zine 1. Students will work independently and creatively, using any choice of material, style and technique, to create a Zine book about their chosen inspiring famous person or group of people. Students will develop research, planning, composition and art skills while creating their Zine book.



CURRICULUM ROADMAP Art Year 8

Portraits 1

Students will start Year 8 by creating Portrait inspired artwork. They will build on shading skills gained in Year 7 to further develop and make greater progress. Students will learn about artists who create Portraits and they will initially produce a colour wheel realistic eye illustration. They will refine drawing and shading skills using a 6B pencil/pencil crayon and the grid scale technique.

Autumn 1

Portraits 2

Students will continue to build on skills gained in Year 7 and Year 8 Autumn 1 to further develop and make further progress. Students will continue refining drawing and blending skills using pencil, fineliner, oil pastels and a range of drawing techniques. They will look at further artists such as Lizzie Mary Cullen and Picasso and take inspiration from them which will be reflected in their outcomes. Students will incorporate architecture illustration into one of their portraiture pieces which builds on their Zine 1- Destination artworks.

Autumn 2

Surrealism 1

Students will create Surrealist artwork, and build on art skills developed previously to make greater progress. With a focus on developing independent thinking which build on their Zine 1 work from Year 7. Students will refine drawing and shading skills using pencil and the grid scale technique to copy a complex 'realistic' mouth purse surreal drawing. They will also look at Surrealist artists such as Dali and create a Parody of one of his paintings to reflect life today showcasing their colouring skills. Students will also look at the work of contemporary collage artists to produce their own Surreal collage.

Spring 1

Surrealism 2

Students will build on their use of mixed media- developing Skills from Zine 1 in Year 7. Students will continue to refine drawing, shading skills using pencil using the grid scale technique, freehand drawing technique and collage skills. They will look at Surrealism and take inspiration from this which will be reflected in their outcome.

Spring 2

Zine - Inspiring Famous Person 1

Students will build on their knowledge of portraiture from their Portrait project and Zine knowledge from Year 7. The project enables students to continue to develop independent thinking skills from KS3 homework tasks and their Zine 1. Students work independently and creatively using any choice of material, style and techniques to create a Zine on their chosen inspiring famous person or group of people, developing research, planning, composition and art skills in making their Zine book.

Summer 1

Zine - Inspiring Famous Person 2

Students will continue to work independently and creatively on their Zine Inspiring Famous Person books, developing and refining their research, planning, composition and art skills while creating their Zine.

Summer 2

Time to STRIVE for success!

The Art Year 8 Super-Curriculum

	Super-Curricular Activity
1	<u>Home - National Portrait Gallery</u> Visit the National Portrait Gallery in London or online to explore the work of a wide range of traditional and contemporary Portrait Artists from around the world. Share what you have seen with your teacher – which artworks were your favourite?
2	<u>Sky Arts Artist of the Year</u> A great series to watch is 'Sky Arts Artist of the Year', which films artists as they paint live, competing to win a £10,000 commission and to be crowned 'Sky Arts Portrait Artist of the Year'. The runners up also receive materials from Cass Art- which is an amazing Art shop in Birmingham which is definitely worth a visit. What can you learn from this series?
3	<u>Forest of Dean sculpture trail - Search</u> Visit The Forest of Dean Sculpture Trail. This is a unique, surreal outdoor gallery set within the ancient woodland in Gloucestershire. Stretching for around 4–5 miles through mixed forest, the Sculpture Trail features a collection of site-specific artworks created by leading international artists. Can you create a sculpture inspired by what you see?
4	<u>Birmingham's Sites of Surrealism Birmingham Museums</u> On this website it lists six sites of Birmingham's Surrealism, which you can still visit today or look at online. For example...Emmy Bridgwater's Edgbaston home. Extend your surrealist knowledge by visiting some of these.
5	<u>Home Mac Birmingham</u> The MAC at Cannon Hill Park has many art events on for young people. This may inspire some pages in your Zine. Look at their website above for 'What's On' and let us know about any events that you visit and what inspiration you have got for your Zine.
6	<u>Famous People</u> Create a series of photographs that are inspired by your Zine topic of 'A Famous Person'. This isn't based on your chosen person but should develop this idea <i>further</i>. It could be on your family/ friends in social situations/events - with their permission of course! Edit these using apps/ IT programmes and please share 😊

The Computing Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Students will continue to develop the ICT skills learnt in Year 7, deepening their understanding of a range of applications and improving their ability to plan, create and review their work, solve problems and communicate effectively using digital tools.

What Students Will Learn

In order to improve upon their ICT and wider skills for life, in this rotation, students will learn how to effectively use a range of software for different purposes so that they can be prepared for the remainder of Key Stage 3 and 4.

Application of ICT

In Application of ICT, students will work on real-life scenarios and client briefs, using a range of digital tools to create solutions that meet specific needs. They will develop practical skills by creating spreadsheets, designing posters and promotional materials, producing professional emails and building databases to organise and manage information. The course helps students become confident and independent users of technology. Application of ICT provides valuable skills that can be used in further education, the workplace and everyday life.



CURRICULUM ROADMAP Computing Years 7 and 8

Sequence, Selection and Iteration

Students will be introduced to computational thinking concepts. Through the use of flowcharts, students will understand how algorithms are constructed using sequence, selection and iteration.

Year 7

Year 7

Scratch Project

Students will develop and apply their understanding from the 1st topic by creating a multilevel game in Scratch.

Branding and Promotion

Students will begin the topic by making a logo and flyer which advertises charity day at the end of the year. Students will learn how to use the basic tools of photoshop which will be built upon in Year 9 and KS4 in iMedia and Business

Year 8

Year 8

Managing an Event

Students will build upon their branding understanding to create spreadsheets to plan and manage a budget, databases to organise suppliers and equipment, and develop professional emails to communicate with stakeholders. This provides a strong foundation for further study in Year 9 Visual Identity and KS4 iMedia and Business.

Time to STRIVE for success!

The Computing Year 8 Super-Curriculum

	Super-Curricular Activity
1	Digital Skills in the Real World Research how a business or organisation uses ICT in its day-to-day operations. This could be a local business, a supermarket, a school or a large company. Task: • Identify at least three ICT systems they use (e.g. databases, spreadsheets, email systems) • Explain what each system is used for • Describe how these systems help the organisation work more efficiently.
2	Personal Budget Spreadsheet Create a spreadsheet to help manage a monthly budget. Task: • Include income and at least five different types of expenditure. • Use formulae to calculate totals and remaining balance • Create at least one chart to show how money is spent.

The Design and Technology Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

What Students Will Learn

During Year 8, students will have the opportunity to build confidence in using tools and equipment in the school workshop, be able to use CAD/CAM equipment to design products and use these skills to solve problems. They will continue to work with a range of materials, including soldering electronic circuits and using these to develop the products they're making.

Explore

Students use the iterative design process to develop design ideas from a given context and create your own design brief. Digital modelling techniques such as laser cutters or 3D printers will also be used.

Create

They then select from specialist tools, techniques and equipment precisely, including computer-aided manufacture, soldering irons and electronic circuits to create functioning prototypes.

Evaluate

They go on to investigate new and emerging technologies, and finally test and refine their prototypes against defined criteria considering views of intended users.



CURRICULUM ROADMAP D and T Years 7, 8 and 9

Explore and Create

Students will initially investigate design problems and as part of this they will identify customers for their prototypes. They will explore creative ideas and create imaginative designs using sketching and Computer Aided Designs (CAD).

Year 7

Evaluate

Year 7

Students model and develop chosen ideas using timber, steel, acrylic and PLA. They use a range of specialist tools, equipment and processes, (including laser cutters and 3D printers) to produce functioning prototypes. Finally, they test and evaluate their completed prototypes.

Iterative Design Process

Students will investigate a context using the Iterative Design Process. They will collect images of existing products to support design work, including identifying a client or customers for their products. They will design ideas and develop those ideas with their peers. Students will then develop the most appropriate three ideas using CAD software.

Year 8

Evaluate

Year 8

Students will use a range of specialist tools, equipment and processes, (including laser cutters and soldering) to produce functioning prototypes. They will shape and form materials such as pine, MDF, plywood and acrylic and finally test and evaluate their iterations and completed prototypes and suggest modifications.

CAD and Engineering

Students will investigate a context using the Iterative Design Process. They will use complex CAD systems to generate engineering drawings and use these to accurately mark out materials to precise tolerances. They will then cut, shape and form materials to a high-level, incorporating quality control checks.

Year 9

CAD and Engineering

Year 9

Students will then use precise joining methods to assembly multipart products and use heat to modify material properties to produce a desired finish. They will select and solder electronic circuits and add them to products and finally test and evaluate their design and product.

Time to STRIVE for success!

The Design and Technology

Year 8 Super-Curriculum

	Super-Curricular Activity
1	Get Ahead with Your Design Watch YouTube Channel for the year 8 lighting product and soldering of circuit. See how it will be made and what tools and equipment you'll be using. Cutting Wood Lighting Product - YouTube
2	Mechanical Museum If you are fascinated by how things work take a trip to the MAD museum in Stratford. The Mechanical Art and Design Museum The Mechanical Art & Design Museum

The Drama Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Students in Year 8 continue to be taught Drama in rotation with a number of other subjects, so their dramatic learning is developed over a nine-week block.

In Year 8 Drama, students build upon the foundational performance skills developed in Year 7, where they explored the basics of performance, including voice, movement, characterisation, teamwork and audience awareness. The Year 8 curriculum is designed to deepen students' understanding of how theatre is created, shaped and performed by introducing them to a range of influential theatre practitioners and companies. Students study the work and approaches of Brecht, Stanislavski, Berkoff, Grotowski and Kneehigh, allowing them to explore contrasting performance styles, techniques and intentions. Through practical workshops, devising tasks and performance opportunities, students develop a more sophisticated understanding of how drama can communicate meaning, challenge audiences and reflect different theatrical traditions. The curriculum intends to broaden students' creative, analytical and evaluation skills by encouraging them to experiment with practitioner techniques such as naturalism, physical theatre, ensemble work, direct address, alienation, stylised movement and minimalistic performance. This enables students to make informed artistic choices and begin to understand how theatre-makers use specific methods to create impact.

What Students Will Learn

The focus of practitioners will be to explore how influential theatre-makers such as Stanislavski, Brecht, Berkoff, Grotowski and Kneehigh use different performance techniques and styles, so that students can develop a wider understanding of theatre, make more creative choices, and apply these approaches confidently in their own practical work. By building on prior learning from Year 7, students become more confident, independent and reflective performers. They are encouraged to take creative risks, collaborate effectively and evaluate their own work and the work of others using appropriate drama vocabulary. This prepares students for further study in Key Stage 3 and provides a strong foundation for the demands of GCSE Drama.

Brecht (Epic theatre): Students will understand how theatre can be used to make an audience think rather than simply feel, using techniques such as direct address, narration, placards, multi-rolling, breaking the fourth wall and alienation.

Berkoff (Total theatre): Students will explore stylised and exaggerated physical theatre, using facial expression, gesture, movement, chorus work, mime and vocal exaggeration to create bold, non-naturalistic performances.

Grotowski (Poor theatre): Students they will learn about the importance of the actor's body and voice in performance. They will explore physical discipline, ensemble work, minimal set, poor theatre and how performers can create meaning without relying on props, costume or scenery.

Kneehigh (Classics folktale & Myth): Students will explore playful, ensemble-based storytelling. They will learn how to use music, movement, multi-rolling, narration, visual imagery, comedy and physical theatre to create imaginative and accessible performances.

Stanislavski (Naturalism): Students will explore naturalistic acting and learn how to create believable characters. They will develop skills such as motivation, objectives, emotional memory, given circumstances and the "magic if". This will help them understand how actors create realistic performances.



CURRICULUM ROADMAP Drama Years 7, 8 and 9

Curious Incident of the Dog in the Nighttime

Students will learn key drama skills and techniques as a foundation for their drama curriculum. They will use these skills to explore characters in *The Curious Case of The Dog in the Nighttime*. They will explore key extracts, developing foundational drama skills and techniques.

Year 7

Curious Incident of the Dog in the Nighttime

Students will then demonstrate creativity, collaboration, and performance skills through the creation and presentation of devised drama work and use ideas and key themes to create their own devised performances.

Year 7

Practitioners

In Year 8 we introduce students to a range of influential drama practitioners, focusing on developing knowledge and understanding of how their unique styles, techniques and methodologies shape theatre performance and the audience experience.

Year 8

Practitioners

Students will then explore both naturalistic and non-naturalistic theatre, examining how practitioners use different approaches to communicate ideas, create meaning and evoke specific thoughts and emotions from an audience. Students will analyse how drama can communicate ideas, meaning, and emotion to an audience. An essential stepping stone towards the GCSE.

Year 8

Verbatim Theatre

In Year 9, students are introducing Verbatim theatre through a range of genres which explore conflict and historical tragedies. Students will be developing an understanding of the purpose and conventions of verbatim theatre, analysing and interpreting non-fiction material, and applying performance skills to communicate real events and perspectives effectively.

Year 9

Verbatim Theatre

Students will also build their ability to explore challenging themes thoughtfully, respond creatively to historical and social issues, and collaborate to create meaningful and engaging performances inspired by real-world events.

Year 9

Time to STRIVE for success!

The Drama Year 8 Super-Curriculum

	Super-Curricular Activity
1	Developing Characterisation For monologues, students could write and perform a short solo speech from the viewpoint of a character, focusing on clear voice, emotional expression and body language or download a free monologue, focussing Stanislavski's naturalistic style of performance. (Free Monologues for Teens)
2	Exploring and Analysing Theatre Ask your family to join you in watching a range of theatre, film or television performances and discuss with them how actors use body language, voice, space and emotion to create believable characters. You can find some free performances here: National Theatre at Home Plays & Musicals National Theatre and there are various free performances on YouTube.
3	Improvisation and Techniques To explore proxemics, you could create a short scene where the distance between characters changes to show friendship, conflict, power or tension. You could also analyse still images or freeze frames to explain what the spacing between characters suggests about relationships and status.

The Food Technology Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Learning how to cook is a crucial life skill for students both now and in later life so in Year 8 we aim to continue with students' independent learning through developing the practical cooking skills we introduced in Year 7. Our intent for the curriculum is to continue to apply the principles of safety, nutrition and healthy eating whilst instilling a love a cooking.

What Students Will Learn

Once students have recapped the basic skills from Year 7, they will start to cook more difficult dishes with a greater complexity of skills. They will observe a link between the theory lessons and the practical dishes to enable them to practise the skills they are learning about. The aim is to equip students with enough cooking skills and background knowledge to start developing their own cooking style whilst being safe, hygienic and methodical.

Practical skills • Knife skills • Washing up • Using the stove/oven • Using weighing scales • Peeling • Chopping • Grating • Boiling • Frying • Rubbing in • Combining flavours	Practical Dishes • Ratatouille • Seasonal fruit crumble • Vegetable stir-fry • Jam tarts • Lemon cheesecake • Irish soda bread • Pizza whirls • Raspberry Buns
Theoretical Content • Hazard analysis • Cleaning and hygiene • Eatwell plate and healthy meal planning • Recipe adaptation • Reduce, reuse, recycle • Methods of making and quality of ingredients • Product development • Fairtrade • Bread - functions of ingredients • Evaluations of products	



KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS

CURRICULUM ROADMAP Food Technology Year 8

Food Safety and Nutritional Knowledge

Students build on their Year 7 understanding by exploring HACCP and how hazards can be identified and controlled. They develop their knowledge of healthy eating through the Eatwell Guide and the functions of key nutrients, using this understanding to plan balanced meals and consider how recipes can be adapted to improve their nutritional value.

Practical experiences: Ratatouille

Topic 1

Topic 2

Responsible and Controlled Food Production

Students exploring how to reduce, reuse and recycle and the environmental issues associated with food packaging. In practical work they identify health, safety and quality control measures and apply these when preparing and cooking increasingly complex dishes.

Practical experiences: Seasonal Fruit Crumble and Vegetable Stir Fry

Topic 3

Design, Develop and Plan Food Products

Students consider how ingredients, flavours, appearance and other characteristics can be adapted for different purposes. They extend their practical knowledge through pastry and bread-making, explore the functions of ingredients and develop their ability to plan practical work effectively.

Practical experiences: Jam Tarts, Cheesecake, Soda Bread Rolls, Pizza Whirls and Raspberry Buns

Time to STRIVE for success!

The Food Technology Year 8

Super-Curriculum

	Super-Curricular Activity
1	Mystery Box Challenge Ask friends or family to make up a box of surprise ingredients for you and give yourself 60–90 minutes to design and make a dish. Examples: • Three-ingredient challenge • Leftover makeover • £3 budget challenge • Seasonal ingredient challenge <i>Super Challenge: Students justify ingredient choices using nutrition and food science.</i>
2	Global Cuisine Challenge Explore food from a different country, using content and process conventions particular to that nation Countries could include: • Japan • Mexico • India • Italy • Morocco • Thailand • Greece • Lebanon Activities: • Cook authentic dishes • Research food traditions • Design restaurant menus • Create cultural food presentations <i>Super Challenge: Prepare food for family and friends, take photographs and get reviews from them to share with your teacher.</i>
3	Future Foods Investigate sustainable food production, which could include plant-based proteins, edible insects, lab-grown meat, vertical farming, hydroponics, food miles, carbon footprint, regenerative farming. <i>Super Challenge: Design the school meal of 2050 and give reasons for your choices based on your research.</i>

The French Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Students build on the foundations established in Year 7, developing confidence in Listening, Speaking, Reading and Writing. They learn to talk and write about holidays, festivals, food, leisure activities, technology, daily routines, the world around them and sport, while developing their ability to express and justify opinions, take part in conversations, understand longer texts and produce more detailed spoken and written responses, consolidating their use of a range of verbs. They deepen their understanding of France and the wider French-speaking world through the study of traditions, celebrations, geography, art, cuisine and famous people, preparing them for the increasing linguistic and cultural demands of GCSE French.

What Students Will Learn

Throughout Year 8, students will study topics including holidays, celebrations, leisure activities, sport and their local area, using a range of tenses to communicate their opinions.

In town Talk about places in town, order food and drinks in a café, talk about plans for a weekend in Paris. Grammar: Using 'il y a' and 'il n'y a pas de'; Expressions of quantity; partitive articles; modal verbs (vouloir, pouvoir, devoir), near future tense, past tense Phonics: [é/er], [au/eau], [r] Culture: Exploring Paris and its landmarks.	Holidays Describing a visit to a theme park, saying where you went and how, asking and answering questions. Grammar: Reflexive verbs in the present tense; present continuous; conditional tense and if-clauses; perfect tense, Listening for negatives Phonics: [on], [en/an], [un/in], [é], [u], [a] Culture: French touristic places
I love celebrations Describing festivals and special days; Buying food at the market; Talking about future trips and celebrations Grammar: Present tense regular -ir verbs; passé composé Phonics: [on], [en/an/em], [un/in] Silent final 'e', Silent final consonants (s, t, x) Culture: French Festivals	At leisure Arranging to go to the cinema; Types of film; Digital technology; Leisure activities using negatives Grammar: Negatives; Near future + questions; Singular and plural adjective agreement Phonics: [qu], [r], [-tion/-ssion] Culture: French speaking cinema
The world is small Talking about where you live, describing the weather, helping at home and daily routine, moving house Grammar: Comparative and superlative adjectives; pouvoir + infinitive; Devoir + infinitive. Phonics: [gn], [eu], [ou], (t-s x-liaison) è/ê Culture: Ways of life in French-speaking countries.	Sport Talking about sports, giving opinions about sports, asking and giving directions, injuries and illness Grammar: Reflexive verbs; passé composé Phonics: [on/om], [en/an], un/in], [ail/aill], [ill/ille] Culture: French-speaking world: athletes and celebrities.



CURRICULUM ROADMAP French Year 8

En ville

Students are given the opportunity to learn transactional language (*in a café*) and introduce the verb '*aller*' ahead of teaching the near future tense. Students learn about popular French snacks and drinks, and they also have the opportunity to explore Paris.

Autumn 1

Vive les vacances!

Students will learn how to describe what they did during the summer holidays using the perfect tense, before extending their responses by linking past experiences to present opinions and circumstances using the perfect and present tenses together.

Autumn 2

J'adore les fêtes!

Students develop what they can say about their lives, their likes/dislikes and expand their transactional language in the context of buying food at a market. To allow them to revise the present and near future tenses and continue to practise the perfect tense. Students learn about festivals and celebrations in the Francophone world and they are introduced to traditional French cuisine.

Spring 1

À loisir

Students learn to express their opinions around TV and digital technology and further develop their transactional language in the context of arranging to go out. The use of three tenses together will be introduced. Students also learn about leisure activities in different Francophone countries.

Spring 2

Le monde est petit

Students continue to develop what they can say about their lives and how they express/justify their opinions. They will develop their use of different persons of the verb and be introduced to modal and reflexive verbs in context of daily routine whilst further practicing with three tenses. Students learn about geographical aspects of France and Francophone countries as well as about famous French painters and their works of art.

Summer 1

Le sport en direct

Students continue to develop what they can say about their lives and their likes/dislikes, including comparatives. The imperative for asking directions will be introduced and further practice with transactional language in context of talking to the doctor. Students also learn about some famous sportspeople in the Francophone world.

Summer 2

Time to STRIVE for success!

The French Year 8 Super-Curriculum

	Super-Curricular Activity
1	Exploring the French-speaking world Research a French-speaking country outside France (e.g. Senegal, Canada, Morocco, Belgium, Switzerland, Côte d'Ivoire or Martinique) and create a fact file or presentation exploring its geography, culture, the role of the French language, and similarities and differences with France and the UK. Outcome: Develop a deeper understanding of the Francophone world by exploring cultural and geographical similarities and differences between French-speaking countries, France and the UK.
2	Christmas in French-speaking countries Research Christmas traditions, food, celebrations and customs in France or another French-speaking country. Explain their cultural significance and compare them with Christmas traditions in the UK. Outcome: Develop an understanding of how Christmas traditions reflect culture and identity by comparing celebrations across the Francophone world and the UK.
3	French recipes Research a traditional French dish, prepare it at home (where possible), and explain its ingredients, origins and cultural significance. Outcome: Develop an understanding of how regional cuisine reflects the history, culture and identity of different parts of France.
4	French festivals and traditions Create a cultural guide to festivals celebrated across the Francophone world (e.g. La Fête de la Musique in France, Carnaval de Québec in Canada, or Tabaski in Senegal), explaining their origins, traditions and cultural significance. Outcome: Develop an understanding of how festivals reflect the history, culture and identity of different Francophone communities.
5	French music and language Compare two French-language songs from different artists or French-speaking countries. Explore their themes, language and cultural influences, and explain how they reflect Francophone culture. Outcome: Develop an understanding of how music reflects language, culture and identity across the Francophone world.
6	French cinema Watch a short French-language film or animation and write a short review explaining the plot, themes, characters and what it reveals about French or Francophone culture. Outcome: Develop listening, interpretation and cultural understanding through authentic French-language media.

The Geography Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

The Geography curriculum in Year 8 will continue to develop a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. The topics covered will build on the knowledge and skills learnt in year 7 and enable students to understand in some detail what places are like, how and why they are similar and different and how and why they are changing. Running parallel to this, students will be able to carry out investigations using a range of geographical questions, skills and sources of information including maps, graphs and images. The intention is to stimulate the students to think about their place in the world, their values and their rights and responsibilities to other people and the environment.

What Students Will Learn

In Year 8 Geography, students will explore key physical and human geography topics including rivers, coasts, tectonic hazards, population change and the diverse continent of Africa. They will develop important geographical skills such as map interpretation, data analysis, decision-making, fieldwork enquiry and evaluating the interactions between people and environments. These topics build strong foundations for GCSE Geography by introducing students to the processes, case studies and analytical skills needed to understand global challenges and succeed in future geographical study.

Rivers

This topic explores the formation of the key physical features in a river drainage basin. Students then analyse causes of flooding and the strategies we can use to manage flood risk in the UK.

Population

This topic explores population change, factors affecting birth and death rates, population distribution and the relationship between population and resources.

Coasts

Students will spend time identifying coastal features from maps and photos. They will study coastal processes of erosion, transport and deposition and they will undertake an assessment of strategies to defend the coast.

Tectonics

Students will study the structure of the earth and plate boundaries. They will investigate a number of tectonic hazards including earthquakes, volcanoes and tsunamis, through a variety of located studies.

Africa

This topic explores the physical and human features of the continent. Students will investigate the importance of the Nile and Rift Valley and the issues of urbanisation in Kenya.



CURRICULUM ROADMAP Geography Year 8

Rivers

The Year 8 Rivers topic develops students' understanding of river processes, erosion, transportation, deposition and flood management while strengthening map, fieldwork and data interpretation skills.

Autumn 1

Autumn 2

Population

The Year 8 Population topic develops students' understanding of population distribution, migration, urbanisation and demographic change while strengthening data interpretation, decision-making and enquiry skills.

Coasts

The Year 8 Coasts topic develops students' understanding of coastal processes, erosion, transportation, deposition and coastal management while strengthening map, fieldwork and data interpretation skills.

Spring 1

Spring 2

Tectonics 1

The Year 8 Tectonics topic develops students' understanding of plate movements, earthquakes, volcanoes and hazard management while strengthening map interpretation, data analysis and enquiry skills.

Tectonics 2

The Year 8 Tectonics topic develops students' understanding of plate movements, earthquakes, volcanoes and hazard management while strengthening map interpretation, data analysis and enquiry skills.

Summer 1

Summer 2

Geography of Africa

The Year 8 Africa topic develops students' understanding of the continent's physical landscapes, climate diversity, development patterns and human-environment interactions while strengthening map skills, data interpretation and evaluative thinking.

Time to STRIVE for success!

The Geography Year 8 Super-Curriculum

	Super-Curricular Activity
1	Make a Flag Country flags are designed to represent the history or ideals of a country. Design a flag that represents you - you can model it on your heritage, favourite activities, sports, animals, or family. <i>Outcome: Flag using paint, colours or fabric. Explanation of your flag.</i>
2	Learn About Seasonal Celebrations: Find photos of seasonal celebrations around the globe. For example, you can search for photos of summer and winter solstice celebrations or celebrations associated with the equinoxes. <i>Outcome: Share with your family and friends what you find out about the celebrations, where they take place, and how they express the unique characteristics of that particular season.</i>
3	Draw a Map of an Imaginary Island: Use map elements, like symbols and a key, to show different features of the island and its people. <i>Outcome: Map showing all the skills you learnt in your Geography lessons in year seven, with added knowledge of year eight.</i>
4	Natural Hazard Case Study: Research a recent hazard (earthquake, volcano, hurricane): • Causes • Impacts • Responses <i>Outcome: Case study report or news-style presentation.</i>
5	Geographical Association: Geographical Model Making competition https://geography.org.uk/get-connected/get-involved-1-student-activities/geographical-model-making-competition/ <i>Outcome: Prize given by Geographical Association</i>
6	RGS: Young Geographer of the Year Competition: The Young Geographer of the Year is our annual geography competition for students, recognising the outstanding work of the next generation of geographers. https://www.rgs.org/schools/competitions/young-geographer-of-the-year

The History Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

The Year 8 History curriculum is designed to strengthen students' understanding of how power, society and identity have developed over time, using a clear and purposeful sequence that builds on the foundations laid in Year 7 and ensures the curriculum also encourages curiosity and wider cultural awareness. Through a range of scholarship, students will gain an understanding of the time periods being studied and begin to further develop their historical explanation, significance, source and interpretation skills, which will enable them to transition into Year 9 History.

What Students Will Learn

Students begin by examining the Tudor period and the Elizabethan Age, exploring how leadership, religion and culture shaped life in Britain. They then broaden their perspective by analysing Britain's expansion through Empire, investigating its influence both at home and across the world. This leads into a study of the long struggle for civil rights in America, allowing students to trace themes of inequality, resistance and social change across different contexts.

Elizabethan England

Students will study a brief history of the changing roles of the Tudor monarchs, up to Mary I, and the impact they had on England.

Elizabethan England

Students will explore how a Queen could drastically impact peoples' political, religious and cultural beliefs.

The British Empire

Students will explore the impact of the British Empire both at home and in other countries. They will focus on examining various case studies of the rise and fall of the British Empire and comparing and contrasting these to investigate common themes and links.

Slavery and Civil Rights

Following the sequence of the previous learning, students will learn how empire socially impacted countries via slavery. Exploring the fight for abolition in the late 19th century to the struggle for social justice continuing into the 21st century.



CURRICULUM ROADMAP History Year 8

Elizabethan England 1

Elizabethan England develops understanding of the power and conflict between the monarch, the church and foreign powers building on from previous learning of similar themes.

Autumn 1

Autumn 2

Elizabethan England 2

Elizabethan England develops understanding of the power and conflict between the monarch, the church and foreign powers building on from previous learning of similar themes.

The British Empire 1

The British Empire helps students engage with global power and inequality, developing knowledge of expansion, resistance and long-term impacts on Britain and the world through case studies and experiences of those who lived under British rule.

Spring 1

Spring 2

The British Empire 2

The British Empire helps students engage with global power and inequality, developing knowledge of expansion, resistance and long-term impacts on Britain and the world through case studies and experiences of those who lived under British rule.

Slavery and Civil Rights 1

Slavery and Civil Rights ensure students build on from previous learning to understand power, resistance and inequality, developing empathy, enquiry and awareness of long-term struggles for justice.

Summer 1

Summer 2

Slavery and Civil Rights 2

Slavery and Civil Rights ensure students build on from previous learning to understand power, resistance and inequality, developing empathy, enquiry and awareness of long-term struggles for justice.

Time to STRIVE for success!

The History Year 8 Super-Curriculum

	Super-Curricular Activity
1	<u>Tudor Power Fieldwork</u> Visit a Tudor site (e.g., Kenilworth Castle, Stratford-upon-Avon, Hampton Court via virtual tour). Investigate how the Tudors projected royal authority on the English landscape.
2	<u>Elizabethan Golden Age</u> Activity: Watch an Elizabethan documentary (e.g., <i>Elizabeth I: Killer Queen</i>, <i>Elizabeth I's Secret Agents</i>) or explore the British Library's online Renaissance collection. Evaluate whether the 'Golden Age' label is justified.
3	<u>Podcast: Empire</u> Listen to the <i>Empire</i> podcast episode on the Koh-i-Noor Diamond. Should the British monarchy return this jewel to India?
4	<u>History Documentary</u> Watch a documentary such as <i>Britain's Forgotten Slave Owners</i> (BBC), <i>Enslaved</i> (Samuel L. Jackson) or the National Archives' online slavery resources. Create a structured summary on how Britain was involved in the slave trade, you may wish to focus on social, economic or ethical factors.
5	<u>Civil Rights Activist Research</u> Explore the Library of Congress Civil Rights Oral History Collection or the National Museum of African American History and Culture digital archives. Choose one individual (activist, student, witness, organiser) and research their life, motivations, and experiences.
6	Meanwhile elsewhere...the Bristol Bus Boycott Explore the history of this event – share with your teacher what you learn from this -n why is it an important historical event? Meanwhile Elsewhere Bristol Bus Boycott (2).pdf - Google Drive (Bristol Bus Boycott)

The Music Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

The music curriculum in Year 8 will build on students' prior knowledge of music from Year 7 and prepare them for future musical experiences by continuing to further develop their understanding and use of the musical elements in a combination of performing, composing, listening, theory and evaluating activities. In music, we explore different musical instruments, styles and techniques whilst promoting an appreciation of music from different cultures. We aim to foster student's self-expression, creativity and knowledge, developing their skills into becoming well-rounded musicians.

What Students Will Learn

Throughout Year 8, students continue to explore music through a broad range of performing, composing, and listening activities, developing key musical skills and understanding of the elements of music. The curriculum builds upon knowledge and skills built in Year 7 and continues a strong foundation for success in Key Stage 3 Music.

Western Classical Music

Students explore the Theme and Variations form by creating their own arrangement of Mozart's Ah vous dirai-je, Maman. They use the elements of music to develop and transform the theme. Students also study significant composers from different musical eras and learn a selected Western Classical work on keyboard, developing their notation reading, music literacy, and performance skills.

Development of the Blues

Students explore the cultural context, key features, and development of Blues music. They perform and record a Blues piece using techniques such as the 12-bar blues and walking bass lines, and improvise melodies using the Blues scale. Students then examine the influence of Blues on Rock and Roll, identifying shared musical features, before sequencing a classic Rock and Roll song using music software.

Music and Rhythms of the World

Students explore the cultural context and musical features of styles and rhythms from around the world. Through a range of independent, small-group, and whole-class activities, they develop both individual and ensemble performance skills. Students strengthen their musical literacy through performing and understanding rhythmic concepts such as polyrhythms and key djembe drumming techniques, while also developing their ability to perform and arrange music in a range of styles.



CURRICULUM ROADMAP Music Year 8

Western Classical Music

Students will continue to develop their understanding of key musical terminology and traditional notation reading, exploring key composers and eras within Western Classical Music. Students will create a Theme and Variation of a famous piece of music and integrate the elements of music learnt from previous topics to create multiple different variations. Students will also perform a challenging piece of Western Classical piece focussing on keyboard techniques and developing their keyboard and notation skills.

Autumn 1

The Development of the Blues

Students will learn about the context, features and development of Blues music into Rock n Roll. Learning about the history, key artists, structure, style and improvisation. They will then create 2 compositions, one in Blues and one in Rock and Roll, integrating features from both styles and improvising their own unique solos using the blues scales. Students have particularly built on their knowledge of chords, structure, melody and texture in this topic.

Spring 1

Music and Rhythms of the World

In this topic students explore how music is presented in different parts of the world. They will develop key techniques from past modules looking at notation, improvisation, the elements of music and composition to create performances, compositions and arrangements. Students learn key features of Djembe music, incorporating drumming techniques, call and response, polyrhythms and improvisation into a group performance. They will learn about key features of Chinese music and notation before creating their own Chinese music using drones and the pentatonic scale for their melodies. They will then look at folk music around the world before arranging a piece of folk music integrating key techniques, particularly focussing on chordal development and the elements of music.

Summer 1

Time to STRIVE for success!

The Music Year 8 Super-Curriculum

	Super-Curricular Activity
1	Learn to play some new classical music songs from: Really Easy Piano: Classical Greats 9781849385879. Your challenge is to share your attempts (perfected or not) with your teacher or even the class – practise makes perfect! What do you like about classical music?
2	See an orchestral performance at Birmingham Symphony Hall and write a review of the performance. How did the location enhance the performance and your experience?
3	Learn to play some new Blues music on piano: Really Easy Piano: Blues 9781780382418 Your challenge is to share your attempts (perfected or not) with your teacher or even the class – practise makes perfect! Who is your favourite Blues musician, and why?
4	Learn to improvise with instruments using BBC Bitesize: Improvisation - with instruments - KS3 Music - BBC Bitesize What do you like most about improvising, and why?
5	Try some Samba body percussion play-along tracks on YouTube, such as: https://www.youtube.com/watch?v=L_G97WiWqHs Your challenge is to share your attempts (perfected or not) with your teacher or even the class – practise makes perfect! What do you like most about improvising, and why?
6	Create your own junk percussion https://www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/z4msnrd This is a really fun activity to do alone or with friends. Are you brave enough to video your junk percussion experiments and share them with your teacher?

The Personal Development

Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Building on the foundations of Year 7, students explore more complex themes relating to identity, risk, community and personal responsibility.

What Students Will Learn

Healthy and Unhealthy Relationships

Students will understand what healthy relationships look like and how stereotypes in the media can influence their views. They will learn how to build safer online relationships, recognise and respond to sexual harassment, understand the meaning of consent, explore the risks of sharing nude images and develop the knowledge and skills to help prevent gender-based violence and promote respectful relationships.

Personal Safety and Managing Risk

Students will develop the knowledge and skills to keep themselves safe in a range of everyday situations. They will learn about fireworks, road and water safety, gain an introduction to CPR, and understand the risks associated with drugs, including tobacco, nicotine and alcohol.

Health and Wellbeing

This unit encourages students to make positive choices that support their physical and mental wellbeing. They will learn about healthy eating, the importance of good dental care, staying active and developing healthy sleep habits.

Online Safety

Students will explore the influence of social media and algorithms, recognise financial and phone-related scams, understand the risks linked to gaming, develop money management skills and learn how online content can shape their thoughts, choices and behaviours.

Managing Money

This introduces students to the key financial skills they will need as they become more independent. They will learn how to open and manage a bank account, understand a bank statement, save money effectively, use a bank card safely and understand how to avoid and manage debt responsibly.

Belonging and Community

Students are encouraged to develop an understanding of identity, equality and belonging. They will explore bias, stereotypes and discrimination, learn about protected characteristics, develop the skills to disagree respectfully and recognise the importance of building inclusive, diverse and supportive communities.

The Personal Development

Year 8 Super-Curriculum

	Super-Curricular Activity
1	Mental Health and Wellbeing <u>Suggested Video/Article/Podcast</u> Why We All Need Emotional First Aid – TED Talk (YouTube) <u>Explore Further</u> Mental health can be influenced by stress, relationships, social media and lifestyle. Why is it important to develop resilience and healthy coping strategies during adolescence?
2	Understanding Influence and Risk <u>Suggested Video/Article/Podcast</u> Peer Pressure and Decision Making – BBC Bitesize <u>Explore Further</u> People are influenced every day by friends, social media and wider society. How can young people recognise unhealthy influence and make independent, responsible choices?
3	Recognising Healthy and Unhealthy Relationships <u>Suggested Video/Article/Podcast</u> What Makes a Healthy Relationship? – Childline <u>Explore Further</u> Relationships and behaviours can affect emotional wellbeing positively or negatively. What are the signs of healthy, respectful and supportive relationships?
4	Online Behaviours and Safety <u>Suggested Video/Article/Podcast</u> Your Digital Footprint Explained – Common Sense Education <u>Explore Further</u> Online activity can leave a lasting digital footprint. How might online choices made today affect future opportunities, relationships or reputations?
5	Diversity, Inclusion and Community <u>Suggested Video/Article/Podcast</u> The Importance of Inclusion – TEDx Youth (YouTube) <u>Explore Further</u> Communities are strengthened through diversity, respect and inclusion. Why is it important to challenge stereotypes and value different perspectives and experiences?
6	Financial Responsibility and Decision-Making <u>Suggested Video/Article/Podcast</u> Budgeting Basics for Teenagers – Young Money (Young Enterprise) <u>Explore Further</u> Financial decisions can have long-term consequences. Why is it important to understand budgeting, spending habits and the difference between needs and wants?

The Physical Education Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Year 8 students will build upon and develop the physical skills, knowledge and understanding established in Year 7. Students will become increasingly competent, confident and independent in a wider range of physical activities. They will refine their techniques, begin to apply more advanced tactical and strategic ideas, and adapt their skills effectively in competitive and challenging situations. Students will also develop a greater understanding of fitness, health and wellbeing and how regular physical activity can contribute to a healthy and active lifestyle.

What Students Will Learn

Students will develop their ability to analyse performance and understand how technical, tactical and physical components contribute to effective performance. They will learn to evaluate their own and others' performances, identify strengths and areas for development, and apply appropriate strategies to improve. Students will be encouraged to take greater responsibility for their learning and develop the confidence, motivation and knowledge required to participate in physical activity both in and beyond school.

Invasion Games – Football and Basketball

In football, students will develop passing, receiving, dribbling, shooting and movement skills and begin to apply more advanced attacking and defensive tactics. In basketball, students will develop passing, dribbling, shooting, rebounding and movement skills.

Invasion Games – Rugby and Cross-Country

Students will develop their tag-rugby skills by improving the accuracy and speed of passing, carrying, evasion and support play. In cross-country, students will develop their cardiovascular endurance and learn how to pace themselves effectively over longer distances.

Net and Wall Games – Table Tennis and Badminton

In table tennis, students will develop their serve, push, drive and attacking play and begin to introduce more advanced techniques such as spin and controlled placement. Students will similarly develop their badminton skills, including serve, clear, drop shot, smash and net play.

Trampoline

Students will develop and refine their trampolining skills, building upon the basic movements learned in Year 7. They will perform sequences incorporating a wider range of movements, including turns, tuck, pike and straddle jumps, while demonstrating increased control, height, balance and body tension.

Athletic Events

In track events, students will improve their technique and pacing in distances from 100m through to 1500m. In field events, students will refine their technique in shot put, discus, javelin, long jump and triple jump.

Net and Wall Games - Cricket

Students will develop their ability to select appropriate shots, place the ball into space and respond effectively to different types of bowling. They will develop their bowling techniques and begin to understand how line, length and variation can be used to challenge a batter.



CURRICULUM ROADMAP PE Year 8

Football/Basketball

In football, students will refine passing, dribbling, shooting, & positional play whilst applying more advanced attacking/defensive tactics in competitive situations. They will demonstrate effective communication, decision-making, & leadership skills while evaluating performance to identify strengths & areas for improvement. Then, in basketball, students will develop accuracy & consistency in passing, dribbling, shooting, & defensive techniques during conditioned & competitive games. They will apply tactical awareness, communicate effectively as part of a team, & analyse performance to improve decision-making and skill execution.

Autumn 1

Rugby/Cross Country

In rugby, students will improve passing, tackling, evasion, & support play skills whilst applying attacking/defensive strategies in game situations. They will demonstrate resilience, teamwork & tactical awareness while evaluating their contribution to individual & team performance. Then, in cross country, students will develop cardiovascular endurance, pacing strategies, & efficient running technique over varied distances & terrain. They will set personal performance targets, demonstrate determination and resilience, and evaluate progress to improve overall fitness.

Autumn 2

Badminton/Table Tennis

In badminton, students will refine serving, footwork, & a range of attacking/defensive shots while applying tactics in singles & doubles matches. They will demonstrate improved movement, communication, & decision-making while evaluating performance to develop consistency & control. In table tennis, students will develop spin, placement, serving, & rallying techniques while applying tactical play in competitive situations. They will improve reaction time, coordination, & strategic decision-making while analysing strengths & areas for improvement.

Spring 1

Trampoline

Students will perform increasingly complex jumps & linked routines with control, precision, & confidence while maintaining safe practice. They will demonstrate body tension, spatial awareness, & fluency in movement while evaluating routines to improve technique and presentation.

Spring 2

Athletics

In athletics, students will refine techniques in running, jumping, & throwing events while improving speed, power, endurance, & coordination. They will apply event-specific tactics, analyse performance data, & set targets to improve personal achievement.

Summer 1

Cricket & Softball

In cricket, students will develop consistency in batting, bowling, fielding, & catching skills while applying tactical awareness during competitive games. They will communicate effectively within a team, understand game strategies, & evaluate performance to improve skill execution. In softball, students will refine batting, throwing, catching, & fielding techniques while applying tactical decision-making in game situations. They will demonstrate teamwork, communication, & leadership skills while analysing performance to improve consistency and effectiveness.

Summer 2

Time to STRIVE for success!

The Physical Education Year 8

Super-Curriculum

	Super-Curricular Activity
1	Invasion Games – Football and Basketball Watch either a professional football or basketball match and evaluate the advanced skills that you observe being used. Write a training schedule to improve from basic skills to advanced skills, explaining how this would be beneficial. <i>Outcome: Increasing understanding of advanced skills</i>
2	Invasion Games – Rugby - and Cross-Country Watch either a professional rugby or cross-country competition and investigate the components of fitness that you observe in elite performances. Write a training schedule to improve one component of fitness. <i>Outcome: Increasing understanding of components of fitness</i>
3	Net and Wall Games – Table Tennis and Badminton Join the school table tennis or badminton club and challenge and develop your skills against other students, charting over time how your individual skills and/or fitness improve, and why. <i>Outcome: Increase confidence in basic skills, tactics and rules</i>
4	Trampolining Join the trampolining club and challenge and develop your skills against other students, charting over time how your individual skills and/or fitness improve, and why. <i>Outcome: Increase confidence in decision making and routines.</i>
5	Athletic Events Visit the website www.parkrun.com create a training schedule to complete a 5km run. You could even chart your progress in using the training schedule and document your journey to completing the 5km Park Run. <i>Outcome: Build understanding of skills required for athletic events.</i>
6	Net and Wall Games - Cricket Watch a cricket match and evaluate your understanding of the rules of cricket. Use YouTube to look at the referral system in cricket and in tennis and use these to help you to evaluate. Use Wimbledon as an example for the use of technology in rules. <i>Outcome: Build understanding of striking and fielding skills and rules</i>

The RE Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

The RE curriculum in Year 8 develops students' understanding of how people form beliefs, make moral decisions and interpret their experiences of the world. The aim is to deepen curiosity, strengthen critical thinking, and enable students to analyse and evaluate a range of viewpoints while reflecting on complex questions about belief, ethics, and what it means to be human.

What Students Will Learn

Throughout Year 8 students will explore philosophical and psychological approaches as ways of knowing, investigating how different religious and non-religious perspectives respond to questions about truth, morality, suffering, and human behaviour.

Philosophy: Worldviews and Thinkers (Blik)

Students are introduced to the idea of philosophy through an overview of key Greek thinkers. From this they will focus on R.M. Hare and the idea that all humans have a worldview.

Suffering: The Problem of Evil

Students build on the nature of belief by focussing on how Christians view the nature of God. They will examine the question of evil and the different ways in which Christians have answered this question such as the existence of the devil, free will and the story of Job.

Ethics: What Is 'Good'?

Students will use a philosophical lens to consider what we mean by 'good'. They will examine various ethical answers given such as deontology, utilitarianism and situation ethics. They will conclude by weighing up the issue of suffering in the world.

Religious Law

Students learn about the social contract as they explore why and how institutional religion formed laws, the social context of the time and their prevalence today. They will explore the role of written and living authority as well as their own role in deciding how to live in accordance with personal values. Students examine how religions have created rules to live by. They will investigate how the ethics of Jesus reframed the Jewish law of the time and how Muslims may use the concept of *ijtihad* to make moral decisions.

Psychology of Religion

Students consider how psychologists analyse the phenomenon of religion through a social science lens.

Knowing God

Students investigate the idea of religious experience. They start with the ideas of William James before examining case studies from history and Christian, Islamic and Hindu worldviews.



CURRICULUM ROADMAP RE Year 8

Christianity Beliefs 1

Students build on KS3 knowledge of Christian theology, develop understanding of belief as a coherent system shaping morality and meaning and prepare for ethical and thematic studies.

Autumn 1

Autumn 2

Christian Beliefs 2

Students build on KS3 knowledge of Christian theology, develop understanding of belief as a coherent system shaping morality and meaning and prepare for ethical and thematic studies.

Christian Practices

Students undertake an in-depth study of Christian practices, analysing sources of authority explore how these practices differ within Christianity.

Spring 1

Spring 2

Islamic Beliefs

Students undertake an in-depth study of Islamic beliefs, analysing sources of authority, explore how belief shapes Muslim life. Builds on KS3 understanding of Abrahamic theology, develops evaluative thinking and prepares for ethical themes.

Islamic Practices

Students undertake an in-depth study of Islam practices, analysing sources of authority, explore identity and community and prepare for Peace and Conflict unit.

Summer 1

Summer 2

Theme A - Relationships and Families

Explore religious and ethical views on relationships, marriage, family life, consider gender roles, sexuality, and modern changes. Apply religious belief to personal and social ethics pupils encounter in everyday life, Reinforces the role of scripture and religious authority in moral decision-making, Connects belief to contemporary society.

Time to STRIVE for success!

The RE Year 8 Super-Curriculum

	Super-Curricular Activity
1	The Worldview Detective Challenge Everyone sees the world differently. Interview three people of different ages and ask them what they think is most important in life. Present your findings as a poster or comic strip. What similarities and differences did you find? Finish by answering: 'Do we all see the world in the same way?'
2	The Big Question Project Find a news story, historical event or natural disaster where people experienced suffering. Research how some Christians explain suffering through ideas such as free will, God having a plan or the story of Job. Create a fact file or presentation answering: 'Why do bad things happen?'
3	The Right Choice? Choose a moral dilemma, such as finding a lost wallet, witnessing bullying or helping one friend at the expense of another. Explain what you would do and why. Then ask two other people what they would do. Compare the different responses and answer: 'Is there always one right answer?'
4	Rules for a Better World If you were creating a new community, what ten rules would you choose and why? Create a Community Rulebook and compare some of your rules to those found in Christianity or Islam. Finish by answering: 'Do rules make people good, or do good people follow rules?'
5	Why Do People Believe? Create a 'Belief Detective' project by interviewing three people about what influences their beliefs and values. Their answers might include family, culture, friends, experiences, religion, or education. Present your findings as a poster and answer: 'What has the biggest influence on what people believe?'
6	Extraordinary Experiences Research a person who claimed to have had a religious or spiritual experience. Create a news report explaining what happened and how it affected their life. Then consider different explanations for the experience and answer: 'Can personal experiences help us know whether God exists?'

The Spanish Year 8 Curriculum

Curriculum Intentions and Building on Prior Learning

Students begin the year by learning the foundations of Spanish, enabling them to introduce themselves and share basic personal information. We introduce students to the essential grammatical knowledge needed to support written and spoken communication across a range of topics. This is consolidated and built upon each half term. By the end of the year, students should be confident using the present tense of regular verbs and some key irregular verbs, while some students will also be able to use the near future tense confidently.

What Students Will Learn

In Year 8, students will develop the language skills needed to talk about their home and local area, food preferences, holiday experiences, pastimes, using a range of vocabulary and grammatical structures. Throughout the course, students will develop their understanding of key cultural aspects of Spain and other Spanish-speaking countries and regions. The four key skills—Listening, Speaking, Reading and Writing—are developed throughout the year, with most lessons incorporating all four elements. There is a strong focus on grammar in line with the new GCSE Modern Foreign Languages specification. Students use ActiveLearn to supplement their studies, alongside the Viva 1 digital textbook.

<u>Family & House</u> Family members, pets, Physical and personality descriptions, colours, types of houses, rooms in the house, points on the compass, areas where you live Grammar: Gender of nouns, Adjective agreement and placement, Possessive adjectives, Intensifiers (very, quite) Phonics: vowels, ll, j, z, ñ, r/rr, gue/gu (review) Phonics: qu, gue/gui, ge/gi, r, rr Culture: Spanish speaking celebrities	<u>Home Town & Local Area</u> Describing your town and local area, describing what you can do, ordering in a café, Weekend plans Grammar: Present tense of irregular verbs <i>estar</i> (to be), Comparatives (more than/less than), Negatives, using <i>hay</i> (there is) and <i>no hay</i> (there isn't), Prepositions, Modal verbs, Present tense of irregular verb <i>ir</i> (to go), Near future tense Phonics: vowels, ll, j, z, ñ, r/rr, gue/gui (review), consonant clusters, stress in longer words Culture: Spanish speaking countries
<u>Food and mealtimes</u> Food, mealtimes, restaurant, celebrations Grammar: A wide range of opinions, negatives, word order, formal address, near future Phonics: review the following: ca/co/cu, que/qui, ga/go/gu, gue/gui Culture: Spanish customs and festivities	<u>Holidays</u> Countries, transport, Holiday activities, Weather (review) Grammar: Complex opinion phrases, Comparative with correct adjectival agreement, written accents Phonics: b, v, stress patterns (review) Culture: Tourism in Spain
<u>A previous holiday</u> Holiday activities in the past tense, Opinions in the past tense Grammar: Past tense of regular and key irregular verbs, sequencers and time phrases, Present and past together Phonics: review the following: ge/gi, r, rr, gue/gui, qu, j / g, Silent h, ll, v, Stress and accent marks in the preterite Culture: Tourism in Spanish speaking countries	<u>Pastimes</u> Technology, music, TV, activities Grammar: Present and past tenses, complex opinion phrases, comparative with correct adjectival agreement (review) Phonics: diphthongs: ie, ue, ai Culture: Spanish media



CURRICULUM ROADMAP Spanish Year 8

Mi familia y mi casa

Students build on their knowledge and understanding of vocabulary from Year 7. They apply grammatical knowledge of nouns, adjectives, possessive adjectives, intensifiers and irregular verbs. They move on to apply a breadth of grammar to describe their family and where they live

Autumn 1

Mi ciudad

Students build on their knowledge and understanding of vocabulary from the unit on house. They apply grammatical knowledge of comparatives, negatives, prepositions, modal verbs, present tense of irregular verb *ir* (to go), near future tense. They move on to apply two tenses to discuss their area and say what they are going to do at the weekend.

Autumn 2

La comida

Students build on their knowledge of food and birthday celebrations from Year 7, applying grammatical knowledge of a wide range of opinions, negatives, word order, formal address, near future. They will be able to talk about their food preferences using a wider variety of language and expand their transactional language in context of ordering food in a restaurant. Students learn about festivals and celebrations in the Spanish speaking world including traditional Spanish cuisine.

Spring 1

Las vacaciones

Students build on their knowledge and understanding of time phrases, weather and activities from Year 7 and places in the town from previous units. They apply grammatical knowledge of complex opinion phrases, preterite tense (regular and irregular verbs) and will be able to discuss and summarise their holiday experiences

Spring 2

Mis últimas vacaciones

Students build on their knowledge and understanding of places of holiday activities and preterite tense from previous term. They apply greater grammatical knowledge of preterite (regular/ irregular verbs), sequencers, time phrases. They learn to discuss their recent holiday experiences and reflect upon tourism in Spanish speaking countries.

Summer 1

En mis ratos libres

Students build on their knowledge of activities, time phrases, sequencers, time and opinions from Years 7 and 8. They apply grammatical knowledge of present and past tenses, complex opinion phrases, comparative with correct adjectival agreement (review). They learn to express opinions around TV and digital technology and to use three tenses together.

Summer 2

Time to STRIVE for success!

The Spanish Year 8 Super-Curriculum

	Super-Curricular Activity
1	<u>Exploring Spain</u> Investigate key details about Spain (e.g. population, geographical details, main cities etc) and create a "Did You Know?" fact file. What similarities and differences to the UK did you discover? Outcome: Develop a more detailed awareness of the country.
2	<u>Christmas in Spanish- speaking countries</u> Research Christmas traditions, food, celebrations and customs in another Spanish-speaking country and share your findings. Outcome: To highlight the similarities and differences between British and Spanish cultures
3	<u>Spanish Recipes</u> Research a traditional Spanish dish, prepare it at home (where possible), and explain its ingredients, origins and cultural significance. Outcome: To highlight that food is a reflection of culture
4	<u>Spanish Festivals and Traditions</u> Research a Spanish festival and compare it with a celebration in the UK. What are the similarities and differences, and why might these occur? Outcome: To analyse cultural similarities and differences between Spanish customs and those in the UK
5	<u>Spanish Music and Language</u> Listen to a Spanish-language song and identify key vocabulary, cognates and recurring themes, and explain what you learned. Outcome: to begin to understand how music helps us to learn languages
6	<u>Spanish short films and cartoons</u> Watch a short film/YouTube clip/cartoon in the target language (with subtitles) and complete a film review in English. What skills did you use to be able to understand what it was about? Outcome: To encourage listening skills to listen for gist.