



**2022-2023**

## **Year 8 Curriculum Overview**

<b>Subjects</b> <i>(Click subject to jump to overview)</i>	
<b>Mathematics</b>	<b>2D Art / 3D Art</b>
<b>English</b>	<b>Textiles</b>
<b>Science</b>	<b>Food</b>
<b>History</b>	<b>Physical Education</b>
<b>Geography</b>	<b>Music</b>
<b>Religious Studies</b>	<b>Drama</b>
<b>Spanish</b>	<b>Bourne Scholar</b>

## Mathematics Curriculum Content

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Autumn Term	
<p>This is the first unit students will study in Year 8. It builds upon the 'Number 1' unit studied at the beginning of Year 7 in which basic number properties and fractions, decimals and percentages were used in a range of contexts. This unit focuses on ratio and proportion as well as going further with percentages and exploring rates in the context of speed, density and pay. A key priority is for the students to understand the concept of ratio as a part-to-part description and proportion as a part-to-whole. Students should be confident expressing proportions as fractions and percentages. There should also be opportunities for students to be able to express proportions given ratio information, and vice-versa and be able to pull ratios and proportions from information given in text. Links should be made with Year 7 Summer Term work on data handling wherein it can be explored that pie charts show proportion as well as frequency.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> <li>• Number Properties</li> <li>• Ratio</li> <li>• Proportional Reasoning</li> <li>• Binary (computing)</li> </ul>	<ul style="list-style-type: none"> <li>• Proportional Reasoning</li> <li>• Proportional Reasoning</li> <li>• Direct Proportion</li> <li>• Compound Measure</li> <li>• Percentages</li> </ul>

Spring Term	
<p>This is the first time that students are introduced to any shape and measure topics since Key Stage 2, therefore teachers must allow a lot of time for practise and consolidation of these new topics. Teachers must not move on from topics on perimeter and area until students can grasp a good understanding between their similarities and differences. Students need strong skills in their four operations, as well as good ability in using their rules, protractors and compasses. A key strategy to extend students in this topic and to develop problem solving is to combine the geometry questions with algebra. This scheme of work indicates that students should be explicitly shown how to set up equations linking to the various angle rules, as well as perimeter, area and volume. Furthermore, students should be able to link these questions to ratio and proportion which was studied in the Autumn Term.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> <li>• 2D Shapes - Properties</li> <li>• 2D Shapes - Symmetry</li> <li>• Perimeter and Area</li> <li>• Angle Facts</li> <li>• Measurement and Construction</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Shapes</li> <li>• Volume and Surface Area</li> <li>• Circles</li> </ul>

Summer Term	
<p>For this topic, students should have gained a strong foundation of Algebra from Year 7 Spring Term. This will have been tested in short bursts since then. However, it is important to spend the time recapping easier algebra from Year 7 to ensure that students are confident before moving on with more difficult concepts, such as factorising into double brackets and linear graphs. Students need to see the links between solving equations and rearranging formulae and emphasis should be put on using the words 'subject' and 'inverse operations'. Rearranging should be taught in exactly the same way as solving, but teachers should explain to students that because there are other letters, we no longer have a numerical solution. A key strategy to extend students in this topic and to develop problem solving is to continue to link 'Algebra' with 'Geometry'. It is important to show how lines of symmetry on a grid now can have equations attached to them. Geometric sequences must also be taught explicitly.</p>	
Half term 1	Half term 2
<ul style="list-style-type: none"> <li>• Revision of Algebra 1</li> <li>• Expanding</li> <li>• Factorising</li> <li>• Rearranging Formulae</li> <li>• Coding week (Algorithms and FLOWOL)</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences and Patterns</li> <li>• Linear Graphs</li> </ul>

## English Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>The Year 8 curriculum in English is organised around the overarching theme of 'Personhood'. Students begin the academic year by studying various non-fiction sources about London, exploring how our sense of self is shaped by the places we inhabit. Texts studied include writing by Charles Dickens, Virginia Woolf and Zadie Smith. The unit of study culminates in a timed assessment, modelled on GCSE English Language Paper 2.</p>	<p>In the second half of the Autumn Term, students study one of the most important works of literature about the formation of identity: Charles Dickens' 'Great Expectations'. Whatever their ability level, all students read extracts from this iconic text. Students in the top sets are encouraged to read the entire novel. Students practise key skills of analysis when writing about this text. This unit of study culminates in a timed assessment in the style of a GCSE English Literature exam.</p>

Spring Term	
Half term 1	Half term 2
<p>In the Spring Term, students study a collection of war poetry, focusing on the psychological impact of war. As well as poems by classic WW1 poets such as Wilfred Owen, this anthology also contains poems from Syria, America and Europe. This unit of study enables students to develop their skills of analysis. The unit culminates in a timed assessment modelled on a GCSE English Literature poetry paper.</p>	<p>In the second half of the Spring Term, students study Shakespeare's 'Hamlet'. This is the second Shakespeare play on our Key Stage 3 curriculum and further deepens students' understanding of the conventions of drama. All students study extracts in Shakespeare's language and top sets are encouraged to read the entire play. This unit helps to prepare students for their English Literature GCSE course which includes a Shakespeare play as a compulsory unit. The term culminates in a timed assessment on 'Hamlet'.</p>

Summer Term	
Half term 1	Half term 2
<p>In the Summer Term, students continue their study of 'Personhood' by looking at writing by Black British writers which addresses the topic of belonging. Students also read and respond to a collection of short stories by Black British author Andrea Levy and as context study, the Windrush Generation. The unit culminates in a timed assessment styled on a GCSE English Literature exam.</p>	<p>Students finish Year 8 with a unit focused on the analysis of autobiographical texts by 21<sup>st</sup> century Black British writers such as David Olusoga, Bernadine Evaristo and Michaela Cole. Students are taught how to analyse a writer's viewpoint or perspective which is a skill needed at GCSE. The final assessment of the year is modelled on a GCSE English Language exam.</p>

## Science Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>This year students build upon the concepts learnt in Year 7 in Biology, Chemistry and Physics as well as use their working scientifically skills in planning and performing a science fair project. They begin with a 'Diet and Health' Biology unit where they learn about nutrition and the digestive system. They then move on to learning about the properties of waves and practise wave speed calculations that require rearrangement, including converting between units. Students then learn about light and sound, building on what they have learned previously in Year 6 during the topic on light.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Diet and Health</li> <li>• Waves</li> <li>• Working Scientifically - Science Fair Projects</li> </ul>	<p>In this half term the students develop their understanding of atoms and the periodic table, first covered in Year 7. Prior knowledge is drawn upon in order to demonstrate how atoms interact. They then learn about density and pressure which builds on the Year 7 topic of 'Particle Model'. Finally, they start the planning of their Science Fair project, which incorporates all of the working scientifically skills they have learnt during Key Stage 3.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Chemical Groups</li> <li>• Density and Pressure</li> <li>• Working Scientifically - Science Fair Projects</li> </ul>

Spring Term	
Half term 1	Half term 2
<p>In this half term students build on their knowledge of biological concepts from Year 7 and Key Stage 2. They begin by learning the basics of photosynthesis, moving on to respiration and the respiratory and circulatory system. This half term is when the students will be conducting their science fair experiments.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Bioenergetics</li> <li>• Chemical Reactions</li> <li>• Working Scientifically - Science Fair Projects</li> </ul>	<p>The Science Fair takes place this half term which will give students the opportunity to present their individual investigations to each other and parents. As well as preparing for the Science Fair, the students take their chemistry learning further by studying key chemical reactions, building upon Year 7 and Year 8 topics.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Chemical Reactions</li> <li>• Working Scientifically - Science Fair Projects</li> </ul>

Summer Term	
Half term 1	Half term 2
<p>This half term, students study the topic of 'Genes'. They start by developing their understanding of a specific cell component: the nucleus. This is built on to teach students how cells are able to contain the information needed for life. Students learn about basic inheritance rules, allowing them to further their understanding of evolution and inheritance as taught in Key Stage 2. This prepares them for their Biology GCSE, where they further build on these ideas.</p>	<p>In the final half term students return to Chemistry and study 'Chemistry of the Earth'. The students are taught changes in the atmosphere and the effects of this on the planet. This opportunity is used to show students the impact that human activity can have on the environment through the use of fossil fuels. This allows students to re-evaluate their energy choices and how they can help. It also prepares students for the Chemistry GCSE.</p> <p>Students then revisit their Year 7 topics as well as the new Year 8 content in preparation for their end of year exams.</p>

They also continue to develop their understanding in Physics with the 'Heat Transfer' unit, which builds upon the 'Energy' Year 7 topic and the 'Magnets' unit, which builds upon the Year 7 'Forces' topic.

Topics covered:

- Genes
- Heat Transfer
- Magnets

Topics Covered:

- Chemistry of the Earth
- Revision

## History Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Year 8 students spend the first half term learning about the origins and the abolition of the slave trade to investigate the overarching theme of ‘Changing power and control in Britain and America’.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• The Slave Trade</li> <li>- <i>Why did the slave trade happen and what were the conditions like for people?</i></li> <li>- <i>Why did the slave trade come to an end?</i></li> <li>- <i>Students formally assessed on the ‘Slavery’ unit</i></li> </ul>	<p>Studying case studies of the British Empire enables students to investigate the injustices, protests and oppression experienced by the colonies and the process of decolonisation that began in the 20<sup>th</sup> century in retaliation.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Empire and Decolonisation</li> <li>- <i>What did British colonialism look like in the nineteenth century?</i></li> <li>- <i>Why did the British Empire collapse?</i></li> </ul>

Spring Term	
Half term 1	Half term 2
<p>Students begin the term by diving deep into the impacts of imperialism through the investigation of the political, social, and economic landscape of Apartheid in South Africa. Students learn about the injustices, protests and oppression experienced by black Americans in the late 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• South Africa</li> <li>- <i>What did British colonialism look like in the 19th century?</i></li> <li>• Civil Rights Movement – USA</li> <li>- <i>How and why were the Civil Rights Acts passed?</i></li> </ul>	<p>Students learn about ‘Migration’ and ‘Black Civil Rights in the UK’, linking to the main theme of overcoming oppression and discrimination in the late 20<sup>th</sup> century.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Migration and Black Civil Rights in the UK</li> <li>- <i>Island of Britain or an Island of Migrants?</i></li> <li>- <i>How effectively did the first British civil rights campaigners resist racism between 1900 and 1945?</i></li> <li>- <i>Has the colour bar been abolished and equality achieved since 1945?</i></li> <li>- <i>Students formally assessed on the ‘Empire’ and ‘Black Civil Rights’ units</i></li> </ul>

Summer Term	
Half term 1	Half term 2
<p>Students examine the impact of different types of protest and the reaction elicited from authorities through the investigation of the Suffragette movement. Furthermore, they engage in the historical debate about the effectiveness of different types of protest.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Suffragettes and Women’s Rights</li> <li>- <i>To what extent did the Suffragettes win votes for women?</i></li> </ul>	<p>Students learn about France’s Ancient Regime and investigate the problems that arose from the Third Estate’s lack of power. They explore how a popular revolution took place that caused the execution of Louis XVI and how France navigated the power vacuum following this, exploring the Great Terror and eventual restoration of the monarchy.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>• Modern Britain</li> <li>- <i>How significant was the NHS?</i></li> <li>- <i>How significant were the changes of the 1960s for teenagers?</i></li> <li>- <i>How did the political landscape of Britain change over the 1980s and 1990s?</i></li> </ul>

	<p>- <i>Students formally assessed on everything learnt in Year 8</i></p>
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## Geography Curriculum Content

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Autumn Term	
During the Autumn Term, students ask and explore answers to the questions 'where in the world experiences earthquakes and volcanoes?' and 'why are some places more developed than others?'	
Half term 1	Half term 2
The focus of Year 8 is more on global processes than the country and regional studies students studied in Year 7. Students start by learning about the structure of the Earth, plate tectonics and continental drift theory. Students develop an understanding for which parts of the planet are most at risk of earthquakes and volcanic eruptions. Students also learn why many people around the world choose to accept this risk, before studying the impacts of these natural hazards. They apply this knowledge to two global case studies of tectonic disasters.	In this unit students build on their brief introduction to development measures from the end of Year 7, learning the relative strengths and weaknesses of different economic and social indicators. Students learn about which factors have hindered the development of low-income countries around the world, applying this knowledge to a case study of Ghana in West Africa. Students then learn about the strategies being used to improve the standard of living and quality of life for the people of Ghana, such as tourism and fair trade

Spring Term	
During the Spring Term, students ask and explore answers to the question 'what issues do we face as a planet?' through the lens of climate change and then migration.	
Half term 1	Half term 2
Students begin the unit by assessing the differences between the natural and enhanced greenhouse effect. They then learn about the differences between the natural causes of climate change that have existed for millions of years versus the current causes of rapid warming attributed to human activities. Students gain a global perspective on the impacts of this warming before analysing the relative costs and benefits of adapting to those impacts or mitigating the causes of global warming at source.	Leading on from what students study about the impacts of climate change, they develop an understanding of the concept of climate refugees and the potential large scale humanitarian issues caused by current climate change. Students then compare this form of displacement to that caused by civil war and religious persecution in other parts of the world in order to assess which cause of migration is truly the most global issue.

Summer Term	
During the Summer Term, students study the topic of 'Geomorphology' through taking a physical geography tour of the UK.	
Half term 1	Half term 2
Students begin the unit with an investigation into the different types of geologies found in the UK and their pattern of distribution. They then apply this knowledge to understanding the physical processes of erosion, transportation and deposition of sediment by wind, water and ice.	After the half term break, students build on their new knowledge of physical processes to gain an understanding of the different physical landforms that are found throughout the UK, such as the dramatic U-shaped valleys of the Lake District, the cascading waterfalls along the River Tees and the extensive spit at Spurn Head.



## Religious Studies Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students study the beliefs and practices of Islam, focusing on the Five Pillars of Islam, looking at how the history of Islam is reflected in those practices. Students focus on the history of the Prophet Muhammad, different denominations within Islam, as well as current practices such as Hajj.	Students move from studying the Abrahamic religions to looking at the Dharmic religions, beginning with Hinduism. Students use their critical faculties to compare and analyse how the concepts of deity are different within Hinduism compared to the Abrahamic faiths. Students also study the historical beginnings of Hinduism, as well as how key narratives and texts affect belief, practice and festivals today.

Spring Term	
Half term 1	Half term 2
Students move onto studying Buddhism, focusing on the figure of the Buddha, looking at the example of his life to Buddhists as well as critically analysing the precepts and teachings of Buddhism. Students also learn how Buddhists put these beliefs into practice through rites of passage and daily life, whilst comparing different expressions of the Buddhist faith throughout the world.	Through the study of Sikhism, students gain an understanding of how religions develop over time and how other religions and historical context help to shape and form religions. Students study the history of the Gurus and their place within the religion's development, as well as how practices such as the 5 Ks are linked to these events.

Summer Term	
Half term 1	Half term 2
For the final part of Year 8, students explore a variety of moral issues and their intersection with religious belief. Students focus on capital punishment, abortion, euthanasia, animal rights, religion and sexuality and the role of women. Students focus on Islam and Christian opinions in preparation for beginning their GCSEs in Year 9 as well as focusing on a variety of differing moral theories.	Students continue their study of moral issues, as well as consolidating all their previous work from the year with a focus on essay writing, exam technique and evaluation skills.

## Spanish Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students learn how to describe a holiday in the past, including narrating what they did and giving opinions in the past.</p> <p>In terms of high frequency language and grammar, students learn how to use common verbs in the preterite tense, as well as how to use the preterite tense of 'SER' (to be) in order to describe experiences. They also learn further ways to enhance their language, including the use of connectives and using two tenses together.</p>	<p>Students learn how to talk in more depth about their interests, including their TV and music preferences.</p> <p>In terms of high frequency language and grammar, students learn how to expand their vocabulary further in order to give a wider variety of opinions and they learn how to compare things. They also learn how to use the third person singular in two tenses (present and preterite.)</p>

Spring Term	
Half term 1	Half term 2
<p>Students learn how to talk about food, including how to talk about food likes and dislikes and food shopping.</p> <p>In terms of high frequency language and grammar, students learn how to use an even wider range of opinions, and further practise use of the near future tense through discussing their plans. Students then practise using three tenses together to narrate events in an extended text.</p> <p>Students practise using coping strategies when speaking and responding to what others say.</p>	<p>Students learn how to talk about going out, including how to invite others out, how to make excuses and how to talk about clothing and problems.</p> <p>In terms of high frequency language and grammar, they learn how to use infinitive verb phrases to talk about what they would like to, want to and can do.</p> <p>Finally, students learn about how to use reflexive verbs and how to use a dictionary effectively.</p>

Summer Term	
Half term 1	Half term 2
<p>Students learn how to talk about holidays, including talking about different types of accommodation, holiday activities and destinations. They also learn how to ask for directions and give instructions.</p> <p>In terms of high frequency language and grammar, students learn how to use superlatives and further practise using the three tenses together to produce more complex language.</p> <p>Students learn strategies to cope with challenging listening comprehension activities.</p>	<p>Students review key language from Year 7 and Year 8 in the final half term of Key Stage 3 Spanish.</p> <p>They focus on comprehension strategies when dealing with complex language and extended texts and focus on widening their passive vocabulary knowledge. Students also practise producing extended and complex language themselves, such as language that encompasses the present, preterite, immediate future and conditional tenses.</p> <p>Finally, students practise using infinitive verb phrases alongside a very wide range of vocabulary.</p>

## 2D Art Curriculum Content

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### Rotation Structure

Year 8 students complete four distinct rotations across Art, Textiles and Food as part of the 'Expressive Arts' curriculum over the course of the academic year. Each rotation lasts approximately eight weeks.

#### Rotation 1: 2D Art

In the 2D project, Year 8 focus on the structure and perspective of an urban landscape. While building on their Key Stage 3 skills, they learn about historical artists and contemporary architects' work. Students create their own paper sculptures, developing these into drawings whilst also creating studies of historical artists' work. They produce a collage of their own urban landscape, exploring different compositions and colour schemes before creating their final piece. Students build on their fine motor skills from their experimental drawings throughout this project, experimenting with continuous line drawing, non-dominant hand and blind drawing.

Skills covered:

- Drawing:
  - *Drawing using pencil, coloured pencil, board pen and fine liner focusing on the formal elements: line, tone, and more generally, expressive mark-making*
- Painting:
  - *Layering colour using watercolours*
- Collage:
  - *Understanding photo and paper collage, learning about scale and abstraction*
- Grid-drawing:
  - *Using grid drawing method*
  - *Using pencil to focus on accuracy*
- Outcome:
  - *Creating an outcome based on their research and architectural collages*
  - *Using grid drawing to enlarge their drawings and watercolour to add colour for their final piece*

Knowledge covered:

- Critical analysis:
  - *Introduction to artist and architects' analysis: how to look at, read, write, and talk about art/design*
- Introduction to the work of contemporary architect Zaha Hadid's work and her fluid drawing

## 3D Art Curriculum Content

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### Rotation Structure

Year 8 students complete four distinct rotations across Art, Textiles and Food as part of the 'Expressive Arts' curriculum over the course of the academic year. Each rotation lasts approximately eight weeks.

### Rotation 2: 3D Art

Year 8 students' 3D project is centred around London's Forth Plinth Sculptures and considers sculptures and statues from historical and current perspective. Students are challenged to consider what statues mean today, who they belong to and how their opinions matter. Students sculpt their own work in wire, carve soap, and model plasticine, before undertaking a design project that encourages them to consider how they can reflect their own thoughts and opinions in a 3D work.

Skills covered:

- Drawing:
  - *Drawing using pencil, coloured pencil, broad pen, fine liner, inks and pastels*
- Carving:
  - *Using soap to gain greater control over boxwood tools*
- Moulding:
  - *Using plasticine and wire to create 3D outcomes*
- Design:
  - *Responding to sources, class discussion and personal interests*
- Outcome:
  - *Creating an outcome based on their research, in a choice of materials, building on moulding and carving skills developed during the course*

Knowledge covered:

- Critical understanding of a range of contemporary and historical sculptures and statues
- Introduction to the notion of public art and understanding of art as a democratic process
- Critical understanding of the ambiguous figurative sculptures of Henry Moore and Barbara Hepworth

## Textiles Curriculum Content

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### Rotation Structure

Year 8 students complete four distinct rotations across Art, Textiles and Food as part of the 'Expressive Arts' curriculum over the course of the academic year. Each rotation lasts approximately eight weeks.

### Rotation 3: Textiles

Students continue their Key Stage 3 learning with an introduction to the 20<sup>th</sup> century design movement, 'the Bauhaus'. They are introduced to a much broader range of textiles processes and techniques which they then apply to their own ideas and designs, culminating in a final textiles mixed media outcome.

Students build on previously learned skills of hand stitching and applique, but these are developed much further and applied in the context of layering different textiles processes together.

Skills covered:

- Sketchbook pages:
  - *Laying out artist style pages*
- Collage:
  - *Paper collage, layering to create a design for a page background*
- Tie dye:
  - *Creating designs on fabric*
  - *Properties of dye and natural fibres in fabrics*
- Weaving:
  - *Paper weaving*
- Applique:
  - *Building on previous Year 7 skills in applique, making templates and using felt with bondaweb to heat press designs onto fabric*
- Pattern design:
  - *Creating repeat patterns based in the Bauhaus style*
- Transfer printing:
  - *Creating templates and shapes from transfer painted paper*
  - *Cutting them out and creating new collaged designs in the style of the Bauhaus*
  - *Heat transfer printing them onto fabric*
- Hand embroidery:
  - *Recapping and building on previous skills from Year 7*
- Machine stitching:
  - *Introduction to safe practice on the sewing machine*
  - *Using decorative stitching to add interest to a textiles outcome*
- Outcome:
  - *Using artist-based research to create a design in the Bauhaus style*
  - *Copying the design using at least three different textiles processes*

Knowledge covered:

- Bauhaus:
  - *History and context of the Bauhaus movement*
  - *Concepts of minimal waste, practicality, and strong clean aesthetic*
- History of weaving:
  - *The history of the weaving loom and Ada Lovelace's contribution to the modern computer algorithm*
- Critical analysis:
  - *Introduction to artist and designer analysis: how to look at, read, write and talk about art/design*

## Food Curriculum Content

[\(Click to return to subject list\)](#)

### Rotation Structure

Year 8 students complete four distinct rotations across Art, Textiles and Food as part of the 'Expressive Arts' curriculum over the course of the academic year. Each rotation lasts approximately eight weeks.

### Rotation 4: Food

In Year 8, students will develop their understanding of healthy eating, the principles of nutrition and food sustainability. They practise and develop the skills learnt in Year 7, using a variety of cooking techniques. They have the opportunity to explore dishes from diverse cultures.

Skills covered:

- Cake making:
  - *Using whisks to aerate a cake*
  - *Using chemical raising agents and using the oven safely*
- Rice dish:
  - *Developing vegetable preparing skills from Year 7 and using the hob safely*
- Sauce making:
  - *Make a Ragu sauce*
  - *Gelatinisation to create a white sauce*
- Pastry making:
  - *Shortcrust pastry: shortening gluten to create a crumbly texture*
- Bread making:
  - *Proving, kneading and shaping*

Knowledge covered:

- Food safety and hygiene:
  - *Knife techniques to safely cut ingredients*
  - *How to prevent food poisoning when cooking*
- Food sustainability:
  - *students learn the impact the food industry has on the environment, learning about food waste, animal welfare and buying food in season*

## Physical Education Curriculum Content

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Autumn Term	
Throughout the Autumn Term there is a focus of collaboration across all the sports. Students work on their teamwork skills, focusing on different forms of communication as well as giving effective feedback. Students also have a focus on demonstrating good sportsmanship in their lessons.	
Half term 1	Half term 2
Students recap the components of fitness and fitness testing that they learnt at the start of Year 7 along with several new tests that they did not cover in the previous year. Like the previous year, the components of fitness are applied throughout the year across all sports and create an excellent baseline of knowledge. After this unit, boys move onto football with students working on further developing the skills they learnt the previous year, placing more focus on different distances of passing and types of shooting. Girls also revisit netball where they look to develop skills learnt in Year 7. Students also look to develop their ability to maintain possession in games and further their tactical knowledge. As in Year 7, students also have ample opportunity to practise these new skills in competitive situations.	Students start the second part of the half term finishing their respective football and netball focus with the final lessons focusing on gameplay, outwitting defenders, and tactics. The boys' groups then move to basketball, where they develop the skills they learnt in Year 7 as well as learning how to screen and guard in games. The girls' groups move on to two short units: the first unit focuses on football with students developing their core skills such as dribbling, passing, and shooting; the second unit focuses upon rugby where students focus more on different attacking and defending strategies as well as developing the skills they learnt in Year 7.

Spring Term	
In the Spring Term, there is an overarching focus on the importance of effective verbal and non-verbal communication that is clear alongside being an active listener.	
Half term 1	Half term 2
All groups revisit trampolining with students focusing on further developing the skills that they learnt last year as well as learning more advanced skills such as front and back landings. The unit concludes with students learning how to create a routine, working through different elements such as fluency, tension and routine design. Whilst the girls focus on trampolining, the boys develop their skills in handball and table tennis. In handball, they learn different attacking and defending strategies. In table tennis, they develop more advanced shots, for example attempting to apply spin to their attacking shots. The boys' and girls' groups switch activities at the end of four weeks.	At the start of the second part of the Spring Term, students finish their respective activities from the previous half term. Once this unit is finished, the boys' groups move onto rugby, where students focus more on different attacking and defending strategies as well as developing the skills learnt in Year 7. The girls' groups take part in a basketball unit where they develop the skills they learnt in Year 7 as well as learning how to screen and guard in games. Throughout this unit students also have ample opportunity to practise these new skills in competitive situations.

Summer Term	
In the Summer Term students focus on resilience in all their lessons. Students look at the importance of not giving up when their team is performing below their expectations or if they are struggling to learn a new skill.	
Half term 1	Half term 2
At the start of the Summer Term, students have an opportunity to revisit athletics. This year students have more focus on developing the skills they learnt in Year 7. This includes looking at race starts as well as their throwing and jumping technique. Students	Students finish the academic year with a focus on striking and fielding activities. The boys again focus on cricket and begin to work on more advanced skills that build upon the foundations established in Year 7, including spin bowling and different batting

also take on more of a coaching role in lessons, providing feedback in order to help their peers improve.

methods. The girls' groups take part in a rounders unit where they focus on further developing core skills learnt in Year 7 such as catching, throwing, fielding and batting and bowling effectively. Students also begin to look at different strategies that they can use in games in order to be effective.



## Music Curriculum Content

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Autumn Term	
Half term 1	Half term 2
<p>Students study the topic 'Keys and Guitar'. All students learn how to play the guitar learning four chords. They also continue to develop their keyboard skills and learn to play rhythm in the bassline. Students learn and perform 'Stand by me' as a class ensemble on different instruments which can include voice and tuned percussions.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> <li>Listening questions in an AQA-style on pop songs</li> </ul>	<p>Students study the topic 'Reggae'. Students learn about the origins of Reggae and play Reggae music in either class or smaller ensembles. Students also learn about 'The Beatles' and play 'Eleanor Rigby' in either class or smaller ensembles. Students continue to improve their keyboard, bass guitar and guitar skills.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> <li>Two lessons that centre upon listening questions in an AQA-style on Reggae music and music by 'The Beatles'</li> </ul>

Spring Term	
Half term 1	Half term 2
<p>Students study 'Film Music'. They learn about film music, specific language to analyse it and compose their own music to various film clips using Logic Pro on the Mac computers. They use their imagination to develop their ability to create leitmotifs for characters.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> <li>Listening questions in an AQA-style on Film music in lessons</li> </ul>	<p>Students study 'Programme Music'. Students revise Romantic music and then play and perform 'Carnival of the Animals', 'Danse Macabre' and 'The Sorcerer's Apprentice' as class ensembles. Students use tuned percussion, classical instruments, keyboards and other instruments.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> <li>Listening questions in an AQA-style on Romantic music in lessons</li> </ul>

Summer Term	
Half term 1	Half term 2
<p>Students study the topic of 'Cover Versions'. Students are placed into three bands and must work together to practise and learn a pop song of their choice. They collaborate to perform the pop song to the rest of the class at the end of the unit.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> <li>Listening questions in an AQA-style on Pop music in lessons</li> </ul>	<p>Students revise all the Year 8 topics studied. They listen to different genres of music and practise answering questions related to the musical elements: melody, rhythm, metre, articulation, dynamics, harmony, instrumentation, texture, tempo, and structure.</p> <p>Students are assessed through:</p> <ul style="list-style-type: none"> <li>End of year exam</li> </ul>

## Drama Curriculum Content

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Autumn Term	
Half term 1	Half term 2
Students focus on Shakespeare this term and develop their oracy. Students practically explore Shakespeare, focussing on language, pronunciation, articulation, proxemics, tension, characterisation and cultural context.	Students have a focus on physical skills and explore the text 'The Curious Incident of the Dog in the Night-Time' through an abstract from the Frantic Assembly theatre production company. Students focus on abstract techniques and applying this to telling a story through text.

Spring Term	
Half term 1	Half term 2
Students develop their knowledge on stage craft, character, motivation, pause and pace and truth. Students develop these skills through the concept of naturalism and naturalistic theatre.	Students focus on practitioners this half term in order to understand how theatre is developed with a particular focus upon Brecht. Students explore the concepts of Gestus, representational costume and props, placards, multi- roles, split-roles and the 'V effect' technique.

Summer Term	
Half term 1	Half term 2
Students focus on Component 3: the study of a set text. Students explore the set text through practical and theory-based tasks. Students explore the text from the perspective of director, designer and actor.	Students focus on Component 3 this half term, learning about practical and written exploration of play FACE. With a focus upon director question, technology, costume and makeup, social status and rehearsal techniques.

## Bourne Scholar Curriculum Content

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Overview
<p>The Bourne Scholar Programme is a co-curricular course that students undertake from Year 7 through to the end of Year 9. Students have one lesson of Bourne Scholar each week. The course consists of a number of different mini-courses, or strands. Each strand lasts four lessons and contains content that students would not normally learn in their mainstream curriculum provision. Some of the content delivered is related to statutory PSHCERSE (personal, social, health, economics and relationships and sex education) and ICT content that all students are required to learn during their time at Mossbourne Victoria Park Academy. Each strand of the Year 8 Bourne Scholar curriculum is outlined below.</p>
<p><b>Strand 1: Why should I care about climate change? Global communities and environmental activism.</b></p>
<p>Students recap the human causes and impacts of current climate change on communities and ecosystems around the world. They then investigate the role of corporations in attempts to lower our ecological impact as a society. Students also generate an awareness of the concept of ‘greenwashing’ whereby companies use unclear language and vague certifications to convince consumers to purchase products or services under the impression that it is less harmful to the environment. Students learn how to spot and avoid this, ultimately identifying that our collective individual actions will bring the greatest change to our society, culminating in an individual climate pledge.</p>
<p><b>Strand 2: Do I need other people? How relationships shape your life.</b></p>
<p>Students learn about how having healthy relationships with other people is essential for our mental and physical health as human beings. We look at relationships within the family, relationships with friends and sexual/romantic relationships, including same-sex relationships. Students are encouraged to reflect on how to be kind and respectful to others in all of their relationships and how to set healthy boundaries to protect themselves and others. Finally, students find out about how the law affects relationships by looking at marriage and civil partnerships and divorce.</p>
<p><b>Strand 3: How to protect yourself online?</b></p>
<p>Students learn how to protect themselves online. They learn to identify safety measures to take when using the internet and also learn about good strategies to employ when dealing with cyberbullying. Furthermore, they learn a number of ways of protecting their data online. Finally, students establish what the internet is and the pros and cons of using the internet.</p>
<p><b>Strand 4: How can I speak up for myself and others? Student advocacy skills.</b></p>
<p>Students learn how to speak up for a range of different individuals/groups that may need supporting. They look at famous advocates and analyse why they have been successful in their methods. Finally, they finish by planning a group grassroots campaign, advocating for an individual/group of their choice. They will then present their campaign to the class.</p>
<p><b>Strand 5: If you weren't Roman, who were you? Interaction between ancient worlds.</b></p>
<p>Students learn about four influential women from the Ancient World who stood up to the Romans. The women studied come from Syria, Britain, Sudan and Egypt. They hear from the voices of people who do not often have their voices heard. During the course, they read and listen to sources, form their opinions and share them with the rest of class.</p>
<p><b>Strand 6: What can I learn from a pile of rocks? The world through objects.</b></p>
<p>Students study Lucy, the 3.2-million-year-old skeleton, and three archeologically significant objects from the British Museum collection. These objects are the Rosetta Stone, Benin Bronzes and Moai (an Easter Island statue). Each object provides a backdrop for further historical investigation. For example, using the Rosetta Stone can be used to learn more about translation and ancient language.</p>
<p>Students also learn about the term ‘disputed ownership’ and consider arguments for and against these objects remaining in the British Museum’s collection. This concept provides the basis for lively debates that interrogate the notion of Western ownership in the 21<sup>st</sup> Century.</p>
<p><b>Strand 7: Am I always free to choose? Philosophy continued.</b></p>
<p>Students branch out from Philosophy and study its intersection with Sociology, Biology and Psychology and Theology by looking at the debate between free will and determinism. Students evaluate whether we have</p>

free will by looking at social determinism, Freud's 'Theory of the Mind' as well as looking at Spinoza's 'Deterministic Universe'.

**Strand 8: Is the system broken? Politics in the UK and Abroad.**

Students learn about political parties, manifestos, voting and elections. They learn about the different political ideologies which underpin varying sections of societies.