KING EDWARD VI
NORTHFIELD
SCHOOL FOR GIRLS

Educational excellence for our City

If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence. Carol Dweck

King Edward VI Northfield School for Girls – Year 8 Curriculum

Topic tracker

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Maths	Ratio and scale / Multiplicative change / Multiplying and dividing fractions	The Cartesian plane / Representing data / Probability	Brackets, equations and inequalities / Sequences / Indices	Fractions and percentages / Standard form	Number sense / Angles in parallel lines and polygons / Area of a trapezium and circle	Line symmetry and reflection / The data handling cycle / Measures of location and dispersion
English	Mystery: Short stories	**19th century mystery novel: 'The Sign of Four'**	Voices of conflict: Conflict poetry	Voices of conflict: Narratives (Non-fiction)	Drama: Willy Russell plays ('Our Day Out' / 'Blood Brothers')	Drama: Shakespeare's 'Much Ado About Nothing'
Science	Lab skills, Digestion system, Elements and Compounds, Electricity and Magnetism	Respiratory system, Elements and Compounds, Electricity and Magnetism	Reproduction, Chemical reactions, Particle model and pressure	Reproduction, Chemical reactions, Particle model and pressure	Respiration, Earth and Materials, Space	Respiration, Earth and Materials, Space
Art	Cabinet of Curiosities	Cabinet of Curiosities	Cabinet of Curiosities	The Art of Protest	The Art of Protest	The Art of Protest
Computer Science	E-Safety / Spreadsheets	Coding in Scratch	Computer Systems	Network Threats	Coding in Python	HTML coding and wed design
Drama	Mysteries on stage Key drama skills	'The Ruby in the Smoke' Performance Skills	Performing poetry	Voices of conflict Storytelling	'Our Day Out' / 'Blood Brothers' In performance	Staging Shakespeare 'Much Ado About Nothing'
Food	Food Safety/ Sensory Analysis / Food Provenance / Energy Balance/ Food Waste	International Cuisine/ Factors Affecting Food Choice/ Nutrition Analysis & Costing/Food Styling/ Careers				
French	***En classe*** School	***Miam Miam*** Food & Drink	***En ville*** In Town	***Vive les vacances*** Holidays	***A loisir*** TV & Cinema	***Paris, je t'aime!*** Visiting Paris

Geography	Antarctica	Our Unequal World	Extreme weather	The people of the U.K	The rise of China	Adventure Landscapes
Graphic Design	Makeup packaging ½ term	Makeup packaging ½ term	Makeup packaging ½ term	Makeup packaging ½ term	Makeup packaging ½ term	Makeup packaging ½ term
History	Who benefitted from the British Empire?	When was Slavery banned?	What was life like in the Industrial Revolution	How did people fight for the right to vote?	How were Civil Rights won in the USA?	How has life changed for people in the UK after WW2?
Music	Reggae – Chords, Rest & Inversions	Blues – Improvisation & 12 bar blues	Indian Classical Music – Improvisation, cycles of beats	The Orchestra – The Carnival of the Animals, Sonority	Film Music – Leitmotifs & Writing themes	Pop Music Composition – Writing lyrics, structure of pop
PE	**Head:** Components of fitness **Hand:** Fitness/OAA **Heart:** Communication	**Head:** Rules of Basketball, Basic First Aid **Hand:** Basketball **Heart:** Sportsmanship	**Head:** Feedback and evaluation vocabulary **Hand:** Dance **Heart:** Confidence	**Head:** Health and Safety Rules **Hand:** Trampolining/ Gymnastics **Heart:** Resilience	**Head:** Skill Related Components of Fitness **Hand:** Striking and fielding fundamental skills **Heart:** Teamwork	**Head:** Rules and regulations of Athletic events **Hand:** Athletics **Heart:** Effort
PSHE	Rights and responsibilities	Fighting prejudice	Drugs and Addiction	Everyday dilemmas	Protecting your mental health	Looking to the future
RE	The origins of Christianity	The development of Christianity	Introduction to Ethics	Ethical issues	The origins of Islam	How is Islam practised today?
Textiles	Theory; Recap What is textiles? Health & safety Fibres & Fabrics	Theory; Design- opposites/ world worst Understanding a brief & the environmental impact of design & technology Practical; morsbag	Theory; Evaluation Sewing paperwork Equipment & test Practical; Sewing practice Hems/seams	Theory; Iterative design process (designing) Time planning Practical; Construction, decoration & fastening	Theory; Numeracy in textiles Hems & seams Practical; Animal themed outcome	Making a final functioning product safely using learnt skills Theory; storyboard

Maths

'Nature is written in mathematical language' Galileo Galilei

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Ratio and scale:** Use ratio notation and link it to multiplication Simplify ratios and solve ratio problems Calculate circumference **Multiplicative change:** Use scale factors to solve direct proportion problems Currency conversion (including with graphs) Draw/interpret scale diagrams and maps **Multiplying and dividing fractions:** Multiply and divide a fraction by an integer and a fraction Use the reciprocal	**The Cartesian plane:** Plot and interpret straight-line graphs Use the equation of a straight line, including lines parallel to the axes Link direct proportion and straight lines Model situations as expressions, formulae and graphs **Representing data:** Draw and interpret scatter graphs, including correlation and line of best fit Understand grouped/ungrouped and discrete/continuous data Design and use one and two-way tables **Probability:**	**Brackets, equations and inequalities:** Identify, form and use equations, expressions, formulae and identities Expand and factorise into single brackets Form and solve equations/ inequalities (with or without brackets) **Sequences:** Generate more complex worded and algebraic sequences (e.g. with brackets and squared terms) **Indices:** Form expressions using indices, and use the addition/ subtraction laws	**Fractions and percentages:** Understand fractions, decimals and percentages Evaluate percentage increases and decreases Solve problems using percentage multipliers Write one number as a percentage of another **Standard form:** Convert between ordinary numbers and standard form Compare numbers in standard form Calculate with numbers in standard form	**Number sense:** Develop mental strategies, and estimate (including rounding to a given number of decimal places) Convert between metric measures Use the order of operations **Angles in parallel lines and polygons:** Review basic angle rules and geometric notation Prove simple geometric facts Work out angles in parallel lines and special quadrilaterals Find and use the sum of interior and exterior angles of a polygon	**Line symmetry and reflection:** Recognise line symmetry in polygons and other shapes Reflect shapes in horizontal, vertical and diagonal lines **The data handling cycle:** Understand and use primary or secondary sources of data, and collect data (including using questionnaires) Draw and interpret statistical diagrams (e.g. multiple bar charts and pie charts) Compare distributions using charts and identify misleading graphs **Measures of location and dispersion:**

		List outcomes using sample spaces Use tables and Venn diagrams to find probabilities			**Area of a trapezium and circle:** Review area of shapes covered in Y7 Area of a trapezium, circle, part of a circle, and compound shape Use significant figures	Mode (including modal class), median and mean (including finding the total given the mean) Finding the mean of grouped data Choosing an appropriate average and comparing distributions using averages
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered
Important literacy and numeracy developed	We will revisit the essential skills and build on them. These include skills for life such as decimals (to help with money), fractions (useful in recipes), percentages (essential in shopping, business and organising trips), interpreting graphs and charts, calculating perimeter and area, finding an average, adding units of time and converting between measures. It is crucial to have confidence in these areas. We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.					
Wider skills and enrichment	Our maths curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically. We lead an engaging maths club where pupils explore mathematical puzzles and games, as well as a 'Dragons and Dungeons' club which pupils really enjoy. Pupils can take part in the Junior and Intermediate UKMT Maths Challenge from years 7-10.					
How you can help your child at home	Ensure they complete all independent study and encourage them to use online support including Mathswatch where pupils have an individual login and password. We also encourage pupils to use the websites Corbettmaths, Mathsgenie, Oak National Academy and BBC Bitesize.					

Year 8 English

"Without stories, we wouldn't be human beings at all"

– Philip Pullman, 'His Dark Materials'

In English, pupils in year 8 build on their knowledge of literary genres, starting in the autumn term with the mystery genre: they study a selection of mystery stories and the 19th century classic mystery 'The Sign of Four'. In the spring term, pupils explore written responses to war and conflict, first through conflict poetry, then by reading non-fiction responses to war, including exploring current world conflicts through articles and personal accounts. The summer term's focus is studying drama texts: the modern plays of Willy Russell (pupils read either 'Our Day Out' or 'Blood Brothers') and Shakespeare's comedy 'Much Ado About Nothing'.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Mystery: Short stories** ***Short stories studied:*** Mystery of the Mary Celeste (Non-fiction) 'Lamb to the Slaughter' & 'The Landlady' by Roald Dahl 'The Adventure of the Speckled Band' by Arthur Conan Pupils learn about the genre conventions of mystery fiction, reading a range of classic 19th and 20th century mystery short stories. Pupils are supported in reading for meaning, making inferences and	**19th century mystery novel: 'The Sign of Four'** ***Full text studied:*** 'The Sign of Four' by Arthur Conan Doyle Pupils develop their knowledge and understanding of the conventions of the mystery genre by reading and studying a classic 19th century mystery novel, which both establishes the detective genre. They will explore character, plot and narrative conventions of 'The Sign of Four',	**Voices of conflict: Conflict poetry** ***Poems studied:*** 'Nettles' by Vernon Scannell 'Brothers' by Andrew Forster 'Sister Maude' by Christina Rossetti 'Anthem for Doomed' Youth by Wilfred Owen This unit develops pupils' prior knowledge and understanding of poetic form and technique, focusing on poems which respond to conflict – both internal and	**Voices of conflict: Narratives (Non-fiction)** ***Text extracts studied:*** First World War soldiers' experiences (Sargent Evans' diary & 'Private Peaceful' by Michael Morpurgo) Refugee experiences (Ukrainian refugees, 'Refugee Blues' by WH Auden) Krystallnacht and Fred Amran's Jewish refugees article 'Diary of a young girl' by Anne Frank 'Diary of a teenage refugee' Pupils further develop their awareness of	**Drama: Willy Russell plays ('Our Day Out' / 'Blood Brothers')** ***Full text studied:*** 'Our Day Out' *or* 'Blood Brothers' by Willy Russell Pupils learn about the social and political context of Willy Russell's life and plays, gaining relevant knowledge of the 1970s and 1980s under the Thatcher government, a key context to understanding the plays, and exploring	**Drama: Shakespeare's 'Much Ado About Nothing'** ***Full text studied:*** 'Much Ado About Nothing' by William Shakespeare Film adaptation: Kenneth Branagh's 1993 'Much Ado About Nothing' Pupils develop further understanding of a text in performance, and build on prior knowledge of Shakespeare's theatre, by reading the full play text alongside a filmed adaptation.

	deductions, and will begin to analyse techniques writers use to hook and sustain interest from readers of mystery fiction. They will explore the mystery genre's key features, such as the detective stock character and 'red herrings', and be able to identify these within a range of canonical texts. Pupils will establish understanding of this genre ahead of reading a full mystery novel.	and offer responses to this through their written comprehension and analysis. Pupils will focus on the presentation of the detective as a literary convention, as well as looking at the female roles in the novel within the 19th century setting; their understanding of the novel's historical and social context is centred on this.	family conflict, as well as the poetry of war. Pupils read a small selection of contemporary and heritage poems and respond to them, focusing on selecting relevant quotations and commenting on the poets' methods. They will learn how to write a focused, analytical response to poetry, building on their comprehension and inferences about the poem. They will explore relevant social and historical contexts of poems, relating to the theme of conflict.	how writers respond to the theme of conflict, specifically exploring the different ways war and conflict impact peoples' experiences and their writing. A key impact explored is that of displacement of people. The unit aims to draw parallels between historical and contemporary experiences of war, including non-fiction writing about current global conflicts (such as the Ukraine war). Pupils' comprehension, inference and analysis skills are further developed in responding to this non-fiction material.	working class experience. The unit also introduces pupils to the genre of modern drama and its features, such as dialogue, stage directions and use of music. Pupils read the full text of the play, as well as watching a filmed adaptation, to appreciate the play's staging and theatricality.	Pupils explore selected characters and relationships, as well as genre conventions of Shakespearean Comedy such as mistaken identity. Pupils will learn about the play's presentation of an empowered female lead character, Beatrice, who subverts the patriarchal expectations of the 16th century.
Assessments and End Points	**Autumn term (Knowledge and skills assessments)** **Knowledge Assessment:** Retrieval questions on Mystery Short Stories & 'The Sign of Four' **Skills Assessment:**		**Spring term (Knowledge and skills assessments)** **Knowledge Assessment:** Retrieval questions on Voices of Conflict Poetry & Non-fiction narratives **Skills Assessment:**		**Summer term (Knowledge and skills assessments)** **Knowledge Assessment:** Retrieval questions on 'Our Day Out' ***or*** 'Blood Brothers'? **Skills Assessment:** ***Reading***	

	Writing: Write the opening of a mystery story.	***Reading:*** How are the speaker's thoughts and feelings about conflict presented in the poem…?	How does Willy Russell explore the theme of social class in 'Our Day Out' OR 'Blood Brothers'?
Important literacy and numeracy developed	**Reading:** Extended guided reading of full texts in three of six terms; Close analytical reading, focusing on word and sentence level understanding; Inference, analysis and comparison skills are embedded in the year 8 English curriculum. **Writing:** Extended writing, including planning, drafting and editing; Technical accuracy focus in each writing unit which builds on prior knowledge of spelling, punctuation and grammar; Developing appreciation of genre features of different writing styles, such as mystery genre writing. **Oracy:** Each year 8 unit features distinct opportunities to explore texts and themes through talk. Several units of English in year 8 have explicit focus on the use of spoken language, such as Summer term focus on drama – modern and Shakespeare. **Numeracy:** Pupils engage with the use of statistics when studying non-fiction writing about conflict. Several units of English in year 8 include discrete numeracy knowledge, such as the Autumn term study of 'The Ruby in the Smoke' which features accounting and finance as a key plot point.		
Wider skills and enrichment	**Careers** awareness is addressed in year 7 through links to journalistic writing and exploration of the role of the author across several texts. **Links to the wider curriculum** are inherently present in our studying of historic contexts of texts. Looking at the effects of the industrial revolution on society and growth of capitalism ties in with the history curriculum as does our exploration of 16th century society and the social conventions in our exploration of Shakespeare. The full novel study of A Monster Calls also deals with themes of grief, illness and parenting and subsequently mental health and wellbeing strategies which ties into our PSHE curriculum. **Enrichment** opportunities include encouragement to participate in NSG News Club (our school newspaper), Drama Club, Creative Writing club or our Library reading club. Enrichment opportunities for extra-curricular revision or collaboration with other King Edwards schools are taken up when available.		
How you can help your child at home	Encourage your child to read independently every day for a minimum of around 20 minutes. They should always have a book on loan from the school library; they are given lots of encouragement on how to choose a book and how to read for pleasure. They should complete their daily Reading Log (in the booklet provided for them) so please check on this. Encourage them to use **Track My Read** (https://trackmyread.org/) to keep a record of how much they have read and their reflections on what they think and feel about their current book. You can also support your child in completing English homework quizzing tasks set via **Carousel Learning** to help with regular retrieval and retention of key curriculum knowledge and knowledge of spelling and grammar. https://www.carousel-learning.com/		

Science

We look at science as something very elite, which only a few people can learn. Thats just not true. You just have to start early and give kids a foundation. Kids live up, or down, to expectations. Mae Jemison

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge (Topic order within each term)	Lab skills 2 – recap and development of key skills from Year 7 Digestion – diet and the digestive system	Elements and compounds – metals and non-metals, the Periodic Table, polymers, ceramics Electricity and magnetism – circuits, resistance, magnetic fields and electromagnets Respiratory System- ventilation and gas exchange	Reproduction- female and male reproductive systems, fertilisation, foetal development and plant reproduction. Energy and mass in reactions – changes in reactions, catalysts, combustion and fuels	Particle model and pressure – energy in matter, density, pressure in solids, liquids, gases	Respiration- aerobic and anaerobic respiration in plants and animals Earth and climate – atmosphere, carbon cycle, natural resources	Space – Our solar system, earth, seasons, weight
Assessments and End Points	AP1 - Recall test on lab techniques and safety (Autumn report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP2 – Mixed response questions on all previous topics (Spring report) Recall test (20 questions after each topic)	Recall test (20 questions after each topic)	AP3 – Mixed response questions on all previous topics (Summer report) Recall test (20 questions after each topic)
Important literacy and numeracy developed	Pupils will take part in class reading during most lessons to support their development of understanding of scientific texts. A wide range of scientific vocabulary will be developed through taught knowledge and ongoing recall, building on Year 7. Pupils will be taught to write logically, for example when linking variables to write a conclusion. Numeracy will be developed through use of standard calculations, reading tables and graphs and also use of three-part equations, including rearranging. Measurements are a key part of practical work throughout the year, including some simple conversions.					

Wider skills and enrichment	Pupils will develop laboratory skills – particularly focussing on tables of results, drawing graphs and drawing conclusions in Year 8. Understanding of "how science works", including how and why theories are developed and changed, is a key part of science throughout Key Stage 3. Science club runs weekly to encourage further development and enjoyment of scientific investigation.
How you can help your child at home	Pupils will complete a set of key knowledge questions for each topic. Parents/carers can support pupils in practising recall of the answers to these key questions when preparing for assessments and then ongoing throughout the year. BBC Bitesize (Key Stage 3 Science) is an excellent resource for supporting more in-depth learning at home. Developing reading of science-fiction books, scientific news (e.g. on BBC News website) and watching documentaries and sci-fi programmes may also be beneficial.

Art

'All schools should be art schools' Bob & Roberta Smith

We aim to give pupils the skills, knowledge, confidence, understanding and cultural capital to make a personal response to their experience of the world as artists and designers.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Practical Knowledge	Formal Elements: tone, form, line, colour How to use ellipses and centre lines to draw still life objects. How to use order, hierarchy and proportion for an increasingly accurate result How to use graphite pencils to skilfully create blended graduated tone to achieve a 3D effect How to use a range of media to record objects in drawing: pencil, colour pencil, oil pastel	How to generate ideas for 3D artworks using sketchbook research, exploring and experimenting with ideas to develop pot profiles, adapting and making changes to better express an idea. How as artists we can gather and creatively present relevant information and visual resources to develop ideas.	How to work responsibly with clay in the art room, and work collaboratively to tidy and clean after clay lessons. How to work skilfully with clay: - making a pinch pot - building height and body using coils - using a variety of clay tools to create a decorative surface - using score & slip to join and build relief details	Formal Elements: shape, colour, pattern, tone, texture, line How to use guidelines, curves, shapes and centre lines to draw a variety of letter forms How to use watercolour pencils and other media to create fine details and patterns in an illuminated letter design	How to use acrylic paint skilfully and responsibly: layering glazes, wet-on-wet mixing to create tone and texture How to playfully engage in open ended experimentation to produce more expressive designs and use their qualities to communicate an idea, message or meaning.	How to use developmental drawings in sketchbook to generate and improve ideas. How to use knowledge of colour theory in design of protest posters. How to select, record and interpret aspects from study of artists to inform the development of ideas.

Theoretical Knowledge	Know that Still Life is a genre of art, understand what genre means in Art & Design Understand the concept and history of Cabinets of Curiosity Pitt Rivers Museum / Ashmolean Museum – know how these collections started, have opportunities to discuss links to empire and colonialism, and how the museums are responding to their own histories	Understand the provenance and meaning of objects in the department cultural artefacts collection Specific artists: - Georgio Morandi - Grayson Perry - Magdalene Odundo (BHM)	How to evaluate and annotate work in sketchbook to lead to reflective learning and improvements in work. Reflect on own work to identify strengths and aspects for improvement and explain next steps. Use of objects in Art: ready-mades, found objects, assemblage, the uncanny, appropriation	Know that lettering / typography has been used by artists for a wide variety of reasons and in different contexts: - illuminated letters / manuscripts - Islamic calligraphy - typography in contemporary art & design - protest art - graffiti .	Understand how art and text can be used to communicate a positive message; that artists can play an important role in changing things for the better. Specific artists: - Bob & Roberta Smith - Jenny Holzer	How to evaluate and annotate work in sketchbook to lead to reflective learning and improvements in work. Reflect on own work to identify strengths and aspects for improvement and explain next steps
Disciplinary Knowledge	- Art has purpose and meaning - Design is all around us, everywhere we look - We grow as artists by reflecting on our work. - Art through time has mirrored human development, thought, culture, belief, environment and civilisation - We develop our skills and understanding through practise and resilience - The materials, techniques and processes we use in art are rooted in long traditions What is a museum for? Why do people collect things and how can collections be presented and organised? How can objects represent us and our cultures? What is craft?			Art has purpose and meaning - We grow as artists by reflecting on our work. - Art through time has mirrored human development, thought, culture, belief, environment and civilisation - We develop our skills and understanding through practise and resilience - The materials, techniques and processes we use in art are rooted in long traditions What role does art play in protest and changing the world for the better? When is graffiti art? Are protest placards art? Can anyone be an artist?		

Outcomes	Museum research Still Life studies	Painted study of an artefact.	Ceramic vessel / sculpture inspired by sketchbook studies	Illuminated letters	Collaborative message (Martin Luther King)	Protest placard / poster
Wider skills and enrichment	Art & Science cross-curricular day Careers – museum & gallery work Museum visit Pitt Rivers. Cross-curricular links with PSHE & Citizenship, History (colonialism) Builds on Y7: What is Art (contextual learning + painting skills) and Y7: Construction (3D Design) and Y7 Imaginary Animals (non-Western art)			Careers - Visual Communication / Graphic Design Cross curricular links with PSHE & Citizenship, Graphics, History Builds Y7: What is art (design, purpose & meaning, Bob & Roberta Smith)		
Assessments	Assessment reflects that learning in Art is cumulative, with students revisiting, practicing and improving on skills and expanding on contextual knowledge over the key stage. Work is assessed holistically using our assessment grid. Teachers make a summative assessment each term and complete pupil feedback sheets in line with whole school assessment policy.					
Important literacy and numeracy developed	Talking and thinking together Writing as a tool for thought Building art vocabulary Using specialist language to talk and write about art					
How you can help your child at home	Encourage drawing and making as a pastime or hobby Visit an art gallery if the opportunity arises Encourage good habits and routines for completing HW tasks					

Computer Science

'Programming is not just about code. Its about creating something from nothing and solving real-world problems.' Reshama Shaikh

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	E-Safety Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. Recognises what is acceptable and unacceptable behaviour when using technologies and online services. Identifies and explains how the use of technology can impact on society. Spreadsheets Recognises that digital content can be represented in many forms. (AB) (GE)	Coding in Scratch Designs solutions by decomposing a problem and creates a sub-solution for each of these parts. (DE) (AL) (AB) Recognises that different solutions exist for the same problem. (AL) (AB) Understands that iteration is the repetition of a process such as a loop. (AL) Recognises that different algorithms exist for the same problem. (AL) (GE) Represents solutions using a structured notation. (AL) (AB)	Computer Systems Uses diagrams to express solutions. **(AB)** Uses logical reasoning to predict outputs, showing an awareness of inputs. **(AL)** Knows that digital computers use binary to represent all data. **(AB)** Understands how bit patterns represent numbers and images. **(AB)** Knows that computers transfer data in binary. **(AB)** Understands the relationship between binary and file size	Network Threats Recognises that a range of digital devices can be considered a computer. **(AB) (GE)** Obtains content from the world wide web using a web browser. **(AL)** Navigates the web and can carry out simple web searches to collect digital content. **(AL) (EV)** Uses a variety of software to manipulate and present digital content: data and information. **(AL)** Identifies and explains how the	Coding in Python Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. **(AL)** Designs simple algorithms using loops, and selection i.e. if statements. **(AL)** Designs solutions by decomposing a problem and creates a sub-solution for each of these parts. **(DE) (AL)(AB)** Recognises that different solutions exist for the same problem. **(AL)(AB)** Understands that iteration is the repetition of a process such as a loop. **(AL)**	HTML coding and web design Detects and corrects simple semantic errors i.e. debugging, in programs. (AL) Has practical experience of a high-level textual language, including using standard libraries when programming. (AB) (AL) Designs a solution to a problem that depends on solutions to smaller instances of the same problem. (AL) (DE) (AB) (GE) Can identify similarities and differences in situations and can use these to solve problems (pattern recognition). (GE)

	Knows common uses of information technology beyond the classroom. (GE) Uses a variety of software to manipulate and present digital content: data and information. (AL) Recognises different types of data: text, number. (AB) (GE) Appreciates that programs can work with different types of data. (GE) Recognises that data can be structured in tables to make it useful (AB) (DE) **Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions. (AL) (EV**)	Can identify similarities and differences in situations and can use these to solve problems (pattern recognition). (GE)	(uncompressed). **(AB)** Recognises and can use a rangeof input and output devices. Understands the difference between hardware and application software, and their roles within a computer system. **(AB)** Knows that there is a range of operating systems and application software for the same hardware. **(AB)**	use of technology can impact on society	Detects and corrects semantic errors i.e. debugging, in programs. **(AL)** Detects and corrects syntactical errors. **(AL)** Creates programs that implement algorithms to achieve given goals. **(AL)** Designs, writes and debugs modular programs using procedures. **(AL) (DE) (AB) (GE)** Has practical experience of a high-level textual language, including using standard libraries when programming. **(AB)(AL)** Recognises different types of data: text, number **(AB) (GE)**	
Assessments and End Points	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered	Low stakes assessment after each unit of work	Low stakes assessment after each unit of work Summative assessment based on all units of work covered

Important literacy and numeracy developed	Links to Numeracy seen throughout the work completing in coding. Also coding comparisons used throughout the year. Literacy is looked at when how to communicate with people online as well as with the creation of digital products created for a purpose with a specific audience. We provide all pupils with a knowledge organiser at the start of each unit to support them with key terminology and notation.
Wider skills and enrichment	Our Computer Science curriculum gives our students the skills to solve problems that help them understand the world around them, as well as helping them to structure, organise and process information as well as to think logically. We lead an engaging Computer Science club where pupils explore computing puzzles and games, as well as a Minecraft club which pupils really enjoy. Pupils can take part in the STEM activities which also involve building a computer and then coding solutions.
How you can help your child at home	Ensure they complete all independent study and encourage them to use online support including Repl.it where pupils have an individual login and password. We also encourage pupils to use the websites Craig n Dave (YouTube), Oak National Academy and BBC Bitesize. Useful website to practice construct of code https://compute-it.toxicode.fr/ and https://blockly.games/maze

Drama

"Acting is in everything but the words"

– Stella Adler, *from* 'The Art of Acting'

In year 8, Drama is taught in one distinct lesson a fortnight within English curriculum time. The Drama curriculum aligns with the Key Stage 3 English curriculum, meaning pupils will further explore texts, characters and themes that they have studied in English lessons through practical exploration in the Drama classroom.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Mysteries on stage** **Key drama skills** Pupils revisit the drama studio and rehearsal space, and learn skills fundamental to performance and telling stories. The lessons will use extracts from the Mystery stories studied to create monologue and dialogue based performances. ***Text stimulus:*** Mystery of the Mary Celeste (Non-fiction) 'Lamb to the Slaughter' & 'The Landlady' by Roald Dahl 'The Adventure of the Speckled Band' by Arthur Conan	**'The Ruby in the Smoke' Performance Skills** Pupils develop their performing and staging skills and knowledge, working with extracts from 'The Ruby in the Smoke' to recreate mysterious Victorian London and the thrilling story of Sally Lockhart. ***Text performed:*** 'The Ruby in the Smoke' by Philip Pullman	**Performing poetry** Pupils explore the voices and characters in poems through performances, as well as learning about rhythm, rhyme and spoken word poetry. ***Poem stimulus:*** 'Nettles' by Vernon Scannell 'Brothers' by Andrew Forster 'Sister Maude' by Christina Rossetti 'Anthem for Doomed' Youth by Wilfred Owen	**Voices of conflict** **Storytelling** Pupils build on their understanding of staging and use the stimulus of non-fiction accounts of conflict to tell the stories of real soldiers and refugees, both modern and historical through voice and movement. ***Text stimulus:*** First World War soldiers' experiences (Sargent Evans' diary & 'Private Peaceful' by Michael Morpurgo) Refugee experiences (Ukrainian refugees, 'Refugee Blues' by WH Auden) Krystallnacht and Fred Amran's Jewish refugees article	**'Our Day Out' / 'Blood Brothers'** **In performance** Pupils will engage with one of the plays by Willy Russell – 'Our Day Out' or 'Blood Brothers', depending on the group – and stage key scenes. They will explore character and relationships through different dramatic techniques. ***Text performed:*** 'Our Day Out' *or* 'Blood Brothers' by Willy Russell	**Staging Shakespeare** **'Much Ado About Nothing'** Pupils will learn about the conventions of Shakespearean Comedy through performance, staging key scenes from 'Much Ado About Nothing'. They will explore character and relationships through different dramatic techniques. ***Text performed:*** 'Much Ado About Nothing' by William Shakespeare Film adaptation: Kenneth Branagh's 1993 'Much Ado About Nothing'

				‘Diary of a young girl’ by Anne Frank ‘Diary of a teenage refugee’		
Assessments and End Points	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group or Solo)	Knowledge check (Individual) Performance assessment (Group or Solo)	Knowledge check (Individual) Performance assessment (Group)	Knowledge check (Individual) Performance assessment (Group)
Important literacy and numeracy developed	**Reading:** Drama lessons are usually text-based, so pupils develop their comprehension and fluency of written texts, interpretation of writers’ ideas via performance, and verbal pronunciation of words from texts studied. **Oracy:** In all Drama lessons, effective talk and listening is vital to success. Pupils find their voice and confidence in lesson activities. Group work encourages pupils to discuss ideas and respond to feedback and dialogue.					
Wider skills and enrichment	**Careers** awareness is addressed throughout Key Stage 3 Drama, with the range of roles in the performing arts (e.g. actor, director, writer, theatre technician) highlighted at every opportunity. **Links to the wider curriculum** are inherent in the Key Stage 3 Drama curriculum, as all lessons draw on English lesson study of texts and themes. Some texts overlap with pupils’ wider study of history and PSHE. **Enrichment** opportunities include Drama Club run by our specialist Drama coach. Pupils can also participate in the bi-annual school production. Wherever available, school trips to theatre performances are arranged to encourage pupils’ interest in drama and theatre.					
How you can help your child at home	Encourage your child to develop their knowledge and skills of Drama using this online parent toolkit: https://www.scholastic.com/parents/school-success/learning-toolkit-blog/drama-activities-to-add-to-our-parent-toolkit.html Support your child in completing Drama homework tasks set via **EPraise**. Occasional independent tasks or research which support your child’s understanding of Drama will be set via **EPraise.** https://www.epraise.co.uk/index.php?school=kingedward					

Food

'Food is a common ground a universal experience' *James Beard*

Year 8 Food Science focus is on International Cuisine and builds on the five core principles; Nutrition, Food Provenance, Food Science, Food Preparation and Food Safety from Year 7. It is a practical subject which builds on practical and theoretical skills and knowledge, learning about energy balance, impacts of food production on the environment, cultural foods, culinary traditions and factors influencing food choice.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Knowledge** Food Safety- Safe storage and preparation and The Four C's Sensory Analysis – Sensory evaluation of food products and use in the Food Industry Food Provenance- Rearing and farming of animal and the impact of the food Industry on the environment. Energy Balance – Energy requirements and what impacts energy needs Food Waste- How producers, retailers and consumers waste **Practical** Italian Tomato Sauce, Turkish Skewers, Chinese Stir Fry, Spanish Frittata	**Knowledge** International Cuisine- British and International ingredients, equipment and cooking methods. Factors Affecting Food Choice- Personal, Economic, Environmental, Psychological and Social. Nutrition Analysis & Costing – using ICT programmes. Food Styling- food styling techniques. Careers – Careers that feed the nation and Careers that inform the nation. **Practical** American Pancakes, British Scones, Indian Lentil Dahl and Naan Bread.				

Assessments and End Points	AFL- Extended writing task Retrieval Quizzing Practical Assessment	End of rotation short question assessment.				
Important literacy and numeracy developed	Food Science develops numeracy in a range of different ways; costing, using units of measure and ratio in weighing and measuring of ingredients, temperature in key temperatures for food safety and cooking, Height and weight calculations for BMI and time management in cooking. Literacy is also developed in extended writing, encouraging reading of extended texts and use of tier two and subject specific language in extended writing for long question answers.					
Wider skills and enrichment	Resourcefulness – developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness – seeking and responding to feedback. Time management and personal organisation with assignments. Reciprocity – Working as a team in a practical context. Pupils will have the opportunity to enter the Tunnocks teacake challenge a national competition. Pupils are introduced to British and International Cuisine in year 8 allowing them to experience a range of cuisines.					
How you can help your child at home	Encourage organisation to bring container for practical lessons, all ingredients are supplied. Recipes are available on the school website to practice at home. Encourage your child to help prepare and cook dishes and clean up at home. Watching food related programmes to increase their knowledge of current trends in food. *Further information, activities and recipes can be found at www.foodafactoflife.org.uk*					

French

"To have another language is to possess a second soul" Charlemagne

Year 8 builds upon the linguistic foundations established in Year 7 and aims to make greater progress towards spontaneity and learner autonomy. We aim to consolidate high frequency vocabulary and key phonics alongside the introduction of more complex grammatical costructs and grester exploration of the Francophone world.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	***En classe*** Talk about school and daily routine.	***Miam Miam*** Talk about food Give opinions with justified opinions.	***En ville*** Talk about where I live and what there is to do in my town.	***Vive les vacances*** Talk about my holiday plans. Talk about a past holiday and where I would like to visit in the future.	***A loisir*** Talk about my TV and film preferences with justified opinions. Talk about my use of technology	***Paris, je t'aime!*** Talk about what you can do in Paris. Ask for tourist information and use question words. Talk about a past trip.
Assessments and End Points	Regular Vocabulary Quizzes Reading & Listening Assessment	Regular Vocabulary Quizzes Speaking Assessment (Role Play)	Regular Vocabulary Quizzes Reading & Listening Assessment	Regular Vocabulary Quizzes Writing Assessment (40 words)	Regular Vocabulary Quizzes Reading & Listening Assessment	Regular Vocabulary Quizzes Speaking Assessment (Photo Description)
Important literacy and numeracy developed	**Literacy** – Grammatical awareness, reading aloud, phonics and oracy, accuracy with spelling and developing vocabulary skills. Inference skills and deciphering literary texts. **Numeracy** – Telling the time, Numbers 1-100, how numbers are constructed in French, class surveys and presenting findings in graphs and charts.					
Wider skills and enrichment	Internet safety Cultural appreciation of French ciema and film study Wider awareness of the French speaking world Awareness of the benefits of learning and language and the careers this helps.					
How you can help your child at home	Encourage your child to revise new vocabulary regualry and complete their self quizzing using their knowledge organisers and Quizlet. Ensure your child is completitng their self quizzing homework in preparation for regular vocabulary quizzes. Quizlet: https://quizlet.com/latest					

Geography

"Its surely our responsibility to do everything within our power to create a planet that provides a home not just for us, but for all life on Earth." Sir David Attenborough

eography at King Edward VI Northfield School for irls aims to inspire pupils to have a curiosity and fascination about thei r world and its people that will remain with them hopefully for the rest of their lives. It equips pupils with an array of knowledge about places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Knowledge**: Pupils study this polar environment, it's resources and the threat's it faces. **Skills:** Use of maps and atlases Use of map reading skills, thematic and topographical maps and aerial photos Data analysis	**Knowledge**: Pupils investigate patterns of global development, development indicators, inequality of development, fair-trade and globalisation. **Skills:** Use of maps Use of map reading skills, thematic and topographical maps Use of G.I.S and data analysis	**Knowledge**: Pupils study various types of extreme weather including hurricanes, tornadoes, flood. **Skills:** Use of maps and atlases Use of map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis Fieldwork skills	**Knowledge**: Pupils study the diversity of the U.K population. They investigate the way the population of Britain has changed over the last 50 years and why. Also they explore the opportunities and challenges faced because of this growth. **Skills:** Use of maps and atlases Use map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis	**Knowledge**: Pupils study life in China and the issues of economic growth and population management. Economic activities, types of industry. **Skills:** Use of maps and atlases Use of O.S maps, map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis	**Knowledge**: Studying landscapes across Britain and beyond shaped by physical processes like glaciation. **Skills:** Use of maps and atlases Use of O.S maps, map reading skills, thematic and topographical maps and aerial photos Use of G.I.S and data analysis

Assessments and End Points	Antarctica issue evaluation	Our Unequal World assessment looking at globalisation	Extreme weather event assessment	Population pyramid analysis at different stages of development	Transnational corporation assessment	Lake District DME style assessment
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Tier 2 vocabulary introduced every lesson and referred back to within extended writing tasks. Guided reading tasks to introduce or investigate geographical issues further. Numeracy – Reading and analysis of various graphs, analysis of geographical statistics, manipulation of geographical data.					
Wider skills and enrichment	Careers – links made between lessons and different relevant jobs. Pupils are given opportunities to use and expand on their IT skills for research based tasks and their use of Geographical Information Systems to investigate geographical issues. All year groups have doorstep fieldwork built into their curriculum.					
How you can help your child at home	Each front cover for every topic has a break down of what will be covered in those lessons and this includes QR codes for links to websites/videos that pupils can access for further research. The KS3 textbook can be accessed on TEAMs as can copies of all the lessons/resources. Homework supports the learning in class, tasks can include research around a geographical issue and/or reading around a topic prior to starting it.					

Graphic Design

"Design is intelligence made visible"

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	-Design Brief and Specification. -Disassembling existing makeup packaging inc symbols, materials, construction details, social, moral cultural and environmental issues. 2D design software nets and layers Careers - What is a product designer?					
Assessments and End Points	-Investigation inc-Brief & specification, Research existing relevant products and disassemble make up packaging. Looking at the work of past and present professionals -Design ideas, constructions, lettering, logos, Layouts, final design -Planning inc- Test and refine through mock ups					

	-Making inc- Use of equipment Quality of make Overall design -Evaluating inc- Understanding of developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designer, Final evaluation and notes throughout considering target market feedback.					
Important literacy and numeracy developed	**<u>Literacy</u>** To use a range of specialist language to communicate ideas and when disassembling existing packaging. **<u>Numeracy</u>** Measuring, feedback charts, nets, Understand resizing by proportion. Estimation of sizes between computer screen and print out. Measuring existing nets, using british standards in disassembling, feedback barcharts Drawing accurate shapes using right angles. Development of 3Dimensional drawing					
Wider skills and enrichment	Development of creative practical designs. strategically use different elements to convey intended messages. Bringing together lines, colour, shape, space, texture, typography, scale, and harmony to create visually appealing and well-structured designs.					
How you can help your child at home	Discuss interesting elements of design you see in your day to day lives. This could be anything creative eg poster, sign, menu, packaging, logo, illustration or advertisement.					

History

'Study the past and you would define the future.' – Confucius

We will build on the themes of power, civil rights and diversity started in Year 7, to show change and the impact of these changes.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Knowledge** We look at the British Empire, where it was and the impact it had on both the countries in the Empire and in Britain. We have a focus on African Kingdoms to demonstrate this change. **Disciplinary Knowledge** Making inferences from sources Cause and consequence Chronology	**Knowledge** A focus on slavery and Britain's role in the slave trade. We focus on the impact on enslaved people and their role in fighting for the abolition of slavery. **Disciplinary Knowledge** Source Utility Causation	**Knowledge** We link the empire to the Industrial Revolution. How the empire benefitted Britain, but not everyone in Britain. We examine the declining working and living conditions of the poor. **Disciplinary Knowledge** Source utility – focus on provenance	**Knowledge** We continue to look at the impact of empire and the Industrial Revolution with a unit on men and women fighting for the vote. We look at events like Peterloo, the Chartists and the Suffragettes. **Disciplinary Knowledge** Significance – how significant are different people and movements in getting universal suffrage	**Knowledge** We look at the struggle of black people in America, the work of Martin Luther King and others to get the Civil Rights Act **Disciplinary Knowledge** Interpretations of History Causation	**Knowledge** We continue our work on Civil Rights, looking at the lives of black people, women, disabled people, and LGBT+ people in Britain. **Disciplinary Knowledge** Consequence
Assessments and End Points	We look at sources about the British Empire to make inferences and explain what we can learn from them.	One assessed activity is about using sources written about the abolition of slavery, to judge their utility. we also write an essay on why slavery was banned.	Assessment is a factory report about working conditions. Pupils will be able to describe in detail the struggles people faced at the time.	Pupils will know how men and women fought for the vote. Assessed activity is an investigation into Emily Davison	Pupils will understand the inequality in America and how people fought for the Civil Rights Act Assessment is an interpretation of how the Civil Right Act came about. Pupils have to analyse the	Pupils will look at changes in society and the law for different groups of people in the UK

					interpretation and say if they agree or not.	
Important literacy and numeracy developed	Reading scholarly texts – pupils supported to read extracts of scholarly articles/texts about the topics we are studying – for example forensics with Richard II We are encouraging pupils to independently research wider, more global, history with Meanwhile, Elsewhere: https://meanwhileelsewhereinhistory.wordpress.com					
Wider skills and enrichment	Careers – links made between lesson content and different jobs. Pupils being taught to research independently to extend their Historical knowledge We are also discussing the dangers of "fake news" and the importance of checking their sources online. Pupils are encouraged to read around our topics, with both guided reading and looking at scholarly interpretations: https://storysourcescholarship.wordpress.com					
How you can help your child at home	Each topic has a cover sheet stuck in pupil books with QR codes to lead to further reading/research All pupils' textbooks and lessons are on Microsoft Teams. Pupils can catch up with missed work or read ahead before the lessons. The school's MOODLE (VLE) has all resources and narrated PowerPoints about the topics we are teaching, so pupils can work on lessons at home, or catch up missed work We are also using Seneca: https://app.senecalearning.com/login to revise and supplement our curriculum. Pupils can log in, by clicking "log in with Microsoft" and using their school email.					

Music

"If you cannot teach me to fly, teach me to sing"

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Chords - how they are formed and different ways of playing them including performing on different instruments** Pupils will learn the word inversion and will learn how to work out the notes needed for major and minor chords Pupils will learn the symbols used to characterise each chord in reggae music Pupils will learn the terminology and aural sound of the different ways in which chords can be played: block, broken and inversions Pupils will learn how to interpret and play chords on a variety of instruments Pupils will look at the performances and compositions of artists such as Bob Marley, Stephen Marley, Protoje and Chronixx. They will learn riffs of current and past pop and reggae songs. Pupils will learn key characteristics of riffs including the key	Pupils will learn about the cultural context of Blues music including the development of the Blues They will look at music of great Blues musicians including B.B. King**,** Stevie Ray Vaughn, Robert Johnson and Eric Clapton Pupils will learn about the musical features of Blues music including 12 bar blues, walking bass, blues scale and improvisation, syncopation and swing Understand the theory behind 7th chords and more complex chord structures (more able)	Students will be able to identify the following features of Indian classical music: Timbre – Indian instruments: sitar, tabla and tambura, Melody – ragas (melodic patterns), Rhythm – talas (rhythmic patterns), Texture – layers of melody, drone and drum rhythm, Structure – sections of Indian classical piece: alap, jor and gat Vocabulary • Indian instruments: o SITAR o TABLA o TAMBURA • Raga (melodic scale/pattern) • Flats and sharps • Tala (rhythmic cycle) vs. free rhythm (in alap) • Improvisation • Drone • Structure: Alap, Jor, Gat	Students will be able to identify the families of the classical orchestra as well as be able to identify some of the key instruments and describe their timbre. Students will use Carnival of the Animals to show how characterisation can be used in music. Students will understand and identify compositional devices and terms including ascending and descending and to be able to identify some of the key articulation markings such as legato and staccato. Students will also learn about note ties, repeat lines and accidentals.	Pupils will learn about music of composers such as John Williams Hans Zimmer. Pupils will learn key terminology which links with music for film including mickey-mousing. Students will understand the different clichés used in composing for suspense/tension Create moods and emotions through changing and manipulating different musical elements Compose their own music to match a film clip using appropriate musical devices/clichés	Students will use their melodic composition skills to write a melody to fit a given set of lyrics and a chord sequence. This will challenge students to consider note length and phrasing as well as writing a balanced phrase to a given set of lyrics. Students will learn about the importance of repetition in pop music and how to use inverted chords to create more interest in a piece. Students will analyse scores from different pop songs. The score analysis will challenge pupils to use what they have learned over the year to consider the shape and nature of the melody as well as the musical features of the overall music.

	terminology of range, syncopation and pitch					
Assessments and End Points	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.	Students are continually assessed as they look to make progress on their technical control of a given instrument as well as compositional and appraisal skills. Students are assessed formally through a knowledge test worth 40% and practical assessment worth 60% at the end of each topic.
Important literacy and numeracy developed	Students use and develop numeracy as they learn in music when they use calculation, estimation and measurement knowledge and skills to collect and make sense of information. Students will draw their knowledge of fractions (halving, quartering, accumulating fractional parts, re-imagining the whole). Students will also use and extend their numeracy capability when they consider the structure and form of music work. Students will use literacy when writing their long form written assessment. We will also be encouraging wider reading about music along with a list of the most relevant words from the 'academic word list' suitable for music lessons. We will also be using technical command words.					
Wider skills and enrichment	In music we encourage students to create a sense of independence in tasks meaning they have the skills to practice and learn outside of the classroom. We also encourage creative problem solving to issues that come up. Students will have the opportunity to work in groups and pairs of different sizes and with different people – enabling them to get used to the dynamic of teamwork and leadership. There is also a wide range of afterschool clubs including school choir, mixed ensemble, rock and pop group, guitar club, keyboard club, music appreciation club, music theory club and composition club.					
How you can help your child at home	Encourage your child to listen to music from a range of different genres and ask them to critically analyse what they hear using words such as instrumentation, tempo, dynamics and texture. Musical instruments such a ukuleles and beginner keyboards can be found cheaply in stores and online if your child has expressed an interest. Musescore is a free notation software that students can use to compose their own music. The music department can email students with premade files that they can upload and work on. We have the software here at school so they could even ask for a tutorial.					

PE

“Sport has the power to change the world. It has the power to inspire, the power to unite people in a way that little else does." - Nelson Mandela”

In Physical Education at Key Stage 3, we aim for physical literacy for all pupils through an holistic approach across three areas – Head (knowledge), Hand (skills) and Heart (personal and social skills). Through this approach we aim to give pupils the motivation, confidence, physical competence and knowledge and understanding, to value and take responsibility for engagement in physical activities for life.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Head:** Components of fitness **Hand**: Outdoor Adventurous Activities - orienteering, developing map reading skills. Fitness – fitness components in action	**Head:** Basketball skills and rules, Basic First Aid **Hand:** Basketball skills, Practical First Aid Skills	**Head:** Dance vocabulary for feedback and evaluation **Hand:** Dance – developing physical, interpretive and performance skills	**Head:** Safety rules and regulations of gym/trampolining **Hand:** Gymnastics, Trampolining – developing tension and basic shapes from year 7 to transfer to basic skills on the trampoline.	**Head:** Skill related components of fitness **Hand:** Striking and fielding fundamentals skills in a range of striking and fielding activities	**Head:** Rules and regulations of Athletics events **Hand:** Athletics - including sprint technique, sprint starts, pacing, triple jump, shot putt
Assessments and End Points	Knowledge of components of fitness, definitions, sporting examples Practical assessment of fitness and OAA skills	Knowledge of basic first aid Practical assessment of basketball skills	Assessment of dance skills and feedback, evaluation of performance	Knowledge of safety rules of trampolining, Practical assessment of gymnastics/trampolining skills	Knowledge assessment of skill related components of fitness Practical assessment of striking and fielding fundamentals	Overall end of year assessment

Important literacy and numeracy developed	PE often involves reading and understanding written instructions, rules, and guidelines for various activities. Students may need to interpret written information about different sports, fitness techniques, or health-related topics. By engaging with these texts, students improve their reading comprehension skills. Participating in sports helps develop numeracy skills through timing, measurement, and counting. Students learn to accurately measure distances, understand units of measurement, estimate, and compare lengths. They also develop counting skills while keeping track of scores, points, or goals. Additionally, sports involve timing activities, helping participants grasp concepts such as elapsed time, fractions, decimals, and units of time.
Wider skills and enrichment	The heart strand of our curriculum leads to students developing wider skills. Students will practice and develop their leadership skills and confidence in the first term. Students will go on to develop teamwork and confidence to perform in term two. In the summer term students will learn about sportsmanship and the importance of effort in Physical activities but also outside of PE. Our comprehensive extra-curricular programme supports and expands the knowledge and skill development in a range of activities. Students are given an opportunity to take part in a physical challenge for charity, Race for Life, at the end of the year, which allows them to draw on the skills they develop in PE and gives students the opportunity to display the school values.
How you can help your child at home	Encourage your child to attend the many free extracurricular clubs on offer. Help your child to prepare for their lessons by ensuring they always have their PE kit. Encourage 60 minutes of physical activity each day.

PSHE

"Be the change you want to see in the world." Mahatma Gandhi.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	<u>Rights and responsibilities</u> • What are human rights • What is Childline and how does it protect your rights • Arguments for/against animal rights • Comparing human and animal rights • Black History Month: What was the Bristol Bus Boycott • How the Disability Equality Act protects rights	<u>Staying safe: fighting prejudice</u> • Racism: what is it/how to deal with • Bullying recap • Prejudice: teens and the media • Gender prejudice • What are hate crimes • What is PREVENT and why is it used	<u>Staying safe: drugs/addiction</u> • Alcohol • Smoking • Vaping • Drugs (legal and illegal) • Solvent abuse • Smartphone addiction	<u>Everyday dilemmas (2)</u> • What makes a good relationship • Relationship types: the right to choose • Saying no (consent) • Road safety recap • Healthy lifestyle recap: healthy diet / exercise	<u>Protecting your mental health</u> • What is mental health • How to promote good mental health • How to build mental health resilience online • How to avoid unhealthy mental health coping strategies • How to build healthy coping strategies • Coping with grief • Dangers of sending sexual images: recap	<u>Looking to the future (2)</u> • Careers: what are employability skills • How interests and values can influence career choices • What else influences your career paths • Finance (budgeting recap) • Recap - getting on with your peers

Assessments and End Points	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz	End of topic knowledge quiz.	Pupil voice – review of the year
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary in each new topic. Encourage pupils to use these correctly in debate and discussion of key themes. Numeracy – Understanding use of data and statistics.					
Wider skills and enrichment	Celebrating Black History Month and understanding the impact of British civil rights movement, a comparison with the US civil rights movement and its impact on contemporary British society. Loudmouth Theatre Company: performance of Safe and Sound (covers teenage partner/domestic abuse, consent, power & control in relationships).					
How you can help your child at home	Oak National Academy has an excellent series of online lessons which will allow you to investigate and develop key themes we have covered in class: RSHE (PSHE) lessons for Key Stage 3 students - Oak National Academy (thenational.academy) https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe					

RE

"Faith is taking the first step even when you don't see the whole staircase' Martin Luther King

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	**Development of Christianity** -The history of early Christianity -The apostle's creed - Why did Saul convert to Christianity?	**Development of Christianity** -How beliefs are practiced in contemporary society -Rites of passage -Festivals How are beliefs formed over time? -Is Christianity still a viable religion?	**Ethical Issues** -Morality and reasons to be good -Environmental ethics -Animal rights -What is morality? -Is everyone equal?	**Ethical Issues** -Medical ethics. -Attitudes to poverty -Why should we care about the environment? -How should religions respond to poverty?	**Islam** - Key points in the life of Muhammad. - Why do Muslims have 99 names for God? - The Qur'an - Was Muhammad a prophet?	**Islam** -Rites of passage - Are some beliefs more important than others? - Are beliefs worth fighting for? -The five pillars - The place of the Mosque in a community.
Assessments and End Points	Pupils will identify the origins of the early church and formation of key beliefs and doctrine.	Pupils will identify the changes in practices over time and between denominations.	Pupils will consider different viewpoints on ethical decision-making	Pupils will share insight into personal view on ethical dilemmas and evaluate the decision-making of others.	Pupils will know the origins of Islam and the spread of Islam in its early days.	Pupils will see the impact of key beliefs and practices on the Muslim community today, especially on Muslim students in our school.
Important literacy and numeracy developed	There are opportunities throughout the year to develop literacy skills. This ranges from learning key words and concepts to deep hermeneutical analysis whereby students unpack the historical context of texts.					
Wider skills and enrichment	Alongside the key knowledge and content learned, pupils also reflect on 24 dispositions and skills which form part of the locally agreed syllabus. Using a large range of artefacts within school, students can see for themselves, the importance of key items in each faith.					
How you can help your child at home	Encourage children to use the knowledge organisers available on e-praise to help with knowledge retrieval.					

Textiles

'Buy less choose well, Make it last, choose quality not quantity. Everybody's buying far too many clothes' Vivienne Westwood

Students will recap skills learnt in year 7 on rotation. They will continue to develop skills , knowledge and understanding within Textiles and technology.
There will be a clear focus on sewing machine skills, construction and developing 2 final outcomes (one as a mock up and one final piece)
Year 8 experience is about making sure the students can use equipment safely and confidently while making a variety of practical outcomes. Whilst developing and fostering independent learners.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Theory; Recap What is textiles? Health & safety Fibres & Fabrics	Theory; Design- opposites/ world worst Understanding a brief & the environmental impact of design & technology Practical; morsbag	Theory; Evaluation Sewing paperwork Equipment & test Practical; Sewing practice Hems/seams	Theory; Iterative design process (designing) Time planning Practical; Construction, decoration & fastening	Theory; Numeracy in textiles Hems & seams Practical; Animal themed outcome	Making a final functioning product safely using learnt skills Theory; storyboard
Assessments and End Points	Fibres & fabrics K&U, application Practical; Morsbag final Recap Seams, introduce hems and environmental impact	Practical; Morsbag final Recap Seams, introduce hems and environmental impact	Final product development -research -meeting a brief -Designs/iterative design process - Sample decoration development - CAD/CAM -Sewing skills developing understanding and accuracy of hems, seams, adding a pocket & lining -Fastening	Final product development -research -meeting a brief -Designs/iterative design process - Sample decoration development - CAD/CAM -Sewing skills developing understanding and accuracy of hems, seams, adding a pocket & lining -Fastening	Numeracy skills applied/final outcome	Final outcome & Based on all topics covered throughout the year
Important literacy and numeracy developed	Literacy – developing the understanding of new terms/vocabulary. Posters, leaflets, fact files, evaluations Numeracy – Developing accuracy in measuring-seams & final outcome planning & worksheet					
Wider skills and enrichment	Resourcefulness – developing skills & application- Developing creativity with practical work. Reflectiveness – seeking and responding to feedback and a design brief. Time management and personal organisation with set tasks Collaboration – Working as a team in a practical context/ sharing equipment					
How you can help your child at home	Encourage organisation to complete homework (when appropriate). Encourage your child to practise life skills at home- e.g. threading a needle, tying a knot, identifying textiles around them, thinking about garment aftercare and washing.					

	Further information, and going over study can be found; https://www.bbc.co.uk/bitesize/examspecs/zb6h92p Tutorials & videos ; https://so-sew-easy.com/