



## Year 8 Curriculum Overview



Subject	Year 8 Autumn 1	Year 8 Autumn 2	Year 8 Spring 1	Year 8 Spring 2	Year 8 Summer 1	Year 8 Summer 2
Art	<b>Pop Art Introduction</b> - Art appreciation looking at the pop art movement	<b>Observational Drawing</b> - Developing drawing skills and revisiting the formal elements.	<b>3D Design and Make</b> - Exploring the use of mixed media through 3D work.		<b>Cultural Art Appreciation</b> - Researching and responding to art from other cultures.	
Art Assessment	1 x <b>STAR sheet</b> on artist appreciation.	1 x <b>STAR sheet</b> on self-assessment.	1 x <b>STAR sheet</b> focusing on understanding and success of their 3D work.		1 x <b>STAR sheet</b> on a response to a piece of artwork.	
Computer Science	<b>Introduction to algorithms &amp; Scratch Programming</b> - Understanding computational thinking, flowcharts, algorithms, programming in Scratch.		<b>Hardware, network fundamentals &amp; binary</b> - The role of computer hardware, how computer networks functions, types of network & binary and denary.		<b>Web design</b> - Analysis of websites, website design, programming in HTML.	
Computer Science Assessment	1 x <b>STAR Sheet assessment.</b>		1 x <b>STAR Sheet assessment.</b>		1 x <b>STAR Sheet assessment.</b>	
D & T – Food & Nutrition	<b>Cooking techniques:</b> The creaming method, shortcrust pastry and pasta. Carbohydrates in food.		<b>A taste of International foods</b> - Italian focus. The “rubbing-in” and bread making techniques.		<b>The use of flavours in food.</b> Recipe engineering and healthy eating.	
Food & Nutrition Assessment	1 x <b>STAR sheet</b> on ingredient and nutrient knowledge.		1 x <b>STAR sheet</b> on practical development and use of techniques.		1 x <b>STAR sheet</b> on techniques and healthy eating assessment.	
D & T – Product Design	<b>Inclusive Design Challenge &amp; Smart Materials</b> - User centred design.	<b>Iterative Design Challenge</b> - How to design, test, evaluate and redesign.	<b>Specialist Tools, Equipment and CAD</b> - Responding to a brief by investigating, designing, making and evaluating.		<b>CAD &amp; Low Temperature Casting</b> - Responding to a brief by investigating, designing, making and evaluating.	
Product Design Assessment	1 x <b>STAR sheet</b> on a communication of design/prototyping developments.		1 x <b>STAR sheet</b> on accurate use of CAD and workshop tools, focusing on understanding and quality of outcome.		1 x <b>STAR sheet</b> on accurate use of CAD and workshop tools, focusing on understanding and quality of outcome.	
English	<b>Lord of the Flies:</b> Study of the whole novel focusing on	<b>War Poetry:</b> Study of a range of poems from across both	<b>The Tempest:</b> Exploring the theme of magic in a Shakespeare play.	<b>Non-fiction: Activism:</b> Exploring a range of non-fiction texts	<b>Sherlock Holmes:</b> Studying several of Arthur Conan Doyle’s short stories.	<b>My Sister Lives on the Mantelpiece:</b> Study of a modern text



## Year 8 Curriculum Overview



	symbolism & character.	world wars, with a focus on context.		linked to various activists		focusing on empathy and emotive concepts
<b>English Assessment</b>	1 x <b>STAR sheet</b> on analysis of the novel.	1 x <b>STAR sheet</b> on analysing an unseen poem.	1 x <b>STAR sheet</b> on a response to an extract from <i>The Tempest</i> .	1 x <b>STAR sheet</b> focusing on the viewpoint and perspective of the writer.	1 x <b>STAR sheet</b> on a response to a short story, focusing on context and character.	1 x <b>STAR sheet</b> on a response to the novel.
<b>Geography</b>	<b>Extreme Living</b> - How has life adapted to the most extreme places on Earth?	<b>Resources and Sustainability</b> - How are we using our resources and how can we make this more sustainable?	<b>Me at 25</b> - At the age of 25, what employment opportunities are there for me and where? Where in the world has a political system that suits me?	<b>Africa</b> - A study into the diverse nature of Africa and in depth studies into both challenges and success stories from various countries in Africa.	<b>Rivers and Glaciation (with OS Map Skills)</b> - Studying river and glacial processes and landforms, including glacial and interglacial cycles.	<b>Fieldwork</b> - Planning for, carrying out and analysing a local fieldwork study
<b>Geography Assessment</b>	1 x <b>STAR sheet</b> on the extended writing focus of "explain".	1 x <b>STAR sheet</b> on the extended writing focus of "using figure".	1 x <b>STAR sheet</b> on the extended writing focus of "assess the extent to which".	1 x <b>STAR sheet</b> on the extended writing focus of "evaluate".	1 x <b>STAR sheet</b> on the extended writing focus of "justify".	1 x <b>STAR sheet</b> on the extended writing focus of "discuss".
<b>Global Values</b>	<b>RSE: What are the dangers of unhealthy relationships (physical and emotional)?</b> Including consent, contraception, pornography, peer-on-peer abuse, sexual harassment and body image.	<b>RE: How could we/ why should we reduce racism in our community?</b> A unit that explores religion and worldviews in ways that challenge and confront racism, aiming to reduce prejudice.	<b>H&amp;W: How do I maintain positive physical health?</b> This unit teaches students the basics of first aid including CPR and Defib, self-checking and parenting.	<b>RE: Should happiness be the purpose of life?</b> Christians, Buddhists and non-religious worldviews.	<b>LWW: Series of mini-units</b> <ul style="list-style-type: none"> <li>● CEIAG (careers)</li> <li>● Media safety</li> </ul>	<b>RE: How can people in Cornwall express the spiritual through the arts?</b> Religious and non-religious worldviews. Spirited arts project.



## Year 8 Curriculum Overview



<b>Global Values Assessment</b>	Whole class feedback.	1 x <b>STAR sheet</b> on the extended writing focus of “describe”.	Whole class feedback.	1 x <b>STAR sheet</b> on the extended writing focus of “compare”.	Whole class feedback.	Assessment of final product (creative media).
<b>History</b>	<b>Civil Rights and the Slave Trade</b> - Studying the impact the Transatlantic Slave Trade had on enslaved people and how this impacted the lives of African Americans in the UK and USA.	<b>The Industrial Revolution and Cornish Mining</b> - Assessing how industrialisation in the 16th-19th century impacted the lives of the British people. Studying how Cornish Mining had a global impact.	<b>Suffrage</b> - Studying how democratic Britain was in the 19th century and assessing the impact this had on the lives of people in Britain.	<b>WWI and the Inter War Years</b> - Studying the causes, events and consequences of the First World War using specific case studies of battles and individuals.	<b>WWI and the Inter War Years</b> - Studying the aftermath of the First World War and how this led to the rise of Hitler in Germany between 1918 and 1939.	<b>Levant Mine Site Visit</b> - Applying year 8 History to a local site in order to build and strengthen their historical understanding.
<b>History Assessment</b>	1 x <b>STAR sheet</b> on the extended writing focus of “explain”.	1 x <b>STAR sheet</b> on the extended writing focus of “how useful is source X”.	1 x <b>STAR sheet</b> on the extended writing focus of “explain two consequences of”.	1 x <b>STAR sheet</b> on the extended writing focus of “how far do you agree”.	1 x <b>STAR sheet</b> on the extended writing focus of “writing a narrative account”.	1 x <b>STAR sheet</b> on the extended writing focus of “inference”.
<b>Maths</b>	Ratio & scale, multiplicative change and multiplying and dividing fractions.	Working in the Cartesian plane, data and probability.	Brackets, equations and inequalities, sequences and indices.	Fractions and percentages, standard index form.	Angles in parallel lines and polygons, area of trapezium and circles.	Line symmetry and reflection, data handling cycle and averages.
<b>Maths Assessment</b>	End of topic review after each topic taught (3 this half term). Whole class feedback after each topic.	End of topic review after each topic taught (3 this half term). Whole class feedback after each topic.	End of topic review after each topic taught (3 this half term). Whole class feedback after each topic.	End of topic review after each topic taught (3 this half term). Whole class feedback after each topic.	End of topic review after each topic taught (2 this half term). Whole class feedback after each topic.	End of topic review after each topic taught (3 this half term). Whole class feedback after each topic.
<b>Music</b>	<b>Baroque and Classical Music</b> - Developing an understanding and	<b>Blues Improvisation</b> - Develop an understanding and appreciation of the	<b>Music Technology/ Ukulele Skills</b> - These two topics will run on alternative lessons throughout the terms. Introducing students to another instrument, developing eye-hand coordination and independent movement of fingers. Alongside, understanding Music Technology as an option for composition and performance.			



## Year 8 Curriculum Overview



	appreciation of Baroque and Classical Music, expanding knowledge on chords (Chords 1 and V), chord progressions, musical structure, scales and improvisation skills.	origins of Blues and its context, expand knowledge on chords (Chords I, IV and V), master new chord progressions, explore more scales and improvisation skills.				
<b>Music Assessment</b>	1 x <b>STAR Sheet</b> on Baroque and Classical Music.	Whole class feedback sheet.	Whole class feedback sheet.	1 x <b>STAR Sheet</b> on Ukulele Skills.	Whole class feedback sheet.	1 x <b>STAR Sheet</b> on Whole Group Performance.
<b>PE</b>	<b>Netball/ Rugby</b> - Developing and applying movement skills into sport specific situations and understanding appropriate application.	<b>Hockey/ Football</b> - Developing and applying movement skills into sport specific situations and understanding appropriate application.	<b>Fitness/ OAA</b> - Understanding how the body works and how to improve fitness levels as well as challenging team-working skills in an outdoor environment.	<b>OAA/ Fitness</b> - Understanding how the body works and how to improve fitness levels as well as challenging team-working skills in an outdoor environment.	<b>Cricket/ Tennis</b> - Developing hand eye coordination and manipulation of an object, applying knowledge and understanding of rules in competitive situations.	<b>Athletics</b> - Building upon the techniques required within the different athletic disciplines and rules around each.
The groups will split across the different activities throughout the year on a rolling carousel to enable access to facilities.						
<b>PE Assessment</b>	Observation assessment through Head, Heart, Hands statements and whole class feedback.	Observation assessment through Head, Heart, Hands statements and whole class feedback.	Observation assessment through Head, Heart, Hands statements and whole class feedback.	Observation assessment through Head, Heart, Hands statements and whole class feedback.	Observation assessment through Head, Heart, Hands statements and whole class feedback.	Observation assessment through Head, Heart, Hands statements and whole class feedback.
<b>Performing Arts</b>	<b>Slapstick</b> - Developing knowledge of slapstick	<b>Silent Movie</b> - Understanding the history of silent movies and how to	<b>Fame</b> - Developing an understanding of professional works	<b>Duologues</b> - Understanding and creating duologues	<b>Blood Brothers</b> - Developing an understanding of professional works	<b>Genres and Styles</b> - Developing an understanding of different genres and



## Year 8 Curriculum Overview



	comedy and physical performance skills.	convey meaning without sound and dialogue.	within musical theatre and developing script work and characterisation.	between two characters.	within musical theatre through script work and characterisation.	styles, and associated characteristics.
<b>Performing Arts Assessment</b>	Whole class feedback sheet.	1 x <b>STAR sheet</b> on slapstick and silent movie using Google Form and performance assessment.	Whole class feedback sheet.	1 x <b>STAR sheet</b> on duologues using Google Form and performance assessment.	Whole class feedback sheet.	Whole class feedback sheet.
<b>Science</b>	<b>Biology:</b> Human Reproduction. <b>Chemistry:</b> Periodic table. <b>Physics:</b> Forces. <b>Skill focus</b> - Graphing.	<b>Biology:</b> Inheritance. <b>Chemistry:</b> Acids and Alkalis. <b>Physics:</b> Energy Transfer. <b>Skills focus</b> - Variables.	<b>Biology:</b> Variation. <b>Chemistry:</b> Chemical Reactions. <b>Physics:</b> Properties of Waves. <b>Skill focus</b> - Methods.	<b>Biology:</b> Ecosystem Plants. <b>Chemistry:</b> Earth. <b>Physics:</b> Electricity. <b>Skill focus</b> - Graphing.	<b>Biology:</b> Ecosystems Animals. <b>Chemistry:</b> Recycling. <b>Physics:</b> Static and magnetism. <b>Skill focus</b> - Variables.	<b>Biology:</b> Biodiversity. <b>Chemistry:</b> Energetic. <b>Physics:</b> Pressure. <b>Skill focus</b> - Methods.
<b>Science Assessment</b>	1 End of topic assessment test; 2 marking points based on the skills focus.	1 End of topic assessment test; 2 marking points based on the skills focus.	1 End of topic assessment test; 2 marking points based on the skills focus.	1 End of topic assessment test; 2 marking points based on the skills focus.	1 End of topic assessment test; 2 marking points based on the skills focus.	1 End of topic assessment test; 2 marking points based on the skills focus.
<b>Spanish</b>	<b>My Holidays</b> - Introducing the past tense to speak and write about a past holiday in detail.	<b>My Town</b> - Introducing vocabulary related to describing a hometown in a rural or urban location.	<b>All About My Life</b> - Exploring vocabulary related to the use of new technologies and how Hispanic people use media.	<b>What We Do</b> - This unit teaches how to communicate plans to go out somewhere and talk about what to wear to different events.	<b>Operation Summer</b> - Extending the first unit from Autumn into learning about giving directions and understanding texts in the future tense.	<b>Cultural Project</b> - A focus on some well-known Spanish born artists to consolidate and revisit vocabulary covered in a new context.
<b>Spanish Assessment</b>	1 x <b>STAR sheet</b> Focus on reading and writing skills with an	1 x <b>STAR sheet</b> Speaking assessment to gauge level of	<b>Listening and Reading</b> Listening and reading authentic materials to	<b>Listening and Writing</b> Assessing understanding of the	<b>Speaking and Listening</b>	<b>End of Year Assessment</b> -



## Year 8 Curriculum Overview



	emphasis on recall of a range of vocabulary and structures.	language acquisition and reading to check understanding.	understand content about use of technology.	spoken word and writing informally to communicate plans.	Communicating about a future holiday experience and understanding the spoken word.	Assessment of all skills to review and check level of progress throughout the academic year.
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