



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	Pop Art Introduction - Art appreciation looking at the pop art movement	Observational Drawing - Developing drawing skills and revisiting the formal elements.	3D Design and Make - Exploring the use of mixed media through 3D work.		Cultural Art Appreciation - Researching and responding to art from another culture.	
Art Assessment	1 whole class feedback focusing on artist appreciation.		1 whole class feedback focusing on understanding and successes of their 3D work.		1 whole class feedback focusing on a response to a piece of artwork.	
Computer Science	Introduction to algorithms & Scratch Programming - Understanding computational thinking, flowcharts, algorithms, programming in Scratch.		Hardware, network fundamentals & binary - The role of computer hardware, how computer networks functions, types of network & binary and denary.		Web design - Analysis of websites, website design, programming in HTML.	
Computer Science Assessment	Google form, Programming tasks		Whole class feedback using the progression matrix		Google form, Programming tasks	
D & T – Food & Nutrition	Cooking techniques: The creaming method, shortcrust pastry and pasta. Carbohydrates in food.		A taste of International foods - Italian focus. The “rubbing-in “ and bread making techniques.		The use of flavours in food. Recipe engineering and healthy eating.	
Food & Nutrition Assessment	1 x Whole class feedback on ingredient and nutrient knowledge.		1 x Whole class feedback on practical development and use of techniques.		1 x Whole class feedback on techniques and healthy eating assessment.	
D & T – Product Design	Inclusive Design Challenge & Smart Materials - User centred design.	Iterative Design Challenge - How to design, test, evaluate and redesign.	Specialist Tools, Equipment and CAD - Responding to a brief by investigating, designing, making and evaluating.		CAD & Low Temperature Casting - Responding to a brief by investigating, designing, making and evaluating.	
Product Design Assessment	1 x whole class feedback on a communication of design/prototyping developments.		1 x whole class feedback on accurate use of CAD and workshop tools, focusing on understanding and quality of outcome.		1 x whole class feedback on accurate use of CAD and workshop tools, focusing on understanding and quality of outcome.	
English	Lord of the Flies: Study of the whole novel focusing on	War Poetry: Study of a range of poems from across both	The Tempest: Exploring the theme	Non-fiction: Activism: Exploring a range of non-fiction texts	Sherlock Holmes: Studying several of	My Sister Lives on the Mantelpiece: Study of a modern text



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	symbolism & character.	world wars, with a focus on context.	of magic in a Shakespeare play.	linked to various activists	Arthur Conan Doyle's short stories.	focusing on empathy and emotive concepts
English Assessment	1 x whole class feedback focusing on symbolism	1 x written feedback using the progression matrix for an assessed response	1 x whole class feedback on a response to an extract from <i>The Tempest</i> .	1 x written feedback using the progression matrix for an assessed response.	1 x written feedback using the progression matrix for an assessed response	1 x whole class feedback on a response to the novel.
Geography	Resources and Sustainability - How are we using our resources and how can we make this more sustainable?		Me at 25 - 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?	Africa - A study into the diverse nature of Africa and in depth studies into both challenges and success stories from various countries in Africa.	Rivers and Glaciation (with OS Map Skills) - Studying river and glacial processes and landforms, including glacial and interglacial cycles.	Fieldwork - Planning for, carrying out and analysing a local fieldwork study
Geography Assessment	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)
Global Values	RSE: What are the dangers of unhealthy relationships (physical and emotional)? Including consent, contraception, pornography, peer-on-peer abuse, sexual harassment and body image.	RE: How does religion support diversity? A unit that explores religion and worldviews in ways that challenge and confront prejudice and stereotypes.	H&W: How do I maintain positive physical health? This unit teaches students the basics of first aid including CPR and Defib, self-checking and parenting.	RE: Should happiness be the purpose of life? Christians, Buddhists and non-religious worldviews.	LWW: Series of mini-units <ul style="list-style-type: none"> ● CEIAG (careers) ● Media safety 	RE: How can people in Cornwall express the spiritual through the arts? Religious and non-religious worldviews. Spirited arts project.



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Global Values Assessment	Live marking	Whole class feedback focusing on ability to use evidence to support opinion	Live marking	Whole class feedback focusing on comparison.	Live marking	Whole class feedback focusing upon analysis of sources
History	Civil Rights and the Slave Trade - 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.	The Industrial Revolution and Cornish Mining - Assessing how industrialisation in the 16th-19th century impacted the lives of the British people. Studying how Cornish Mining had a global impact.	Suffrage - Studying how democratic Britain was in the 19th century and assessing the impact this had on the lives of people in Britain.	WWI and the Inter War Years - Studying the causes, events and consequences of the First World War using specific case studies of battles and individuals.	WWI and the Inter War Years - Studying the aftermath of the First World War and how this led to the rise of Hitler in Germany between 1918 and 1939.	Levant Mine Site Visit - Applying year 8 History to a local site in order to build and strengthen their historical understanding.
History Assessment	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)
Maths	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.
Maths Assessment	End of topic review after each topic taught (3 this half term). Whole class marking and feedback.	End of topic review after each topic taught (3 this half term). End of term assessment with individual feedback given.	End of topic review after each topic taught (3 this half term). Whole class marking and feedback.	End of topic review after each topic taught (3 this half term). End of term assessment with individual feedback given.	End of topic review after each topic taught (2 this half term). Whole class marking and feedback.	End of topic review after each topic taught (3 this half term). End of term assessment with individual feedback given.



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Music	Music Technology/ - These two topics will run on alternative lessons throughout the terms. Alongside, understanding Music Technology as an option for composition and performance.		Baroque and Classical Music - Developing an understanding and appreciation of Baroque and Classical Music, expanding knowledge on chords (Chords 1 and V), chord progressions, musical structure, scales and improvisation skills.	Sea Shanty Developing an understanding of context, meaning and purpose, musical features, chord progressions, dorian scale, modal scales, rhythm, key signatures and improvisation.	Blues Improvisation - Develop an understanding and appreciation of the 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.	Ukelele Skills Introducing students to another instrument, developing eye-hand coordination and independent movement of fingers.
Music Assessment	Whole Class Feedback sheet.	Termly Cumulative Assessment and feedback	Whole Class Feedback.	Termly Cumulative Assessment and feedback	Whole Class Feedback.	Termly Cumulative Assessment and feedback
PE	Netball/ Rugby - Developing and applying movement skills into sport specific situations and understanding appropriate application.	Hockey/ Football - Developing and applying movement skills into sport specific situations and understanding appropriate application.	Fitness/ OAA - Understanding how the body works and how to improve fitness levels as well as challenging team working skills in an outdoor environment.	OAA/ Fitness - Understanding how the body works and how to improve fitness levels as well as challenging team working skills in an outdoor environment.	Cricket/ Tennis - Developing hand eye coordination and manipulation of an object, applying knowledge and understanding of rules in competitive situations.	Athletics - 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.					
PE Assessment	Observation assessment through Head, Heart, Hands statements and live feedback.	Observation assessment through Head, Heart, Hands statements and live feedback.	Observation assessment through Head, Heart, Hands statements and live feedback.	Observation assessment through Head, Heart, Hands statements and live feedback.	Observation assessment through Head, Heart, Hands statements and live feedback.	Observation assessment through Head, Heart, Hands statements and live feedback.
Performing Arts	Slapstick -	Silent Movie -	Fame -	Duologues -	Blood Brothers -	Genres and Styles -



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	Developing knowledge of slapstick comedy and physical performance skills.	Understanding the history of silent movies and how to convey meaning without sound and dialogue.	Developing an understanding of professional works within musical theatre and developing script work and characterisation.	Understanding and creating duologues between two characters.	Developing an understanding of professional works within musical theatre through script work and characterisation.	Developing an understanding of different genres and styles, and associated characteristics.
Performing Arts Assessment	Whole class feedback sheet.	Termly Cumulative Assessment and feedback	Whole class feedback sheet.	Termly Cumulative Assessment and feedback	Whole class feedback sheet.	Termly Cumulative Assessment and feedback
Science	Biology: Plant Reproduction. Chemistry: Periodic table. Physics: Speed. Skill focus - Graphing.	Biology: Inheritance. Chemistry: Acids and Alkalis. Physics: Energy Transfer.	Biology: Variation. Chemistry: Chemical Reactions. Physics: Waves. Skill focus - Methods.	Biology: Photosynthesis. Chemistry: Earth. Physics: Electricity.	Biology: Respiration Chemistry: Recycling. Physics: Static and magnetism. Skill focus - Variables.	Chemistry: Energetic. Physics: Pressure.
Science Assessment		1 End of topic assessment test		1 End of topic assessment test		1 End of topic assessment test
French	Ma vie au collège Describing and giving opinions about school.	Ma vie au collège Extra-curricular activities. Comparing schools.	Là où j'habite Describing your home	Là où j'habite Describing local area. Extreme living conditions.	Social & Global Issues Climate change and solutions.	Social & Global Issues Social and political concerns.
Spanish Assessment	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)	1 x whole class feedback	One formal assessment (that will draw on previous knowledge as well as the current topic)