



## Year 8 Curriculum Topic Map – Autumn 2

Art (2)	Design Technology (2)	Drama (1)	English (4)	PSHE (1)
<p><b>Pop Art Portraits -</b></p> <p>An introduction to Pop Art. Students will explore the work of famous Pop Artists such as Roy Lichtenstein, Andy Warhol and Yayoi Kusama. This builds upon Year 7 by allowing students to revisit their knowledge of colour theory and painting to create a pop art style portrait of themselves. Students will take inspiration from the artists mentioned above whilst building skills for painting and application of colour pencil in year 9 and above.</p> <p>Students will also have the opportunity to engage in Artistic Enrichment by attending a weekly Art Club in which they are able to practice their painting and drawing skills.</p>	<p><b>STEAM focus as KS3 Foundational skills</b> (Science, Technology, Engineering and Maths)</p> <p><b>Product Innovation:</b> Calendar project. Students will manufacture a 3D calendar, applying tool skills, practical knowledge and deepening their understanding of a broad range of materials and their applications and characteristics.</p> <p><b>Cuisine:</b> Food preparation and nutrition-Students will explore the scientific underpinnings behind hygiene rules, diet and food groups and apply theoretical knowledge to practical skills to create a range of dishes.</p> <p><b>Graphic Communication:</b> Students will continue to develop their range of technical skills through a series of applied practical examples including 2D and 3D technical drawing. Students will also have opportunity to engage in Technological Enrichment by taking part in house competitions and attending ECA bright sparks/shake and bake ECA clubs</p>	<p><b>Our day Melodrama &amp; Silent Movie.</b></p> <p>Students will practically explore the genre and style of melodrama and silent movies.</p> <p>This exploration will be achieved via the core skills of stage combat, stock character, stock gestures. Alongside exposure to high level artists such as Charlie Chaplin and Harold Lloyd.</p> <p>This builds upon Y7 by expanding pupils' horizons to explore alternative and historical genres of theatre. This establishes a foundation for Y9 and above by enabling pupils to continue to develop their dramatic toolkit. Allowing pupils to have a range of dramatic conventions and genres.</p> <p>Students will also have the opportunity to engage in Drama Enrichment by KS3 drama club leading to a performance during GAF week.</p>	<p><b>Noughts and Crosses</b></p> <p>Study of a contemporary play adaptation of the novel by Malorie Blackman. Students will be focusing on characterisation and considering how expectations of gender are evident within the play. Introducing students to powerful and complex expressions of the human experience through themes of conflict, gender, power, death and grief: concepts which 'bump into' Year 9 schemes of prejudice and discrimination as well as a foundation for exploring KS4 texts later.</p> <p><b>Language and Power</b></p> <p>Students are initially introduced to Spoken Language terminology and will explore how these terms are evident within different transcripts. Students will then move on to discover how power and language are interlinked. Students will explore this by looking at language, power and gender expectations within a diverse range novel extracts, poetry, monologues, music videos, song lyrics, film/TV and through corporate advertising.</p>	<p>Students will explore a range of materials and a range of social situations through discussion and debate. In year 8 these issues will include:</p> <p>The characteristics of positive and healthy friendships, in all contexts including online, such as:</p> <p>Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</p> <p>Reconciliation and ending relationships, this includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p>

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Geography (2)	History (2)	Mathematics (4)	Music (2)	Physical Education (2)
<p><b>Environmental Issues</b></p> <p>Students will explore causes, effects and responses to environmental issues whilst developing skills in explanation and analysis. This topic is particularly focused on sustainability. Students will also engage in fieldwork within the school grounds.</p> <p>Students will be familiar with some of the concepts considered, such as causes, effects and responses, and have been working to develop their written skill since year 7. This development of skill will continue throughout their geographical education, and the knowledge gained feeds into both the GCSE and A level courses, where fieldwork and human impact on natural systems are important.</p> <p>Students will also have an opportunity to engage in Geographical Enrichment by taking part in a House competition.</p>	<p><b>Key Questions:</b> Students will explore key Historical themes by responding to the following questions:</p> <ol style="list-style-type: none"> <li>1. What has been the legacy of Mansa Musa? <b>(Significance / Consequence)</b></li> <li>2. Was the British Empire a force for good? <b>(Interpretation)</b></li> </ol> <p>This builds upon Y7 by exploring medieval history in a broader context through the case study of Mansa Musa and breaking beyond this by exploring the period up to the 20th century through the British Empire. It sets a foundation for year 9 by exploring major concepts such as empires and how they play a role in global conflicts and beyond by understanding the thinking of historians through interpretations.</p>	<p>Students will continue to explore the foundations of mathematical mastery through an applied study of the following:</p> <ul style="list-style-type: none"> <li>• Sequencing,</li> <li>• Forming &amp; solving equations,</li> <li>• Accuracy &amp; Estimation,</li> <li>• Linear Graphs,</li> <li>• Real Life graphs and Rates of Change</li> </ul> <p>This builds upon Y7 by developing skills in mathematical thinking, conceptual understanding and language and communication to be able to solve problems. This establishes a foundation for Y9 and above by ensuring students are able to apply skills learned to applied problems and confidently communicate verbally and written.</p> <p>Students will also have opportunity to engage in Mathematical Enrichment by taking part in House competitions and entering the Maths Challenge.</p>	<p>As part of our MISST programme all students will study an instrument and complete a solo and ensemble <b>practical performance</b>. Students will apply <b>theoretical</b> aspects of time signatures instrumentation and through their playing, Students will revisit the following examples of excellent practice to re-evaluate and apply their new theoretical knowledge:</p> <ul style="list-style-type: none"> <li>• Purcell – Rondeau,</li> <li>• Wood - Fantasia on British Sea Songs,</li> <li>• Jones - Boogie Stop Shuffle</li> <li>• C. Schumann - Piano concerto mvt 1</li> </ul> <p>Students will also have opportunity to engage in Musical Enrichment by joining the music department in a MiSST performance in Oldham.</p> <p>Also, there are opportunities to engage in our extra curricular menu with opportunities such as Choir, Wind Band and Orchestra.</p>	<p>All students participate in the following sports organised on a rota:</p> <ul style="list-style-type: none"> <li>• Rugby (field)</li> <li>• Basketball (SH/courts)</li> <li>• Indoor Athletics (SH)</li> <li>• Dance (Studio)</li> <li>• Handball (courts)</li> <li>• Netball (Courts)</li> </ul> <p>Building on the foundation of Year 7, students learn how to break individual techniques down into sequences as individuals, and then then to combine sequences as part of a team. They revisit each sport to re-apply their new learning in the context of active games.</p> <p>They will also have opportunity to represent their House by competing in an Indoor Athletics tournament.</p> <p>...</p>

## Year 8 Curriculum Topic Map – Autumn 2

French (2)	Religious Studies (1)	Science (4)	Accelerated Reader (1)
<p><b><u>Vive les vacances</u></b> <b><u>Long live holidays</u></b> <b>Module 1</b> <b>Dynamo 2</b> Students develop their French by learning how to talk about holidays. Students explore the following through speaking, reading, writing and listening:</p> <ul style="list-style-type: none"> <li>• <i>Point de départ. Talking about your school holidays. Using key verbs.</i></li> <li>• <i>Qu'est-ce que tu as visité ? Saying what you visited and giving opinions.</i></li> <li>• <i>Qu'est-ce que tu as fait pendant les vacances ? Talking about what you did during the holidays. Using the perfect (past) tense of regular ER verbs.</i></li> <li>• <i>Qu'est-ce que tu as fait ? Saying what you did in more detail. Understanding irregular verbs and using negatives saying what you didn't do.</i></li> <li>• <i>Tu es allé(e) où ? Saying where you went and developing speaking skills.</i></li> </ul> <p>Students will also have the opportunity to engage in MFL Enrichment by watching a video clip of French speaking holiday destinations.</p>	<p><b>What are moral codes?</b> <b>Introduction to religious laws including the Decalogue.</b></p> <p>Students will take part in an investigation into religious moral codes and how people are influenced by them. Where do people learn their morals? Do all people see these moral codes in the same way? Students will debate literal and liberal views while gaining a knowledge of scriptures and their use within religion as well as their influence.</p> <p>This establishes a foundation for Y9 and above by introducing them to 1 moral codes and social expectations.</p> <p>Students will also have the opportunity to engage in Theological and Philosophical Enrichment through the Spirited Arts project homework.</p>	<p><b>Solutions and Separation</b></p> <p><b>Light</b></p> <p>Students will learn how different chemicals and mixtures can be separated using physical and chemical means. This then leads into the behaviour of waves in relation to light and the phenomena of reflection, refraction and absorption</p> <p>This is achieved via core skills of scientific enquiry and observation</p> <p>This builds upon Y7 by further extending the ideas of particles and properties and establishes a foundation for Y9 and above by introducing investigative techniques that are vital for the next stage in students' development</p>	<p><b>Accelerated Reader</b> is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.)</p> <p><b>How much will my child read during the school day?</b> According to research, children who read at least 35 minutes a day with a 90% comprehension rate (average percent correct) on Accelerated Reader quizzes see the greatest gains. Therefore, your child should have at least 35 minutes set aside for reading during each school day.</p> <p>You can learn more here: <a href="https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/">https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/</a></p>