

Curriculum Plan: Art – Year 8 (on rotation)

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Weeks 1 - 7	How do you draw the human figure in proportion?	<ul style="list-style-type: none"> • Understanding adult Male and female proportions. • Creating a creative personal response to the Artist Nigel Grimmer. • Keywords – Proportion, relationship, • Using Nigel Grimmer as Inspiration to create a personalised Superhero. 	1. EA Exam 1 – Drawing the figure in proportion – Demonstrate knowledge of proportion diagram.	<u>Reading List</u> <ul style="list-style-type: none"> • Figure is Out – Human Proportions Christopher Hart <u>Other activities</u> <ul style="list-style-type: none"> • Read Comic books for inspiration
Weeks 8 - 14	How does altering proportion affect the character of the figure?	<ul style="list-style-type: none"> • Develop the design of your Superhero into more exaggerated proportions. • Turn the Superhero design into a soft sculpture using fabric pens, fabric paint and embroidery. • Demonstrate an ability to embroider. 	4. Assessment of Drawing of realistic figure. 5 Assessment of soft sculpture. Creativity and medium control.	<u>Reading List</u> <ul style="list-style-type: none"> • Pocket Art: Portrait Drawing by Joanna Healey <u>Other activities</u> <p>Practise drawing figure in different poses.</p>

Curriculum Plan: Computer Science – Year 8

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How do present algorithms as flowcharts?	<ul style="list-style-type: none"> • Flowchart algorithm design • Flowchart interpretation • Problem solving 	1. Flowol practical assessment	
Term 1b	<p>What is HTML?</p> <p>How is HTML used in the creation of webpages?</p>	<ul style="list-style-type: none"> • HTML Basics • Introduction to tags • Images • Font / colours • Hyperlinks • Basic webpage creation 	1. HTML Theory assessment	W3schools.com – HTML Tutorials http://www.learn-html.org/
Term 2a	<p>What information can I have on a webpage?</p> <p>How can I layout my webpage?</p>	<ul style="list-style-type: none"> • CSS Layout • Multiple webpage creation 	2. HTML Practical assessment	W3schools.com – HTML Tutorials http://www.learn-html.org/
Term 2b	<p>What is an algorithm?</p> <p>What is a variable?</p> <p>What is an IF....THEN...ELSE?</p>	<ul style="list-style-type: none"> • Introduction to algorithms using Scratch • Simple programming concepts • Decomposition • Block coding • Selection • Iteration 	3. Scratch practical assessment	BBC Bitesize: Computer Science https://scratch.mit.edu/
Term 3a	<p>How can I create a mobile app?</p> <p>What is app inventor?</p>	<ul style="list-style-type: none"> • App Inventor 2 • Using app inventor • Adding objects • Object manipulation • Block coding 	5. App inventor practical assessment	BBC Bitesize: Computer Science http://ai2.appinventor.mit.edu
Term 3b	How can I use my previous skills when learning to create mobile applications?	<ul style="list-style-type: none"> • Variables • Selection • Iteration • Multiple screens 	6. App inventor practical assessment	BBC Bitesize: Computer Science http://ai2.appinventor.mit.edu

Curriculum Plan: English – Year 8

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How does Charles Dickens present ambition and self-improvement in <i>Great Expectations</i> ?	Pip and Magwitch Miss Havisham Pip learns of his 'great expectations' from Jaggers Joe and Pip's new relationship Pip's love for Estella Moral decline of Pip Magwitch's story and trial <ul style="list-style-type: none"> Pip's return home 	EA1 exam: How does Dickens develop the character of Pip?	<ul style="list-style-type: none"> Plot summary Theme descriptions Victorian vocabulary Character roles
Term 1b	<ol style="list-style-type: none"> What was the Civil Rights movement? Why was the Civil Rights movement necessary? Who were the key individuals of the Civil Rights movement? 	The American Revolution, The Declaration of Independence and Silence on Slavery Twelve Years a Slave: Solomon Northrup 'What to the Slave is the 4th July?' Frederick Douglass Abraham Lincoln and the Gettysburg Address Rosa Parks Presidency of John F Kennedy and his assassination The Autobiography and Assassination of Malcolm X Martin Luther King: 'I have a Dream' Barack Obama and Election 2008 Victory Speech	How does Martin Luther King use language to effectively convey his message in his 'I Have a Dream' speech?	<ul style="list-style-type: none"> Key dates of the Civil Rights movement Role of key individuals Definitions of literary techniques Contemporary vocabulary
Term 2a	<ol style="list-style-type: none"> How did poets view World War One? Why were poets motivated to write war poetry? How did war poets use language to express their views of war? 	World War One and its poets 'Charge of the Light Brigade' 'The Soldier' 'My Boy Jack' 'Dulce et Decorum est' 'Spring Offensive' 'The Hero' 'All Quiet on the Western Front'	EA2 exam: How does Owen present the horrors of war in <i>Dulce et Decorum est</i> ?	<ul style="list-style-type: none"> Dates of key events Poets and their poems Key vocabulary and definitions
Term 2b	<ol style="list-style-type: none"> What is rhetoric? How did the Romans use rhetoric? 	<ul style="list-style-type: none"> The Roman Republic Monarchy and Tyranny, Republic and Democracy Julius Caesar's conquests and 	How did Caesar use rhetoric in the speech about courage?	<ul style="list-style-type: none"> Ancient Roman political concepts Rhetorical devices Timeline of ancient Rome Ancient Romans

	3. Why was rhetoric important to the Romans?	<p>assassination</p> <ul style="list-style-type: none"> • Cleopatra as the Pharaoh-Queen and her suicide • Marcus Cicero's role in the Senate and his murder 		
Term 3a	<p>1. Why did Shakespeare write about Julius Caesar?</p> <p>2. How did Shakespeare use language to present the story of Caesar?</p>	<ul style="list-style-type: none"> • William Shakespeare and the Globe Theatre • Shakespeare's Julius Caesar • The play in 21 quotations • Beware the Ides of March • This god did shake • Exploring the temptation of Brutus • Sacrificers, Not Butchers • Statue Spouting Blood • The Ides of March Are Come • Live, Brutus, live, live! 	<p>EA3 exam:</p> <p>How does Cassius use language to tempt Brutus?</p>	<ul style="list-style-type: none"> • Key dates for 16th century Elizabethan London • Characters in Julius Caesar • Vocabulary definitions • Plot of Julius Caesar • Theatrical Stagecraft: Dramatic Devices
Term 3b	<p>1. How does Shakespeare build up tension to the climactic death of Julius Caesar?</p> <p>2. Does Shakespeare's play suggest that tyrannicide is justified or unjustified?</p>	<ul style="list-style-type: none"> • Friends, Romans, Countrymen • Analysing Antony's speech • Cinna The Poet • A Tide in The Affairs of Men • At Phillipi • The Noblest Roman of Them All • Tyrannicide 	<p>How does Shakespeare develop the key characters of the play?</p>	<ul style="list-style-type: none"> • Quotations from Caesar and Antony • Quotations from Cassius and Brutus

Curriculum Plans: Food Technology (on rotation)Year 8

	Enquiry Question	Key Content	Key Assessments	Further Learning at Home
Term 1	1. Where does food come from?	<ul style="list-style-type: none">• Seasonality• Food sources	1. EA Exam (food sources)	Other activities <ul style="list-style-type: none">• Research fair trade and evaluate its impact, and write a report.• Research the restrictions that a range of religions have regarding food, and write a report.
Term 2	1. What are the skills that we use in the kitchen? 2. How can you adapt a recipe to make it healthier?	<ul style="list-style-type: none">• Cooking skills• Modifying recipes	2. Cooking skills exam	Other activities <ul style="list-style-type: none">• Practice your cooking skills at home by following recipes.• Modify a recipe to make it healthier, and then make the modified dish.

Curriculum Plan: Geography Year 8

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<u>Europe</u>	<ul style="list-style-type: none"> - Countries and capitals - Formation and role of the EU - Brexit 	<p style="text-align: center;">EA1:</p> <p style="text-align: center;">Written exam: Small answers on the EU and extended question on Brexit</p>	
Term 1b	<u>Rich world, poor world</u>	<ul style="list-style-type: none"> - Measuring wealth / development - Dividing the world into rich and poor - Why are countries poor? - Problems for people living in the tropics - Why is sub-Saharan Africa poor? - World trade - Clean water - Poverty gap 	<p style="text-align: center;">Written exam: Poverty and the rich small answer questions regarding the gap</p>	
Term 2a	<u>Extreme environments</u>	<ul style="list-style-type: none"> - Biomes / biome distribution - Global / local factors affecting where biomes are - Tropical rainforest physical - adaptations - Tropical rainforest human - Threats to the tropical rainforest and possible ways to save it - Tundra/ polar physical- adaptations - Threats to the tundra - Hot desert physical- adaptations - Hot desert human 	<p style="text-align: center;">EA2:</p> <p style="text-align: center;">Written exam: Questions on different biomes and their characteristics</p>	
Term 2b	<u>Hazardous Earth / Tectonics</u>	<ul style="list-style-type: none"> - Layers of the earth - Plate boundaries – convergent, divergent, conservative - How earthquakes are formed - Earthquake case study - Volcanoes – shield and composite - Volcano case studies - Measuring and preparing for earthquakes and volcanoes 	<p style="text-align: center;">Written exam: Small questions on earthquakes and plate boundaries and extended question on first-hand account</p>	https://www.bbc.com/education/topics/z3q9cwx
Term 3a	<u>UK Economic Development</u>	<ul style="list-style-type: none"> - Patterns of UK economic growth - Types of industry: primary, secondary, tertiary, quaternary - Clark fisher model - Reasons for changes - Link to Rostow’s model – industrialisation - Future of UK? 	<p style="text-align: center;">EA3:</p> <p style="text-align: center;">Written exam: Different types of industry and reasons for change questions</p>	
Term 3b	<u>Energy</u>	<ul style="list-style-type: none"> - Fossil fuels – why they are not sustainable - Threats to environment - Alternative energy resources - Evaluate alternatives - What can you do to help? - Renewables case study 	<p style="text-align: center;">Mock Decision making Paper</p>	

Curriculum Plan: Graphics & Product Design – Year 8 (part of rotation)

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1	Why are CAD programmes more time efficient at producing graphic products?	<ul style="list-style-type: none"> • Complete the 'pimp my ride' to learn key digital skills. • Complete the funny heads activity to develop digital design skills. • Research a range of greeting cards for different purposes (mood-board) and make judgements on the quality of examples based on given criteria. Start design. • Develop the greeting card design (to scale parameters) using learned skills. • Print and assemble the card inserting the sound generator. Evaluate the design. 	<ol style="list-style-type: none"> 1. KA1: Using the appropriate CAD commands create a series of images for your chosen movie which should contain both clipped graphics from other sources. 2. KA2: Complete the computer based assessment for 2D design and use of tools / menus. Image creation using the most appropriate tool and menu selection. 	<p><u>Reading List</u> The projects will be supported with material specially written by Ebbsfleet Design and Technology staff which will be available in hard copy for them in school and also linked to the school website to assist study at home.</p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Read BBC Bite-size on this topic • Read support material on the VLE • www.technologystudent.com • www.dtonline.org
Term 2	What are the key components used in your project and what EXACTLY does each component do?	<p>Students will extend their electronic skills by producing a 'steady hand game' using a range of different components including a 'Thyristor'.</p> <p>Students will know the function of the range of components on the knowledge organiser.</p> <p>Students will use plastic forming techniques.</p> <p>Enhanced soldering skills</p> <p>evaluation skills</p> <p>Fault-finding including the use of a multi-meter</p>	<ol style="list-style-type: none"> 3. Coursework grade based on the students manufacturing and evaluation of the product. 4. Exam 2 looking at testing students' knowledge on safety, design skill and component knowledge. 	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • www.technologystudent.com • www.dtonline.org <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Read BBC Bitesize on this topic • Read support material on the VLE

Curriculum Plan: History – Year 8

OVERALL THEME = How far did Britain progress in the 19th and 20th centuries?

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How 'great' was the British Empire?	<ul style="list-style-type: none"> British Empire Case study of India, including the Sepoy rebellion Industrial Revolution Jack the Ripper 	1. EA1 Exam : (Written essay on how far the police were to blame for Jack the Ripper's murders)	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Aaron Wilkes and James Ball – 'Industry, Reform and Empire' textbook p10-74, p120-124 <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.bbc.co.uk/bitesize/ks3/history/uk through time/british empire through time/revision/2/ http://www.bbc.co.uk/education/guides/zvmv4wx/revision
Term 1b	Why did Europeans enslave Africans?	<ul style="list-style-type: none"> Triangular trade The Middle Passage Slave life and resistance William Wilberforce Abolition of the slave trade Modern slavery 	2. Written assessment using GCSE-style questions on knowledge of slavery and source skills	<p><u>Reading List</u></p> <ul style="list-style-type: none"> SHP Y8 textbook, p70-89 Aaron Wilkes and James Ball – 'Industry, Reform and Empire' textbook p126-134 <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/guides/zy7fr82/revision
Term 2a	What was life like in WWI?	<ul style="list-style-type: none"> Long term, short term and trigger causes of WWI Propaganda and conscription Weapons Life in the trenches Going Over the Top 	3. EA2 Exam: (Written assessment using GCSE-style questions on WWI)	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Aaron Wilkes and James Ball – 'Technology, War and Identities' textbook p14-38 <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/guides/z4n4jxs/revision
Term 2b	How did women get the vote in England?	<ul style="list-style-type: none"> Working class men Suffragists Suffragettes Emily Davison 	4. Sources assessment on women gaining the vote in England	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Aaron Wilkes and James Ball – 'Technology, War and Identities' textbook p48-52 <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/guides/zy2ycdm/revision
Term 3a	What led to WWII? What was the Holocaust?	<ul style="list-style-type: none"> Treaty of Versailles Hitler's role in causing WWII Appeasement Enigma machine End of WWII Persecution of Jews in Nazi Germany Holocaust 	5. EA3 Exam (Combination of sources and knowledge questions on WWII)	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Aaron Wilkes and James Ball – 'Technology, War and Identities' textbook p72-90 <p><u>Other activities</u></p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/guides/z9s9q6f/revision National Archives website
Term 3b	How did black people get civil rights in the USA?	<ul style="list-style-type: none"> Abolition of slavery Jim Crow Laws Schools segregation Emmett Till, Rosa Parks and Martin Luther King Malcolm X 	6. Sources assessment on civil rights in the USA	<p><u>Other activities</u></p> <ul style="list-style-type: none"> National Archives website http://www.bbc.co.uk/bitesize/ks3/history/20th century/civil rights movement america/revision/1/

Curriculum Plan: Mathematics Year 8

	Enquiry Question(s)	Key Content	Assessment	Further Learning at Home
Term 1a	Is there a certain order in which an equation must be solved?	Number: <ul style="list-style-type: none"> • Number properties • Directed Numbers • Powers & Roots • Factors, Multiples & Primes • Decimals 	1. EA1 exam: GCSE Foundation PAPER 1	<ul style="list-style-type: none"> • BBC Bitesize website • PIXL Website • www.mangahigh.co.uk • Edexcel GCSE (9-1) Mathematics: Foundation Practice, Reasoning and Problem-solving Book • Publisher: Pearson • ISBN: 9781447983590
Term 1b	How can equations be written in different ways?	Algebra and Angles <ul style="list-style-type: none"> • Equations • Expanding and factorising • Angles 	2. Number & Algebra test of terms 1&2	
Term 2a	Which is more useful – fractions, decimals, or percentages?	Number & Ratio: <ul style="list-style-type: none"> • Fractions, Percentages • Percentage of amounts • Proportion and Ratio 	3. EA2 exam: GCSE Foundation PAPER 2	
Term 2b	How can you calculate the lengths of sides in triangles?	Geometry: <ul style="list-style-type: none"> • Constructions and Loci • Surface Area & Volume • Pythagoras • Trigonometry 	4. Number & Geometry test of terms 3&4	
Term 3a	How are inequalities different from 'normal' equations?	Algebra 2: <ul style="list-style-type: none"> • Graphs • Sequences • Transformations • Inequalities and Equations 	5. EA3 exam: GCSE Foundation PAPER 1	
Term 3b	How can I represent the probabilities of different events?	Probability: <ul style="list-style-type: none"> • Experimental Probability • Venn Diagrams • Tree Diagrams Statistics: <ul style="list-style-type: none"> • Averages from frequency tables • Sampling • Histograms • Box Plots and Cumulative Frequency 	6. Algebra, Probability & Data test of terms 5&6	

Curriculum plans: P.E. Year 8

Term	Enquiry Question(s)	Key Content		Key Assessments	Further Learning for Home
1a	<p>Netball, how can set plays be placed into a game of netball? How do you choose the correct set play?</p> <p>Handball, how do you break at speed, create space, change in direction and vary passes in a match when there are 7 people on a side?</p>	<p>Handball</p> <ul style="list-style-type: none"> • Passing • Movement on court • Attacking Play 	<p>Netball</p> <ul style="list-style-type: none"> • Technical Passes • Shooting • Movement/space • Defensive Play 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
1b	<p>Basketball, how do I develop hand eye coordination to ensure that tactics are at the forefront of the game and movement off the ball is advantageous?</p> <p>In rugby support, the next movement is crucial to outwit your opponents. How can this be manipulated and learnt by your team to ensure success?</p>	<p>Basketball</p> <ul style="list-style-type: none"> • Jump Shot • Rebounding • Fast Break • Lay Up 	<p>Rugby</p> <ul style="list-style-type: none"> • Passing • Tackling 1v1 • Scrummaging 2v1 • Rucking 1v1, 2v1 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
2a	<p>Badminton, the aim is to vary the direction and trajectory of the shuttlecock to force the opposing player out of position, but how do we do this?</p> <p>Hockey, through the knowledge gained in watching or playing football how could we replicate this in a game of hockey?</p>	<p>Badminton</p> <ul style="list-style-type: none"> • Footwork • Movement on court • Service Lines • Single Rules • Double Rules 	<p>Hockey</p> <ul style="list-style-type: none"> • Passing • Game Play • Formations • Shooting • Long corner/short corner routines 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
2b	<p>Volleyball, how do I use the variety of passes/shots to create an attacking play?</p> <p>Trampolining, how do you increase height and ensure that fluency is demonstrated in the movements?</p>	<p>Trampolining</p> <ul style="list-style-type: none"> • Front Landing • ½ twist/360 twist • Back Landing • Routine based 	<p>Volleyball</p> <ul style="list-style-type: none"> • Spatial awareness • Dig • Set • Serve • Coordination 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
3a	<p>Athletics, how can we ensure that we are exerting maximum power, strength and endurance in all events to the best of our ability?</p> <p>Tennis. How can I develop the shots to ensure that ball placement gives me the advantage over my opponent?</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Running technique • Sprint start • Field events (shot putt, javelin, discuss) • Jump events (long and high jump) 	<p>Tennis</p> <ul style="list-style-type: none"> • Footwork and Movement • Serve • Volley (forehand and backhand) • Basic rules of the game. 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
3b	<p>Athletics, how can we ensure that we are exerting maximum power, strength and endurance in all events to the best of our ability?</p> <p>Cricket/Rounders. Tactical play is made up of two, fielding positions and placement of choice of the shot. How do you ensure the best choice?</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Running technique • Sprint start • Field events (shot putt, javelin, discuss) <p>Jump events (long and high jump)</p>	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • Throwing and Catching • Batting placement • Footwork • Tactical Awareness 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club

Curriculum Plan: Physiology Year 8

Term	Enquiry Question(s)	Key Content	Key Assessments	Further Learning for Home
1a	How can an individuals health be affected through exercise? Would someone be classed as fit if they could carry out everyday activities?	<ul style="list-style-type: none"> Students will start to embark on a journey through Health and Fitness Define and describe what Health is Define and describe what fitness is and apply this to everyday. How can someones lifestyle determine what they are able to do. Focusing on the varoety of activity levels. 	Activity Diary 2 weeks.	Get Fit for Free. NHS website.
1b	What would be an ideal breakfast? How could a balanced diet effect your mind?	<ul style="list-style-type: none"> Students will be able to describe what a balanced diet would look like. Students will be able to establish a sound knowledge in what foods create fuel and can enable the body to function more efficiently in everyday and sport. Develop an understanding of a healthy body healthy mind. 	Paper Plate establishing a balanced diet.	Eat Well NHS website
2a	Where did sport come from? How has your PE evolved through the years?	<ul style="list-style-type: none"> Students will begin to investigate and research the History of Sport and Physical Education. Students will be able to create a timeline of important and significant events in the history of sport. 	Written Essay: How has your PE evolved through the years?	Further information can be found on SparkPE.org
2b	Where did rugby originate from?	<ul style="list-style-type: none"> Students will be focussing on the history of Rugby. Describe and research how Tom Brown's school days has had a significant impact on Rugby as it is know Today. 	Fact File on Rugby	Tom Brown School Days 2005 Film.
3a	How has football become the sport that it is known today?	<ul style="list-style-type: none"> Students will be able to establish a sound knowledge of the history of Football and its origin. Create an understanding and research how the sport has developed as we know it today. 	Fact File on Football	FIFA.com
3b	How did class effect the sport that you could take part in?	<ul style="list-style-type: none"> Students will be able to establish a sound knowledge of the history of Tennis and its origin. Create an understanding and research how the sport has developed as we know it today. Students will be able to establish a sound knowledge of the history of Basketball and its origin. Create an understanding and research how the sport has developed as we know it today. 	Content Test of all year	Tennis and Rackets.com

Curriculum Plan: R.S. – Year 8

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	What is Judaism?	<ul style="list-style-type: none"> • Origins • Moses / Passover • Ten Commandments • Shabbat • Jewish homes 	EA1 Exam	<p><u>Reading List</u> Anne Frank's Diary</p> <p>http://www.bbc.co.uk/religion/religions/judaism/</p> <p>Watch Prince of Egypt</p> <p><u>Other activities:</u> Make a mezuzah for a Jewish house</p>
Term 1b	What is Judaism?	<ul style="list-style-type: none"> • Origins • Moses / Passover • Ten Commandments • Shabbat • Jewish homes 	2. 25 mark exam, short-answer questions on Judaism	<p><u>Reading List</u> Anne Frank's Diary</p> <p>http://www.bbc.co.uk/religion/religions/judaism/</p> <p>Watch Prince of Egypt</p> <p><u>Other activities</u> Make a mezuzah for a Jewish house</p>
Term 2a	What are the arguments for and against God?	<ul style="list-style-type: none"> • Ways of understanding God • Cosmological argument • Evil and suffering 	EA2 Exam	<p><u>Reading List</u> Sophie's World</p> <p><u>Other activities</u> Answer some additional questions: https://conversationstartersworld.com/philosophical-questions/</p>
Term 2b	What are the philosophical issues surrounding religion?	<ul style="list-style-type: none"> • Follow the Bruce Almighty project 	25 mark exam the various issues and themes surrounding the existence of God	<p><u>Reading List</u> Sophie's World</p> <p><u>Other activities</u> Answer some additional questions: https://conversationstartersworld.com/philosophical-questions/</p>
Term 3a	How should we treat human beings?	<ul style="list-style-type: none"> • Injustice • Racism • Moral Dilemma • Saviour sibling ethics 	EA3 Exam	<p><u>Reading List</u> Amnesty International website https://itstopswithme.humanrights.gov.au/about-racism</p>
Term 3b	Are there answers to ethical issues	<p>Exploration of</p> <ul style="list-style-type: none"> • Capital punishment • Abortion • Organ Donation • Same-sex marriage • Animal testing 	15 mark question on an ethical issue producing arguments for and against the issue	<p><u>Reading List</u> Amnesty International website https://www.bbc.co.uk/news/uk-politics-43168524 https://www.nhs.uk/news/2007/January08/Pages/Organdonationdebate.aspx</p>

Curriculum Plan: Science – Year 8

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	B4 – How do organisms function?	<ul style="list-style-type: none"> B4: Photosynthesis B4: Gas exchange B4: Aerobic respiration B4: Anaerobic respiration B4: Asthma and smoking B4: Circulatory system 	1. EA1 Exam	<u>Reading List</u> <ul style="list-style-type: none"> Student book 44-61 Student book 159-187 <u>Other activities</u> <ul style="list-style-type: none"> BBC Bitesize activities
	C4 – What are acids and alkalis?	<ul style="list-style-type: none"> C4: acids and alkalis C4: Neutralisation C4: pH scale and indicators C4: Acids and metals 		
Term 1b	P4 – What is energy?	<ul style="list-style-type: none"> P4: Energy P4: Conservation of energy P4: Fuels P4: Heat transfers P4: Energy changes 	2. Test on C4 and B4, including practical skill questions	<u>Reading List</u> <ul style="list-style-type: none"> Student book 320-337 <u>Other activities</u> BBC Bitesize activities
Term 2a	B5 – How do organisms reproduce?	<ul style="list-style-type: none"> B5: Reproduction B5: Flowers and pollination B5: Fruits B5: Male and female sex organs B5: Pregnancy B5: Menstrual cycle 	3. EA2 Exam	<u>Reading List</u> <ul style="list-style-type: none"> Student book 68-75 Student book 172-205 <u>Other activities</u> BBC Bitesize activities
	C5 – How do we use chemistry in everyday life?	<ul style="list-style-type: none"> C5: Resources C5: Waste C5: Sustainable development C5: Polymers and ceramics C5: Composite materials C5: Hydrocarbons and fuels C5: Medicine and cooking 		
Term 2b	P5 – How do we see light and hear sound?	<ul style="list-style-type: none"> P5: Waves P5: Refraction and reflection P5: Colour P5: Sound P5: Using sound and ultrasound 	4. Test on P4, B5 and C5, including practical skill questions	<u>Reading List</u> <ul style="list-style-type: none"> Student book 284-313 <u>Other activities</u> <ul style="list-style-type: none"> BBC Bitesize activities
Term 3a	B6 – What affects how animals survive?	<ul style="list-style-type: none"> B6: Ecosystems B6: Food chains and webs B6: Insects and crop pollination B6: Populations B6: Pollution B6: Climate Change 	5. EA3 EXAM	<u>Reading List</u> <ul style="list-style-type: none"> Student book 95-115 Student book 214-221 <u>Other activities</u> BBC Bitesize activities
	C6 – What do we get from the Earth?	<ul style="list-style-type: none"> C6: Rocks C6: Earth as a resource C6: Recycling C6: The carbon cycle C6: The atmosphere C6: Climate change 		
Term 3b	P6 – Where are we in the Universe?	<ul style="list-style-type: none"> P6: the Sun and stars P6: Galaxies and the Universe P6: The Solar System P6: Gravity and orbits P6: Days and seasons P6: The moon P6: Exploring space 	6. Test on P5, B6, C6 and P6, including practical skill questions	<u>Reading List</u> <ul style="list-style-type: none"> Student book 337-348 <u>Other activities</u> <ul style="list-style-type: none"> BBC Bitesize activities

Recommended Further Activities: Revise with these great resources:

Read science news at www.popsci.com

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Curriculum plan: MFL – Spanish Year 8

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How do I talk about holidays?	<ul style="list-style-type: none"> Talking about a past holiday Saying what you did on holiday Using the preterite of regular verbs Using the preterite of ser and ir Describing the last day of your holiday Saying what your holiday was like Describing an amazing holiday 	EA1 Exam: reading, listening and writing.	<u>Reading List</u> <ul style="list-style-type: none"> Viva Libro 2 p.8-26 <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary GCSE Bitesize Knowledge Organiser revision
Term 1b	How do I talk about my life?	<ul style="list-style-type: none"> Saying what you use your phone for Revising the present tense Saying what type of music you like Giving a range of opinions Talking about TV Using the comparative Saying what you did yesterday Understanding a TV guide Learning about the lives of young people 	Speaking	<u>Reading List</u> <ul style="list-style-type: none"> Viva Libro 2 p.30-48 <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary GCSE Bitesize Knowledge Organiser revision
Term 2a	How do I talk about food?	<ul style="list-style-type: none"> Saying what food you like Describe mealtimes Order a meal Discuss what to buy for a party Use the near future Give an account of a party Learn about food in other countries 	EA2 Exam: reading, listening and writing.	<u>Reading List</u> <ul style="list-style-type: none"> Viva Libro 2 p.52-72 <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary GCSE Bitesize Knowledge Organiser revision
Term 2b	How do I talk about clothes?	<ul style="list-style-type: none"> Arrange to go out Make excuses Discussing getting ready to go out Talking about clothes Talking about sporting events Describing a fancy dress outfit 	Speaking	<u>Reading List</u> <ul style="list-style-type: none"> Viva Libro 2 p.76-96 <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary GCSE Bitesize Knowledge Organiser revision
Term 3a	How do I talk about summer activities?	<ul style="list-style-type: none"> Describe a holiday home Describe holiday activities Use the superlative Ask for directions Use the imperative Describe a world trip Discuss holiday destinations Talk about summer camps 	EA3 Exam: reading, listening and writing	<u>Reading List</u> <ul style="list-style-type: none"> Viva Libro 2 p.100-118 <u>Other activities</u> <ul style="list-style-type: none"> Listen to Spanish music Use of a Spanish dictionary GCSE Bitesize Knowledge Organiser revision

Term 3b	Revision	<ul style="list-style-type: none">• To revise holidays• To revise free time• To revise food• To revise clothes• To revise summer activities	End of year assessment.	Knowledge organiser revision.
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