Year 8 curriculum

Sandringham School, St Albans

World Class Schools

Alban TSA in partnership

Research Schools Network

Arts Council England

Artsmark Platinum Award Awarded by Arts Council England

International School Award 2017-2020

STEM

DofE

Ofsted Outstanding 2008|2009

Curriculum Map

Subject: English **Year group: Year 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge –* *'Know What'*	**Animal Farm** – George Orwell The plot of the novel Context of the Russian Revolution Theme of conflict	**Short Stories** To read and understand a range of short stories. To use these short stories as inspiration for our own writing.	**Media Representation** To read and understand non-fiction texts (articles/speeches) To think about how journalists can use language to manipulate the reader. To use this in our own non-fiction writing.	**Romeo and Juliet** The plot of the play Context of Shakespearean England. Theme of love and conflict.	**Gothic Writing** To read a range of Gothic extracts. To understand how genre is built. To create our own pieces of Gothic writing.	**Characters in Poetry** To read a range of poetry in which diverse characters are created. Understand how language is used, by poets, to create meaning and build character
Skills *Procedural Knowledge –* *'Know How'*	-To read for meaning and understand viewpoint -To analyse Orwell's craft - To consider the complex themes within the novel - To understand historical context and how this shapes meaning	-To engage the reader using a range of techniques and language within creative writing. -To be able to use a theme/ story as a stimulus, developing ideas independently. - To develop a expression, punctuation and grammar.	- To develop an appreciation of non- fiction texts and how they are crafted for different purposes - To employ a range of writing devices to create a non-fiction text. - To write accurately using a range of punctuation.	- To consider the complex characterisation of Shakespeare's characters -To become familiar with Shakespeare's language and context -To write an analytical essay	-To build the skills to be able to understand and analyse previously unseen extracts. -To explore how writer's use language to engage readers -To produce an engaging piece of creative writing using typical Gothic contentions.	- To read for meaning and understand a range of poems on different themes - To analyse the effect of poetic techniques - To use these poems to explore issues in our society.

Curriculum Map

Key Questions	How does Orwell shape meaning in the novel? How does context inform our understanding of the novel's key ideas? How does the writer create characters?	How is language used to build tension? How is language used to engage the reader? Can I write fluently using a range of writing techniques? Can I proofread and correct my own work?	Can I write in the appropriate form? Can I develop an argument? Can I write fluently using a range of writing devices? Can I proofread and correct my own work?	Do I understand the main themes of the play? Do I understand how context shapes meaning? Can I analyse Shakespeare's' use of language?	Can identify Gothic conventions? How do I write in keeping with the Gothic genre? Can I create tension? Can I use a range of writing devices effectively?	Can I understand the main themes in the poems? How do poets shape meaning? Can I analyse a range of poetry? Can I present my ideas to the class effectively?
Assessment	Two analytical essays	Two pieces of creative writing	**Two pieces of non-fiction writing**	Two analytical essays	Two pieces of Gothic writing	One analytical essay One presentation
Literacy/Numeracy/ SMSC/Character	Literacy: writing with clarity and accuracy. SMSC/ Character: engaging with themes of political conflict and different viewpoints.	Literacy: writing with clarity and accuracy. SMSC/ Character: empathising with characters from a range of contexts. Developing personal responses to texts.	Literacy: writing with clarity and accuracy. SMSC/ Characters: developing an awareness of public perception and how important it can be. Engaging with global issues	Literacy: writing with clarity and accuracy. SMSC/ Character: empathising characters from a different context. Developing an understanding of different relationships.	Literacy: writing with clarity and accuracy. SMSC/ Character: empathising with characters. Developing personal responses to characters	Literacy: writing with clarity and accuracy. SMSC/ Character: using poetry to explore diverse characters in society. Building empathy with different people

Curriculum Map

Subject: Maths **Year group: Year 8**

****Topics that appear in italics are extension material and may not be covered by all students.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content ***Declarative Knowledge – 'Know What'***	Algebra Sequences Rues of algebra Using formulae and expressions *Changing the subject of the formula* *Brackets - expanding and factorising* Solving equations	Algebra/Statistics and probability Using and drawing graphs Real life graphs Describing data *Averages from frequency tables* *Grouped frequency tables* Handling data *Scatter diagrams*	Statistics and probability/Number Probability Venn diagrams and *set notation* *Probability tree diagrams* Properties of number Rounding including significant figures *Standard form* Fractions Negative numbers Using a calculator	Number/Geometry and measure FDP Reverse percentages Extension: *simple and compound interest* Ratio and proportion Area and perimeter Geometric reasoning Angles in parallel lines *Exterior and interior angles in polygons*	Geometry and measure Circles Compound area involving circles *Volume and surface area*	Geometry and measure followed by a project, consolidation and extension work Transformations Construction and *locus* *Pythagoras* *Bearings and scale drawings* Drawing 3D objects Project-using skills from across the year
Skills ***Procedural Knowledge – 'Know How'***	Learn about how to manipulate algebraic expressions. Learn about how to solve equations to find unknowns. Learn about sequences.	Plotting straight line graphs, recognise linear, quadratic and cubic graphs. Work out the equation of a line from graph. Plot and interpret real life graphs. Learn about the data handling cycle including how to collect and represent data in different ways.	Learn about the probability of a particular event occurring. Learn about the different number properties. Learn how to calculate with different types of number. Learn about ratio and proportion and apply this to questions in context.	Learn about properties of 2D shapes including angles, area and perimeter. Learn about properties of 3D shapes.	Learn how to use a pair of compasses and a rule to construct different shapes; Reading and working out bearing of one point from another	Project- using skills from across the year (area and volume) Extension topics –using equipment correctly, using formulae to find missing sides of right-angled triangles, more advanced algebra manipulation

Curriculum Map

Key Questions						
Assessment		Algebra assessment	Data assessment	Number assessment	End of year assessment	
Literacy/Numeracy/ SMSC/Character	Resilience, tolerance, initiative, confidence	Understanding and interpreting worded questions.	Understanding and interpreting worded questions.	Understanding and interpreting worded questions Using correct language when giving reasons.	Understanding and interpreting worded questions	Understanding and interpreting worded questions. Resilience, Tolerance for group project.

Curriculum Map

Subject: Science **Year group: 8**

	Biology	Chemistry	Physics
Content *Declarative Knowledge –* *'Know What'*	**B1 - Health and Lifestyle** Comparing the effects of healthy and unhealthy lifestyle choices on the body **B2 - Ecosystem Processes** Explaining how energy is utilised by producers and consumers, and how it supports life at all stages **B3 - Adaptations and Inheritance** How organisms are adapted to their environment and how characteristics are passed on from parents to offspring	**C1 - The Periodic Table** Identify patterns in the properties of elements and learn how to use the periodic table to predict properties **C2 - Separation techniques** Study how we separate mixture**s** **C3 - Metals and acids** To understand reactions of metals and predict the products of the reactions **C4 - The Earth** Learn about the structure of the earth and the rocks of its crust	**P1 - Electricity and magnetism** Constructing simple circuits and explaining the links between current, potential difference and resistance **P2 - Energy** Describe different energy stores and how energy can be converted from one form to another **P3 - Motion and pressure** Explain how speed can be measured and calculated Explain the effects of pressure and factors that can affect it
Skills *Procedural Knowledge –* *'Know How'*	• Record, present and interpret observations and data, including identifying patterns and using observations, measurement and data to draw conclusions. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. • Select, plan, and carry out the most appropriate types of scientific enquiries to test predictions, including identifying	• Interpretation of of patterns • Comparing predictions with evidence • Making links between properties of elements • Use and evaluate models to represent particles • Practical skills • Analysis of experimental outcomes and draw conclusions • Writing balanced equations • Predicting and testing predictions • Evaluating materials	• Record, present and interpret observations and data, including identifying patterns and using observations, measurement and data to draw conclusions. • Use appropriate techniques, apparatus, and materials during laboratory work, paying attention to health and safety. • Select, plan, and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent, and control variables, where appropriate.

	independent, dependent, and control variables, where appropriate. • Make predictions using scientific knowledge and understanding. • Present reasoned explanations, including explaining data in relation to predictions and hypotheses.	• Describe the structure of the earth • Observe and make predictions about different types of rock formation • Evaluate human impact on climate change	• Make predictions using scientific knowledge and understanding. • Present reasoned explanations, including explaining data in relation to predictions and hypotheses.
Key Questions	**B1** How can one live a long and healthy life? **B2** How do energetic processes support life on Earth? **B3** Why do organisms evolve and what causes variation?	**C1** Why is the Periodic Table important? **C2** What are the properties of each mixture that enable it to be separated? **C3** What are the patterns in the properties of metals? **C4** What are the valuable resources that we obtain from the earth	**P1** How does electricity travel? How do our appliances work? **P2** What are the different stores of energy and how is it transferred? **P3** How can measure speed? What is different about pressure in solids, liquid and gases?
Assessment	End of topic assessments Extended writing tasks	End of topic assessments Extended writing tasks	End of topic assessments Extended writing tasks
Literacy/Numeracy/ SMSC/Character	**Literacy** Extended writing tasks Drawing conclusions from data identifying causal links Extracting information from research sources **Numeracy** Presenting data in tables and graphs	**Literacy** Extended writing tasks Drawing conclusions from data identifying causal links Extracting information **Numeracy** Presenting data in tables and graphs	**Literacy** Extended writing tasks Drawing conclusions from data identifying causal links Extracting information from research sources **Numeracy** Presenting data in tables and graphs

Curriculum Map

	Handling data: calculating means, medians, modes and ranges Simple data analysis **SMSC** Understanding a range of different views, cultures and lifestyle choices Working collaboratively to complete complex investigations **Character** **Integrity:** during practical work **Resilience:** using equations and data handling **Confidence:** participation in classroom discussions	Simple data analysis Identifying patterns Balancing equations **SMSC** Human impact on the earth **Character** **Integrity:** during practical work **Resilience:** using equations and data handling **Confidence:** participation in classroom discussions	Handling data: calculating means, medians, modes and ranges Simple data analysis **SMSC** Generating electricity and the impacts on the Earth. Consequences of wasting energy. **Character** **Integrity:** during practical work **Resilience:** using equations and data handling **Confidence:** participation in classroom discussions

Curriculum Map

Subject: Art **Year group: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Buildings and Structures: Exploring Line, Tone and Perspective** **Thematic Project 3** The intent of this project is for students to consider their local architecture and also develop their broader knowledge of famous buildings and landmarks.			**Cultures** **Thematic Project 4** The intent of this project is for students to develop an understanding of how artists have been inspired by Art from other cultures and to learn about art from other cultures. Students will draw from objects and artefacts from other cultures in order to reflect upon their own beliefs and cultural values.		
Skills *Procedural Knowledge – 'Know How'*	Themes: Local architecture (St Albans cathedral), famous London buildings from St Pauls to the Shard Knowledge and skills: Perspective, scale, proportions, clay tile Media: Pencil, tonal media, clay Artists/ movements: Gaudi, Escher, Bauhaus, Art Nouveau, Art Deco, Renzo Piano, Frank Llyod Wright, Anish Kapoor, Anthony Gormley Outcomes: Understanding of architecture in context, Linear & tonal drawings of architecture, perspective drawings using line and tone, developmental sketchbook work, two low relief clay tiles joined to make 3D piece BYOD Suggestion: online tour of famous street or buildings			Themes: Art from other cultures Knowledge and skills: Designing to a brief. Repeating an image. Focus for recording skills: faculty masks collection. Media: Paint, coloured pencils, poly printing on fabric. Artists/ movements: Art and artefacts from a variety of cultures. Outcomes: Drawings of masks. 2D exploration of patterns from other cultures. 3D mask BYOD Suggestion: making a personal mask on top of a self portrait		
Key Questions	• What kind of purposes do buildings have in your local area and how does the design of the building reflect the purpose? • What creative processes do architects and engineers follow when designing and creating a building?			• What was the impact of African Art on Picasso and the artwork he created? • Why are objects important to different cultures? • What objects and artefacts are important to you?		
Assessment	Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project.			Formative next step targets written in students sketchbooks every 2-3 weeks throughout the duration of the project.		

	A summative assessment with a next step target at the end of the thematic project.	A summative assessment with a next step target at the end of the thematic project. EXAM (Two hours) - drawn studies of cultural objects (second half term)
Literacy/Numeracy/ SMSC/Character	Literacy: Writing about the work of professional architects and artists Numeracy: Perspective, Scale, proportion. SMSC: Reflecting on local heritage and the beliefs associated with key buildings in the local area. Character: Reflecting on the purpose and function of buildings in the local environment.	Literacy: Extended writing tasks. Numeracy: Measuring when making card masks. SMSC: Reflecting on cultures and beliefs Character: Tolerance and Respect- understanding for other's beliefs and values.

Curriculum Map

Subject: Computer Science

Year group: 8

	Autumn 1/Autumn 2	Spring 1	Spring 2	Spring 2/Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Developing Programming Skills** An introduction to Python programming. *Programming* *Algorithms*	**Cyber Security** A look into the world of cyber security. Students will *Digital Literacy* *Information Technology*	**Cyber Security** *Communication & Networks*	**Computer Modelling (with Microsoft Excel)** *Information Technology* *Data Representation*	**Website Development with GLITCH** *Information Technology* *Communication & Networks* *Programming*
Skills *Procedural Knowledge – 'Know How'*	I can apply block-based programming concepts to high level programming. I can create programs that implement algorithms to achieve given goals. I can use loops and a sequence of selection statements in programs, including an IF, THEN and ELSE statement.	I can show responsible use of modern technologies and online services, and I know a range of ways to report concerns. I know how to identify cyber threats and recommend appropriate methods to avoid these.	I can recognise ethical issues surrounding the application of information technology beyond school. I know data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.	I can use criteria to evaluate the quality of solutions and can identify improvements making some refinements to future solutions. Analyse and evaluate data and information, and I know that poor quality data leads to unreliable results, and inaccurate conclusions**.**	I know how to construct static web pages using HTML and CSS. I know how to effectively use search engines, and I know how search results are selected, including that search engines use 'web crawler programs'.
Key Questions	How can I use computational thinking to solve problems? How can I use sequence, selection and iteration to develop a program to solve a problem?	What are the modern dangers of technology relating to safety and security that affects both individuals and organisations?	What are the vulnerabilities of networking hardware and software?	How can I create and reuse digital artefacts and multiple applications across a range of devices to present information suitable for my audience?	How can I develop online-based platforms for a specific purpose?
Assessment	Assessment of programming project (Magic 8 Ball)	Cyber Security End of unit knowledge online test		End of unit online test and practical assessment	Students to create a basic website under timed conditions
Literacy/Numeracy/ SMSC/Character	Writing and presenting information suitable for audience and purpose	Understanding responsible ways to use technology. Aspiration. Tolerance.	Understanding modern technological terminologies. Integrity.	Initiative, Aspiration, Resilience. Using Microsoft Excel for mathematical calculations	Initiative, Aspiration. Resilience, Problem Solving. Algorithmic thinking

Curriculum Map

Subject: Dance **Year 8**

Content *Declarative Knowledge –* *'Know What'*	**<u>Swansong – Christopher Bruce</u>** **<u>Hunger Games/1920's jazz</u>** To develop the choreographic and technical principles of dance, relating to a specific professional work or style of dance.
Skills *Procedural Knowledge –* *'Know How'*	Know how to create a piece of choreography relating to a specific stimulus in small groups and evaluate their own and other's work. Incorporation of a range of dynamics, actions, relationship and space, as well as the following choreographic principles; canon, unison, contact work, repetition, formations and levels.
Key Questions	What is the definition of; canon, unison, repetition. Name the 5 dance actions? What action, dynamics and space can you identify in the professional work?
Assessment	See Online Sandringham Dance Assessment Grid
Literacy/ **Numeracy/** **SMSC/Character**	• Literacy - Improving your own / others performance • Numeracy – choreography tasks • Teamwork: communication and working with others, leadership. • Problem Solving - critical thinking. • Cultural appreciation – own and professional works • Resilience, Initiative, Integrity, Confidence, Aspiration

Curriculum Map

Subject: Design and Technology **Year group: Year 8**

Please note that due to the students rotating throughout the year, students will only cover some of the following subjects.

	Steady hand game	The Cube	Pop-up Books	Phone Stand	Robots	Fruit & Veg in the kitchen	Food around the world	Healthy eating - 5 a day	Healthier choices for a healthier life
Content *Declarative Knowledge – 'Know What'*	Students will continue to understand how to work safely and competently in the workshop. Students will continue to build their knowledge of how to use a range of tools, equipment and machines safely and competently. To understand the design process as well as what is required to produce high level design work.	properties and processes relating to manufactured boards and metal. Practical skills to manufacture different joints Design movements and how styles can influence design ideas	To produce a range working pop-up cards/ book. Pupils will work out their ideas with some precision, taking into account how products will be used, who will use them, the mechanisms that could be used and their appearance.	Students will be introduced to CAD and CAM by using 2D design and the laser cutter to produce a phone/device stand. Students will understand the various factors that we must consider in the design of a product. In particular the user, environment and the product used.	Students will be introduced to CAD and CAM by using Google Sketchup and the 3D printer to produce a model robot. Students will understand the various factors that we must consider in the design of a product such as the various tools available to us. To know how to develop their design skills and work on their Isometric	Students will gain knowledge of healthy eating guidelines and the ability to evaluate food products. Students will develop a knowledge of seasonal fruit and vegetables, Eatwell Guide and the 8 tips for healthy eating. They will use their knowledge to plan and prepare a range of fruit and vegetable-based dishes	Students will choose a country that they find interesting. Students will research its cuisine. geography, climate, agriculture, religion and social culture. Plan and prepare dishes which reflects the chosen country. Compare and contrast another country from the chosen.	Students will learn about the importance of 5 a day and ways to incorporate fruit and vegetables into our diet. Students will study vegetarianism and plan/make dishes to meet nutritional needs - considering meat alternatives.	Students will learn about the importance of modifying our diet to lower the fat, sugar and salt content and raising the fibre content. This will be achieved through experimental practical work. Students will study the needs of an astronaut in space and plan/make dishes to meet their nutritional needs - considering food preparation techniques, micro gravity

				To continue to develop their design skills and work on the Isometric drawing to create complex shapes and designs.	drawing to create complex shapes and designs. ideas.				and suitable packaging.
Skills *Procedural Knowledge – 'Know How'*	Safe workshop practice. Introduction to more advanced techniques and processes. Know how to finish their final outcomes to an exceptional standard. Improve their ability on how to present design work and how to act on the feedback of others to further their own design ideas.	technical marking out cutting joints Research into Pewter casting process and presenting research findings.	They will develop their understanding of designing and making and expand their graphics skills. They will use a range of pop up techniques / mechanisms, graphic tools, font designs and images as part of their design.	CAD - Understand how to use 2D design to produce their final idea . They will plot and program the laser cutter , understand how it works and how it and other CAM machines have influenced the design and manufacturing industries.	CAD - Understand how to use Google Sketchup to produce their final idea . They will plot and program the 3d Printer, understand how it works and how it and other CAM machines have influenced the design and manufacturing industries.	The project gives opportunities to develop new practical skills. It gives students opportunities to apply healthy eating guidelines to dishes, modify recipes, plan method of working and evaluate the dishes they prepare	The focus of the project is to develop practical skills, research skills and presentation skills. This project gives students an opportunity to choose their own recipes	The focus of the project is to develop practical skills, research skills and presentation skills. This project gives students an opportunity to choose their own recipes In addition to basic skills: students have the opportunity to display a range of skills according to the dishes they choose	The focus of the project is to develop practical skills, research skills and presentation skills. This project gives students an opportunity to choose their own recipes In addition to basic skills: the whisking method, Students have the opportunity to display a range of skills according to the dishes they choose

Curriculum Map

								Heat transfer: baking, boiling, frying	Heat transfer: baking.
Key Questions	Why do we use different joints for different jobs? What is the correct tool that we need for the different processes? How do we hold and use the mallet and chisel safely and effectively?	Why do designers use work of others for inspiration? Why is it important to measure and mark out joints correctly?	Formal questioning is used throughout the lesson, which is addressed to the whole class, or an individual. What are the rules to create successful pop card/book	What is CAD/CAM? What impact has CAD/CAM had on the UK manufacturing industries since 1960's and onward. How are CAM machines useful on board a space station	What is CAD/CAM? What impact has CAD/CAM had on space exploration.	What are the advantages of using fruit and vegetables that are in season? Why do we have healthy eating guidelines? How do help?	Comparing and contrasting foods eaten in two countries, how is their food different? how is it the same?	Which meat alternatives provide the nutrients vegetarians may lack Compare and contrast the benefits of a meat free diet.	How is food packaged to eat in space? How do you eat in microgravity? Which nutrients do astronauts need especially?
Assessment	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).	Knowledge gained, making skills demonstrated and the ability to evaluate their dishes	Knowledge gained, making skills demonstrated and the presentation of findings	Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria	Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria

Curriculum Map

Literacy/Numeracy/ SMSC /Character	Marking out the lap joint. How to annotate ideas in a D&T context. Confidence in the workshop and demonstrating the process to the class.	Marking and measuring finger joints Confidence in the workshop and demonstrating the process to the class. Extended writing piece into the process of pewter casting, developing correct technical vocabulary.	Marking out techniques, the use of templates and accuracy. How to annotate ideas in a D&T	Orthographic/ Plan View drawings. 2D design, vector-based program which relies on understanding coordinates and how to navigate an X & Y axis system. How has CAD/CAM impacted the UK manufacturing sector in the last 50 years? (increase in unemployment)	How to navigate and X,Y and Z axis to produce 3d outcomes. The dangers of 3D printing.	Use of descriptive words when evaluating Writing time plans Weighing and measuring ingredients Developing confidence and independence when carrying out planning practical tasks	Writing time plans Weighing and measuring ingredients Writing presentation slides Developing confidence independence when planning, carrying out practical tasks and presenting project	Writing recipes. Weighing and measuring ingredients. Recycling to avoid waste. Fairtrade. Soil Association Organic Standard. STEM - Quorn - its manufacture and uses. Vegetarianism - tolerance. Sustainability. Environmental factors - Carbon footprint - land used for animal vs arable	Writing recipes. Weighing and measuring ingredients. Recycling to avoid waste. Modifying diets for health STEM - Food preparation techniques for eating in micro gravity Nutritional needs in micro gravity

Curriculum Map

Sandringham School
'Everybody can be Somebody'

Subject: Drama **Year group: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**TV and Radio** Explore what form and genre is and how it can be used through the medium of TV and Radio	**Commedia Dell'arte** Explore traditional 16th century theatre by learning about stock characters, conventions and characteristics and style of Commedia Dell'arte	**Physical Theatre** Understand different techniques used, such as body as a prop, exaggeration and the physical scale.	**Comedy** Know how to use comedic techniques to engage audiences. Understand how comic devices such as timing, rules and slapstick can be used to create comedy	**Making a Change** Understand how and why theatre can be used to make a change. Explore political theatre and how to affect/manipulate your audience	**The Holiday** To develop the same character over the course of the half term. To learn the importance of sustainable and believable characters by building a character from given circumstances
Skills *Procedural Knowledge – 'Know How'*	**The Drama Toolkit:** Know how TV and Radio can be produced to entertain audiences. Know how to create a successful monologue.	**The Drama Toolkit:** Know how to use Commedia Dell'arte conventions to create traditional pieces of theatre. Know how to show stock characters, including Masters, Lovers and Servants	**The Drama Toolkit:** Know how to construct a piece of Physical Theatre, recognising that this style does not just encompass dance and drama, but instead how we use our bodies to create characters/objects	**The Drama Toolkit:** Know how to use timing to your advantage when creating comedic performances	**The Drama Toolkit:** Know how to create performances that engage audiences on an emotional and thought-provoking way	**The Drama Toolkit:** Know how to build a character, considering given circumstances that will affect the characters' emotions, physicality, voice and interaction with other characters
Key Questions	How do we identify the form/genre of TV and Radio? Why is voice so important when creating performances that engage audiences?	How can we immediately recognise the relationship between stock characters? How is Commedia Dell'arte relevant now?	Why is the term Physical Theatre used to describe more than just a style of theatre?	How can you use timing and cues in performance to ensure your audience has the best response to the comedy created?	Why is theatre more powerful when it has an important message? Why should theatre make audiences think rather than feel?	What makes a character believable? Why is it important to invest in characters? Why is corpsing a challenge?
Assessment	Performance of reporter monologue to test understanding of form and characterisation.	Drama assessment on ShowMyHomework (quiz) to test understanding of key terminology, stock characters and conventions.	Performance of 'Little Red Riding Hood' physical theatre piece, using at least three different conventions.	Drama assessment on ShowMyHomework (quiz) to test understanding of key terminology.	Written feedback to another student about their work, using key terminology and precise detail about how to improve for future pieces.	Collaborative group assessment based on work produced over the half term (must be sustained/believable)
Literacy/ Numeracy/ SMSC/ Character	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Literacy (through use of style specific vocab)	Collaborative, Confidence, Resilience, Tolerance, Initiative	Collaborative, Confidence, Resilience, Tolerance, Initiative, Aspiration, Literacy (through the use of style specific vocab)	Collaborative, Confidence, Resilience, Tolerance, Initiative, Integrity, Cultural appreciation	Collaborative, Confidence, Tolerance, Initiative

Curriculum Map

Subject: French **Year group: 8**

	Unit 1: 2nd Sep – 15th Nov	Unit 2: 18th Nov – 17th Jan	Unit 3: 20th Jan – 12th Mar	Unit 4: 16th Mar – 22nd May	Unit 5:1st June – 17th July
Content *Declarative Knowledge:* *'Know What'*	**THEME**: personal tastes **Vocab**: clothes, weather, free time activities, daily routine, types of music, time expressions **Grammar**: present tense "er" verbs, use of adjectives, possessive adjectives, irregular verb "faire", reflexive verbs present tense, using adverbial phrases	**THEME:** holidays **Vocab**: countries, accommodation, items you take on holiday, usual and ideal holiday, past holidays, festivals. **Grammar**: present tense of choisir , finir , prendre , near future, je voudrais/j'aimerais + infinitive, « in » with countries, perfect tense with avoir and aller , c'était .	**THEME:** sport and leisure **Vocab:** sports, leisure activities, active holidays, parts of the body, injuries, sports personalities, sports events. **Grammar: :** using "jouer à" and "faire de", depuis + present tense, "je voudrais/j'aimerais" + infinitive, perfect tense of "aller", "pouvoir" + infinitive, avoir mal à.	**Theme:** Daily life and issues in francophone countries **Vocab:** where you live, daily routine, 24-hour clock, voluntary work, French-speaking countries, natural disasters **Grammar:** comparatives, near future, reflexive verbs, perfect tense with avoir and être, avoir expressions.	**Theme:** Media **Vocab:** TV, music, film, books, advertising, adjectives to describe feelings, opinion expressions with rendre and faire **Grammar:** direct object pronouns, verb+infinitive structures, ce que, perfect and imperfect tenses
Skills *Procedural Knowledge:* *'Know How'*	**Skills: mastering core vocabulary and structures,** asking and answering questions, adding additional information, extending sentences, telling the time, translating when word order is different	**Skills**: **mastering core vocabulary and structures,** Conjugate less common verbs, contrasting present, past and future time frames, giving opinions in the past, expressing wishes, linking events in sequence, describing events.	**Skills: mastering core vocabulary and structures,** Recycling language in a different context, recalling grammar rules, using different tenses using time markers, making excuses, talking about someone else	**Skills: mastering core vocabulary and structures,** Revision strategies, identifying and combining tenses, describing places, discussing pros and cons	**Skills: mastering core vocabulary and structures,** Expressing simple and more complex opinions, understanding gender, using adjectives, understanding and writing a film review
Key Questions	Qu'est-ce que tu aimes porter ? Tu joues/fais souvent… ? À quelle heure tu…….. ? Tu aimes quel genre de musique ?	Où vas-tu ? Où es-tu allé ? Où vas-tu aller ? Quelles sont tes vacances de rêve ?	Qu'est-ce que tu fais comme passe-temps ? Tu préfères …. ou …. ?. Qu'est-ce que tu as fais….. ? Qui est ton héros sportif ?	Tu peux décrire ton pays ? Tu peux décrire ta routine quotidienne ? Où es-tu allé ? Tu fais du travail bénévole ?	Qu'est-ce que tu aimes regarder à la télé ? Quel est ton film préféré ? Tu aimes la musique/lire ? Quel est ton genre préféré ?

Curriculum Map

Assessment	**Assessment point 1: speaking + HFV test** **Ongoing assessment in all skills**	**Ongoing assessment in all skills + HFV test**	**Assessment point 2: reading, listening and writing + HFV test** **Ongoing assessment in all skills**	**End of year exams: reading, speaking, writing and listening + HFV test** **Ongoing assessment in all skills**	**Ongoing assessment in all skills + HFV test**
Literacy/ **Numeracy/** **SMSC/** **Character**	Literacy: general communication strategies. Analogue time	Distinguishing different tenses Writing extended test - a postcard	Describing a sporting hero / paralympians Learning about other countries	Use of numbers in 24hr clock Looking at life in developing countries, discussing volunteering	Cultural strand – exploring French TV, music and cinema Reading literary texts

Curriculum Map

Subject: Geography **Year group: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content *Declarative Knowledge –* *'Know What'*	**Unit 6: Population, Migration and Urbanisation** ➢ Trends in global population growth ➢ Challenges that are created by a growing global population ➢ Dynamics of population in Low Income Countries (LICs), Newly Emerging Economies (NEEs) and High Income Countries (HICs) ➢ Contemporary trends of migration ➢ Push and pull factors for migration ➢ Definition of urbanisation ➢ Challenges created by urban change in the UK ➢ Challenges created by urban change in LICs ➢ Strategies to make the development of urban spaces more sustainable	**Unit 7: Weather and Climate Extremes** ➢ The reasons for needing an accurate weather forecast, and the people/groups who rely on them ➢ Different types of rainfall and the processes that create them (convectional, relief and frontal) ➢ The difference between high and low pressure systems ➢ How depressions are formed ➢ The causes and impacts of tropical storms (e.g. Cyclone Idai) ➢ How the greenhouse effect works, and links to anthropogenic climate change (enhanced greenhouse effect) ➢ The consequences of climate change (social, economic and environmental) ➢ Strategies to adapt to and mitigate against climate change	**Unit 8: Global Development** ➢ To understand the different meanings of development ➢ How measures of development work (GNI per capita, life expectancy, Human Development Index, Gender Inequality Index) and what their limitations are ➢ Reasons for poverty in Africa (colonialism, physical environment, climate change, war, infrastructure etc.) ➢ The benefits and costs of trans-national corporations operations ➢ What extractivism is ➢ Arguments for and against the concept of the 'resource curse' ➢ Strategies to reduce the development gap, and how they work (aid, FairTrade, role of NGOs, appropriate technology)	**Unit 9: Coastal Landscapes** ➢ Why coastlines are important to people ➢ Basic concepts of coastal geology (hard and soft rocks) ➢ Processes of weathering (chemical and mechanical) and erosion (abrasion, hydraulic action, attrition and solution) ➢ The sequence of how processes of erosion form caves, arches, stacks and stumps ➢ The process of deposition and longshore drift ➢ Strategies to manage coastal erosion (hard and soft engineering strategies) and their benefits and costs	**Unit 10: Place Study: Russia and the Arctic** ➢ Conditions found in the Arctic tundra ➢ Features of ecosystems in the tundra, including plant and animal adaptations ➢ Knowledge of the physical landscape of Russia, and the distribution of natural resources ➢ Nations who have claim to the Arctic, and what their claims are ➢ Resources found in the Arctic and their importance for the global economy ➢ The threats the Arctic faces now (exploitation) and in the future (climate change) ➢ The impacts of exploitation of the Arctic
Skills *Procedural Knowledge –* *'Know How'*	**Cartographic Skills** ➢ Interpretation of choropleth maps to describe population density **Graphical Skills** ➢ Construction and interpretation of population pyramids ➢ Use of proportional flow diagrams to show migrations trends	**Cartographic Skills** ➢ Interpretation of rainfall maps **Other** ➢ Development of detailed scientific annotations to explain physical processes ➢ Maths skills – calculation of mean temperatures ➢ To create a weather diary (data collection)	**Cartographic Skills** ➢ Interpretation of choropleth maps to describe global development levels **Graphical Skills** ➢ Construction and interpretation of scatter graphs **Other**	**Cartographic Skills** ➢ Use of OS map to provide evidence used for decision-making on management strategies **Other** ➢ How to complete a cost-benefit analysis of coastal management strategies ➢ Ability to design and annotated technical	**Cartographic Skills** ➢ Use of atlases and GIS to describe the distribution of physical resources **Graphical Skills** ➢ Creation of divided bar charts for global fossil fuel reserves **Other**

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	Other ➢ Photographic analysis ➢ Fieldwork – urban fieldwork skills, including traffic counts, environmental quality surveys and management surveys		➢ Use of geographical sources to build an evaluative argument ➢ Interpretation of statistical data	diagrams of geological and coastal processes ➢ Sequencing of explanation of landform formation, including the use of diagrams	➢ Technical annotations of plant and animal adaptations ➢ Math skills – comparison of resources using percentages and data manipulation
Key Questions	➢ What are the global population trends? ➢ How can populations be characterised? ➢ Why is an understanding of migration and urbanisation important? ➢ What are the greatest challenges facing urban areas in the UK, and in LICs? ➢ Why is it important to make urban spaces more sustainable?	➢ Why is accurate weather forecasting important? ➢ Why are some places more prone to high rainfall totals over others? ➢ How are storms linked to air pressure? ➢ Why are tropical storms so dangerous? ➢ How easy is it to reduce the risk posed by extreme weather? ➢ Is climate change a human-induced phenomenon? ➢ What are the most damaging effects of projected climate change? ➢ How effective is it to adapt to climate change? ➢ Can we prevent climate change? If so, how?	➢ Why is understanding development important? ➢ What are the most effective methods for measuring development on a global scale? ➢ What are the most important reasons for poverty? ➢ How damaging is inequality? ➢ Do TNCs bring more benefits or costs to LICs? ➢ What are the most effective ways of reducing the development gap?	➢ Why are coastal landscapes important to study? ➢ What role does geology play in shaping coastlines? ➢ How do processes of weathering, erosion and deposition shape coastal landscapes? ➢ What are the most appropriate ways of managing erosion on a coastline? ➢ Why are some places worth protecting over others?	➢ Why is the tundra an important ecosystem? ➢ How do organisms survive in harsh, cold conditions? ➢ What makes Russia such a powerful nation? ➢ Why is the Arctic important on a global scale? ➢ Is the Arctic worth protecting?
Assessment	Assessment is an extended written piece completed at home with success criteria.	Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class.	Assessment is an extended written piece completed at home with success criteria.	Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class.	n/a
Literacy/Numeracy/ SMSC/Character	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology ➢ Development of evaluative writing style **Numeracy** ➢ Introduction to complex graphical presentation (e.g. proportional flow diagrams)	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Manipulation of climate data to find mean etc. ➢ Practice of introduced skills **SMSC/Character**	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology ➢ Development of evaluative writing style **Numeracy** ➢ Analysis and manipulation of statistical data (development)	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology ➢ Development of evaluative writing style **Numeracy** ➢ Manipulation of financial data (cost-benefit analysis)	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Practice of introduced skills **SMSC/Character** ➢ This unit helps students to make an appraisal of the

Curriculum Map

	➢ Practice of introduced skills **SMSC/Character** ➢ Unit focuses on the challenges facing the planet because of population growth and migration. This will enable students to understand some of the biggest challenges facing human civilisation in the modern world. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.	➢ Unit focuses on weather and climate, but introduces the technical aspects of climate change, and the effects occurring now and those that may come to pass in the future. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.	➢ Practice of introduced skills **SMSC/Character** ➢ An examination of development and inequality helps to foster empathy and a sense of '**global citizenship**'. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.	**SMSC/Character** ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.	importance of wildernesses such as the Arctic. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.

NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.

Curriculum Map

Subject: German **Year group: 8**

	Unit 1: 2nd Sep – 15th Nov	Unit 2: 18th Nov – 17th Jan	Unit 3: 20th Jan – 12th Mar	Unit 4: 16th Mar – 22nd May	Unit 5:1st June – 17th July
Content *Declarative Knowledge:* *'Know What'*	**THEME**: Holidays **Vocab**: comparing places, holiday accommodation, activities, transport, weather, problems on holiday. **Grammar**: imperfect "war", "hatte", "es gab", perfect tense with "haben" and "sein", word order, weather phrases, TMP.	**THEME:** Media **Vocab**: films, qualifiers, TV programmes, books, screen time, different languages. **Grammar**: different forms of "you", questions in the perfect tense, modal verbs (wollen, sollen, dürfen, können), likes and dislikes, prepositions with dative	**THEME:** Food and healthy lifestyle **Vocab:** breakfast, traditional German food, recipes, healthy lifestyles. **Grammar:** present and perfect of "essen", "trinken" and "nehmen", imperative, "in" and "auf" with accusative, using "mit" with plurals, present tense of "müssen", comparatives.	**THEME:** School trips **Vocab:** rules, daily routine, time, directions, festivals, activity holidays. **Grammar:** modal verbs, separable verbs, reflexive verbs in present and perfect tenses, questions, preposition "zu", imperative, adjectival endings.	**THEME**: Going out **Vocab**: clothes, plans for a date, getting ready, talking about how the date went, uniforms, Fairtrade labels. **Grammar**: adjectival endings, "wenn" clauses, future tense, TMP, asking questions in different tenses, um…zu, "seit" with the present tense.
Skills *Procedural Knowledge:* *'Know How'*	**Skills:** combining present and past tenses, asking and answering questions, writing a hotel review, pronunciation, using fillers to buy time.	**Skills**: asking questions in the perfect tense, using clues to understand the gist of texts, using a dictionary, using and understanding different tenses.	**Skills:** understanding and giving instructions, note-taking, predicting content, comparing things	**Skills:** addressing people politely, using context to work out meanings, adding variety to writing, using time phrases, adapting language already covered.	**Skills:** written and spoken perfect and future tenses, organising details in sentences with TMP, asking questions in different tenses, balancing points of view in a debate, creating publicity material.
Key Questions	Wie war deine Stadt früher ? Was hast du in den Ferien gemacht ? Wie ist das Wetter ?	Was siehst du gern ? Was liest du gern ? Bist du süchtig ?	Was isst du gern ? Was trinkst du gern ? Was musst du jeden Tag essen ?	Wie komme ich am besten zum/zur.. ? Beschreibe deinen Tagesablauf ?	Was trägst du gern ? Wie ist dein Stil ?
Assessment	**Assessment point 1: speaking+ HFV test** **Ongoing assessment in all skills**	**Ongoing assessment in all skills + HFV test**	**Assessment point 2: writing + HFV test** **Ongoing assessment in all skills**	**End of year exams: reading, speaking, writing and listening + HFV test**	**Ongoing assessment in all skills + HFV test**

Curriculum Map

				Ongoing assessment in all skills	
Literacy/ **Numeracy/** **SMSC/** **Character**	**Literacy: general communication strategies – all units.** Researching unusual holiday experiences	Looking at jobs that require German Applying for a job	Preparing to give a dinner party	Learning about destinations for a class trip	Preparing for a fashion show.

Curriculum Map

Subject: History

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	**Religious change in Early Modern Europe** - The Reformation - Martin Luther - The impact on Europe	**The English Civil War** - Origins - Crown v. Parliament - The 'Personal Rule' - The causes and events	**The abolition of the Slave Trade in Britain** - Origins - The 'triangle of trade' - Causes of the abolition	**The Age of Revolutions** - French Revolution - American Revolution		**Protest, Agitation, and Reform** - Industrial Revolution - The Chartists - The Suffragettes
Skills *Procedural Knowledge – 'Know How'*	***Key concepts:*** Causation ***Key processes:*** Using evidence & judging importance	***Key concepts:*** Causation ***Key processes:*** Evaluating change & forming conclusions	***Key concepts:*** Significance of individuals ***Key processes:*** Using primary sources & making inferences	***Key concepts:*** Using evidence ***Key processes:*** Written communication & using evidence	**End of Year Exam** • **Preparation** • **Revision** • **Study skills**	***Key concepts:*** Causation
Key Questions	Why were some people unhappy with the Catholic Church? What was the impact of the Reformation in Europe and Britain?	Why did the relationship between the King and Parliament breakdown? Why did a Civil War break out between King and Parliament? Why did Parliament execute the King in 1649?	How did the slave trade work and who benefited? What were the main factors that led to the abolition? What was the role played by key individuals?	What were the factors that led to the French Revolution? What were the factors that led to the American Revolution? What was similar about these revolutions?		What was the impact of the Industrial Revolution in Britain? Who were the Chartists and what did they want? Who were the Suffragettes and how effectively di they campaign?
Assessment	**Assessment 1:** What was the impact of the Reformation? **(Consequence)**	**Assessment 2:** What were the causes of the English Civil War? **(Causation)**	**Assessment 3:** Why was the slave trade abolished? **(Causation)**			

Curriculum Map

Literacy/Numeracy/ SMSC/Character	• Using second and third tier vocabulary • Constructing paragraphs • Religious tolerance	• Using second and third tier vocabulary • Constructing paragraphs • British culture	• Using second and third tier vocabulary • Constructing paragraphs • Tolerance	• Using second and third tier vocabulary • Constructing paragraphs • Cultural awareness		

Curriculum Map

Subject: Music **Year group:** 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content *Declarative Knowledge – 'Know What'*	**Four Chord Songs** **Performing focus** Know how to read ukulele diagrams and how chords are used in popular music Key vocabulary: Strumming patterns, major and minor chords, accompaniment	**Christmas Song** **Composing focus** The notes on a keyboard and how to form a chord, Key vocabulary: Chord sequences, primary and secondary chords, treble clef notation, cadences, dissonant, consonant	**Samba** **Performing focus** When and where samba music is often performed and the features of samba music Key vocabulary: call and response, syncopated rhythms, break, groove and polyrhythm and the names of specialist samba instruments	**Blues** **Composing focus** The historical and social context in which blues music was first created and the typical musical features Key vocabulary: 12 bar blues, primary chords, blues scale, AAB structure and improvised fills. Key musicians: BB King, Bessie Smith, Robert Johnson	**Musical theatre** **Performing focus** The development of musicals and the key features that make them successful. Key vocabulary: Overture, duet, solo, genre, ballad, canon Key musicals: Hamilton, West Side Story, Sound of Music, School of Rock, Matilda
Skills *Procedural Knowledge – 'Know How'*	Play basic chords on the ukulele (C, G Am F), layer up songs to create vocal harmonies and more complex textures, use a range of strumming patterns and sing in tune and with confidence.	Perform chords on the keyboard in a range of ways, compose an effective chord sequence that uses minor and major chords and being able to combine a melody together with chords in an original way	Perform and hold syncopated rhythms and call and response patterns as part of a larger ensemble, play fluently within a whole class ensemble, and understand the use of contrasting sections in a samba	Use the blues scale to improvise a melody line and combine a melody over the 12-bar blues with the correct timing and structure, taking creative risks to make a piece sound authentic as possible, for example by adding an improvisation section.	Work collaboratively to rehearse a song effectively, perform in a wide range of styles, know how to make a performance expressive and to use it in storytelling, perform more complex chord patterns and melodic lines.
Key Questions	What is the correct playing position for each chord? How are chords varied in popular music?	What makes a successful chord sequence? Describe the difference between dissonance and consonance.	What makes samba music so suitable for carnivals? What are the key features, structures and rhythms of samba?	Compare and contrast the music of early blues musicians like Bessie Smith and Robert Johnson with contemporary blues musicians.	How has musical theatre developed over time?
Assessment	A four chord vocal medley using the ukuleles.	Composing and performing a Christmas song.	Samba group performance	Composing and performing a blues song	Performing a song from a musical (vocally or instrumental)

Curriculum Map

Literacy/Numeracy/ SMSC/Character	Confidence, resilience, collaborative skills	Initiative, aspiration,	Confidence, integrity Latin American cultural appreciation	Confidence, Aspiration, tolerance, cultural appreciation	Tolerance, confidence, resilience

Curriculum Map

Subject: Philosophy, Religion and Ethics **Year group: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Declarative Knowledge – 'Know What'*	Looking for meaning: Symbols and symbolism Stories and their interpretation Humanism	Religion and art Analysis of the purposes and importance of varied religious art traditions	Big ideas of philosophy An investigation into different philosophical ideas and theories	Big ideas of Ethics An investigation into where moral and ethical guidelines come from.	The Big Story Investigate the meaning of the story of the Bible for Christians.	Problem of evil Understand and evaluate different responses to evil and suffering in the world
Skills *Procedural Knowledge – 'Know How'*	Interpretation and understanding meaning. **PRE Skills** ***Facts*** ***Understanding*** ***Critical evaluation*** ***Religious literacy*** ***Empathy*** ***Investigation*** ***Collaboration*** ***Discussion / Oracy***	Observation Creativity Analysis of characteristics	Forming arguments and evaluating theories	Forming arguments and evaluating theories	Understanding Religious Literacy	Analysis and evaluation of religious arguments.
Key Questions	How do symbols and stories help us make sense of the world? What is humanism?	What makes art religious art?	What is reality and what does it mean to be human?	How do we know what is right and wrong?	How do Christians understand the Bible?	Why does suffering exist?
Assessment	Creative	Critical analysis of religious art in St Albans cathedral.	Essay	Create your own ethical guidelines	TBD	Question and answer test in class

Curriculum Map

Subject: Spanish **Year group: 8**

	Unit 1 & 2 Mira Express 1: 2nd Sep – 15th Nov	**Unit 3 & 4 Mira Express 1: 18th Nov – 17th Jan**	**Unit 5 Mira Express 1: 20th Jan – 12th Mar**	**Unit 6 Mira Express 1: 16th Mar – 22nd May**	**Unit 4 Mira Express 2: 1st June – 17th July**
Content *Declarative Knowledge:* *'Know What'*	**THEME**: Vamos y el instituto **Vocab**: numbers, dates, greetings, alphabet, in the classroom, pencil case, subjects, opinions **Grammar**: indefinite and definite articles, plurals, question words, *tener*, negatives present tense: regular verbs, adjective agreements, *gustar*	**THEME**: La familia y en casa **Vocab**: family members, pets, physical and character description, countries and nationalities, rooms in the house, furniture **Grammar**: adjectival agreements, possessive pronouns, plural forms of nouns, *ser,* prepositions, present tense: irregular verbs	**THEME:** Tiempo libre **Vocab**: free time activities, sports, revision of numbers & telling the time **Grammar:** expressions of frequency, *a + al/ a la, salir, hacer, ir, gustar/me encanta/prefiero* + infinitive, near future tense, time expressions indicating future.	**THEME:** En la ciudad **Vocab:** location, places in town, adjectives to describe a town, days of the week, the weather, seasons **Grammar:** adjectival endings, qualifiers, *hay*, querer + infinitive, review of definite and indefinite articles, present tense vs. near future, question forms and answers.	**THEME**: La comida **Vocab**: food and drink, meal courses, mealtimes, expressions of frequency **Grammar:** the preterite tense of regular verbs, *ser* & *ir* in the preterite tense.
Skills *Procedural Knowledge:* *'Know How'*	**Skills: mastering core vocabulary and structures,** memorising, pronunciation and intonation, identifying patterns, phonics, cognates	**Skills**: **mastering core vocabulary and structures,** adapt previously learnt language, apply grammar, skim and scan, reading for gist	**Skills: mastering core vocabulary and structures,** dealing with unfamiliar language, apply previous knowledge, make links with English, ask and answer questions spontaneously, compare experiences.	**Skills: mastering core vocabulary and structures,** agreeing and disagreeing, invitations and making excuses	**Skills: mastering core vocabulary and structures,** Writing a longer text, reading and listening for gist, memorising techniques, revision skills, identifying patterns.
Key Questions	¿Cómo te llamas? ¿Cuántos años tienes? ¿Qué estudias? ¿Qué haces en clase?	¿Tienes hermanos? ¿Tienes animales? ¿Cómo eres? ¿Dónde vives?	¿Qué haces en tu tiempo libre? ¿Qué hora es? ¿Qué deportes haces? ¿Qué vas a hacer?	¿Cómo es tu ciudad? ¿Qué hay en tu ciudad? ¿Qué tiempo hace? ¿Qué vas a hacer este fin de semana?	¿Qué desayunas? ¿A qué hora desayunas? ¿Qué comiste ayer? ¿Qué bebiste ayer?

Curriculum Map

Assessment	**Assessment point 1: speaking + HFV test** **Ongoing assessment in all skills**	**Ongoing assessment in all skills + HFV test**	**Assessment point 2: reading, listening and writing + HFV test** **Ongoing assessment in all skills**	**End of year exams: reading, speaking, writing and listening + HFV test** **Ongoing assessment in all skills**	**Ongoing assessment in all skills + HFV test**
Literacy/ **Numeracy/** **SMSC/** **Character**	**Literacy: general communication strategies – all units.** Ages (numbers) Discussing stereotypes	Discussion of different types of families Contrasting Spanish and English type of houses	Discussion of young people: interests/opinions - Finding out about the experience of teenagers in another country	Finding out about the experiences of people in another country.	Contrasting different eating habits in Spanish-speaking countries and in England

Curriculum Map

Sandringham School
'Everybody can be Somebody'

YEAR 8 PE & GAMES

	3rd-27th Sept			30th Sept –25th Oct			4th-27th Nov			28th Nov – 20th Dec		
	Group1	Group 2	Group 3	Group1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3
Yr 8 Girls	Netball	Netball		Gym	Hockey		Hockey	Gym		HRF	HRF	
Yr 8 Boys	HRF	HRF	HRF	Rugby	Rugby	Rugby	Basketball	Swimming	Table Tennis	Football	Basketball	Basketball
	6th-24th Jan			27th Jan-14th Feb			24th Feb-13th Mar			16th Mar -3rd Apr		
	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3	Group 1	Group 2	Group 3
Yr 8 Girls	Swimming	Trampolining		Trampolining	Swimming		Football	Basketball		Basketball	Football	
Yr 8 Boys	Gym	Football	Football	OAA	Gym	OAA	Trampolining	Table Tennis	Swimming	Swimming	Table Tennis	Trampolining