

Year 8 curriculum

Sandringham School, St Albans



Artsmark
Platinum Award
Awarded by Arts
Council England





Curriculum Map

Subject: Computer Science

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 2/Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Website Development</p> <p><i>Information Technology Creating Media Design and Development Communication & Networks Algorithms Programming</i></p>	<p>Representations - from clay to silicon</p> <p><i>Data and Information Computer Systems</i></p>	<p>Modelling data - Spreadsheet</p> <p><i>Data and Information Effective use of digital tools Programming</i></p>	<p>Mobile App Development</p> <p><i>Algorithms Programming Using Media Computer Systems Design and Development Networks</i></p>	<p>Computer Programming - Microbits</p> <p><i>Algorithms Programming Using Media Computer Systems Design and Development Networks</i></p>	<p>Developing Programming Skills - Intro to Python</p> <p><i>Algorithms Programming Computer Systems</i></p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Use HTML to structure static web pages</p> <p>Modify HTML tags using inline styling to improve the appearance of web pages</p> <p>Display images within a web page</p> <p>Apply HTML tags to construct a web page structure from a provided design</p> <p>Describe what CSS is</p> <p>Use CSS to style static web pages</p> <p>Assess the benefits of using CSS to style pages instead of in-line formatting</p> <p>Describe what a search engine is</p>	<p>List examples of representations</p> <p>Recall that representations are used to store, communicate, and process information</p> <p>Provide examples of how different representations are appropriate for different tasks</p> <p>Recall that characters can be represented as sequences of symbols and list examples of character coding schemes</p> <p>Measure the length of a representation as the number of symbols that it contains</p> <p>Provide examples of how symbols are carried on physical media</p> <p>Explain what binary digits (bits) are, in terms of</p>	<p>Identify columns, rows, cells, and cell references in spreadsheet software</p> <p>Use formatting techniques in a spreadsheet</p> <p>Use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /)</p> <p>Use the autofill tool to replicate cell data</p> <p>Explain the difference between data and information</p> <p>Explain the difference between primary and secondary sources of data</p> <p>Collect data</p> <p>Analyse data</p>	<p>Establish user needs when completing a creative project</p> <p>Apply decomposition to break down a large problem into more manageable steps</p> <p>Use a block based programming language to create a sequence</p> <p>Recognise that events can control the flow of a program</p> <p>Implement and customise GUI elements to meet the needs of the user</p> <p>Use variables in an event driven programming environment</p> <p>Pass the value of a variable into an object</p> <p>Use user input in an event driven programming environment.</p>	<p>Describe what the micro:bit is</p> <p>List the micro:bit’s input and output devices</p> <p>Use a development environment to write, execute, and debug a Python program for the micro:bit</p> <p>Write programs that use the micro:bit’s built-in input and output devices</p> <p>Write programs that use GPIO pins to generate output and receive input</p> <p>Write programs that communicate with other devices by sending and receiving messages wirelessly</p> <p>Design a physical computing artefact purposefully, keeping in mind the problem at hand, the needs of the</p>	<p>Describe what algorithms and programs are and how they differ</p> <p>Recall that a program written in a programming language needs to be translated in order to be executed by a machine</p> <p>Write simple Python programs that display messages, assign values to variables, and receive keyboard input</p> <p>Locate and correct common syntax errors</p> <p>Describe the semantics of assignment statements</p> <p>Use simple arithmetic expressions in assignment statements to calculate values</p>



Curriculum Map

	<p>Explain how search engines 'crawl' through the World Wide Web and how they select and rank results</p> <p>Analyse how search engines select and rank results when searches are made</p> <p>Use search technologies effectively</p> <p>Discuss the impact of search technologies and the issues that arise by the way they function and the way they are used</p> <p>Create hyperlinks to allow users to navigate between multiple web pages</p> <p>Implement navigation to complete a functioning website</p>	<p>familiar symbols such as digits or letters</p> <p>Measure the size or length of a sequence of bits as the number of binary digits that it contains</p> <p>Describe how natural numbers are represented as sequences of binary digits</p> <p>Convert a decimal number to binary and vice versa</p> <p>Convert between different units and multiples of representation size</p> <p>Provide examples of the different ways that binary digits are physically represented in digital devices</p>	<p>Create appropriate charts in a spreadsheet</p> <p>Use the functions SUM, COUNTA, MAX, and MIN in a spreadsheet</p> <p>Analyse data</p> <p>Use a spreadsheet to sort and filter data</p> <p>Use the functions AVERAGE, COUNTIF, and IF in a spreadsheet</p> <p>Use conditional formatting in a spreadsheet</p>	<p>Identify and fix common coding errors in a block-based environment.</p> <p>Use a block based programming language to include selection.</p>	<p>audience involved, and the available resources</p> <p>Decompose the functionality of a physical computing system into simpler features</p> <p>Implement a physical computing project, while following, revising, and refining the project plan</p>	<p>Receive input from the keyboard and convert it to a numerical value</p> <p>Use relational operators to form logical expressions</p> <p>Use binary selection (if, else statements) to control the flow of program execution</p> <p>Generate and use random integers</p> <p>Use multi-branch selection (if, elif, else statements) to control the flow of program execution</p>
<p>Key Questions</p>	<p>What are the benefits to websites in terms of communication in using 1 universal scripting language</p> <p>What are the benefits of using CSS to a website</p> <p>How can I develop online-based platforms for a specific purpose?</p>	<p>What is binary? How does it work in circuitry? Why do computers use binary? How do I Convert between binary and decimal (vice versa)</p> <p>What are the different ways binary digits are physically represented in digital devices?</p>	<p>Can I use criteria to evaluate the quality of solutions and identify improvements making some refinements to future solutions.</p> <p>How can I analyse and evaluate data to become information.</p> <p>Do I know that poor quality data leads to unreliable results, and inaccurate conclusions for</p>	<p>How can I create and reuse digital artefacts and multiple applications across a range of devices</p> <p>Can I identify when a problem needs to be broken down</p> <p>Can I apply decomposition to break down a larger problem into more manageable steps</p>	<p>How can I create and reuse digital artefacts and multiple applications across a range of devices to present information suitable for my audience?</p> <p>Can I identify when a problem needs to be broken down</p> <p>Can I apply decomposition to break down a larger problem into more manageable steps</p>	<p>How can I use computational thinking to solve problems?</p> <p>Can I apply block based programming concepts to high level programming.</p> <p>Can I create programs that implement algorithms to achieve given goals.</p> <p>Can I use loops and a sequence of selection statements in programs,</p>



Curriculum Map

			individuals and organisations?	Can I establish user needs when completing a creative project		including an IF, THEN and ELSE statement. Can I use sequence, selection to develop a program to solve a problem?
Assessment	Students to create a basic website under timed conditions	End of unit online test and practical assessment	End of unit online test and practical assessment	End of unit online test and practical assessment	End of unit online test and practical assessment	Assessment of programming project - (ChatBot)
Literacy/Numeracy/ SMSC/Character	Writing and presenting information suitable for audience and purpose	Initiative, Aspiration. Resilience, Problem Solving	Initiative, Aspiration, Resilience. Using Microsoft Excel for mathematical calculations	Initiative, Aspiration. Resilience, Problem Solving	Understanding responsible ways to use technology. Initiative, Aspiration. Resilience, Problem Solving	Initiative, Aspiration. Resilience, Problem Solving. Algorithmic thinking



Curriculum Map

Subject: DANCE

Year group: 7-9

	Year 7	Year 8	Year 9 module
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><u>Super Mario/Martial Arts/Musicals/Horror</u></p> <p>Introduction to the skills and knowledge of the dance actions and principles of choreography.</p>	<p><u>Swansong – Christopher Bruce Hunger Games/Capoeira</u></p> <p>To develop the choreographic and technical principles of dance, relating to a specific professional work or style of dance.</p>	<p>Explore the beginnings of creating choreography relating to one given stimuli, developing knowledge of physical, technical, expressive and mental skills. These skills provide Year 9’s with a strong platform for devising their own work and the technical aspects of both the BTEC and GCSE dance course.</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Know how to perform the dance actions; travel, jump, turn, gesture and stillness. Know how to incorporate the following choreography principles including: still image, repetition, size of movement, formations, canon, and unison. Students will be able to create a group piece relating to the stimuli and share and describe improvements.</p>	<p>Know how to create a piece of choreography relating to a specific stimuli 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.</p>	<p>Know how to use any stimuli to create a performance and link ideas back to the stimulus within a group context. Apply a range of dance skills and key techniques of a variety of dance practitioners in their work. Evaluate their own and other’s performance with detailed verbal and written responses.</p>
<p>Key Questions</p>	<p>What are the 5 dance actions? Name a variety of dance formations? What is a still image? Why is teamwork important? How can you make this more creative?</p>	<p>What is the definition of; canon, unison, repetition. What action, dynamics and space can you identify in professional work? How is their choreography effective? How can you improve your characterisation?</p>	<p>Name the four different dance skills? What is the definition of....? List the choreographic devices used in professional work? Are there any techniques you or another group could apply in their performance?</p>
<p>Assessment</p>	<p>See Online Sandringham Dance Assessment Grid</p>	<p>See Online Sandringham Dance Assessment Grid</p>	<p>GCSE assessment grids, written teacher and peer feedback, collaborative group assessment and final performance of choreography. Self assessment google forms.</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy - Improving your own / others performance Numeracy – Using within choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration</p>	<p>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</p>	<p>Literacy - Improving your own / others performance Numeracy – Using within choreography tasks Teamwork: communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration.</p>



Curriculum Map Year 7, 8 and 9

Subject: Design and Technology.

Year group: 7

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

	Desk Tidy	Ugly Dolls	Best of British - choc project	Mission to Mars	Biomimicry	Food skills 1	Food Skills 2	Perfect Picnics
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Students will understand how to work safely and competently in the workshop.</p> <p>Be able to use a range of tools, equipment and machines safely and competently.</p> <p>To understand the design process as well as what is required to produce high level design work.</p>	<p>Students will understand properties of textiles and electronic components</p> <p>Students will learn about different manufacturing techniques</p>	<p>The project allows pupils to understand basic principles of net design, fonts and colour styles.</p> <p>Students will develop their understanding of designing and making and expand their practical skills in the use of paper, card and other graphic equipment.</p>	<p>Students will use their knowledge of programming to code a number of electronic devices to perform a number of functions.</p> <p>They will be able to use their design skills and ability to problem solve to overcome a series of challenges presented to them .</p> <p>They will understand how programming and robotics are essential to our everyday lives and how they will impact fields such as design, engineering and</p>	<p>Understand how the natural world impacts and the everyday products we use.</p> <p>How Biomimicry is shaping the future of D&T.</p> <p>Be able to produce creative ideas that are inspired by nature’s shape and form.</p> <p>Understand the design process and how we use feedback from a 3rd party to develop and improve our ideas.</p>	<p>Students will develop their basic practical skills. Students will use a range of equipment and demonstrate methods of heat transfer. Students will learn about the importance of weighing and measuring and carrying out sensory analysis as part of evaluation. Students will use the oven, hob and microwave safely and hygienically.</p>	<p>Students will develop their planning and making skills. They will carry out a comparison of shop bought soup products and use this evaluation to plan their own soup to make. Students learn how a basic recipe can be modified into different products. Students will use a range of equipment and demonstrate methods of heat transfer.</p>	<p>Students will explore personal hygiene, kitchen hygiene, food safety/storage, kitchen safety. They will use Sensory evaluations, write recipes and modify a recipe. They will use the Eatwell Guide and healthy eating guidelines to plan and prepare dishes suitable for a picnic considering transportation and food temperature controls.</p>



Curriculum Map Year 7, 8 and 9

				space exploration.				
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Safe workshop practice.</p> <p>Introduction to tool and machine use.</p> <p>Know how to mark out work accurately and effectively.</p> <p>Know how to present design work and how to act on the feedback of others to further their own design ideas.</p>	<p>students will develop manufacturing techniques relating to textiles and electronic circuits</p> <p>Students will develop the skills to communicate design ideas</p>	<p>>Health and safety with a particular focus on graphics equipment.</p> <p>>Marking out techniques, the use of templates and accuracy.</p> <p>>Take target market views about aesthetic and technical issues into account as they respond to briefs.</p> <p>>Students will develop the skills to communicate design ideas.</p>	<p>Students will understand how to apply this knowledge of computing (scratch) to navigate a robot and solve tasks and problems.</p> <p>Students will be able to programme a BBC microbit to serve as a navigation tool, sensor as well as use the built in radio function.</p> <p>Students will be able to use their design skills to present concepts and design prototypes for their work.</p>	<p>How to use primary and secondary sources of research.</p> <p>How to select information and apply it to your own work.</p> <p>How to present your initial ideas.</p> <p>How to use the feedback of others to inform your ideas and help develop them further.</p>	<p>In addition to the basic skills - creaming method, all in one method,, peeling, slicing dicing</p> <p>Heat transfer: baking, boiling, use of the microwave</p>	<p>In addition to the basic skills - peeling, slicing, dicing, making a yeast dough, how to knead, roll, and shape a dough, rubbing in method</p> <p>Heat transfer: baking, boiling</p>	<p>In addition to basic skills - peeling, slicing, dicing students will learn: rolling and shaping pastry, portion size,</p> <p>Heat transfer: baking, boiling, frying</p>



Curriculum Map Year 7, 8 and 9

<p>Key Questions</p>	<p>How can we effectively join different materials.</p> <p>What is the correct tool that we need for the different processes?</p>	<p>how does an electronic circuit and components work?</p> <p>What is the difference between decorative and joining techniques?</p>	<p>Why is Logo important?</p> <p>What are the basic rules to create successful packaging?</p>	<p>Why do we look to colonise mars?</p> <p>What role will robotics play on Mars?</p> <p>How can we create a self-sustaining habitat on Mars?</p> <p>What is 3D printing and why will it be useful in space exploration?</p>	<p>What is biomimicry?</p> <p>Why do designers look to nature for inspiration?</p> <p>What is the strongest naturally occurring structure found in nature and why?</p>	<p>Why is it important to weigh out ingredients accurately?</p> <p>How does a microwave cook food?</p>	<p>How does yeast work to create a risen dough?</p> <p>Why do need to use strong flour when making a bread dough?</p>	<p>Which packaging materials are suitable to contain and preserve a picnic item during transport?</p> <p>Why are portion size and fragility of ingredients important factors when selecting recipes?</p>
<p>Assessment</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation (final design and practical Piece).</p>	<p>Knowledge gained, making skills demonstrated Ability to evaluate products</p>	<p>Knowledge gained, making skills demonstrated. Ability to evaluate products</p>	<p>Knowledge gained, making skills demonstrated and ability to evaluate idea against planned criteria</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Marking out of the finger joint (x/y=z)</p> <p>How to annotate ideas in a D&T context.</p> <p>Ethical sourcing of materials and how to avoid wastage.</p>	<p>Calculate the value of resistors.</p> <p>Ethical sourcing of materials and how to avoid wastage.</p>	<p>Marking out techniques, the use of templates and accuracy.</p> <p>How to annotate ideas in a D&T context.</p>	<p>Journal entries will be written at the end of each task as a way for students to reflect on the task.</p> <p>Numeracy - Coordinates, perimeters, angles, loads and distancing.</p>	<p>Annotations</p> <p>Confidence - Presenting to the class.</p>	<p>Use of descriptive words when evaluating</p> <p>Weighing and measuring ingredients</p> <p>Developing confidence and independence when carrying</p>	<p>Use of descriptive words when evaluating</p> <p>Weighing and measuring ingredients</p> <p>Developing confidence and independence when carrying</p>	<p>Writing recipes.</p> <p>Weighing and measuring ingredients.</p> <p>Recycling to avoid waste.</p> <p>Developing the confidence to select their own</p>



Curriculum Map Year 7, 8 and 9

				SMSC - Psychological impact on astronauts while travelling to Mars/ The search for Life on Mars and it's impact on society.		out planning practical tasks	out planning practical tasks	recipes to meet set criteria.
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Curriculum Map Year 7, 8 and 9

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	Pop-up Books	CAD jewellery	Mechanisms and Forces	Fruit & Veg in the kitchen	Food around the world	Healthy eating - 5 a day	Healthier choices for a healthier life
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Students will continue to understand how to work safely and competently in the workshop.</p> <p>Students will continue to build their knowledge of how to use a range of tools, equipment and machines safely and competently.</p> <p>To understand the design process as well as what is required to produce high level design work.</p>	<p>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.</p>	<p>Students will be introduced to CAD and CAM by using 2D design and the laser cutter to produce a phone/device stand.</p> <p>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.</p> <p>To continue to develop their design skills and work on the Isometric drawing to create complex shapes and designs.</p>	<p>Students will understand the five main forces that are found in structural engineering and be able to (tension, compression, bending, shear force and torsion).</p> <p>Students will look at famous architects and pieces of architecture and learn triangulation in structures is.</p> <p>Students will learn linkage types, pulleys, levers and simple cams. Students will then design and make a linkage toy.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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 and suitable packaging.</p>



Curriculum Map Year 7, 8 and 9

<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p>Safe workshop practice.</p> <p>Introduction to more advanced techniques and processes.</p> <p>Know how to finish their final outcomes to an exceptional standard.</p> <p>Improve their ability on how to present design work and how to act on the feedback of others to further their own design ideas.</p>	<p>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.</p>	<p>CAD - Understand how to use 2D design to produce their final idea .</p> <p>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.</p>	<p>Research skills to compile 'case studies'.</p> <p>Students will learn how to apply knowledge of linkages to 3D outcomes using card and split pins.</p> <p>Students will learn how to calculate mechanical advantage of levers and pulleys.</p>	<p>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</p>	<p>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</p>	<p>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 Heat transfer: baking, boiling, frying</p>	<p>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 Heat transfer: baking.</p>
<p>Key Questions</p>	<p>Why do we use different joints for different jobs.</p> <p>What is the correct tool that we need for the different processes?</p> <p>How do we hold and use the mallet</p>	<p>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</p>	<p>What is CAD/CAM?</p> <p>What impact has CAD/CAM had on the UK manufacturing industries since 1960's and onward.</p>	<p>What is the strongest 2D shape and how do we use it?</p> <p>Why and how are linkages/pulleys/levers used in real life to solve real problems?</p> <p>What are the most successful</p>	<p>What are the advantages of using fruit and vegetables that are in season?</p> <p>Why do we have healthy eating guidelines? How do help?</p>	<p>Comparing and contrasting foods eaten in two countries, how is their food different? how is it the same?</p>	<p>Which meat alternatives provide the nutrients vegetarians may lack</p> <p>Compare and contrast the benefits of a meat free diet.</p>	<p>How is food packaged to eat in space?</p> <p>How do you eat in microgravity?</p> <p>Which nutrients do astronauts need especially?</p>



Curriculum Map Year 7, 8 and 9

	and chisel safely and effectively.		How are CAM machines useful on board a space station	pieces of architecture and why?				
Asses sment	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
Litera cy/Nu merac y/ SMSC /Char acter	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 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)	Writing case studies. Calculating mechanical advantage of levers and pulleys. Opportunities for team-work and whole class games. Discussion around famous architects and the success of women and BAME architects highlighted.	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 -	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 Year 7, 8 and 9

							Carbon footprint - land used for animal vs arable	
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Curriculum Map Year 7, 8 and 9



Subject: Design and Technology

Year group: Year 9

	Light 'em up	design it, make it and sell it!	Bring on the noise	Save the factory	Take the rise	Skills 4 all	Nutritious Meals	Healthier Diets
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Understand materials and their working properties and how we can use them to produce high level outcomes.</p> <p>How to develop design ideas in light of ongoing research and feedback.</p> <p>Know how to produce a high level outcome which is fit for a given purpose.</p> <p>Gain knowledge on electronics, their uses and how to read a circuit diagram.</p>	<p>Pupils will learn how to create logos, packaging and advertising material using the software Photoshop.</p> <p>Understanding target market and product research.</p>	<p>Understand materials and their working properties and how we can use them to produce high level outcomes.</p> <p>How to develop design ideas in light of ongoing research and feedback.</p> <p>Know how to produce a high level outcome which is fit for a given purpose.</p> <p>Gain knowledge on electronics, their uses and how to read a circuit diagram.</p>	<p>Understand how to work to a brief and addressing the needs of a client.</p> <p>Understand the various research methods designers use to investigate and research their chosen brief.</p> <p>How to produce high level design work and mastery level annotations.</p> <p>Understand how and why plastics are used and what we need to consider in the products lifecycle especially at the end of the products use.</p>	<p>The focus of this project is to develop practical skills; making bread and pasta dough, shaping and finishing a dough and test for readiness.</p> <p>Students will develop knowledge and understanding of current nutritional guidance and apply this knowledge to modify recipes.</p>	<p>The focus of the project is to develop high level practical skills. Students will prepare shortcrust, choux and flaky pastry dishes demonstrating a range of finishing techniques.</p> <p>Following research, students will use their knowledge of healthy eating to modify recipes to select and make 'healthier' pastry dishes</p>	<p>The focus of this project is to develop knowledge and understanding of nutrition and how to achieve a balanced diet. Students make a range of skilful and nutritious savoury dishes and use a range of sensory analysis techniques to evaluate them. They use this knowledge to modify and develop the dishes, suggesting ways to incorporate the dish into a complete nutritious meal.</p>	<p>The focus of this project is to develop knowledge and understanding of healthy eating guidelines and how to achieve a healthier diet. Students use knowledge about how to lower fat, sugar and salt and how to raise fibre to modify and develop dishes. They select, plan, make and evaluate dishes which would meet these healthier eating goals.</p>



Curriculum Map Year 7, 8 and 9

<p style="text-align: center;">Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>How to plan out an effective practical and use materials efficiently.</p> <p>Know how to solder safely and competently to produce a working circuit.</p> <p>Know how to design for a particular target audience.</p> <p>How to test materials to find out their working properties and apply this to their practical outcome.</p>	<p>>learn to use Adobe Photoshop to create logos and advertising materials.</p> <p>>3D modelling</p> <p>>Knowledge & Understanding of rules of good logo & Packaging design and its importance.</p>	<p>How to plan out an effective practical and use materials efficiently.</p> <p>Know how to solder safely and competently to produce a working circuit.</p> <p>Know how to design for a particular target audience.</p> <p>How to test materials to find out their working properties and apply this to their practical outcome.</p>	<p>How to plan out an effective practical and use materials efficiently.</p> <p>How to use the laser cutter to achieve high level and detailed outcomes.</p> <p>Know how to design for a particular target audience.</p> <p>How to investigate the work of others and use this research to inform future ideas.</p>	<p>Students will develop a range of making skills - weighing and measuring, shaping and finishing a dough, use of pasta machine, use of oven and hob, make a dough, test for readiness, judge and manipulate sensory properties</p> <p>Students will modify recipes following current healthy eating guidelines</p>	<p>Students will have the opportunity to develop and demonstrate a range of pastry making skills</p> <p>Students will use their knowledge of healthy eating to modify recipes to increase fibre and reduce fat content.</p>	<p>The focus of the project is to develop practical skills, evaluation skills and presentation skills.</p> <p>Understanding and using nutrition and traffic light labels.</p> <p>This project gives students an opportunity to choose their own recipes</p> <p>In addition to basic skills: meat sauce, ragu, roux, enrobing, shaping Students have the opportunity to display a range of skills according to the dishes they choose</p> <p>Heat transfer: baking, boiling, dry frying</p>	<p>The focus of the project is to develop practical skills, research skills and presentation skills.</p> <p>This project gives students an opportunity to choose their own recipes</p> <p>In addition to basic skills: modified shortcrust pastry, students have the opportunity to display a range of skills according to the dishes they choose</p> <p>Heat transfer: baking</p>
<p>Key Questions</p>	<p>What is the difference between toughness and hardness?</p> <p>What is the difference</p>	<p>Questions related to target market, importance of font, colour choices.</p> <p>What are the rules to create</p>	<p>What happens to a circuit if the resistors uses are too high/low?</p> <p>What is a capacitor and</p>	<p>What are the dangers of 3d printing?</p> <p>With advancements in 3d printing leading to organs</p>	<p>Why is dietary fibre important in the diet?</p> <p>Identify ways to increase fibre content in recipes?</p>	<p>What conditions must be in place to product a good quality pastry?</p>	<p>Why are the scientific processes - coagulation and gelatinisation integral to food preparation?</p>	<p>What are the links between our modern lifestyle/food consumption in this country and illness/disease?</p>



Curriculum Map Year 7, 8 and 9

	between ductility and flexibility.	successful packaging/ advertising?	what role does it play in a speaker.	being made, will we one day be able to 3d print a person? Is yes, should we? How can 3D printed shelters benefit those in developing countries or disaster hit areas.	What conditions does yeast require in bread making?		Why is a balanced diet unique to an individual - why do our needs change over our lifetime?	How far can you modify a recipe before it becomes unacceptable and loses recipe balance?
Assessment	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation & final design	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation & final design	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation & final design	Initial research (know) Design ideas (plan) Practical Outcome (make) Overall evaluation & final design	Knowledge gained, making skills demonstrated, the ability to evaluate against planned criteria.	Knowledge gained, making skills demonstrated, the ability to evaluate against planned criteria.	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
Literacy/Numeracy/ SMSC/Character	Calculating loads and the tensile strength of material. Making the best use of material and avoiding wastage. Annotating ideas.	Develop their chosen ideas through peer evaluation and design development Social: Aware of design preference for a chosen market. maths: 3D modelling, dimensioning IT: Use Adobe Photoshop	Calculate the value of resistors. Producing ideas that show respect to others views and beliefs.	Tessellation Annotating ideas. Calculating area and volume. Calculating filament used and overall cost.	Writing time plans Weighing and measuring ingredients Modifying recipes to meet healthy eating guidelines Developing confidence and independence whilst completing tasks	Writing time plans Weighing and measuring ingredients Modifying recipes to meet healthy eating guidelines Developing confidence and independence whilst completing tasks	Writing recipes. Weighing and measuring ingredients. Recycling to avoid waste. STEM - the coagulation of protein and gelatinisation of starch	Writing recipes. Weighing and measuring ingredients. Recycling to avoid waste. STEM - modifying a recipe to meet healthy eating goals whilst maintaining recipe balance



Curriculum Map Year 7, 8 and 9



Curriculum Map

Subject: Drama

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Declarative Knowledge – ‘Know What’</i>	<u>Commedia Dell’arte</u> Explore traditional 16 th century theatre by learning about stock characters, conventions and characteristics and style of Commedia Dell’arte	<u>TV and Radio</u> Explore what form and genre is and how it can be used through the medium of TV and Radio	<u>Physical Theatre</u> Understand different techniques used, such as body as a prop, exaggeration and the physical scale.	<u>Comedy</u> 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	<u>Making a Change</u> Understand how and why theatre can be used to make a change. Explore political theatre and how to affect/manipulate your audience	<u>The Holiday</u> 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 <i>Procedural Knowledge – ‘Know How’</i>	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 TV and Radio can be produced to entertain audiences. Know how to create a successful monologue.	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 can we immediately recognise the relationship between stock characters? How is Commedia Dell’arte relevant now?	How do we identify the form/genre of TV and Radio? Why is voice so important when creating performances that engage audiences?	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	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of key terminology, stock characters and conventions.	Performance of channel-hopping piece to test understanding of form and characterisation.	Performance of ‘Little Red Riding Hood’ physical theatre piece, using at least three different conventions.	Knowledge and Understanding Quiz (Google Form quiz) to test understanding of key terminology.	Collaborative group assessment based on work produced over the half term (must be sustained/believable)	Written feedback to another student about their work, using key terminology and precise detail about how to improve for future pieces.
Literacy/ Numeracy/ SMSC/ Character	Collaborative, Confidence, Resilience, Tolerance, Initiative, Literacy (through use of style specific vocab)	Collaborative, Confidence, Resilience, Tolerance, Initiative	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



Curriculum Map

Subject: English

Year group: Year 8

	Autumn 1	Autumn 2	Spring 1	Summer 1
<p>Content</p> <p><i>Declarative Knowledge</i> – <i>‘Know What’</i></p>	<p>Boys Don’t Cry Coming of Age</p> <p>Key Terms Perspective Relationships Prejudice Sexuality Masculinity Tolerance Social expectation</p>	<p>Short Stories Structuring Tension</p> <p>Key Terms Dialogue Exposition Denouement Escalating tension Narrative perspective Sympathetic character</p>	<p>Dystopia Allegory and Context</p> <p>Key Terms Propaganda Censorship Totalitarian Surveillance Dictatorship Communism Revolution Foreshadow</p>	<p>Romeo and Juliet Tragedy</p> <p>Key Terms Dialogue Prologue Catharsis Fate and destiny Fatal Flaw Irony Stage direction Soliloquy</p>
<p>Skills</p> <p><i>Procedural Knowledge</i> – <i>‘Know How’</i></p>	<p>Read for meaning and understand different viewpoints Analyse Blackman’s craft including language and structure Consider how genre is built Consider a writer’s craft and purpose Craft their own writing using language methods</p>	<p>Read for meaning and understand different viewpoints Analyse writers’ craft including language and structure Consider how genre is built Consider a writer’s craft and purpose Craft their own writing using a variety of language methods</p>	<p>Read for meaning and understand different viewpoints Analyse Orwell’s craft including language and structure Consider the complex themes within the novel, focusing on how a dystopian society is created Understand historical context and how this shapes meaning Craft their own language using propaganda techniques Perform their writing with confidence</p>	<p>To become familiar with Shakespeare’s language and context Consider Shakespeare’s craft and purpose Consider characters from an historical perspective To understand conventions of tragedy To understand conventions of stagecraft To understanding how to craft their own script To be able to produce writing which clearly fits the genre</p>



Curriculum Map

	<p>Craft their own writing considering use of structure Be able to produce writing which clearly fits genre</p>	<p>Craft their own use of structure be able to produce writing which clearly fits genre</p>		
Key Questions	<p>How are prejudice and social expectation presented in the novel? How is does the structure of the novel affect its reception?</p>	<p>How is suspense writing constructed by a writer? How do I successfully construct a voice in my writing?</p>	<p>How does context influence how a text is received (both at point of production and reception)? How can allegory be used by writers to convey a message? How are layers of meaning structured?</p>	<p>What are the conventions of tragedy? How does Shakespeare use the conventions of tragedy in Romeo and Juliet? How does Shakespeare use stereotype to construct and develop characters?</p>
Assessment	<p>How is the character of Dante presented in Boys Don't Cry? How does Blackman explore the theme of mental health in Boys Don't Cry?</p>	<p>Write a short suspense story titled 'The Gift'</p>	<p>How does Orwell create the pigs' rise to power? In the end, there is little difference between Napoleon and Farmer Jones. To what extent do you agree? The Pigs Have Taken Over - and they are just as bad a humans. Writing as a farm animal, write an article in which you persuade the other farm animals to overthrow the pigs.</p>	<p>How is conflict presented in the opening of Romeo and Juliet? How is tension created in Act 5, scene 5 of Romeo and Juliet? Write a letter as Friar Lawrence to Capulet and Montague after the final scene explaining why you helped Romeo and Juliet.</p>



Curriculum Map

Literacy/Numeracy/ SMSC/Character	Students develop literacy skills through a variety of reading and writing activities. The topic of the core text takes them through different social, moral, and cultural perspectives. They are offered the opportunity to place themselves and their perspective within discussion.	Students develop literacy skills through a variety of reading and writing activities. Exploration of characters and different settings guide students through different moral questions. Understanding their own perspective on these challenges helps students to develop their character.	Students develop literacy skills through a variety of reading and writing activities. The texts tackle a variety of social, moral, spiritual and cultural issues that students explore through allegory. Students' reflection on different characters' actions helps to clarify different characteristics that play out in different power structures.	Students develop literacy skills through a variety of reading and writing activities. Social, moral and cultural ideas and attitudes are explored through the play. There is much focus on social stereotyping and prejudice which drive the tragedy. Students have the opportunity to develop confidence in public speaking in the final speaking and listening assessment.
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Curriculum Map

Subject: Geography

Year group: 8

Content

Declarative Knowledge – 'Know What'

Autumn 1

Unit 6: 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)

Skills

Procedural Knowledge – 'Know How'

Cartographic Skills

- Interpretation of choropleth maps to describe global development levels

Graphical Skills

- Construction and interpretation of scatter graphs

Other

- Use of geographical sources to build an evaluative argument
- Interpretation of statistical data

Autumn 2

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 (convectonal, 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

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)

Spring 1

Unit 8: 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

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

Other

- Photographic analysis
- Fieldwork – urban fieldwork skills, including traffic counts, environmental quality surveys and management surveys

Spring 2

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

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 diagrams of geological and coastal processes
- Sequencing of explanation of landform formation, including the use of diagrams

Summer

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

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

- Technical annotations of plant and animal adaptations
- Math skills – comparison of resources using percentages and data manipulation



Curriculum Map



Sandringham School
Everybody can be Somebody

Key Questions

- 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 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?
- 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 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

- Analysis and manipulation of statistical data (development)
- 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**

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

- 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**

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)
- 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.

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)

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.

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 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.



Curriculum Map

with, and **confidence** in,
their academic study.

with, and **confidence** in,
their academic study.

- 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: History

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Religious change in Early Modern Europe</p> <ul style="list-style-type: none"> - The Reformation - Martin Luther - The impact on Europe 	<p>The English Civil War + Enlightenment</p> <ul style="list-style-type: none"> - Origins - Civil War + Interregnum - Restoration 	<p>The Age of Revolutions</p> <ul style="list-style-type: none"> - French Revolution - American Revolution 	<p>The abolition of the Slave Trade in Britain</p> <ul style="list-style-type: none"> - Origins - The ‘triangle of trade’ - Causes of the abolition 	<p>End of Year Exam</p> <ul style="list-style-type: none"> ● Preparation ● Revision ● Study skills 	<p>The impact of the British Empire</p> <ul style="list-style-type: none"> - Origins - Impact - India (Case study)
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Key concepts: Causation</p> <p>Key processes: Using evidence & judging importance</p>	<p>Key concepts: Causation</p> <p>Key processes: Evaluating change & forming conclusions</p>	<p>Key concepts: Using evidence</p> <p>Key processes: Written communication & using evidence</p>	<p>Key concepts: Significance of individuals</p> <p>Key processes: Using primary sources & making inferences</p>		<p>Key concepts: Causation</p>
<p>Key Questions</p>	<p>Why were some people unhappy with the Catholic Church?</p> <p>What was the impact of the Reformation in Europe and Britain?</p>	<p>Why did the relationship between the King and Parliament breakdown?</p> <p>Why did a Civil War break out between King and Parliament?</p> <p>Why did Parliament execute the King in 1649?</p>	<p>What were the factors that led to the French Revolution?</p> <p>What were the factors that led to the American Revolution?</p> <p>What was similar about these revolutions?</p>	<p>How did the slave trade work and who benefited?</p> <p>What were the main factors that led to the abolition?</p> <p>What was the role played by key individuals?</p>		<p>What were the origins of the British Empire?</p> <p>What was the impact of the British Empire?</p> <p>What was the impact of the Empire on India?</p>
<p>Assessment</p>	<p>Assessment 1: What was the impact of the Reformation? (Consequence)</p>	<p>Assessment 2: Why did Parliament win the English Civil War? (Causation)</p>	<p>Assessment 3: What were the main reasons for the success of the American revolution? (Causation)</p>			
<p>Literacy/Numeracy/ SMSC/Character</p>	<ul style="list-style-type: none"> ● Using second and third tier vocabulary ● Constructing paragraphs ● Religious tolerance 	<ul style="list-style-type: none"> ● Using second and third tier vocabulary ● Constructing paragraphs ● British culture 	<ul style="list-style-type: none"> ● Using second and third tier vocabulary ● Constructing paragraphs ● Tolerance 	<ul style="list-style-type: none"> ● Using second and third tier vocabulary ● Constructing paragraphs ● Cultural awareness 		



Curriculum Map

Timeline	Major theme	Minor theme	Learning Outcomes	Content Focus	Link to PTC
Sept-Oct (6)	Futures & Careers	What's out there?	<p>KNOW a range of possible career paths and employment options AND the roles and responsibilities involved in a range of careers</p> <ul style="list-style-type: none"> - List different careers in the creative sector - Describe the roles and responsibilities involved in a range of creative based careers <p>UNDERSTAND the importance of exploring a range of careers AND why different careers are required within our society</p> <ul style="list-style-type: none"> - Explain why you have/haven't previously explored these careers - Explain why creative careers are important in our society <p>BE ABLE TO make informed decisions about what career path to pursue</p> <ul style="list-style-type: none"> - Analyse the pros and cons of a career in the creative sector - Reflect on whether you would like to pursue a career in the creative sector 	<p>Creative careers - careers carousel</p> <p>Creative careers - The X factor generation</p> <p>Career talk - What is it really like?</p> <p>Creative careers in the future - What might change?</p>	Services sector and nature of success in Year 7
		Work ready	<p>KNOW the skills and attributes that employers value AND employee rights and responsibilities</p> <ul style="list-style-type: none"> - Describe oracy skills - List employee rights and responsibilities <p>UNDERSTAND why employability skills are important</p> <ul style="list-style-type: none"> - Explain the purpose of oracy skills in the workplace <p>BE ABLE TO build skills and attributes that will lead to professional success AND safely and confidently contribute to the working world</p> <ul style="list-style-type: none"> - Perform basic oracy skills - Critically assess your oracy skills - Evaluate employee rights and responsibilities 	<p>Oracy skills - Intro and oracy challenges</p> <p>Oracy skills - Oracy in the workplace</p> <p>Employee rights and responsibilities - Intro and should we increase the minimum wage</p> <p>Employee rights and responsibilities - Whistleblowing - case study</p>	Digital literacy and media literacy in Year 7
Oct-Dec (8)	Health & Wellbeing	Physical health	<p>KNOW how to maintain personal hygiene to prevent illness AND the importance of diet in maintaining physical health</p> <ul style="list-style-type: none"> - Describe how to maintain personal hygiene 	Personal hygiene - Intro, types and routines	Diet in KS2 Physical

			<ul style="list-style-type: none"> - List the components of a balanced diet - Describe how diet helps us maintain physical health <p>UNDERSTAND the challenges of maintaining a balanced diet AND the invisible nature of physical health and illness</p> <ul style="list-style-type: none"> - Explain why personal hygiene is important to prevent illness - Critically assess why most people do not maintain a balanced diet <p>BE ABLE TO make informed choices about diet AND critically assess sources of health information</p> <ul style="list-style-type: none"> - Choose a diet that fits your needs - Evaluate different nutritional information 	<p>Personal hygiene - The consequences of poor hygiene</p> <p>Diet - Intro, specific foods and why they are important</p> <p>Diet - Dieting - Why does nutritional advice vary so much?</p>	<p>changes in Year 7</p>
	Mental health	<p>KNOW strategies that help to maintain good mental health AND how emotions positively and negatively influence mental health</p> <ul style="list-style-type: none"> - List strategies that help to maintain good mental health - Describe why positive self-esteem and body image are important <p>UNDERSTAND the importance of maintaining positive self-esteem</p> <ul style="list-style-type: none"> - Explain the relationship between self-esteem, body image and mental health - Critically assess messages about body image that influence self-esteem <p>BE ABLE TO speak confidently about their emotions AND confidently seek help when experiencing poor mental health</p> <ul style="list-style-type: none"> - Speak confidently about your self-esteem and body image - Seek help if negatively affected by body image messages 	<p>Self care - Intro, importance and strategies to maintain mental health</p> <p>Self care - Build your self-esteem</p> <p>Body Image - Social media - filters</p> <p>Body Image - Fitness for looks</p>	<p>Stress management and emotions in Year 7</p>	
	Risk behaviours	<p>KNOW the risks associated with substance abuse (drugs and tobacco)</p> <ul style="list-style-type: none"> - State the laws on smoking and taking drugs - State the risks associated with smoking and taking drugs <p>UNDERSTAND the relationship between risk behaviours, self-concept and peer pressure AND the circumstances when certain risk behaviours may become unsafe</p> <ul style="list-style-type: none"> - Explain how peer pressure influences smoking and drug taking - Explain why and when smoking and drugs may become unsafe <p>BE ABLE TO think critically about why others may participate in risk</p>	<p>Drugs - Intro, the law, the science and the risks</p> <p>Drugs - Should drugs be legalized?</p> <p>Smoking - Intro, the law, the science and the risks</p> <p>Smoking - Why do</p>	<p>Drugs and smoking in KS2</p> <p>Alcohol in Year 7</p>	

			behaviours AND make informed and safe decisions when undertaking risk behaviours <ul style="list-style-type: none"> - Analyse why some people smoke and take drugs - Critically assess if/when to smoke and take drugs 	some people still smoke? Smoking and drugs - Peer pressure (scenarios)	
Jan-Feb (7)	Sex & Relationships	Platonic relationships	KNOW the components of identity (gender, social, personal) <ul style="list-style-type: none"> - List the components of identity - Describe your identity UNDERSTAND the importance of identity in relationships <ul style="list-style-type: none"> - Explain why identity is important in platonic relationships - Critically assess why there is diversity in gender identity BE ABLE TO form and sustain positive platonic relationships <ul style="list-style-type: none"> - Speak confidently about your identity - Evaluate how your identity influences your platonic relationships 	Identity - Intro, components and how they form Gender identity - Gender vs sex Identity - How identity influences relationships - positives and negatives	Gender identity in KS2 Positive platonic relationships in Year 7
		Intimate relationships	KNOW how pressure and control can impact intimate relationships AND how sexual activity can impact intimate relationships <ul style="list-style-type: none"> - Describe how pressure can impact intimate relationships - Describe how pressure links with sexual activity UNDERSTAND why people stay in negative intimate relations AND the issues surrounding pressure in intimate relationships <ul style="list-style-type: none"> - Explain why pressure is often accepted in intimate relationships - Analyse the effects of pressure in an intimate relationship BE ABLE TO make informed decisions about the positivity of intimate relationships AND confidently seek help when in a negative intimate relationship <ul style="list-style-type: none"> - Critically assess if pressure is affecting your intimate relationship - Seek help when experiencing pressure in an intimate relationship 	Pressure - Intro, the law linked to consent and scenarios Pressure - Why is pressure accepted? Pressure - Seeking help	Pressure in relationships in KS2 Positive features of intimate relationships in Year 7 Risk behaviours - peer pressure
		Ready for sex	KNOW the emotions associated with sexual activity <ul style="list-style-type: none"> - Describe the emotions associated with sexual activity UNDERSTAND the importance of confidence and positive self-esteem	Emotions and sexual activity - Intro and how would you feel?	Sexual orientation in Year 7

			<p>in sexual relationships</p> <ul style="list-style-type: none"> - Explain why confidence and self-esteem are essential in sexual relationships <p>BE ABLE TO make informed decisions about when to have sex</p> <ul style="list-style-type: none"> - Critically assess whether you would feel confident to have sex 	Confidence and self-esteem - Are we too self-conscious?	Mental health - Self esteem and body image
		Related issues	<p>KNOW the law about forced marriage and FGM</p> <ul style="list-style-type: none"> - State the law on forced marriage and FGM <p>UNDERSTAND the reasons that sexual-related offences exist AND what can be done to safeguard ourselves and others from sexually-related offences</p> <ul style="list-style-type: none"> - Analyse why forced marriage and FGM exists in society - Explain how we can prevent forced marriage and FGM <p>BE ABLE TO confidently seek help if concerned about sexually-related offences AND empathise with the victims of sexually-related offences</p> <ul style="list-style-type: none"> - Empathise with victims of forced marriage and FGM - Seek help if you are concerned about forced marriage and FGM 	<p>Forced marriage - Intro (history), the law, stories</p> <p>Forced marriage - Where is child marriage legal (America)?</p> <p>FGM - Intro, the law, the facts, stories</p> <p>FGM - Julia lalla-maharajh</p>	<p>FGM in KS2</p> <p>Marriage in Year 7</p>
Mar-May (9)	British Values & Character	Equality	<p>KNOW the different forms of discrimination that exist in society</p> <ul style="list-style-type: none"> - Define sexism and homophobia <p>UNDERSTAND the cultural circumstances that have created inequality AND the negative consequences of discrimination</p> <ul style="list-style-type: none"> - Discuss the cultural circumstances that have lead to sexism and homophobia - Explain the negative consequences of sexism and homophobia <p>BE ABLE TO question stereotypes and unconscious bias AND challenge discrimination</p> <ul style="list-style-type: none"> - Critically assess sexist and homophobic stereotypes - Challenge discrimination in your views and the views of others 	<p>Sexism - Intro, the law, the history</p> <p>Sexism - 'Sexism no longer exists'</p> <p>Homophobia - Intro, the law, the history</p> <p>Homophobia - 'That's so gay'</p>	<p>Equality, equity and tolerance in Year 7</p> <p>Sexual harassment in Year 7</p> <p>Boys don't cry in Year 7</p> <p>Platonic relationships - gender identity</p>
		Democracy	<p>KNOW how laws are created and changed AND how democracy has/can shape society</p>	Democracy - Why is Norway the most	UK law, liberty and

			<ul style="list-style-type: none"> - Describe how laws are created and changed in other countries - Describe how other countries achieve democracy <p>UNDERSTAND how law, liberty and democracy differ in different countries</p> <ul style="list-style-type: none"> - Explain why law and democracy differ in other countries - Compare and contrast laws and democracy across countries <p>BE ABLE TO critically assess the laws that govern society</p> <ul style="list-style-type: none"> - Critically assess laws and democracy in a range of countries - Reflect on the importance of different laws 	<p>democratic country? Democracy - Why is North Korea the least democratic country? Law creation and change - Intro and comparison with UK Gun laws - UK, USA and NZ Drug laws - UK, Canada and Portugal</p>	<p>democracy in Year 7 Risk behaviours - drugs Sex in the world - Forced marriage</p>
	Performance character	<p>KNOW the traits that make up performance character AND the meaning of performance character traits</p> <ul style="list-style-type: none"> - Define problem solving and leadership <p>UNDERSTAND how strong performance character can lead to academic, professional and social success</p> <ul style="list-style-type: none"> - Explain why problem solving and leadership are important - Analyse effective problem solvers and leaders <p>BE ABLE TO challenge themselves in performance character building situations</p> <ul style="list-style-type: none"> - Demonstrate effective problem solving and leadership - Analyse the complex nature of problem solving and leadership 	<p>Problem solving - Intro, challenges and problem solvers Leadership - Intro, challenges and leaders</p>	<p>Teamwork and resilience in Year 7 Work ready - oracy skills</p>	
	Moral character	<p>KNOW the traits that make up moral character AND the meaning of moral character traits</p> <ul style="list-style-type: none"> - Define respect and gratitude <p>UNDERSTAND how strong moral character can lead to positive social, emotional and civic change</p> <ul style="list-style-type: none"> - Explain why respect and gratitude are important - Analyse respectful and grateful individuals <p>BE ABLE TO challenge themselves in moral character building situations</p> <ul style="list-style-type: none"> - Demonstrate respect and gratitude - Analyse the complex nature of respect and gratitude 	<p>Respect and Gratitude - Intro and how respectful and grateful are we? Project - Thank you</p>	<p>Honesty and courage in Year 7</p>	

May-Jul (6)	Community & Citizenship	Helping others	<p>KNOW the individual and collective benefits of helping others</p> <ul style="list-style-type: none"> - Describe how taxes are used to help others - Describe the link between taxes and public services <p>UNDERSTAND the challenges that prevent people from helping others</p> <ul style="list-style-type: none"> - Explain why some people avoid paying taxes - Explain why some public services are becoming privatised <p>BE ABLE TO critically discuss how best to help others</p> <ul style="list-style-type: none"> - Discuss how much tax different individuals should pay - Reflect on the benefits of public services 	<p>Taxes - Intro, why and history</p> <p>Taxes - I want to pay more tax vs tax dodgers</p> <p>Public services - Intro and history</p> <p>Public services - 'Don't privatise our NHS'</p>	<p>Services sector (careers) in Year 7</p> <p>Lack of education in Year 7</p>
		Protecting the environment	<p>KNOW the impact that humans are having on the environment AND actions that can be taken to protect the environment</p> <ul style="list-style-type: none"> - Describe the effect of climate change on the environment - List ways to prevent climate change <p>UNDERSTAND why a range of environmental issues exist AND the challenges that prevent people from protecting the environment</p> <ul style="list-style-type: none"> - Explain how humans are causing climate change - Analyse why more people don't use methods to reduce the impact of climate change <p>BE ABLE TO critically discuss environmental issues AND act responsibly to minimise environmental impact</p> <ul style="list-style-type: none"> - Critically discuss the issue of climate change - Act in a way that minimises climate change 	<p>Climate change - Intro and the science, biggest causes</p> <p>Climate change - 'What I do doesn't matter' - individuals vs companies vs countries</p> <p>Climate change - Extinction rebellion - too extreme?</p>	<p>Waste and recycling in Year 7</p> <p>Courage (moral character) in Year 7</p> <p>Democracy - law creation</p> <p>Performance character - leadership</p>
		Building citizenship	<p>KNOW how politics governs our society AND the main political parties and how their policies differ</p> <ul style="list-style-type: none"> - Describe how British politics governs society - List a range of political parties <p>UNDERSTAND the relationship between politics and democracy</p> <ul style="list-style-type: none"> - Critically assess the positive and negative effects of British politics on democracy <p>BE ABLE TO confidently discuss politics AND make critical and informed political decisions</p> <ul style="list-style-type: none"> - Discuss the policies of a range of political parties - Reflect on the political decisions you do or don't support 	<p>British politics - Intro, the facts and different parties</p> <p>British politics - Do we trust politicians?</p> <p>Brexit - Did we make the right choice?</p>	<p>Democracy and politics in Year 7</p>



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
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Algebra</p> <p>Sequences Rules of algebra Using formulae and expressions <i>Changing the subject of the formula</i> <i>Brackets - expanding and factorising</i> Solving equations</p>	<p>Algebra/Statistics and probability</p> <p>Using and drawing graphs Real life graphs</p> <p>Describing data <i>Averages from frequency tables</i> <i>Grouped frequency tables</i> Handling data <i>Scatter diagrams</i></p>	<p>Statistics and probability/Number</p> <p>Probability Venn diagrams and <i>set notation</i> <i>Probability tree diagrams</i></p> <p>Properties of number Rounding including significant figures <i>Standard form</i> Fractions Negative numbers Using a calculator</p>	<p>Number/Geometry and measure</p> <p>FDP Reverse percentages Extension: <i>simple and compound interest</i> Ratio and proportion</p> <p>Area and perimeter Geometric reasoning Angles in parallel lines <i>Exterior and interior angles in polygons</i></p>	<p>Geometry and measure</p> <p>Circles Compound area involving circles <i>Volume and surface area</i></p>	<p>Geometry and measure followed by a project, consolidation and extension work</p> <p>Transformations Construction and <i>locus</i> <i>Pythagoras</i> <i>Bearings and scale drawings</i></p> <p>Drawing 3D objects</p> <p>Project-using skills from across the year</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Learn about how to manipulate algebraic expressions. Learn about how to solve equations to find unknowns. Learn about sequences.</p>	<p>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.</p>	<p>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.</p>	<p>Learn about properties of 2D shapes including angles, area and perimeter. Learn about properties of 3D shapes.</p>	<p>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</p>	<p>Project- using skills from across the year (area and volume)</p> <p>Extension topics – using equipment correctly, using formulae to find missing sides of right angled triangles, more advanced algebra manipulation</p>



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: French

Year group: 8

	Allez 1 Unit 6	Allez 1 Unit 7	Allez 1 Unit 8	Allez 1 Unit 9	Allez 2 Unit 2
Content <i>Declarative Knowledge: 'Know What'</i>	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 <i>Procedural Knowledge: 'Know How'</i>	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 ?
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	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: GERMAN

Year group: 8

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Content <i>Declarative Knowledge: 'Know What'</i>	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 <i>Procedural Knowledge: 'Know How'</i>	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	Ongoing assessment in all skills + HFV test
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: Spanish

Year group: 8

	Unit 1 & 2 Mira Express 1	Unit 3 & 4 Mira Express 1	Unit 5 Mira Express 1	Unit 6 Mira Express 1	Unit 4 Mira Express 2
Content <i>Declarative Knowledge: 'Know What'</i>	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, <i>tener</i> , negatives present tense: regular verbs, adjective agreements, <i>gustar</i>	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, <i>ser</i> , prepositions, present tense: irregular verbs	THEME: Tiempo libre Vocab: free time activities, sports, revision of numbers & telling the time Grammar: expressions of frequency, <i>a + al/ a la, salir, hacer, ir, gustar/me encanta/prefiero</i> + 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, <i>hay</i> , <i>querer</i> + 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, <i>ser</i> & <i>ir</i> in the preterite tense.
Skills <i>Procedural Knowledge: 'Know How'</i>	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?
Assessment	Assessment point 1: speaking + HFV test Ongoing assessment in all skills	Assessment point 2: reading, listening and writing + HFV test Ongoing assessment in all skills	Assessment point 3: reading, listening and writing + HFV test Ongoing assessment in all skills	Assessment Point 4: 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

Subject: Music

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Rap project and Four Chord Songs Performing focus</p> <p>Know how to read ukulele diagrams and how chords are used in popular music</p> <p>Key vocabulary: Strumming patterns, major and minor chords, accompaniment</p>	<p>Christmas Song Composing focus</p> <p>The notes on a keyboard and how to form a chord,</p> <p>Key vocabulary: Chord sequences, primary and secondary chords, treble clef notation, cadences, dissonant, consonant</p>	<p>Samba Performing focus</p> <p>When and where samba music is often performed and the features of samba music</p> <p>Key vocabulary: call and response, syncopated rhythms, break, groove and polyrhythm and the names of specialist samba instruments</p>	<p>Blues Composing focus</p> <p>The historical and social context in which blues music was first created and the typical musical features</p> <p>Key vocabulary: 12 bar blues, primary chords, blues scale, AAB structure and improvised fills.</p> <p>Key musicians: BB King, Bessie Smith, Robert Johnson</p>	<p>Musical theatre Performing focus</p> <p>The development of musicals and the key features that make them successful.</p> <p>Key vocabulary: Overture, duet, solo, genre, ballad, canon</p> <p>Key musicals: Hamilton, West Side Story, Sound of Music, School of Rock, Matilda</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Performing in time, writing lyrics with internal rhymes, 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.</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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.</p>
<p>Key Questions</p>	<p>What is the correct playing position for each chord? How are chords varied in popular music?</p>	<p>What makes a successful chord sequence? Describe the difference between dissonance and consonance.</p>	<p>What makes samba music so suitable for carnivals? What are the key features, structures and rhythms of samba?</p>	<p>Compare and contrast the music of early blues musicians like Bessie Smith and Robert Johnson with contemporary blues musicians.</p>	<p>How has musical theatre developed over time?</p>
<p>Assessment</p>	<p>Writing own rap for a musical or film character / A four chord vocal medley using the ukuleles.</p>	<p>Composing and performing a Christmas song.</p>	<p>Samba group performance and listening assessment</p>	<p>Composing and performing a blues song</p>	<p>Performing a song from a musical (vocally or instrumental), EOY exam</p>



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
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YEARS 8 PE & GAMES



	2 nd Sept - 29 th Sept			30 th Sept - 21 st Oct			1 st Nov - 23 rd Nov			24 th Nov – 21 st Dec		
	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 7 Girls	Netball	Gym		Gym	Netball		Swimming	Hockey		Hockey	Swimming	
Yr 7 Boys	Rugby	Rugby	Rugby	Basketball	Basketball	Dance	Football	Football	Basketball	Dance	Gymnastics	Football
	6 th Jan - 21 st Jan			24 th Jan - 9 th Feb			21 st Feb - 11 th Mar			14 th Mar - 1 st 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 7 Girls	Dance	Trampolining		Trampolining	Dance		Football	Basketball		Basketball	Football	
Yr 7 Boys	Swimming	HRF	Gymnastics	Gymnastics	Swimming	HRF	HRF	Trampolining	Trampolining	Trampolining	Dance	Swimming



Curriculum Map

Subject: Philosophy, Religion and Ethics

Year group: 8

	Autumn	Autumn/Spring	Spring	Spring/Summer	Summer
<p>Content</p> <p><i>Declarative Knowledge</i></p> <p>—</p> <p><i>‘Know What’</i></p>	<p>Looking for Meaning</p> <ul style="list-style-type: none"> - Understand Symbols and symbolism. - Understand how stories can have a hidden meaning - Understand and evaluate how the Lion, the Witch, and the Wardrobe is interpreted by Christians. - To understand and evaluate Humanism as a worldview. 	<p>Islam</p> <ul style="list-style-type: none"> - To understand and evaluate the Muslim concept of Shahadah - To understand and evaluate the Muslim concept of Salat - To understand and evaluate the Muslim concept of Sawm - To understand and evaluate the Muslim concept of Hajj - To understand and evaluate the Muslim concept of Zakat - To understand and evaluate the Muslim concept of Jihad 	<p>Hinduism/Sikhism: Independent Research Project</p> <ul style="list-style-type: none"> - To investigate and produce a booklet on their chosen religion (Hinduism or Sikhism) - To understand how followers of Hinduism/Sikhism act? - To understand how followers of Hinduism/Sikhism worship? - To understand the key teaching of their chosen religion 	<p>Big ideas of Ethics</p> <ul style="list-style-type: none"> - An investigation into where moral and ethical guidelines come from. - To understand and evaluate Utilitarianism - To understand and evaluate Situation Ethics - To understand and evaluate Natural Law - To develop your own ethical standpoint based on the consideration of past theories. 	<p>Religion and Art</p> <ul style="list-style-type: none"> - Analysis of the purposes and importance of varied religious art traditions - To understand and evaluate the key features of religious art. - To understand how art can be used to create positive changes in the world - To create a piece of religious art - To analyse and evaluate what makes a piece of art religious
<p>Skills</p> <p><i>Procedural Knowledge</i></p> <p>—</p> <p><i>‘Know How’</i></p> <p><small>PRE Skills</small> <small>Facts</small> <small>Understanding</small> <small>Critical evaluation</small> <small>Religious literacy</small> <small>Empathy</small> <small>Investigation</small> <small>Collaboration</small> <small>Discussion / Oracy</small></p>	<ul style="list-style-type: none"> - Develop skills in Oracy and collaboration. - Develop skills in evaluation by considering different interpretations of a story. - Show empathy by considering different worldviews and communities. 	<ul style="list-style-type: none"> - Develop skills in Oracy and collaboration. - Develop skills in evaluation when analysing each of the 5 pillars and whether the concept of Jihad is misinterpreted by Muslims around the world. - Show empathy by considering how 	<ul style="list-style-type: none"> - Develop skills in independent learning. - Investigate a religion and will need to organise their time to ensure that finished their project in time. - Develop empathy and understanding for their chosen religion. 	<ul style="list-style-type: none"> - Develop critical thinking skills through forming arguments and evaluating theories - Develop skills in Oracy and collaboration. - Show empathy by considering how to be a good person in a range of different ethical dilemmas. 	<ul style="list-style-type: none"> - Develop their Observation skills by evaluating pieces of art and judging them. - Develop Creativity through planning, creating, and showing various pieces of art. - Display Analysis of various pieces of art through the module.



Curriculum Map

		different worldviews and communities.			
Key Questions	<p>How do symbols and stories help us make sense of the world?</p> <p>How do stories display messages?</p> <p>What is hidden meaning of the Lion, the Witch, and the Wardrobe?</p> <p>What is humanism?</p> <p>What are Humanist rites of passages?</p>	<p>What do Muslims believe about God?</p> <p>Who is the founder of Islam?</p> <p>What are the five pillars of Islam?</p> <p>Should charity be compulsory?</p> <p>Should you be prepared to fight for what you believe in?</p>	<p>What do Hindus/Sikhs believe about God?</p> <p>Who is the founder of the religion?</p> <p>What are some of the key teachings?</p> <p>What do Hindus/Sikhs believe about how you should act?</p> <p>Name one festival Hindus/Sikhs celebrate and explain how/why is it celebrated?</p>	<p>How do we know what is right and wrong?</p> <p>What is the best way to act?</p> <p>What is more important, the intentions or the consequences?</p> <p>Do religious people make better moral decisions than non-religious people?</p> <p>Is lying always wrong?</p>	<p>What makes art religious art?</p> <p>Is Graffiti Art?</p> <p>Is Art Philosophical?</p> <p>What are some of the key features of Religious Art?</p> <p>How can art be used to change the world?</p>
Assessment	Vase Symbolism Story with Symbolism	Islam Written Assessment	Project Booklet will be assessed	Create your own ethical theory	Critical analysis of religious art in St Albans cathedral.
Literacy/Numeracy/ SMSC/Character	<ul style="list-style-type: none"> - Reading and writing in all lessons. - Develop literacy skills by creating their own story with a moral. - Develop their character by considering how other people view the world and evaluating this against their own views. 	<ul style="list-style-type: none"> - Reading and writing in lessons to develop literacy skills. - Learning about people from a different religion and culture. - Discussion of key issues in lessons so will develop their Oracy and Listening skills. 	<ul style="list-style-type: none"> - Students will be reading and writing in lessons to develop literacy skills. - Learning about people from a different religion and culture. - Develop their resilience as they will need to work independently to complete the work. 	<ul style="list-style-type: none"> - Reading and writing in lessons to develop literacy skills. - Considering morality and how to be a good person. - Develop integrity as they will be evaluating ethical theories and discussing ethical dilemmas. - Discussion of key issues in lessons so will develop their Oracy and Listening skills. 	<ul style="list-style-type: none"> - Reading and writing in lessons to develop literacy skills. - Develop confidence as they will be creating pieces of Art and sharing their work with their peers. - Develop their resilience as they will need to work



Curriculum Map

Subject: Science

Year group: 8

	Biology	Chemistry	Physics
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>B1 - Health and Lifestyle Comparing the effects of healthy and unhealthy lifestyle choices on the body</p> <p>B2 - Ecosystem Processes Explaining how energy is utilised by producers and consumers, and how it supports life at all stages</p> <p>B3 - Adaptations and Inheritance How organisms are adapted to their environment and how characteristics are passed on from parents to offspring</p>	<p>C1 - The Periodic Table Identify patterns in the properties of elements and learn how to use the periodic table to predict properties</p> <p>C2 - Separation techniques Study how we separate mixtures</p> <p>C3 - Metals and acids To understand reactions of metals and predict the products of the reactions</p> <p>C4 - The Earth Learn about the structure of the earth and the rocks of its crust</p>	<p>P1 - Electricity and magnetism Constructing simple circuits and explaining the links between current, potential difference and resistance</p> <p>P2 - Energy Describe different energy stores and how energy can be converted from one form to another</p> <p>P3 - Motion and pressure Explain how speed can be measured and calculated Explain the effects of pressure and factors that can affect it</p>
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> Interpretation 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 Describe the structure of the earth Observe and make predictions about different types of rock formation Evaluate human impact on climate change 	<ul style="list-style-type: none"> 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. Make predictions using scientific knowledge and understanding. Present reasoned explanations, including explaining data in relation to predictions and hypotheses.



Curriculum Map

<p>Key Questions</p>	<p>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?</p>	<p>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</p>	<p>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?</p>
<p>Assessment</p>	<p>End of topic assessments Extended writing tasks</p>	<p>End of topic assessments Extended writing tasks</p>	<p>End of topic assessments Extended writing tasks</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy Extended writing tasks Drawing conclusions from data identifying causal links Extracting information from research sources Numeracy Presenting data in tables and graphs 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</p>	<p>Literacy Extended writing tasks Drawing conclusions from data identifying causal links Extracting information Numeracy Presenting data in tables and graphs 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</p>	<p>Literacy Extended writing tasks Drawing conclusions from data identifying causal links Extracting information from research sources Numeracy Presenting data in tables and graphs 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</p>



Curriculum Map

Subject: Visual Arts

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Buildings and Structures: Exploring Line, Tone and Perspective Thematic Project 3</p> <p>The intent of this project is for students to consider their local architecture and also develop their broader knowledge of famous buildings and landmarks.</p>			<p>Objects and Artefacts Thematic Project 4</p> <p>The intent of this project is for students to develop an understanding of how artists have been inspired by objects, artifacts and collections. Students will draw from objects and artefacts in order to reflect upon their own beliefs and values.</p>														
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>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 Lloyd 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</p>			<p>Themes: Art, history, anthropology Knowledge and skills: Designing to a brief. Repeating an image. Focus for recording skills: faculty mask and objects collection. Media: Paint, coloured pencils, poly printing on fabric. Artists/ movements: Art and artifacts. Outcomes: Drawings of masks. 2D exploration of patterns and surface decoration. 3D mask BYOD Suggestion: making a personal mask.</p>														
<p>Key Questions</p>	<ul style="list-style-type: none"> 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? 			<ul style="list-style-type: none"> 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? 														
	<table border="1"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td> Architect Building Landmark Local Urban Suburban Rural </td> <td> Space Structure Analyse Evaluate Interior Exterior Use/Design/ Purpose </td> <td> Vanishing Point One point perspective Two point perspective Isometric Orthogonal Environment </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Architect Building Landmark Local Urban Suburban Rural	Space Structure Analyse Evaluate Interior Exterior Use/Design/ Purpose	Vanishing Point One point perspective Two point perspective Isometric Orthogonal Environment	<table border="1"> <thead> <tr> <th>Tier 1 The Everyday Language of Art</th> <th>Tier 2 High Frequency Words</th> <th>Tier 3 Subject Specific Vocabulary</th> </tr> </thead> <tbody> <tr> <td> Pattern Texture Shape Mask </td> <td> Repeat Culture Belief Values Textiles Context Printing/ Relief </td> <td> Civilisation Anthropology </td> </tr> </tbody> </table>			Tier 1 The Everyday Language of Art	Tier 2 High Frequency Words	Tier 3 Subject Specific Vocabulary	Pattern Texture Shape Mask	Repeat Culture Belief Values Textiles Context Printing/ Relief	Civilisation Anthropology
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<p>Assessment</p>	<p>Formative next step targets written in sketchbooks or google classroom every 2-3 weeks throughout the duration of the project.</p> <p>A summative assessment with a next step target at the end of the thematic project.</p>			<p>Formative next step targets written in sketchbooks or google classroom every 2-3 weeks throughout the duration of the project.</p> <p>A summative assessment with a next step target at the end of the thematic project.</p> <p>EXAM (Two hours) - drawn studies of cultural objects (second half term)</p>														



Curriculum Map

<p>Literacy/Numeracy/ SMSC/Character</p>	<p>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.</p>	<p>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.</p>
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Year 8 curriculum

Sandringham School, St Albans



Artsmark
Platinum Award
Awarded by Arts
Council England

