

## Year 8 Curriculum Provision

Subject	Autumn	Spring	Summer
<b>English/Literacy</b>	<ul style="list-style-type: none"> <li>• Non-fiction writing – Writing to argue, persuade and advise – Fizzy Drinks.</li> <li>• Fiction reading – Book study.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction writing – Writing to analyse, review and comment – Film review.</li> <li>• Non-fiction Reading– Encyclopaedias, Dictionaries and Biography.</li> </ul>	<ul style="list-style-type: none"> <li>• Fiction writing – Writing to imagine, explore and entertain.</li> <li>• Fiction reading – Myths and Legends.</li> </ul>
<p>The English curriculum at Baycroft School is designed to teach all three attainment targets from the National Curriculum. 20% of teaching time is dedicated to the teaching of speaking and listening skills, with the remainder being equally divided into reading and writing skills. A Speaking and Listening focus will accompany each scheme of work. Texts and tasks are differentiated to suit differing abilities. All KS3 students use the First News reading scheme for one lesson a week and all students take part in Accelerated Reader.</p>			
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Statistics – sorting, interpreting and representing data</li> <li>• Measure – length and distance, perimeter, area</li> <li>• Time</li> <li>• Fractions – shape and numbers</li> <li>• Algebra – number facts, sequences and equations</li> </ul>	<ul style="list-style-type: none"> <li>• Place value with addition and subtraction</li> <li>• Place value with multiplication and division</li> <li>• Calculator and number problems</li> <li>• 2D and 3D shapes and properties</li> <li>• Position and direction</li> <li>• Algebra – number facts, sequences and equations</li> <li>• Fractions</li> <li>• Ratio and proportion</li> <li>• Weight and capacity</li> <li>• Statistics – collection and presenting data</li> </ul>	<ul style="list-style-type: none"> <li>• Money and related number problems</li> <li>• Rounding, estimating, calculating and checking</li> <li>• Angles and 2D shape</li> <li>• Position and direction</li> <li>• Statistics – graphs and averages</li> <li>• Fractions, decimals and percentages</li> <li>• Temperature</li> <li>• Time</li> <li>• Numeracy skills</li> </ul>

<b>Science</b>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday Materials</li> <li>• Uses of Everyday Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Rocks</li> <li>• Living Things and Habitats</li> </ul>
<b>Geography Year 8</b>	<p>Students studying Geography at Key Stage 3 will follow the 2014 National Curriculum. Units of work studied will progress students learning so that they will:</p> <ul style="list-style-type: none"> <li>• extend their knowledge of the world's major countries and their physical and human features.</li> <li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the America's, Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> <li>• understand physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</li> <li>• human geography relating to: population and urbanisation</li> <li>• understand how human and physical processes interact to influence, and change landscapes, environments and the climate</li> <li>• build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>• interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>• use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>• complete fieldwork tasks to understand how geographical processes impact on their local area</li> </ul> <p>Students studying Geography will complete work that build on Literacy, Numeracy, ICT and Artistic skills, and they will</p>		

undertake a mixture of written, oral and practical activities.

Students in **Year 8 (2017-2018)** will study the following topics in Geography:

**Natural Disasters (Term - Autumn 1)**

Students will identify the difference between Man-made and Natural disasters, and use online sources to identify where in the world they occur and what effects they have on people and the environment. Students will then focus on natural disasters such as Volcanic eruptions, earthquakes, tsunamis, hurricanes, tornados, floods and drought. They will identify the processes which cause these phenomena and what if any preventative measures can be taken. Students will look at ways of measuring and predicting disasters and how data is recorded and used.

**Continental Explorer (Term – Spring 1)**

This topic encourages students to look distant places with an emphasis on the diversity of the American Continents. Students will identify the difference between continent and country and start identify the names and locations of the world's continents and oceans. Students will look at the difference between the continents of America (North and South) and the country United States of America. Students will look at where the continents are on a map/atlas/globe/online map and be able to locate and name countries and other significant geographical structures accurately. Students will investigate the diverse biomes which are found within the Americas (or concentrate on just one of the American continents). Students will look at both the Physical and Human features of the American continents or specific areas within these continents. Students will be able to recognise what habitats can be found and begin to look at the relationships between Geology, Climate, Physical Processes, Ecosystems and Human activities.

The historical element of this topic looks at who the early explorers and settlers were, where they came from and

when, what challenges did they have to overcome and what significant changes did they make.

**Natural Disasters (Term - Summer 1)**

Students will identify different types of maps, why and how they are used and how grid references, compass, and symbols aid in navigation. Students will look at traditional paper maps, globes and electronic navigation and wayfinding aids and use these in a real-life context.

**History Year 8**

**Students studying History at Key Stage 3 will follow the 2014 National Curriculum. Units of work studied will progress students learning so that they will:**

- know and understand the history of the United Kingdom, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- understand the methods of historical enquiry, including how evidence to make historical claims
- gain historical perspective by understanding the connections between local, regional, national and international

history

Students studying History will be encouraged to undertake independent research, use Primary and Secondary sources of information, handle artefacts and undertake investigations outside of the classroom. Students will complete work that build on Literacy, Numeracy, ICT and Artistic skills, and they will undertake a mixture of written, oral and practical activities.

Students in **Year 8 (2017-2018)** will study the following topics in History:

***The Age of Progress – Industrial Revolution (Term – Autumn 2)***

The key aims of this topic involve looking at the industrialisation of Great Britain and the impacts on society; including industry, inventors, child labour, imperialism and technology. This topic encourages students to look at the rapid industrialisation of Great Britain between 1760 and 1900. Students will look at key events which led to the development of industry, trade, and technological development. Students will develop Historical enquiry skills by handling artefacts and interpreting information from Primary and Secondary sources. Students will be encouraged to share their opinion on how the industrialisation of Great Britain affected the British People.

***Continental Explorer (Term – Spring 1)***

This topic encourages students to look distant places with an emphasis on the diversity of the American Continents. Students will identify the difference between continent and country and start identify the names and locations of the world's continents and oceans. Students will look at the difference between the continents of America (North and South) and the country United States of America. Students will look at where the continents are on a

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**The historical element of this topic looks at who the early explorers and settlers were, where they came from and when, what challenges did they have to overcome and what significant changes did they make.**

### ***Empire (Queen Victoria) (Term – Spring 2)***

Students will investigate the life and achievements of Queen Victoria and her Royal family. Students will develop an understanding of what life was like for people from different social classes and make comparisons between life in Victorian times and modern-day living. Students will identify what the British Empire was, where it extended to and who were the people who were a part of this empire.

### ***World War 1 (Term – Summer 2)***

Students studying World War 1 will learn by:

- Using Primary and Secondary sources of Historical information.
- Creating timelines and ordering significant events of the First World War.

	<ul style="list-style-type: none"> <li>· Using literacy to find out about and describe key events/people from First World War.</li> <li>· Investigating how the First World War started and which countries were involved.</li> <li>· Understanding the consequences of significant Army and Naval Battles.</li> <li>· Investigating what life was like in the Trenches</li> <li>· Considering the impact of aerial warfare and the first bombing raids.</li> <li>· Finding out about Gallipoli.</li> <li>· Understanding the technological developments of weapons.</li> <li>· Researching how the war ended (Armistice and Remembrance).</li> </ul>		
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Students will use poetry as a stimulus in Drama as well as situation drama.</li> <li>• During the second half of this term we will be working on two pieces of Drama.</li> <li>• The Mission, which focuses on team work, listening skills and making group decisions.</li> <li>• 'Jo' which relates to emotions and develops the skill of role play. We introduce flashbacks in this drama.</li> </ul>	<b>Status</b> To understand status. To understand meaning of freeze and blocking. <ul style="list-style-type: none"> <li>• Objects coming to Life              To create own sound effects. To extend imagination</li> </ul> <b>Plays</b> The Pit and The Great Fire <ul style="list-style-type: none"> <li>• Dialogue              Using starting lines to stimulate rotation improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to memorise a short conversation.</li> <li>• To prepare an improvisation</li> <li>• To perform in fast forward mode</li> </ul> <b>Activities</b> <ul style="list-style-type: none"> <li>• Loop dialogue</li> <li>• Radio Stations</li> <li>• Telephone operator</li> </ul>
<b>Technology</b> (an 8 week rotation of the following subjects: Resistant Materials, Textiles, Food and Lifeskills)	<b>Resistant Materials:</b> Across KS3 students access Resistant Materials on a rotation basis, undergoing project based units that encourage design and communication skills while working towards an end	<b>Resistant Materials:</b> Across KS3 students access Resistant Materials on a rotation basis, undergoing project based units that encourage design and communication skills while working towards an end product that has	<b>Resistant Materials:</b> Across KS3 students access Resistant Materials on a rotation basis, undergoing project based units that encourage design and communication skills while working towards an end product that has been

	<p>product that has been made using increasingly independent skills and hand tools.</p> <ul style="list-style-type: none"> <li>• A Storage Project</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Making Seasonal textiles</li> <li>• Using skills such as pinning, tacking, pressing and using electric sewing machine.</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>• Basic safety and hygiene</li> <li>• Diet and nutrition.</li> </ul> <p>Make the following dishes:</p> <ul style="list-style-type: none"> <li>• Short crust cheese and tomato tart.</li> <li>• Cheese &amp; bacon triangles.</li> <li>• Pizza.</li> <li>• Scones – fruit/plain/cheese.</li> <li>• Vegetable couscous salad.</li> <li>• Pasta bakes.</li> <li>• Brownies.</li> </ul> <p><b>Personal Social Development:</b></p> <ul style="list-style-type: none"> <li>• Using the telephone</li> <li>• Road Safety.</li> <li>• Healthy eating</li> <li>• Personal hygiene.</li> </ul>	<p>been made using increasingly independent skills and hand tools.</p> <ul style="list-style-type: none"> <li>• A Storage Project</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Making Seasonal textiles</li> <li>• Using skills such as pinning, tacking, pressing and using electric sewing machine.</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>• Basic safety and hygiene</li> <li>• Diet and nutrition.</li> </ul> <p>Make the following dishes:</p> <ul style="list-style-type: none"> <li>• Short crust cheese and tomato tart.</li> <li>• Cheese &amp; bacon triangles.</li> <li>• Pizza.</li> <li>• Scones – fruit/plain/cheese.</li> <li>• Vegetable couscous salad.</li> <li>• Pasta bakes.</li> <li>• Brownies.</li> </ul> <p><b>Personal Social Development:</b></p> <ul style="list-style-type: none"> <li>• Using the telephone</li> <li>• Road Safety.</li> <li>• Healthy eating</li> <li>• Personal hygiene.</li> </ul>	<p>made using increasingly independent skills and hand tools.</p> <ul style="list-style-type: none"> <li>• A Storage Project</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Making Seasonal textiles</li> <li>• Using skills such as pinning, tacking, pressing and using electric sewing machine.</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>• Basic safety and hygiene</li> <li>• Diet and nutrition.</li> </ul> <p>Make the following dishes:</p> <ul style="list-style-type: none"> <li>• Short crust cheese and tomato tart.</li> <li>• Cheese &amp; bacon triangles.</li> <li>• Pizza.</li> <li>• Scones – fruit/plain/cheese.</li> <li>• Vegetable couscous salad.</li> <li>• Pasta bakes.</li> <li>• Brownies.</li> </ul> <p><b>Personal Social Development:</b></p> <ul style="list-style-type: none"> <li>• Using the telephone</li> <li>• Road Safety.</li> <li>• Healthy eating</li> </ul> <p>Personal hygiene.</p>
<b>PDLR</b>	<ul style="list-style-type: none"> <li>• Feeling good</li> <li>• Keeping healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in families</li> <li>• Ups and downs in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping safe outside school</li> <li>• Looking ahead</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Health and safety in PE</li> <li>• Netball, basketball and hockey.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance.</li> <li>• Gymnastics with vaulting.</li> </ul>	<ul style="list-style-type: none"> <li>• Football,</li> <li>• Netball,</li> <li>• Basketball,</li> <li>• Hockey.</li> </ul>
<b>Art</b>	<p>Myself project</p> <ul style="list-style-type: none"> <li>• Drawing, painting &amp; printmaking</li> </ul>	<p>Myself project</p> <ul style="list-style-type: none"> <li>• Drawing, painting &amp; printmaking</li> </ul>	<p>Abstract Art</p> <ul style="list-style-type: none"> <li>• Painting, pastels &amp; collage</li> </ul>



<p><b>Music</b></p>	<p><b><u>UNIT 1</u></b>  <b><u>Ukulele and Popular Song</u></b>  This unit explores musical styles using popular songs and encourages students to develop their instrumental and rhythmical skills through work on the Ukulele.</p> <ul style="list-style-type: none"> <li>• Students participate in whole class ensemble learning</li> <li>• Students will learn pieces of music for performance as part of an ensemble for the School’s Christmas and Market Day.</li> </ul> <p><b><u>UNIT 2</u></b>  <b><u>Recycled Rhythm</u></b></p> <ul style="list-style-type: none"> <li>• Students will find investigate and listen to music made on junk and unexpected objects.</li> <li>• They will make their own music using Junk Band mini kits. These sessions will be augmented by students and teachers’ ideas which develop as the learning progresses.</li> <li>• The activities will support learning in the area of rhythmic skills, pulse, ostinato, rhythm.</li> </ul>	<p><b><u>UNIT 3</u></b>  <b><u>Reggae and Calypso / Ukulele</u></b></p> <ul style="list-style-type: none"> <li>• This unit explores reggae music and the culture it comes from.</li> <li>• Students will learn bass lines in reggae music and how offbeat chords are a key feature of music of this genre.</li> <li>• Students will explore and perform syncopated rhythms and look at how “fragmented” melodic parts can be used as bass line riffs and melodic hooks using their Ukulele Skills as an instrumental tool.</li> </ul> <p><b><u>UNIT 4</u></b>  <b><u>Rap and Backing Tracks</u></b></p> <ul style="list-style-type: none"> <li>• Investigation of the development of Rap and Rap styles over the last 30 years.</li> <li>• Examination of the Chords, bass line, structure and transposition techniques used.</li> <li>• Introduction to Charanga and examples of digital sampling.</li> <li>• Students will create their own rap and using keyboards add melodic lines over the top of their rap.</li> </ul>	<p><b><u>UNIT 5</u></b>  <b><u>Journey into Space 5</u></b></p> <ul style="list-style-type: none"> <li>• Create musical soundscapes for the other planets, GUSTAV HOLST.</li> <li>• Gustav Holst’s “The Planets” as a basis for creative composition tasks leading to a class musical performance of a “Journey Into Space”.</li> <li>• Students examine the musical dimensions of Timbre /Texture/ Form and create own Composition.</li> <li>• Students will create their own ostinato patterns and adding dynamic contrasts in the form of crescendos and diminuendos.</li> </ul> <p><b><u>Unit 6</u></b>  <b><u>Gamelan Music (alternates with Samba Music in a 2 year cycle)</u></b></p> <ul style="list-style-type: none"> <li>• Develop instrumental skills in whole group performance focusing on World Music.</li> <li>• Learn to identify the different pitches, drum types and rhythms of Gamelan music and to co-ordinate the performance with physical movement.</li> <li>• Compose short rhythmical pieces to be played as an ensemble and as solos.</li> </ul>
<p><b>RE</b></p>	<p><b><u>Unit 1: Hinduism - Worship and Diwali</u></b></p> <ul style="list-style-type: none"> <li>• Exploration of the concept of Worship in the lives of Hindu believers through the festival of Diwali.</li> </ul>	<p><b><u>Unit 3: Hinduism – Holi - Good and Evil</u></b></p> <ul style="list-style-type: none"> <li>• Festival of Holi where students will learn how Hindus live under the symbols of Good and Evil.</li> <li>• Application of the concept of Good</li> </ul>	<p><b><u>Unit 5: Islam- Submission</u></b></p> <ul style="list-style-type: none"> <li>• Enquiry into the choices people make to follow rules and a set of laws.</li> <li>• What is the effect of submitting to these rules and practices on the</li> </ul>

	<ul style="list-style-type: none"> <li>• Application of the concept of worship in our own individual lives.</li> <li>• Celebration of a religious neutral Diwali Festival.</li> </ul> <p><b><u>Unit 2: Avatar in Hinduism</u></b></p> <ul style="list-style-type: none"> <li>• Students enquire into how the concept of the avatar is significant in Hinduism and what value Hindus place on this concept..</li> <li>• Examination of the various forms that Lord Vishnu presents to humans.</li> <li>• Students can critically evaluate people will have different ideas about the concept of avatar and the sort of issues this might raise.</li> </ul>	<p>and Evil in our own individual lives.</p> <ul style="list-style-type: none"> <li>• Celebration of a religious neutral Holi Festival.</li> </ul> <p><b><u>Unit 4 Christianity - Sacrifice</u></b></p> <ul style="list-style-type: none"> <li>• Enquiry into what the concept of Sacrifice means.</li> <li>• Students will learn how Christians belief Jesus Christ sacrificed his life for the human race.</li> <li>• Contextualise the importance and relevance of sacrifice to Christians, and what they think about this in relation to their own lives.</li> </ul>	<p>believer and their families.</p> <ul style="list-style-type: none"> <li>• How do acts of submission reflect beliefs and identity.</li> </ul> <p><b><u>Unit 6: Islam - Umma</u></b></p> <ul style="list-style-type: none"> <li>• Enquiry into the UMMA ( the worldwide community of Muslims.)</li> <li>• Students work in research groups to find out how certain beliefs, artefacts, rituals and practices contribute to a sense of belonging and community which unites Muslims worldwide.</li> <li>• Students may also investigate the key beliefs or the 5 Pillars of Islam.</li> </ul>
<b>Computing</b>	<p>Given that our students struggle to learn key skills in silo's, we have integrated computing across the curriculum, but you can find the key elements as to how this will be incorporated <a href="#">HERE</a></p>		
<b>STEM</b>	<ul style="list-style-type: none"> <li>• Coding</li> <li>• Project – traffic light construction</li> </ul>	<ul style="list-style-type: none"> <li>• Motion</li> <li>• Project – craft construction</li> </ul>	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Project – Maze Runner</li> </ul>