Year 8 Curriculum Overview

2023-2024

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	Autumn Term	Spring Term	Summer Term
English	Pupils study a range of texts, including non-fiction, fiction, poetry, drama and media texts from both contemporary and pre-20th Century writers. Pupils have the opportunity to enhance their understanding of and pleasure in literature through visits and competitions. Pupils also have weekly vocabulary sessions which are planned in conjunction with the Speech and Language Therapy team and a weekly lesson with a focus on English grammar and punctuation. Pupils will study one of the following themes each term.		
	Themes: Animals/Relationships Reading: ▪ *Zoo* (Anthony Brown) ▪ *Amazing animals* ▪ Animal poems ▪ *Journey* (Aaron Becker) Writing to inform and entertain: ▪ Recount of zoo visit ▪ Description of the journey	**Theme: Relationships** Reading: ▪ *Black Beauty* (Anna Sewell) ▪ Poetry ▪ *Macbeth* (Shakespeare) Writing to entertain: ▪ Narrative retell ▪ Persuasive letter writing	**Themes: Environment & Sustainability/Magazines** Reading: ▪ *Jed's Really Useful Poem* (Ragnhild Scamell) ▪ Range of general and specialist interest magazines Writing: ▪ Persuasive poster ▪ Create own magazine cover
Maths	Pupils follow the White Rose Maths schemes of work. TT Rockstars, Maths challenges, mymaths and problems solving activities support learning throughout the year.		
	▪ Mass, capacity and temperature ▪ Fractions ▪ Time	▪ Statistics ▪ Position and direction ▪ Place value	▪ Addition and subtraction ▪ Multiplication and division ▪ Area

	In KS3 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
BSL	**Level 1**		
	Meeting people ▪ Greetings ▪ Introductions ▪ Conversation	**Weather** ▪ Expanding vocabulary for weather terms	**Transport** ▪ Different modes of transport. ▪ Asking for directions
	Using numbers and alphabet ▪ Shopping ▪ Phone numbers ▪ Communicating	**Relevant personal information** ▪ Name, age, address ▪ Family details brothers, sisters	**Strategies** for clarification ▪ Repetition ▪ Changing questions structure
	Level 2		
	Finger spelling ▪ Length of words ▪ Clarity ▪ Speed ▪ Spell back ▪ Receptive and productive skills **Role Shift** ▪ Explain why this is important in BSL ▪ Use of dialogues with peers ▪ Transform this into a role shift	**BSL sentence structure** ▪ Recognise the difference between English structure and BSL structure Use BSL structure in story telling **Vocabulary** ▪ Travel ▪ Holidays ▪ Shopping ▪ Spending ▪ Eating and drinking	**Conversations** ▪ Placement ▪ Hand shape ▪ Turn-taking ▪ Eye gaze ▪ Questions and answers ▪ Maintaining a conversation **Signing Space, pace and flow** ▪ Use correct signing space for BSL ▪ Use of filming peers and giving feedback ▪ Ensure that pace and flow is not too fast or too slow
	Level 3		
	Covers 6 different topics: home Life, social/recreational activities, education and training, employment, consumer issues and daily living, deaf history and culture.		
	Use receptive and productive skills to engage in varied social interaction. ▪ Opinion and beliefs ▪ Instruction and advice Adapt own language appropriately (Formal and informal)	**Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.** ▪ Timelines ▪ Range of aspect ▪ Range of modal verbs ▪ Classifiers Negation and affirmation	**Understand sustained signed communication containing varied language** ▪ Recognise and distinguish facts, opinions, beliefs and feelings. Deaf studies

	Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.		
Speech & Language Therapy (SaLT)	**AUTUMN A** **Theme: Story Telling and Retelling** **Principles** ▪ Creating and telling stories to develop skills in narrative and character perspective **Language Skills** ▪ Describe, Retell, Sequence. ▪ Blanks Levels 2 and 3 **Communication Skills** ▪ Create and Retell a story ▪ Show awareness of shared knowledge and perspective taking **AUTUMN B** **Theme: Social Thinking: Zones of Regulation, People reading** **Principles** ▪ Feelings vocabulary to be linked with coloured zones of regulation. ▪ Actions and behaviours and others' perspective ▪ Management of own behaviours comfortable and uncomfortable thoughts **Language Skills** ▪ Describing the feelings in themselves and others ▪ Impact and Consequences Blanks level 3 **Communication Skills** ▪ Sharing thoughts, Applying knowledge	**SPRING A and B** **Themes: Live English SMiLE Principles** ▪ Strategies to communicate with members of the public who don't know BSL **Language Skills** ▪ Spoken English ▪ Written English ▪ Pictures ▪ Pointing ▪ Gesture **Communication Skills** ▪ Enter and Greet ▪ Student's module focus ▪ Leave politely	**SUMMER A** **Themes: Critical Thinking and Problem Solving** **Principles** ▪ To analyse, discuss and problem solve within a small group. **Language Skills** ▪ Blanks Level 3 concrete explanations and opinions **Communication Skills** Team working skills ▪ Discuss ▪ Negotiate ▪ Explain ▪ Reason **SUMMER TERM B** **Theme: Lego Therapy** **Principles** ▪ Using the principles of Lego Therapy children will work in groups of 2-4 undertaking roles of: Engineer, Builder, Supplier **Language Skills:** ▪ Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain **Communication Skills** ▪ Team working ▪ Problem Solving ▪ Perspective Taking ▪ Flexibility

Science	The science curriculum aims to help pupils develop basic scientific ideas and understanding about the biological and physical aspects of the world, and the processes through which they develop this knowledge and understanding.		
	Food and Life • Definition of Life (recap) and links to organ systems • Food types and uses • The Digestive System • types of teeth in humans **Elements and Compounds** • Periodic Table • Types of Compound • Chemical equations • Gas tests **Heat** • Temperature • Conduction, Convection & Radiation • Insulation and energy conservation	**Skeletal and Muscular systems** • Structure and functions of the human skeleton • Biomechanics • Muscles and antagonistic muscle pairs **Rocks** • Types of Rock • Types of Weathering • Formation of rocks and the rock cycle • Fossils (basic formation) • Soils- being part rock, part organic materials **Forces** • Types of Force • Measuring Forces • Friction • Gravity • Levers • Pulleys • Basic magnets (what materials are magnets, pole to pole attraction and repulsion)	**Environmental Relationships** • Different habitats and what lives where • Types of interaction • Populations and collecting data • Energy, Biomass and environmental pyramids **Materials** • Identification of everyday raw materials and their finished products • Components of the atmosphere • Industrial reactions, pollution and acid rain • Atmospheric pollution and climate change **Electricity** • Circuits • Current, Voltage and resistance • Fuses and Mains electricity	

Computing	Pupils will learn about the following areas of computing through; presentations, word processing, drawing, animation, spreadsheets, databases, Scratch (graphical language) or Python (text based) depending on past experience and ability.		
	Data ▪ Can convert between Binary, Denary and Hexadecimal ▪ Binary Subtraction ▪ Compression: Lossy and Lossless ▪ Relational Databases ▪ Use of truth tables **Communication and Networks** ▪ MAC addresses ▪ LAN ▪ WAN. ▪ How people can affect a network (as a 'weak point in a network')	**Hardware and Processing** ▪ Moore's Law ▪ Low-Level Programming ▪ Multi-tasking **Programming and Developing** ▪ Nested modular programming ▪ Loops – while / for ▪ 2-D data structures ▪ Use of text-files within a program	**Algorithm** ▪ Designing algorithms ▪ Linear Searches ▪ Binary Searches ▪ Merge Sorts **Information Technology** ▪ Open Source / Proprietary software ▪ Understands what is meant by Ethics and Law ▪ Knows the Ethical, Legal, Cultural, Environmental and Privacy issues linked to the use of computers ▪ Laws affecting ICT: Data Protection Act, Computer Misuse Act 1990, Copyright, Designs, and Patents Act 1988, Freedom of Information Act 2000
Geography	Pupils study a range of topics at local, national and international scales. Pupils use a variety of resources, map skills and atlases throughout the year.		
	Are we looking after our world? ▪ Energy (renewable and non-renewable), resources and recycling. ▪ Global warming/climate change. ▪ Effects of flooding, drought and tropical storms. ▪ Practical collection of data. ▪ Earth shot prize – last years and this years. How does it link to global warming and climate change? ▪ Survey of the school/local area ▪ How are our environments coping with global warming and climate change? Case studies of recent global events.	**How are we linked to our natural world?** ▪ The water cycle ▪ Flooding – causes, consequences & solutions. ▪ Case Studies of flooding around the world. ▪ Fieldwork – what happens to water? ▪ What are ecosystems, biomes, fauna & flora? How does the weather influence them? ▪ Specific case studies of ecosystems – coral reefs, Tropical rainforests, deserts, forests, grasslands. ▪ Visit to Carsington water museum and ecosystem.	**How is the world developing?** ▪ How and who do we trade with? Why do we trade? ▪ Measuring development. Technology, transport. ▪ Primary, secondary, tertiary and quaternary. ▪ The impact of industry on the environment – examples of fast fashion & water. Where do things come from in the world? Clothes, food, drinks and toys. ▪ Cross curricular fieldwork skills – 2 days of collecting and writing up data linked to geography and science, using skills from maths, English and computing.

History	The curriculum aims to develop pupils understanding and awareness of historical concepts and events through the use of real artefacts and local visits where appropriate.		
	The Tudors Part 1 ▪ Henry VII vs Richard III ▪ Catholics and Protestants ▪ The Church of England ▪ Henry VIII and his Children	**The Tudors part 2** ▪ Queen Elizabeth and Mary Queen of Scots ▪ The Spanish Armada	**The English Civil War** ▪ Oliver Cromwell and Charles I ▪ Cavaliers and Roundheads ▪ Puritan rule and the return of Charles II
Art & Design	The curriculum aims to develop pupil's creative experiences, techniques and analytical skills. Pupils will learn about great artists and designers in order to develop their own skills.		
	Pop Art ▪ Pop Art Introduction. ▪ To research and responding to the work of Roy Lichtenstein ▪ To create ideas for a Pop Art montage ▪ To develop painting skills and to learn about the colour theory ▪ To paint all ideas for a Pop Art montage ▪ To complete a final A3 Pop Art montage ▪ To create a drawing of a drinks can onto A3 Paper from direct observation as an outline drawing and paint them in the Pop Art's colour ▪ To create a portrait of self in the style of Roy Lichtenstein	**Rex Ray Card Construction** ▪ Draw directly from (or take photographs of) natural forms to inform the students' selection of shapes for collage ▪ To prepare/colour/alter/decorate paper to use as collage shapes. ▪ Draw directly from (or take photographs of) natural forms to inform the students' selection of shapes for collage ▪ Do a practical demonstration of your own, showing how to prepare/colour/alter/decorate paper to use as collage shapes. ▪ Use the papers prepared/collected in a previous session to create a small, simple layered collage ▪ To draw 2 'teardrop' shapes and decorate them using typical designs from Rex Ray's work and/or influenced by their own drawings from the (optional) natural forms drawings or their own collage samples ▪ To start to build the three dimensional	**Paolozzi Head Relief Sculpture** ▪ To create an artist research page on the work of Eduardo Paolozzi ▪ To design ideas to make a Paolozzi Head Relief Sculpture ▪ To construct a Paolozzi Head Relief Sculpture using cards ▪ To practise sponging techniques. ▪ To paint the Relief Sculpture ▪ To create Paolozzi's Pop Art Collage using magazines and coloured paper

		'teardrop' form using card and strips of gum ■ Build the whole form, using carefully applied strips of gum-tape ■ Use layered collages to transform the card form to a decorative sculpture, influenced by the art of Rex Ray ■ Evaluate	

	The curriculum aims to develop pupils creative experiences using a range of textiles and techniques and analytical skills. Pupils will learn about great artists and textiles designers to develop their own skills.			
Textiles	**Batik soft toy Owl** ■ Design ideas for a soft toy owl ■ Make your owl's face and feet in fabric ■ Use a technique called Batik to make the fabric for the owls body and wings ■ Put all fabric parts together to make a soft toy owl ■ Analyse and evaluate	**Fab bag (Animal)** ■ Identify the basic textiles equipment and their uses. ■ How to produce an applique sample ■ Understand the parts of the sewing machine and how to thread the sewing machine ■ Understand how to produce a casing sample for drawstring bag ■ Understand how to create a range of design ideas ■ Understand how to produce a tie dye and fabric crayon sample ■ Understand how to create a final design ■ Analyse and evaluate	**Fabricate it** **Paper Weaving** ■ To use a range of materials creatively to design and make ■ products, in the context of weaving a paper placemat **Adding Decoration** ■ To use a range of materials creatively to design and make products, in the context of decorating a woven placemat. **Paper Bag Weaving** ■ To use a range of materials creatively to design and make ■ Products **Designing a Batik** ■ To use a range of materials creatively to design and make ■ products, in the context of designing a	**Apron projects** ■ Use a pattern ■ Pin and cut out fabric ■ Use the internet to research different images ■ Make an applique of a chosen image on an apron ■ Make and apply a pocket ■ Use a basic sewing machine on various settings ■ Use an overlocker ■ Use the iron for pressing and bonding ■ Analyse and evaluate

			batik coaster **Creating a Batik** ▪ To use a range of materials creatively to design and make products, in the context of using batik to make a coaster. **Dyeing a Batik** ▪ To develop a wide range of art and design techniques, in the context of using batik.	

	Pupils engage in a range of activities including focussed practical tasks, design and make activities and disassembly of food products to largely involve the use of savoury foods as directed by the government in the national curriculum.	
Food Technology	**Exploring materials used in dishes from our own and other's cultures to include the provenance of ingredients** ▪ Tomato & basil sauce with pasta ▪ Fajitas ▪ Swiss roll ▪ Loaded skins ▪ Spaghetti Bolognese ▪ Chicken & broccoli pasta bake ▪ Granola/flapjack bars ▪ Savoury rice ▪ Spring rolls/chow mein ▪ Quiche ▪ Lemon Tart	**Exploring ingredients to make dishes for clients based on the current guidelines for healthy eating** **Work will include:** ▪ Balanced meals and diets ▪ Healthy methods of cooking ▪ Fats – the facts ▪ Use of eggs in a healthy diet ▪ The provenance and use of meat in a healthy diet ▪ Planning healthy dishes suitable for the pupils' own family

Design & Technology	The curriculum aims to develop pupil's creative design work through practising different manufacturing skills, techniques and processes. Theory related learning covers key aspects of materials technology, sustainability, health and safety. Pupils will make a variety of projects from the options below.	
	Rotation 1 **Jitterbug** Design and manufacture an electronic vibrating bug from acrylic **Swing creature** Design and manufacture an old fashioned swinging children's toy using softwood and ply **Door sign** Design and manufacture a personalised door sign for a bedroom using ply and MDF **Monster picker** Design and manufacture a monster inspired litter picker using softwood and play	**Rotation 2** **Memphis clock** Design and manufacture a clock using acrylic and HIPS based on the strong shapes and colours used during the Memphis movement **Desk tidy** Design and manufacture a desk tidy using timbers, plastics and metals to keep your desk free of clutter **Deaf shaky hand game** Design and manufacture an electronic game suitable for deaf user
Music	The curriculum aims to develop pupils knowledge of music, instruments and rhythm. Pupil's have the opportunity to be involved in the school signing choir and also in school productions.	
	Reggae, Ska and Calypso ▪ Learning about different styles of music from Jamaica, comparing instrumentation and tempo. ▪ Learning about important Reggae, Ska and Calypso musicians such as Prince Buster, Bob Marley and the original Steel Bands of Trinidad and Tobago. ▪ Learning to perform Jamaican rhythms on the drum-kit and using Steel Pans to learn and perform a short melody.	**Movie Music** ▪ Learning about how music is used to convey emotion in film, including concepts such as leitmotif which is used to represent characters. ▪ Performing and then composing a leitmotif to represent a character from a film using either a major or minor scale
Drama	The Curriculum aims to develop pupils' performance skills and confidence through creative group work.	
	Mime ▪ Developing techniques of non-verbal communication in drama ▪ Using imaginative skills to develop stories in mime ▪ Develop confidence in using physical skills to communicate a story ▪ Creating and recording a video performance of a story	**Romeo and Juliet** ▪ Exploring stagecraft in Romeo and Juliet ▪ Develop performance skills by taking on a specific role in a story ▪ Work in a group to explore the text and create a dramatic performance ▪ Creating and recording a video performance of a play

Physical Education (PE)	The PE curriculum is designed to improve the well-being and fitness of all pupils at RSDD through a variety of sports. Pupils are also given the opportunity to take part in inter and intra sporting competitions and festivals.

OAA	**Tri Golf**	**Football**
▪ Team work, simple map reading skills	▪ Skills linked to golf – putting, chipping, stance and swing, sessions delivered by golf coach.	▪ Skills related to spatial awareness, passing, scoring, dribbling and movement with the ball
Dodgeball	**Tennis**	**Cycling**
▪ Target sport which focuses on throwing and catching and attempting to outwit opponents	▪ Movement around the court, backhand, forehand shots, overarm and underarm serve	▪ Skills related to use of brakes, gears and balance on a 2 or 3 wheel bike.
Gymnastics	**Trampolining**	**Athletics**
▪ Using basic movement to copy and create a routine	▪ To work through the British Gymnastics trampoline award scheme	▪ Practice track and field events then record distance and times
Basketball		**Cricket**
▪ Small sided games focusing on passing, dribbling and shooting		▪ Catch, throw, field and batting

Citizenship	Citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages interest in controversial topics to engage young people in discussions and debates. Pupils learn about rights, responsibilities and take part in decision making activities.

School Rules	**Parliament and Voting**	**School Enterprise Project**
Election of school council reps	▪ Choice of topics	▪ Pupils supported to be social entrepreneurs, fundraisers, campaigners and volunteers for charities and good causes
Wellbeing	▪ For and against reasoning	▪ Use skill, imagination and peers to develop mini charity projects to benefit the wider community
▪ Positive behaviour support	▪ Arguing a case effectively	
▪ Keeping safe online	▪ Political Parties	
▪ PSHE		
▪ Developing confidence		
▪ Emotions and responses	**British and World Values**	
▪ Trading Standards	▪ Political systems in England	
▪ First aid	▪ The Commonwealth	
Anti-bullying Week	▪ Racism	
▪ 'One Kind Word	▪ Gender	
	▪ Improving our community	
	Careers	
	▪ Skills and qualities within job roles	
	▪ Aspirations in employment	

Careers Education Information & Guidance	Careers Education Information and guidance is an important part of preparing our students for the opportunities, responsibilities and experiences of life.		
	Being Safe at Work ▪ Health & Safety in different workplaces ▪ Equipment/resources needed to keep safe **Community and careers** ▪ About equality of opportunity in life and work ▪ How to challenge stereotypes and discrimination in relation to work and pay ▪ About employment, self-employment and voluntary work ▪ How to set aspirational goals for future careers and challenge expectations that limit choices	**Jobs & Wages** ▪ Different jobs and wages ▪ Impact of wages on spending	**Influences** ▪ Who influences me? ▪ What influences my future choices?
Religious Education (RE)	The RE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.		
	How and why do believers show their commitments during the journey of life? **What is good and challenging about being a Christian and Jew in Britain today?** **Birth** **Adolesence** ▪ Reasons why life is often described as a journey ▪ Why rituals of belonging are important ▪ Why baptism is important to some Christians. ▪ Why the ceremonies and celebrations of Bar and Bat Mitzvah are important to some Jewish people. ▪ Why the ceremony of the Sacred Thread is important to Hindu people	**How and why do believers show their commitments during the journey of life?** **What does marriage mean for Christian and Hindu people?** **Marriage** ▪ Explain why marriage is important to some Christians and some Hindu people. ▪ How marriage is marked and celebrated through ceremony in Christianity and Hinduism ▪ Explain beliefs and practices in a Christian and Hindu marriage ceremony ▪ Describe what happens at a secular non-religious marriage ceremony in a civil ceremony	**How and why do believers show their commitments during the journey of life?** **End of Life** ▪ Explain why death is an important time to be marked with a ceremony for Christian, Muslim and Sikh people ▪ Describe and explain the beliefs and practices in Christianity, Islam and Sikhism in a funeral to mark the end of life

PSHE	PSHE is designed to help our pupils develop fully as individuals and as members of families and social and economic communities. Pupils will have the opportunity to be equipped with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.		
	Image ▪ Body image ▪ Character image ▪ My online image **Smoking** ▪ Why people smoke ▪ What's in cigarette smoke ▪ Who pays/who benefits ▪ Stopping smoking **Relationships** ▪ Types of relationship	**Healthy relationships** ▪ Building healthy relationships ▪ Identifying strengths and weaknesses in relationships **Rights and Responsibilities** ▪ Mobile phones ▪ image sharing ▪ Part of a community	**Drugs** ▪ Medicines and recreational drugs ▪ Medicine safety ▪ Asking questions about medication ▪ Access to medication ▪ Legal and illegal **Happy and Healthy** ▪ What makes me happy, what makes me unhappy ▪ What makes me healthy, what makes me unhealthy **Conflicting emotions** ▪ Emotions connected with change, including moving school, loss, separation and bereavement **Identifying risks** ▪ Taking responsibility for own and others' safety ▪ Grooming ▪ Health and safety ▪ How can I improve my happiness and healthy

	Wellbeing lessons aim to support PSHE lessons in helping pupils develop the knowledge, skills and attributes needed to protect and enhance their wellbeing, stay safe and healthy, build and maintain successful relationships.		
Wellbeing	**Discrimination** ▪ How to manage influences on beliefs and decisions ▪ About group-think and persuasion ▪ How to develop self-worth and confidence ▪ About gender identity, transphobia and gender-based discrimination ▪ How to recognise and challenge homophobia and biphobia ▪ How to recognise and challenge racism and religious discrimination ▪ World Mental Health Day (10/10/23) ▪ Anti-Bullying Week (13/11/23 – 17/11/23) ▪ Audiology	**Emotional wellbeing** ▪ About attitudes towards mental health ▪ How to challenge myths and stigma ▪ about daily wellbeing ▪ How to manage emotions ▪ How to develop digital resilience ▪ about unhealthy coping strategies (e.g. self-harm and eating disorders) ▪ About healthy coping strategies ▪ 'Alright Charlie' (Online Safety/Safer Internet Day 06/02/24) ▪ World Health Day (07/04/24)	**Identity and relationship** ▪ The qualities of positive, healthy relationships ▪ How to demonstrate positive behaviours in healthy relationships ▪ About gender identity and sexual orientation ▪ About the risks of 'sexting' and how to manage requests or pressure to send an image ▪ Pride Month (June 2024) **Digital Literacy** ▪ About online communication ▪ How to use social networking sites safely ▪ How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation ▪ How to respond and seek support in cases of online grooming ▪ How to recognise biased or misleading information online ▪ How to critically assess different media sources ▪ How to distinguish between content which is publicly and privately shared ▪ About age restrictions when accessing different forms of media and how to make responsible decisions ▪ How to protect financial security online ▪ How to assess and manage risks in relation to gambling and chance-based transactions