

Year 8 Curriculum Overview 2025-26							
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Topic	Dracula Gothic Novel	Richard III Shakespeare	I Am Malala Non-Fiction	Dystopian Short Stories Anthology Prose	Social Justice Anthology Poetry	Pygmalion
	Content	<ul style="list-style-type: none"> Conventions of nineteenth-century Gothic Horror and the place of the ‘outsider’ in the novel. Explicit teaching of Victorian vocabulary. Exploration of tension created through setting. 	<ul style="list-style-type: none"> Conventions of Shakespearean history play Understanding of plot and key characters, such as Richard and Lady Anne Exploration of ideas such as power and corruption and morality. 	<ul style="list-style-type: none"> Conventions of autobiography. Social and historical context of the text. Exploring ideas such as identity and gender roles. 	<ul style="list-style-type: none"> Reading of a collection of short stories that have an imagined society in which there is great suffering or injustice. Exploration of the key terms: totalitarian and post-apocalyptic. Conventions of dystopian literature and their place in modern literature. 	<ul style="list-style-type: none"> Exploring the poet’s perspectives on society and societal groups. Identification and analysis of poetic techniques. Analysis of the poet’s voice and identification of the deeper social message behind the poem. 	<ul style="list-style-type: none"> Exploration of conventions of a playscript Revision of key concepts and themes such as patriarchy, social class and justice. Analysis of key characters such as Henry Higgins and Eliza Doolittle
Maths	Topic	Number	Algebra, Geometry and Measures	Geometry, Measures and Proportion	Number and Ratio	Geometry and Statistics	Geometry
	Content	<ul style="list-style-type: none"> Powers and Roots Prime Factorisation Rounding Fractions 	<ul style="list-style-type: none"> Linear Equations Angles in parallel lines 	<ul style="list-style-type: none"> Circumference Direct Proportion Fractions, Decimals and Percentages Calculating with percentages 	<ul style="list-style-type: none"> Ratio Area of circles 	<ul style="list-style-type: none"> Presenting and interpreting data Averages and spread 	<ul style="list-style-type: none"> 3-D Visualisation Volume
Science	Topic	Heating and cooling Materials & the Earth	Forces and motion Plants and their processes	Revision for mid-year assessments Mid-year assessments Plants and their processes Electricity 1	Interactions and interdependence Forces and work	Acids and alkalis Nutrition and digestion Revision for end-year assessments	End-year assessments Nutrition and digestion Space 1
	Content	<ul style="list-style-type: none"> Energy stores & transfers Conduction Convection Insulation Structure of the Earth Types of rock Greenhouse effect and global warming Resources and recycling 	<ul style="list-style-type: none"> Gravity & weight Speed Investigating & calculating speed Photosynthesis Specialised organs of plants 	<ul style="list-style-type: none"> Revision for mid-year assessments Mid-year assessments Transportation in plants Plants as food and role in atmosphere Series and parallel circuits 	<ul style="list-style-type: none"> Food chains and webs Species populations Ecosystems Forces and their effects Work done 	<ul style="list-style-type: none"> The pH scale Testing for acids and alkalis Diet and food tests The digestive system Revision for End-year assessments 	<ul style="list-style-type: none"> End-year assessments The digestive system adaptations Enzymes Star and planet formation
Geography	Topic	Population	Coasts	Ecosystems	Tectonics	Weather & Climate	Fieldwork
	Content	<ul style="list-style-type: none"> How is the population spread and distributed around the globe? Why do people settle where they do? Looking at why people choose to migrate from places into certain other places. 	<ul style="list-style-type: none"> Understanding the processes of erosion, transportation and deposition that occur within the Sea. Describing the features created by each Looking at how Coasts affect our lives. Ways in which we can protect ourselves and others from the Sea; case studies 	<ul style="list-style-type: none"> Distribution of Global Biomes Looking at the nutrient cycle in different environments Structure and adaptations of the tropical rainforest Adaptations of the hot desert Case studies of a tropical rainforest and a hot desert 	<ul style="list-style-type: none"> Distribution of earthquakes and volcanoes. Physical Processes at plate margins and the effects of and responses to earthquakes. Case studies of earthquakes Reducing risk of tectonic hazards. 	<ul style="list-style-type: none"> Factors which affect weather and climate Describe and explain patterns of the UK Identify and explain difference between high- and low pressure systems Impacts of hurricanes and strategies to manage 	<ul style="list-style-type: none"> To work through a mini geographical field work project Developing a hypothesis Setting a methodology Collecting data Presenting data Analysing Concluding and evaluating findings
History	Topic	The Reformation Elizabethan England	The English Civil War	Republic to Restoration	The Transatlantic Slave Trade	The Industrial Revolution	The British Empire
	Content	<ul style="list-style-type: none"> Diversity of Tudor England Break with Rome Tudor religious crisis (incl. Changes made under Edward VI & Mary I) Elizabeth’s Religious Settlement Elizabethan England 	<ul style="list-style-type: none"> Stuart England Religious, economic and political causes of the war The New Model Army Significant battles of the ECW Execution of Charles I 	<ul style="list-style-type: none"> Consequences of the Civil War Oliver Cromwell Restoration of the Monarchy Glorious Revolution 	<ul style="list-style-type: none"> Medieval kingdoms of Benin & Songhai History of slavery Triangular trade Abolition Movement 	<ul style="list-style-type: none"> Causes of the Industrial Revolution Changes to transportation Individuals & their impacts The role of women & children Growing protest movements 	<ul style="list-style-type: none"> Building an empire India The Scramble for Africa Impact of colonisation on indigenous peoples Consequences of empire
RS	Topic	Islam	Islam	Hindu Dharma	Hindu Dharma	Buddhism	Religion and Science
	Content	<ul style="list-style-type: none"> The Roots of Islam Muslim Beliefs The Life and time of the Prophet Muhammad Scripture 	<ul style="list-style-type: none"> Influential Leaders Prayer & Worship Festivals Islam Today 	<ul style="list-style-type: none"> Origins of the Hindu Dharma Sacred Texts Key Beliefs Acts of Worship 	<ul style="list-style-type: none"> Festivals & Rituals Different Interpretations Faith Across the World 	<ul style="list-style-type: none"> Roots of Buddhism Key Beliefs Prayer & Worship 	<ul style="list-style-type: none"> The Three Jewels Diversity of Beliefs & Practices Faith Across the World

Spanish	Topic	Holidays	Going Out & Staying In	Going Out & Staying In / Revision Units 5-6 / Daily Routine, Health & Fitness	Daily Routine, Health & Fitness	School & Future Plans	Revision Units 5-8 / Consolidation
	Content	<ul style="list-style-type: none"> Where did you go on holiday? Where did you stay? How did you travel? What did you do on holiday? What was the weather like? What type of holidays do you prefer? What plans do you have for your next holiday? What would your ideal holiday be like? Where would you go? 	<ul style="list-style-type: none"> What do you like doing in your free time? What do you do in your free time? (1st / 3rd person) What did you do last week? (1st / 3rd person) What would you like to do in your free time? What do you have to do at home? What are you going to do? What are you going to bring / wear to the party? What do you like watching on tv? What music do you like listening to? What are you buying? (in the shop) What are you having? (food / drink) What plans do you have? What time shall we meet? 	<ul style="list-style-type: none"> Mid-Year Revision Tell me about your daily routine (1st person singular and plural) What do you normally do after school? What would you change about your routine? 	<ul style="list-style-type: none"> What did you do yesterday after school? What do you eat? What should we do to lead a healthy lifestyle? What's wrong? (injuries and illnesses) 	<ul style="list-style-type: none"> What is your school like? What extracurricular activities do you do? What does a typical day at your school look like? What do you think about the school rules? What would you change about your school? What do your parents do for work? What would you like to be in the future? 	<ul style="list-style-type: none"> End of Year Revision Consolidation of Units 5-8
French	Topic	Holidays	Going Out & Staying In	Going Out & Staying In / Revision Units 5-6 / Daily Routine, Health & Fitness	Daily Routine, Health & Fitness	School & Future Plans	Revision Units 5-8 / Consolidation
	Content	<ul style="list-style-type: none"> Where did you go on holiday? Where did you stay? How did you travel? What did you do on holiday? What was the weather like? What type of holidays do you prefer? What plans do you have for your next holiday? What would your ideal holiday be like? Where would you go? 	<ul style="list-style-type: none"> What do you like doing in your free time? What do you do in your free time? (1st / 3rd person) What did you do last week? (1st / 3rd person) What would you like to do in your free time? What do you have to do at home? What are you going to do? What are you going to bring / wear to the party? What do you like watching on tv? What music do you like listening to? What are you buying? (in the shop) What are you having? (food / drink) What plans do you have? What time shall we meet? 	<ul style="list-style-type: none"> Mid-Year Revision Tell me about your daily routine (1st person singular and plural) What do you normally do after school? What would you change about your routine? 	<ul style="list-style-type: none"> What did you do yesterday after school? What do you eat? What should we do to lead a healthy lifestyle? What's wrong? (injuries and illnesses) 	<ul style="list-style-type: none"> What is your school like? What extracurricular activities do you do? What does a typical day at your school look like? What do you think about the school rules? What would you change about your school? What do your parents do for work? What would you like to be in the future? 	<ul style="list-style-type: none"> End of Year Revision Consolidation of Units 5-8
IT	Topic	Vector graphics/Intro to Python	Python/Sparx	Computing systems/Python sequences of data	Python sequences of data/Sparx	Animations/Python sequences	Python sequences/Sparx
	Content	<ul style="list-style-type: none"> Media – Vector graphics Introduction to Python 	<ul style="list-style-type: none"> Intro to Python continued Sparx 	<ul style="list-style-type: none"> Layers of computing systems Python programming with sequences of data 	<ul style="list-style-type: none"> Python programming with sequences of data Sparx 	<ul style="list-style-type: none"> Media– animations Pre-GCSE programming sequences 	<ul style="list-style-type: none"> Further Python SSparx
Music	Topic	Saharan Sounds (Exploring Textures and Rhythms	Tonality and Structure	The Ensemble Musician- Off Beat	The Creative Musician – Black Music In America	Exploring the Conventions of Rap Music	Computer and Video Game Music (Exploring Global Computer and Video Game Music)
	Content	<ul style="list-style-type: none"> African Drum performance techniques The effect of timbre and sonority of the sounds produced. Exploring Texture and Rhythm. 	<ul style="list-style-type: none"> Exploring keys and scales Exploring the different structures in music e.g., Binary, Ternary, Theme and Variation 	<ul style="list-style-type: none"> Study through a variety of Popular Song Styles e.g. Mento, Ska, Reggae Developing and refining ensemble skills <p><i>Blues, Rhythm and Blue, Rock and Roll, Jazz</i></p>	<ul style="list-style-type: none"> Exploring the development of contemporary Popular Music, tracing the development of Black music in America through listening, appraising and performance. 	<ul style="list-style-type: none"> Cultural and social aspects of the rap genre. Perform and compose excerpts of Rap music and in turn, explore its characteristics. 	<ul style="list-style-type: none"> Character Themes in computer and video game music Development of different atmospheres and scenarios games.
Art	Topic	Shape space and form	Shape space and form	line and pattern	Line and pattern	Colour and texture	Colour and texture
	Content	<ul style="list-style-type: none"> Tone and form Drawing from observation Watercolour Mark Hall 	<ul style="list-style-type: none"> Ceramics introduction Clay Decoration Monoprinting 	<ul style="list-style-type: none"> Photography Maps Printmaking Mona Hatoum. 	<ul style="list-style-type: none"> Photography Maps Printmaking Mona Hatoum. 	<ul style="list-style-type: none"> Impressionism Acrylic painting Experimentation with paint 	<ul style="list-style-type: none"> Composition Painting final response Evaluation.

PE	Topic	Football Fitness	Netball Badminton	Basketball Handball	Gymnastics Volleyball	Cricket Tennis	Athletics Rounders
	Content	<ul style="list-style-type: none"> • Dribbling • Passing • Attack play • Shooting • Formations • Fitness testing • Continuous training • Circuit training • HIIT training 	<ul style="list-style-type: none"> • Passing • Shooting • Defending (intercepts, rebounds and marking) • Reading play • Positioning • Clear • Smash • Drive and lift • Tournament (doubles and singles) • Officiating 	<ul style="list-style-type: none"> • Passing and receiving • Dribbling • Defence – man marking • Shooting – lay up • Ball familiarisation • Defensive phase • Attack play • Game Play 	<ul style="list-style-type: none"> • Partner balances • Rolls • Jumps • Vaulting • Routines • Serve • Dig shot • Set shot • Spike shot • Game play 	<ul style="list-style-type: none"> • Batting • Bowling • Fielding • Wicket keeping • Game play • Forehand and grip • Backhand • Serving • Volley • Officiating and scoring 	<ul style="list-style-type: none"> • 100m • 300m • 1500m • Discuss • Javelin • High jump
Drama	Topic	Collaboration Skills	Characterisation	Theatre Histories	Devising Skills	Performance Skills 4	Theatre Histories
	Content	<ul style="list-style-type: none"> • Review of knowledge learned in year 7 and developed practically throughout performance. • Development of how to work as a team as you devise a piece of image theatre reviewing Physical Theatre Skills. • Exploration of key themes as stimuli for performance such as bullying. 	<ul style="list-style-type: none"> • Close analysis of how to create and perform a character • Link to key practitioner ‘Stanislavski’ and key techniques for character building • Analysis of Roald Dahl characters for performance • Devising of a script using well known characters conveying a key message 	<ul style="list-style-type: none"> • Early Shakespeare • Contextual studies • Performing selected scripted extracts • Exploration of back stories of characters developing from characterisation skills last term. 	<ul style="list-style-type: none"> • Exploration of how to explore a key-word stimuli drawing on knowledge from previous term • Script developing • Research for performance • Devising through techniques skills including techniques from well-known theatre companies. 	<ul style="list-style-type: none"> • Group collaborative production • Developing of devising theatre • Understanding of analysis and evaluation of work created • Physical theatre skills • Performance to group 	<ul style="list-style-type: none"> • Exploration of how theatre has changed and adapted over time • Greek Theatre • 21st Century theatre • Creative exploration of scripts.
Design and Technology/ Food Technology	Topic	The Outdoor Classroom Project	The Outdoor Classroom Project (continued)	Healthy Eating	Healthy Eating (continued)	IKEA Inspired Desk Tidy	IKEA Inspired Desk Tidy (continued)
	Content	<ul style="list-style-type: none"> • Precedent studies and parti diagrams • Site visit and site analysis • Initial iterative design sketches • Scale and proportion • “Inter-crit” (peer and self-assessment) 	<ul style="list-style-type: none"> • Developing ideas • Elevation sketches • Architectural model making • Final presentations and feedback 	<ul style="list-style-type: none"> • Health, safety and hygiene • Eatwell guide and food groups • Knife skills • Food provenance, locality, seasonality, food miles and supporting British farming • Use of the oven and hob 	<ul style="list-style-type: none"> • More complex dishes (stir fry, continental breakfast muffins) • Nutrients • Tasting techniques and the role of a food technologist • Design of a healthy school canteen menu • Self-assessment of skills gained in module 	<ul style="list-style-type: none"> • Brief and specification • Initial concept sketches • Drawing in isometric • Model making and testing • Introduction to the workshop • Health and safety 	<ul style="list-style-type: none"> • Marking out, cutting, joining and finishing timbers • Cutting and bending polymers • Testing of final product • Self and peer evaluation
PSHE	Topic	Building perspectives	Everyday Safety	Changing Bodies	Water Safety	Responding to Risk	Intimate Relationships
	Content	<ul style="list-style-type: none"> • Seeking perspectives assessing evidence • Discussing issues respectfully • Stereotyping prejudice and discrimination • Building resilience • Managing stress and Emotional Challenging • Goal Setting 	<ul style="list-style-type: none"> • Staying safe whilst gaining independence. • Learning techniques to resist unsafe pressure. • Understanding peer influence and pack mentality. • Understanding safe journeys, including public transport. • Preventing risk, including fire safety. 	<ul style="list-style-type: none"> • Exploring physical, cognitive and emotional changes during adolescence. • Understanding self-care. • The roles of hormones in males and females. • The purpose and function of bodily changes. • Strategies for self-care. • Managing sleep, reproductive health and daily routines. 	<ul style="list-style-type: none"> • Seeking perspectives assessing evidence • Discussing issues respectfully • Stereotyping prejudice and discrimination • Building resilience • Managing stress and Emotional Challenging • Goal Setting 	<ul style="list-style-type: none"> • Understanding complex risks, including gangs, knife crime and unsafe relationships • Exploring the misuse of grooming, sextortion and gambling. • Understanding the laws against FGM, virginity testing and hymenoplasty. • Developing strategies to resist or exit risky situations. 	<ul style="list-style-type: none"> • Understanding the importance of stable, long-term relationships. • Exploring the age of consent, including legal and moral implications. • Understanding the risks of unprotected sex.