

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	- 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.	- 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.	- Conventions of autobiography. - Social and historical context of the text. - Exploring ideas such as identity and gender roles.	- 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.	- 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.	- 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	- Powers and Roots - Prime Factorisation - Rounding - Fractions	- Linear Equations - Angles in parallel lines	- Circumference - Direct Proportion - Fractions, Decimals and Percentages - Calculating with percentages	- Ratio - Area of circles	- Presenting and interpreting data - Averages and spread	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	- Energy stores & transfers - Conduction - Convection - Insulation - Structure of the Earth - Types of rock - Greenhouse effect and global warming - Resources and recycling	- Gravity & weight - Speed - Investigating & calculating speed - Photosynthesis - Specialised organs of plants	- Revision for mid-year assessments - Mid-year assessments - Transportation in plants - Plants as food and role in atmosphere - Series and parallel circuits	- Food chains and webs - Species populations - Ecosystems - Forces and their effects - Work done	- The pH scale - Testing for acids and alkalis - Diet and food tests - The digestive system - Revision for End-year assessments	- End-year assessments - The digestive system adaptations - Enzymes - Star and planet formation
Geography	Topic	Population	Coasts	Ecosystems	Tectonics	Weather & Climate	Fieldwork
	Content	- 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.	- 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	- 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	- 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.	- 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	- 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	- Diversity of Tudor England - Break with Rome - Tudor religious crisis (incl. Changes made under Edward VI & Mary I) - Elizabeth's Religious Settlement - Elizabethan England	- Stuart England - Religious, economic and political causes of the war - The New Model Army - Significant battles of the ECW - Execution of Charles I	- Consequences of the Civil War - Oliver Cromwell - Restoration of the Monarchy - Glorious Revolution	- Medieval kingdoms of Benin & Songhai - History of slavery - Triangular trade - Abolition Movement	- Causes of the Industrial Revolution - Changes to transportation - Individuals & their impacts - The role of women & children - Growing protest movements	- 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	- The Roots of Islam - Muslim Beliefs - The Life and time of the Prophet Muhammad - Scripture	- Influential Leaders - Prayer & Worship - Festivals - Islam Today	- Origins of the Hindu Dharma - Sacred Texts - Key Beliefs - Acts of Worship	- Festivals & Rituals - Different Interpretations - Faith Across the World	- Roots of Buddhism - Key Beliefs - Prayer & Worship	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	- 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?	- 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?	- 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?	- 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)	- 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?	- 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	- 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?	- 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?	- 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?	- 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)	- 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?	- 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	- Media – Vector graphics - Introduction to Python	- Intro to Python continued - Sparx	- Layers of computing systems - Python programming with sequences of data	- Python programming with sequences of data - Sparx	- Media– animations - Pre-GCSE programming sequences	- 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	- African Drum performance techniques - The effect of timbre and sonority of the sounds produced. - Exploring Texture and Rhythm.	- Exploring keys and scales - Exploring the different structures in music e.g., Binary, Ternary, Theme and Variation	- Study through a variety of Popular Song Styles e.g. Mento, Ska, Reggae - Developing and refining ensemble skills	Exploring the development of contemporary Popular Music, tracing the development of Black music in America through listening, appraising and performance. <i>Blues, Rhythm and Blue, Rock and Roll, Jazz</i>	- Cultural and social aspects of the rap genre. - Perform and compose excerpts of Rap music and in turn, explore its characteristics.	- 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	- Tone and form - Drawing from observation - Watercolour - Mark Hall	- Ceramics introduction - Clay - Decoration - Monoprinting	- Photography - Maps - Printmaking - Mona Hatoum.	- Photography - Maps - Printmaking - Mona Hatoum.	- Impressionism - Acrylic painting - Experimentation with paint.	- Composition - Painting final response - Evaluation.

PE	Topic	Football Fitness	Netball Badminton	Basketball Handball	Gymnastics Volleyball	Cricket Tennis	Athletics Rounders
	Content	• Dribbling • Passing • Attack play • Shooting • Formations • Fitness testing • Continuous training • Circuit training • HIIT training	• Passing • Shooting • Defending (intercepts, rebounds and marking) • Reading play • Positioning • Clear • Smash • Drive and lift • Tournament (doubles and singles) • Officiating	• Passing and receiving • Dribbling • Defence – man marking • Shooting – lay up • Ball familiarisation • Defensive phase • Attack play • Game Play	• Partner balances • Rolls • Jumps • Vaulting • Routines • Serve • Dig shot • Set shot • Spike shot • Game play	• Batting • Bowling • Fielding • Wicket keeping • Game play • Forehand and grip • Backhand • Serving • Volley • Officiating and scoring	• 100m • 300m • 1500m • Discuss • Javelin • High jump
Drama	Topic	Collaboration Skills	Characterisation	Theatre Histories	Devising Skills	Performance Skills 4	Theatre Histories
	Content	• 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.	• 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	• Early Shakespeare • Contextual studies • Performing selected scripted extracts • Exploration of back stories of characters developing from characterisation skills last term.	• 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.	• Group collaborative production • Developing of devising theatre • Understanding of analysis and evaluation of work created • Physical theatre skills • Performance to group	• 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	• Precedent studies and parti diagrams • Site visit and site analysis • Initial iterative design sketches • Scale and proportion • “Inter-crit” (peer and self assessment)	• Developing ideas • Elevation sketches • Architectural model making • Final presentations and feedback	• 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	• 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	• Brief and specification • Initial concept sketches • Drawing in isometric • Model making and testing • Introduction to the workshop • Health and safety	• Marking out, cutting, joining and finishing timbers • Cutting and bending polymers • Testing of final product • Self and peer evaluation
PSHE	Topic	Building perspectives					
	Content	• Seeking perspectives assessing evidence • Discussing issues respectfully • Stereotyping prejudice and discrimination • Building resilience • Managing stress and Emotional Challenging • Goal Setting					