



KEY STAGE 3

Year 8 Curriculum



2023-2024
GEMS WELLINGTON ACADEMY
Al Khail



CONTENT

Key Stage 3 Arabic A Curriculum Year 8
Key Stage 3 Arabic B Curriculum Year 8
Key Stage 3 Art & Design Curriculum Year 8
Key Stage 3 Computer Curriculum Year 8
Key Stage 3 Drama Curriculum - Year 8
Key Stage 3 English Curriculum Year 8
Key Stage 3 French Curriculum Year 8
Key Stage 3 Geography Curriculum Year 8
Key Stage 3 History Year 8
Key Stage 3 Islamic Year 8
Key Stage 3 Mathematics Curriculum Year 8
Key Stage 3 Social Enterprise Curriculum Year 8
Key Stage 3 Music Curriculum Year 8
Key Stage 3 Physical Education Curriculum Year 8
Key Stage 3 Science Curriculum Year 8
Key Stage 3 Social Enterprise Curriculum Year 8
Key Stage 3 Spanish Curriculum Year 8





Key Stage 3 Arabic A Curriculum Year 8

<p>Term 1 – Topics/ Key Content</p> <p>قصة الضحك في آخر الليل أنواع التشبيه استخدام علامات الترقيم نص استماع</p> <p>استجابة أدبية حول القصة</p> <p>كتابة نص تفسيري حول موضوع محدد (قصيدة شعرية) قوة العلم</p> <p>المفعول له نص استماع اعراب المثنى وجمع المذكر السالم والأسماء الخمسة استجابة أدبية حول القصة نص معلوماتي " أسواق شعبية من العالم "</p> <p>كتابة نص سردي وصفي اختبارات نهاية الفصل الدراسي الأول في المهارات الآتية المطالعة والأدب التحدث الكتابة الإبداعية</p>	<p>كيف وظف الكاتب أسلوب السرد والوصف لتأزيم الحبكة من النص القصصي؟ ما المقصود بالمفرقة في نهاية القصة ؟ ما دور عنصر المفاجأة في تطور أحداث القصة؟ ما خصائص الأسلوب الذي اتبعه الكاتب كي يجعل القصة نابضة بالحياة ما دور تسلسل أحداث القصة في فهم المغزى العام منها؟ ما أهمية الاستجابة الأدبية في تثبيت الأفكار الرئيسية من الرئيسة؟ ما السمات الفنية للشعر العمودي؟ ما دور النصوص الشعرية في إبراز قيمة العلم وأهميته؟ ما نوع الأساليب اللغوية التي يستخدمها الشعراء لإيصال أفكارهم ؟ ما دور استخدام اللغة المجازية في تعميق وإثراء النص السردي؟</p>
<p>Term 2 – Topics/ Key Content</p> <p>(القصة القصيرة) (الرهان) مراجعة أنواع التشبيه نص استماع (الرهان) التحدث حول موضوع متلق بالقصة كتابة نص إقناعي (نص معلوماتي) (أسواق شعبية من العالم)</p> <p>الأسلوب الإنشائي والأسلوب الخبري في الكتابة الإبداعية العدد والمعدود نص استماع تحدث (نص وصفي سردي) (نص حر) اختبار في مهارات اللغة العربية الآتية الفهم والاستيعاب (نص مقروء داخلي + نص خارجي) النحو والإملاء الكتابة الإبداعية</p>	<p>ما دور الفكرة التي اعتمد عليها الكاتب لإبراز الغرض من هذه القصة؟ ما المقصود بالاسترجاع الزمني في البناء القصصي؟ كيف تأزمت العقدة في القصة؟ وما الحل الذي آلت إليه؟ كيف أنسب المعلومات إلى مصادرها المختلفة في النصوص الإقناعية؟ ؟ في كتابة النص الإقناعي ما المعايير الأساسية كيف أوظف الجمل الخبرية والإنشائية في الأنواع الكتابية المختلفة؟</p>





التحدث الاستماع	
Term 3 – Topics/ Key Content (قصة قلب أُمي) (أركان التشبيه بالبليغ)مراجعة نص استماع تحدث كتابة نص تفسيري مراجعة إعراب المثنى وجمع المذكر السالم (الهمزة المتوسطة)مراجعة مراجعة عامة في أنواع التشبيه والعبارات المجازية نص استماع تحدث حول موضوع اجتماعي متعلق بالقصة(قلب (أُمي) (كتابة إبداعية)نص حر -وصفي سردي (تعرف عن الصحراء)نص معلوماتي مراجعة في أنواع التشبيه نص استماع كتابة نص سردي وصفي اختبارات نهاية الفصل الدراسي الثالث في المهارات الآتية الفهم والاستيعاب(نصوص داخلية +نص (خارجي الإملاء والنحو والبلاغة الكتابة الغبداعية الاستماع .التحدث	ما أنواع النهايات في الأعمال القصصية المختلفة؟ ما القيمة التي استنتجتها من خلال دراستك للنص القصصي؟ ما علاقة عنوان القصة بمضمونها؟ ما الدور البلاغي الذي يؤديه التشبيه في إيصال الرسالة العامة للنص الأدبي؟ ما نوع الأساليب اللغوية التي تستخدمها لوصف مكان أو شخصية معينة؟ كيف تقوم النصوص المعلوماتية بزيادة المخزون اللغوي والمعلوماتي حول الأماكن المختلفة؟ ما الطريقة المثلى لتحليل نص معلوماتي يتمحور حول المكان؟ ما هي معايير الاستماع الناجح؟
Assessment Overview and Format: <ul style="list-style-type: none">End of Chapter assessment. (x1)End of Term assessment including all topics taught. (x3)	Links for Home Learning/Extension Resources: Go4school weekly assigned homework.





Key Stage 3 Arabic B Curriculum Year 8

Term 1 – Topics/ Key Content 1. UAE between the Past and Present. 2. Famous influencing characters in UAE/ presentation.	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• What do I know about the UAE?• How was the UAE in the past? And how is it now?• What is the UAE unique for?• What did the Emiratis work in the past and what do they work now?• How do I see the UAE between the past and the present?• Who is the influencing character that influences you and why?• What is the influencing character famous for?• What do you know about this character?• What are the achievements of this character?• What will you do to follow in the steps of this famous character?
Term 2 – Topics/ Key Content 3. My Experience at Dubai Airport. 4. At the Hotel.	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• What are the steps to prepare for traveling?• What do I do at the airport?• What is your opinion about a certain airport?• What would you do while you were waiting at the airport?• How would you compare Dubai airport and another airport (of your country, for example)?• How do I book a room in the hotel?• How can I help you?• How many rooms would you like to book?• How much is the room per night?• How would you rate the hotel?• What would you need on your trip?• What's your favourite hotel?• How do you compare services in different hotels?• How do you write an article about a hotel?
Term 3 – Topics/ Key Content 5. Volunteering and Charity work.	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• How can I help people that are in need?• Why do I need to help people?• How do I plan for a campaign to raise money?• What are the steps to plan a charity Bazaar?





Assessment Overview and Format:

- End of Chapter assessment. (x1)
- End of Term assessment including all topics taught. (x3)

Links for Home Learning/Extension Resources:

Go4school weekly assigned homework.





Key Stage 3 Art & Design Curriculum Year 8

<p>Term 1 to 2 (until the Easter break)– Topics/ Key Content</p> <p>The ‘Secret Life of the Sea’</p> <p>The ‘Secret Life of the Sea’ project is a 3D clay project inspired by the natural forms of the sea.</p> <p>Students will begin this project through observational drawings of natural forms relating to the sea. They will develop an understanding of different mark-making techniques enabling them to understand the formal elements of both texture and form.</p> <p>They will then be looking at the</p> <p>Students will be developing the HPL attributes by linking, creating and analyzing.</p>	<p>Term 1 - Overarching Key Questions</p> <ol style="list-style-type: none">1. What connections can you make between Science and Art?2. How will you use your developmental studies to develop a final outcome?3. How will using different mediums help you visually illustrate how science and art connect together?
<p>Term 2 (after the Easter break until the end of Term 3)</p> <p>Topics/ Key Content: Dystopian Book Cover</p> <p>The Dystopian Book Cover project is a cross curricular project with English whereby students will learn the importance and understanding of Art translates and has connections with other subjects. Students will be studying three extracts in English under the theme of Dystopia and will use the theme within these extracts as the basis and theme for the Dystopian Book Cover design. They will develop their practical responses through drawing, digital manipulation and mixed media collage before they produce their final book cover design.</p> <p>The students will be developing skills within composition.</p> <p>Alongside practical outcomes and developments, students will also be expected to analyse, annotate and evaluate their work and the work of the artists in which they study to develop their literacy and analytical skills.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What imagery can we use to represent a word or a theme?</p> <p>How will you demonstrate your understanding of composition within this project?</p> <p>How do you believe Dystopia is visually represented?</p>





Assessment Overview and Format:	Links for Home Learning/Extension Resources:
<p>Students will be marked on 4 assessment objectives:</p> <p>Research Observations Developments Final Outcomes</p> <p>The aim of this is to get students confident with how work is assessed at Key Stage 4 and Key Stage, giving them prior knowledge and experience.</p> <p>Students will also be assessed on their written analyses and annotations and evaluations alongside their practical developments. They will be numerically graded from 1-9</p>	<p>Students will be given homework once every two weeks. This make be in the form of research tasks, completing classwork. Homework will be set on Go4 Schools and students will be expected to complete their homework by the set deadline.</p> <p>Students will also be expected to use the library alongside devices where necessary to complete their homework to a high and expectable standard.</p>





Stage 3 Computer Curriculum Year 8

Term 1 – Topics/ Key Content	Overarching Key Questions
<p>Computer Crime and Cyber Security</p> <p>This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act, and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” and identity theft are discussed together with ways of protecting online identity and privacy. Health and Safety Laws and environmental issues such as the safe disposal of old computers are also discussed. Safety is discussed outside the realm of e-safety which is covered in greater detail in the Using computers safely, effectively, and responsibly unit.</p>	<ul style="list-style-type: none">• What are the common types of computer crimes and cyber threats, and what measures can be taken to prevent and mitigate them?• How can individuals and organizations protect their digital assets, such as personal information and sensitive data, from unauthorized access or malicious activities?• What are the ethical considerations and legal implications surrounding computer crime and cyber security, and how can individuals and organizations adhere to relevant laws and regulations?• How can digital forensics and incident response techniques be employed to investigate and respond to computer crimes effectively?• What are the emerging trends and challenges in the field of cyber security, and how can individuals and organizations stay updated and prepared to address them?
Graphics	Overarching Key Questions
<p>This is a more in-depth unit exploring different graphics and file types. The unit explores how bitmap and vector images are represented and stored by the computer. There is also an opportunity for pupils to practice skills in design, photo editing, and image manipulation using layers to create a movie poster using a suitable graphics package such as Photoshop.</p>	<ul style="list-style-type: none">• What are the key features and tools available in Adobe Photoshop, and how can they be used to manipulate and enhance digital images?• How can we apply principles of design, such as composition, colour theory, and typography, to create visually appealing and professional graphics?• What are the different file formats and their specific uses in graphic design, and how can we optimize images for various digital platforms?• How can we use layers, masks, and filters in Photoshop to create complex and visually stunning graphic compositions?• What are the ethical considerations in graphic design, such as copyright and intellectual property, and how can we ensure compliance when using and modifying existing images?





Term 2 – Topics/ Key Content	Overarching Key Questions
Data Science + Excel	
<p>In this unit, learners will be introduced to data science, and by the end of the unit, they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. This will run side-by-side with Excel to consolidate and extend student learning from the spreadsheet modelling unit in Y7/</p>	<ul style="list-style-type: none">• What is data science, and how can Excel be utilized as a powerful tool for data analysis and visualization?• What are the techniques for cleaning, organizing, and preprocessing data in Excel to ensure accurate and meaningful analysis?• How can we perform descriptive statistical analysis using Excel, including measures of central tendency, variability, and correlation?• What are the principles and techniques of data visualization in Excel, and how can we effectively present data through charts, graphs, and dashboards?• How can we leverage Excel's advanced features, such as pivot tables, macros, and data analysis add-ins, to gain deeper insights and automate data processes?
Developing Databases	Overarching Key Questions
<p>This unit covers the essential theory of databases to prepare pupils for GCSEs in either Computing or ICT. Supporting the basic theory, this unit has a practical focus, covering the creation and use of a single-table database and/or a simple relational database involving two tables in a one-to-many relationship using MS Access. Students will engage in the concept of databases using a number of “Unsolved Crimes” and a database of suspects, from which pupils must use queries to find the culprit for each of the cases they have been allocated.</p>	<ul style="list-style-type: none">• What is a database management system (DBMS), and what are its key components and functions in storing and organizing data?• How can we design and implement relational databases using entity-relationship (ER) diagrams and normalization techniques?• What is the fundamental SQL (Structured Query Language) commands, and how can they be used to create, retrieve, update, and delete data in databases?• How can we ensure data integrity, security, and efficiency in database systems through proper indexing, transaction management, and user access controls?• What are the emerging trends in database development, such as NoSQL databases and cloud-based solutions, and how do they impact the field?





Term 3 – Topics/ Key Content	Overarching Key Questions
Python In this unit, students will address various in-depth components within Python programming. We will start with an introduction to the basics, and this will be followed by 30 exercises of various degrees of difficulty, helping students to improve their programming skills effectively. Detailed sample solutions, including the algorithms used for all tasks, are included to maximize student understanding of each area.	<ul style="list-style-type: none">• What are the core concepts and syntax of the Python programming language, and how can they be used to develop and execute programs?• How can we work with variables, data types, and operators in Python to perform calculations and store information?• What are the control structures, such as loops and conditionals, in Python, and how can they be utilized to control program flow and make decisions?• How can we define and use functions in Python to modularize and reuse code, promoting code organization and reusability?• How can we manipulate and analyse data structures, such as lists, tuples, dictionaries, and sets, in Python to solve problems and implement data-driven solutions?
Assessment Overview and Format:	Links for Home Learning/Extension Resources:
<p>Each unit carries an equal weight in determining the final grade (5 units in total).</p> <p>Students' progress is assessed through multiple channels throughout the year. At the completion of each unit, students undergo a comprehensive end-of-unit assessment, which evaluates their understanding and mastery of the unit's concepts and skills. Additionally, students are regularly assessed through engaging mini projects that encourage practical application of knowledge, keyword assessments to test their comprehension of essential terminology, and flipped learning activities conducted during class.</p> <p>This multifaceted assessment approach ensures a comprehensive evaluation of students' performance, allowing for a well-rounded assessment of their abilities and</p>	<p>Computer Crime and Cyber Security: Website: The National Cyber Security Centre (https://www.ncsc.gov.uk/) Online course: "Introduction to Cyber Security" by OpenLearn (https://www.open.edu/openlearn/science-maths-technology/introduction-cyber-security/content-section-overview-0)</p> <p>Graphics (Photoshop): Website: Adobe Photoshop Tutorials on Adobe's website (https://helpx.adobe.com/photoshop/tutorials.html) Online resource: Photoshop Cafe (https://photoshopcafe.com/) for tutorials and tips on Photoshop techniques YouTube channels: Piximperfect (https://www.youtube.com/c/Piximperfect) and Phlearn (https://www.youtube.com/c/PhlearnLLC) for Photoshop tutorials</p> <p>Data Science + Excel: Website: Microsoft Excel Help and Learning (https://support.microsoft.com/en-us/excel) Online course: "Data Science and Machine Learning Bootcamp with R" by Udemy (https://www.udemy.com/course/data-science-and-machine-learning-bootcamp-with-r/)</p>





progress in the subject matter. It promotes active engagement, application of knowledge, and a deep understanding of the topics covered in each unit.

Each computing unit is designed as a standalone module, meaning that the assessment and grading for each unit are independent of one another. This structure allows for the possibility of grades fluctuating throughout the year based on individual performance in each specific unit.

As students' progress through the different units, they have the opportunity to demonstrate their understanding and skills in specific areas of computing. Each unit has its own set of learning objectives, content, and assessments that focus on specific topics or skills within the broader field of computing.

Due to the standalone nature of the units, a student's performance in one unit may not necessarily dictate their performance in subsequent units. This allows for potential fluctuations in grades as students encounter different topics, challenges, and assessment formats throughout the year.

It's important for students to recognize that while their grades may vary from unit to unit, the cumulative understanding and progress they make over the course of the entire curriculum will ultimately contribute to their overall proficiency in computing.

Online resource: DataCamp (<https://www.datacamp.com/>) for interactive tutorials on data science and Excel

Developing Databases:

Website: Microsoft SQL Server Documentation (<https://docs.microsoft.com/en-us/sql/?view=sql-server-ver15>)

Online resource: W3Schools SQL Tutorial (<https://www.w3schools.com/sql/>)

Online course: "Introduction to Databases and SQL Querying" by Udemy (<https://www.udemy.com/course/introduction-to-databases-and-sql-querying/>)

Python:

Website: Python Documentation (<https://docs.python.org/>)

Online course: "Python for Data Science and Machine Learning Bootcamp" by Udemy

(<https://www.udemy.com/course/python-for-data-science-and-machine-learning-bootcamp/>)

Online resource: Real Python (<https://realpython.com/>) for Python tutorials and articles





<p>Students will complete a devising unit of work where they will create an original performance from a given stimulus.</p> <p>They should use their prior knowledge to consider the genre, form and style of their performance.</p>	<p><i>How can music, costume, and lighting enhance the piece?</i></p>
<p>Term 3 – Topics/ Key Content</p> <p>Stage Combat and Characterisation</p> <p>Throughout this unit of work, students will focus on portraying different character relationships, statuses, and motivations, the seven levels of tension, and the art of stage combat.</p> <p>Acting for Screen</p> <p>This unit gives students an introduction to TV acting. Students will learn about camera angles, movement on screen, and editing.</p>	<p>Term 3 - Overarching Key Questions</p> <p><i>How do we know tension is there if we cannot hear, see, or touch it?</i></p> <p><i>In what ways can you link your previous devising unit to this unit of work?</i></p> <p><i>What is continuity?</i></p> <p><i>Why is a movement coach important for screen acting?</i></p> <p><i>How does acting/directing for screen compare to acting/directing on stage?</i></p>
<p>Assessment Overview and Format:</p> <p>Drama is assessed across three assessment objectives:</p> <p>AO1 – Creating AO2 – Performing AO3 – Responding.</p> <p>Towards the end of each unit they will have an end of unit assessment, students will be aware of which assessment objective is being marked for each assessment.</p> <p>The majority of assessments are practical and marked live.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Consolidation tasks shared at the start of each scheme of work.</p> <p>https://www.bbc.co.uk/bitesize/subjects/zbckjxs</p>





Key Stage 3 English Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
Conflict Poetry	How can I analyse the language and structure of a poem? What techniques do poets use to engage the reader? How does the poet present the theme of conflict? How does the poet convey the horror of war? Can I write a PETAL paragraph to analyse key quotations?
Non-Fiction: Conflict	What is non-fiction? What is the difference between first- and third-person narrative? How are persuasive techniques used in non-fiction texts? How is a language used to persuade someone to visit Alcatraz? What impression of Alcatraz is presented to the reader? How can I use persuasive techniques to convince the reader?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
Novel Study	Key Questions for this unit will vary depending on the novel being studied. However, here are some general key questions regarding the study of a novel: What makes the opening of a novel effective? How do writers use language to present characters/themes/ ideas? How do writers create tension or suspense? How do characters change? What makes them change and is it always for the better? Can I write a PETAL paragraph to analyse key quotations?
Term 3 – Topics/ Key Content	Term 3 - Overarching Key Questions
Dystopian	What are the key features of the dystopian genre? How can I use dystopian vocabulary in my writing? How does the writer use language and structure to present governmental control in '1984'? How does the writer use language and structure to engage the reader? Can I use the PETAL structure to analyse key quotations? How can I create an effective piece of dystopian writing?





Assessment Overview and Format:

The assessments are set in English at the end of each unit of work to showcase the progress each student has made. Year 8 assessments will have a clearly indicated reading or writing focus. The relevant assessment objectives will be shared at the start of each unit.

Assessments will take place in the penultimate week of each half-term.

For writing assessments, typically students will be asked to write a descriptive piece about a character or setting. Writing assessments will normally require students to analyse an extract and complete either comprehension or analysis-style questions.

Links for Home Learning/Extension Resources:

Students in Year 8 will be set Home Learning tasks on www.noredink.com

noredink

In addition, we recommend that students read for at least 20 minutes per day in order to develop their vocabulary and fuel their imagination.

There is a WEK Reading Challenge in the student planner.





Key Stage 3 French Curriculum Year 8

Term 1 – Topics/ Key Content <u>T'es branché: You are cool!</u> <ul style="list-style-type: none">Talking about television programsTalking about filmsTalking about reading and types of booksTalking about what you do on the Internet.What did you do yesterday evening? Project Zone: Charlie and the Chocolate Factory.	Term 1 – Key Grammar Concepts <ul style="list-style-type: none">Present tense of er verbsNe ... pas and ne.... jamaisPresent tense of avoir and êtreUsing je suis fan deExpressing opinionsPresent tense of aller and faireTime expressions.
Term 2 – Topics/ Key Content <ul style="list-style-type: none"><u>Paris, je t'adore: Paris I love you!</u> Saying what you did in ParisSaying when you did things.Understanding information about a tourist attractionSaying where you went and how you got there.Talking about things you've done and things you usually do. Project Zone: A trip to a French-speaking country.	Term 2 – Key grammar concepts <ul style="list-style-type: none">Avoir in the present tenseThe perfect tense regular verbsC'était + adjectivesThe perfect tense with êtreAgreements Making sentences negative.
Term 3 – Topics/ Key Content <u>Chez moi, Chez toi: My town</u> <ul style="list-style-type: none">Describing where you liveTalking about your homeTalking about mealtimesDiscussing what food to buyTalking about an event	Term 3 – Key grammar concepts <ul style="list-style-type: none">Comparative adjectivesPrepositionsUsing boire and prendreIl faut + infinitiveUsing 3 tenses together
Assessment Overview and Format:	Links for Home Learning/Extension Resources: www.linguascope.com





There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade.

Summative assessment of Listening, Reading, and Writing at the end of each module.

Formative assessment of speaking through classwork and participation.

www.languagesonline.org.uk

Students are also given a booklet for each topic of study which contains everything they need.





Key Stage 3 Geography Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Tectonic Hazards</u></p> <p>This term students will be studying plate tectonics. Firstly, they will learn about Volcanoes and how they form, erupt, and their effects. Secondly, they will learn about predicting and preparing for earthquakes, how they form and their damage. Lastly, students will learn about Tsunamis, how they form, their damage, and recovery. For each tectonic hazard, students will be learning a case study from either a richer or a poorer country. Students will also be researching recent plate tectonic activity.</p>	<ul style="list-style-type: none">• What are the keywords associated with natural disasters?• What causes earthquakes, tsunamis, and volcanic eruptions?• What are the effects of earthquakes, tsunamis, and volcanic eruptions?• How can people protect themselves from earthquakes?• Why do natural disasters cause more deaths and damage in LICs than MICs?• How do I describe distribution on a map?• How can we respond to a tsunami?
<p><u>Sustainable Food</u></p> <p>Map and evaluate the different effects on people To evaluate whether the issue arises due to social, economic, or environmental reasons To evaluate how sustainable the food we eat To understand how food miles, packaging, and energy can contribute to sustainable food choices To understand how our shopping habits can impact others To investigate Fairtrade To evaluate solutions to our global food crisis</p>	<ul style="list-style-type: none">• What are the patterns of global food consumption?• Investigating reasons for an unbalanced diet• How can spiraling food costs impact our choices?• What impacts the sustainability of the food we eat?• How do my food choices affect the lives of others?• What are the solutions to the food crisis?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Climate Change</u></p> <ul style="list-style-type: none">• To understand the causes and effects of climate change• To understand how the effects of climate change can be managed• To understand the likely impacts and who will be affected• Understand what are sustainable solutions	<ul style="list-style-type: none">• Can Climate change?• How are countries contributing to global warming?• How do individuals cause the climate to change?• How can we manage the effects?





<p><u>Trading places - Trade and development</u></p> <p>Students will examine the differences in trade between Higher and Lower income countries and how this can affect development. They will consider sustainable solutions to overcome these inequalities.</p>	<ul style="list-style-type: none">• To learn key Geographical terms and their application• To recognise similarities and differences in living standards between LEDC and MEDC• To carry out a simulation task• To understand how development can be measured• To understand how trade affects wealth in MEDCS and LEDCs• To understand the difficulties that LEDCs face when trying to become more economically developed
<p>Term 3 – Topics/ Key Content</p> <p><u>Tropical Rainforests</u></p> <p>Students will examine where rainforests occur, and the natural features and unique biodiversity of these biomes. They will also examine the impacts of people using the rainforest, both positive and negative.</p> <p><u>Cold environments</u></p> <p>Students will learn about cold biomes and their physical features. They will explore the impacts of people on the environment and how we can overcome the challenges of protecting this region.</p>	<p>Term 3 - Overarching Key Questions</p> <ul style="list-style-type: none">• Where are the Tropical Rainforests?• What is a Climate Graph?• What is the climate like in the rainforest?• What are the layers of the Rainforest?• How do animals of the Rainforest adapt?• What is causing threatened species?• Tribes of the Rainforest• Using the Rainforest and Deforestation <ul style="list-style-type: none">• Where is Antarctica?• Where is the Arctic?• What is the polar climate?• How have animals adapted?• What is being done to protect these regions?
<p>Assessment Overview and Format:</p> <p>Students will be assessed through a variety of classwork and home-learning activities. Final assessments during the Key Assessments will include extended writing, problem-solving, map drawing, and investigation. These will be marked as per the whole school KS3 assessment policy.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Due to the number of books available for this subject, we will not be working from one textbook or only from the textbook.</p> <p>However, the Key Geography series (by David Waugh), are useful reference books and these can be used in class. Students would benefit from having their own Atlas to use at school and at home. Although one can be borrowed in class.</p> <p>An excellent digital resource is also the BBC Bitesize website – Key Stage 3 Geography</p>





Key Stage 3 History Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p><u>Slavery</u></p> <ul style="list-style-type: none">• How did sugar make slavery happen?• How did slavery make Britain rich?• Why were people treated like cargo?• How were humans sold like animals?• What was life like on the plantations?• Could you escape slavery?• Why did white people suddenly get so moral? <p><u>British Empire</u></p> <ul style="list-style-type: none">• What is so good about building an empire?• Was it an Empire to be proud of?• Why did the British scramble for Africa?• Was Cecil Rhodes a hero or a racist?• How did the British change India?• Was the Empire a good thing or a bad thing?	<p><u>Slavery</u></p> <p>Assessment question – Why did Slavery end?</p> <p><u>British Empire</u></p> <p>Assessment Question – Was the British Empire a good thing?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p><u>Industrial Revolution</u></p> <ul style="list-style-type: none">• What was the Industrial Revolution?• Which factor was the most important in creating the Industrial Revolution?• Why did the population explode between 1750-1900?• What was the greatest invention of the Industrial Revolution?• How easy was it being a child in the Industrial Revolution?• How bad were conditions in the mills?	<p><u>Industrial Revolution</u></p> <p>Assessment question – Source work – What was life like in the mills for children?</p>





<ul style="list-style-type: none"> Why did the disease spread so rapidly? <p><u>Medical Marvels</u></p> <ul style="list-style-type: none"> How did Edward Jenner change medicine? How important was Pasteurisation? How deadly was surgery? What did James Simpson discover? How did John Snow use science to help him? Who was the sewer king? Who was the greatest Medical Marvel? 	<p><u>Medical Marvels</u></p> <p>Assessment question – Who was the greatest medical marvel?</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Jack the Ripper</u></p> <ul style="list-style-type: none"> What was London like in 1888? What did Jack the Ripper look like? Who were Jack the Ripper's victims? Which of these suspects fits the descriptions best? Who was Jack the Ripper? <p><u>The Suffragettes</u></p> <ul style="list-style-type: none"> What were the key events of the 20th century? Why did women want the right to vote? What were the reactions to the suffragettes? Did Emily Davison intend to kill herself? Was WW1 good for women's right to vote? 	<p>Term 3 - Overarching Key Questions</p> <p><u>Jack the Ripper</u></p> <p>Assessment question – Who was Jack the Ripper?</p> <p><u>The Suffragettes</u></p> <p>Assessment question - Was it WW1 or the Suffragettes that got women the vote?</p>
<p>Assessment Overview and Format:</p> <p><u>There are 3 Key Assessments across the Year.</u></p> <p>Essays/assessment on topics throughout the year on the conditions on slave ships, the impact of slavery, whether the British Empire was a good</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will have access to lessons on TEAMS, they will be able to use textbooks to support their learning and these links are also useful:</p> <p>https://www.bbc.com/bitesize/topics/z2qj6sg https://www.bbc.com/bitesize/guides/zf7fr82/revision/1 https://www.bbc.com/bitesize/topics/zm7qtfr</p>





thing or not, the conditions in the mills
and the identity of Jack the Ripper.

https://www.bbc.co.uk/history/historic_figures/ripper_jack_the.shtml





Key Stage 3 Islamic Year 8

Term 1 – Topics/ Key Content <ul style="list-style-type: none">• Surat Ar Rahman (1-25)• Battle of the confederates• The Arab Islamic civilisation• The prayers of the traveler and of the sick• Majlis and Its Manners• Rules of Silent Meem	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• Explain the blessings of Allah mentioned in Surah Ar Rahman?• When was Surah Ar Rahman revealed?• What will happen if we do not believe in the Day of Judgement?• Analyse the causes of the battle of confederates?• Mention briefly how Allah helped the Muslims during the battle of trench.• What lessons do you learn from the battle of confederates?• How would you prove the influence of Arab Islamic civilization on the world?• Why the prayers of traveler and sick are different from normal prayers?• Explain why it is important to follow the Majlis manners in• Give brief description of Majlis manners and provide evidence from Quran and Hadith.• Describe the rules of Meem and explain how to apply them while reciting the Qur'an.
Term 2 – Topics/ Key Content <ul style="list-style-type: none">• Resurrection and Raising up Surah Qaf (1-15)• Dry Ablution (Tayammum) & Wiping over the footwear.• Observing Allah• Evidence of the Oneness of Allah• The People who will be in the shade of Allah	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• Why did Allah swear in Surah Qaf?• Explain why it is important to believe in the Day of Judgement?• How does believing in the Day of Judgements impact the individual's and society?• How would you perform dry ablution and wipe over the footwear?• Explain the ruling regarding Dry Ablution (Tayammum) & Wiping over the Footwear.• Explain the concept of being conscious of Allah.• What do you expect to happen if all individuals in society become conscious of being observed by Allah.• Explain three pieces of evidence of oneness of Allah• Differentiate between Fitrah and Subjection.• How would you prove the oneness of Allah with the evidence from Qur'an and Hadith?





Term 3 – Topics/ Key Content <ul style="list-style-type: none">• The Clear Conquest (Sulhul-Hudaybia)• Glade Tidings for those who Pray• Sunan Al-Fitrah• Voluntary Prayers (Duha & Night)	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• Prove how the treaty of Hudaibiyah was clear conquest in the history of Islam?• Analyse the terms and conditions of Hudaibiyah treaty.• Analyse the Hadith of Prophet PBUH regarding prayers• Give reason behind good news for people who walk in Fajr and Isha prayer.• Explain the concept of Sunan Al Fitrah• Infer the effects of Sunan Al Fitrah on an individual and society• Distinguish between types of voluntary prayers• Explain the merits of Duha and night prayer
Assessment Overview and Format: <p>Students will have 3 key assessments throughout the year. Students will be judged on the following criteria.</p> <ul style="list-style-type: none">• Qur'an recitation• Qur'an memorisation• Written Assessment• Home learning/notebooks	Links for Home Learning/Extension Resources: <p>www.awqaf.gov.ae www.quranexplorer.com www.iacad.gov.ae www.quran.com www.islamreligion.com http://harunyahya.com https://scholar.google.ae http://www.sultan.org https://sunnah.com</p>





Key Stage 3 Mathematics Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<u>Unit 1. Calculator skills/basics recap</u>	Work out. <ul style="list-style-type: none">• 4^2• 4^{-2}• 40
<u>Unit 2. Index laws</u>	Work out the product of 4, 6, and 2.
<u>Unit 3. HCF & LCM Prime decomposition</u>	Write the factors of 18 and 30 using this Venn diagram.
<u>Unit 4. Algebra basics recap – expand, factorise, simplify.</u>	What is the highest common factor? (HCF) of 18 and 30?
<u>Unit 5. Solving equations</u>	List the first 8 multiples of 9 and 12.
<u>Unit 6. Units and Area</u>	In how many different ways can the expression $12x + 24b$ be factorised?
<u>Unit 7. Volume</u>	Solve $6(x + 5) = 44 - 2(4 - 2x)$ $2(3x - 13) = 40 - 3(x + 4)$
<u>Unit 8. Surface area</u>	Meena is making some bunting.
<u>Unit 9. Standard form</u>	Each flag is a triangle of height 40 cm and base 25 cm. She wants to make 12 triangles.
<u>Unit 10. Ratio & proportion</u>	Work out the total area of material that she needs.
<u>Unit 11. Congruency Similar shapes</u>	The volume of this prism is 84 cm^3 . Calculate the length marked x.
	What is the formula for the volume of a cuboid?
	Write 42 900 000 in standard form.
	Write 3.61×10^{-3} as an ordinary number
	6 people can paint a fence in 3 hours.
	a How long would it take 3 people to paint it?
	b How long would it take 2 people?
	c How long would it take 12 people?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<u>Unit 12. Probability unconditional</u>	There are 26 sweets in a bag. 15 of the sweets are red and the rest of the sweets are white. One of the sweets is taken at random. Find the probability that the sweet is red.
<u>Unit 13. Pythagoras Theorem</u>	ABCD is a rectangle.
<u>Unit 14. Fractions/FDP</u>	Calculate the length of the diagonal AC.
<u>Unit 15. Reverse percentages and compound interest</u>	Dean says that 13% is greater than 0.1
<u>Unit 16. Sequences nth term</u>	Is Dean correct?
	Give a reason for your answer.
	The value of a house increased by 6%. The house then had a value of £265 000 Work out the value of the house before the increase.
	Perrie invests £25000 for 3 years in a savings account. She gets 2.7% per annum compound interest. Calculate the total amount of interest Perrie will get after 3 years.





	<p>The first term in a sequence is 3. The term-to-term rule is to add 5. Is 97 a term in the sequence?</p> <p>Give a reason for your answer.</p>
<p>Term 3 – Topics/ Key Content</p> <p><u>Unit 17. Averages tables</u></p> <p><u>Unit 18. Cumulative frequency</u></p> <p><u>Unit 19. Angles and parallel lines</u></p> <p><u>Unit 20. Angles in polygons</u></p> <p><u>Unit 21. Linear graphs</u></p> <p><u>Unit 22. Compound measures</u></p> <p><u>Unit 23. Constructions</u></p> <p><u>Unit 24. Scale drawings and bearings</u></p> <p><u>Algebra key skills recap</u></p>	<p>Term 3 - Overarching Key Questions</p> <p>The mean of eight numbers is 41. The mean of two of the numbers is 29. Work out the mean of the other six numbers.</p> <p>The frequency table shows the time taken for 100 people to travel to an event. On the grid, plot a cumulative frequency graph for this information.</p> <p>AB and CD are parallel lines. An angle of 110° is shown on the diagram. Write down the letter of one other angle of size 110° Work out the size of each interior angle in a regular octagon.</p> <p>On the grid, draw the graph of $y = 2x - 3$ for values of x from -3 to 3.</p> <p>A sprinter runs a distance of 200 meters in 25 seconds. Work out the average speed of the sprinter.</p> <p>Use a ruler and compasses to construct the perpendicular from point C to the line AB. You must show all your construction lines.</p>
<p>Assessment Overview and Format:</p> <p>There will be Key assessments each year: Baseline (where applicable) Key assessment 1 End of term 1 Key assessment 2 End of term 2 Key assessment 3 End of Year</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Sparxmaths - https://sparxmaths.com/ Mr. Carter Math's - https://www.mrcartermaths.com/# Lesson starter tasks and daily revision. Login: wek@gems Password: wek@gems Corbett Math's - https://corbettmaths.com/contents/ Video examples, worksheets, daily revision. MathsGenie - https://www.mathsgenie.co.uk/gcse.html Videos and Exam questions sorted by level Dr Frost www.dr frostmaths.com/resourceexplorer.php Learning platform and video resources</p> <p>Fun Mathematics: Brilliant.org https://www.3blue1brown.com https://www.numberphile.com https://www.vsauce.com</p>





Key Stage 3 Social Enterprise Curriculum Year 8

All Social Enterprise units of work are focused on one of the UN's 17 Sustainable Development Goals (SDGs). Lesson content involves learning about the causes of these global issues, and then students collaboratively take-action to work towards these goals through the project work included in each unit. Each year group has one lesson per week on the following curriculum:

<p>Term 1 – Topics/ Key Content</p> <p>Zero Plastic – (<i>Climate Action SDG 13</i>) to examine the excessive use of plastic in our society, the consequences, and the negative impact of this on our planet. To seek innovative ways of using alternative materials and reconsider our disposable way of living. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How and why has the use of plastic saturated our daily lives?</p> <p>What actions can we take to show solidarity with the Climate Action SDG, and work together to offer solutions for this issue? How do our individual contributions impact this shared global community goal?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Make Space for Nature – (<i>Life on Land SDG 15</i>) to understand the causes of habitat loss and desertification and how this affects all life forms. To consider animal extinction and how to prevent this for future generations. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What human activities destroy animal habitats and threaten their existence?</p> <p>What actions can we take to work towards the Life on Land SDG, offering solutions and preventing the causes? How do our individual contributions impact this shared global community goal?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Diversity -WEK stories – (<i>Reduced Inequalities SDG 10</i>) To better understand our own school community and the individuals that come together to form WEK. To gain empathy for the challenges that individuals face through inequalities. To accept the diverse backgrounds and cultures that make up our community. To collaborate effectively to consider ways to take-action to reduce global inequalities.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can we empower and promote the social, economic, and political inclusion of all here at WEK and in the global community?</p> <p>How can we collaborate to take-action towards the Reduced Inequalities SDG and have a positive impact?</p>
<p>Assessment Overview and Format:</p> <p>Students do not work towards grades in this subject area but instead work to meet and exceed four principal areas of value: knowledge, project, service, and extension.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://worldslargestlesson.globalgoals.org/</p> <p>https://www.globalgoals.org/</p>





Key Stage 3 Music Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Hooks and Riffs</p> <p>Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music and Music from the Western Classical Tradition. This topic aims to combine the inter-related musical strands of:</p> <ul style="list-style-type: none">• Performing: Playing and Singing.• Creating - Composing and Improvising• Critical Engagement: Listening and Appraising. <p>The music theory focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols.</p> <p>Off-Beat</p> <p>This topic begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. It uses two Reggae songs as case studies to explore the musical features of the genre: <i>Yellow Bird</i> and <i>Three Little Birds</i>. Students learn about the different textural elements that make up a Reggae song, and their harmonic language is extended and developed. The topic ends with students creating their own short set of lyrics using Jamaican speech style on a specific subject <i>e.g.</i>, <i>Black Lives Matter</i>, <i>School</i>, <i>etc.</i>, or by taking a well-known melody or song (of their choice) and researching the lyrics, chords, etc and creating a Reggae arrangement of it using the different textural layers explored during the unit.</p>	<ul style="list-style-type: none">• What are Hooks, Riffs, and Ostinatos?• How can you distinguish and differentiate between them when listening and performing?• What effect does using repeated musical patterns in a piece of music have on the listener?• What are Reggae songs about?• Who was Bob Marley?• How does the use of Offbeat and Syncopated Rhythms within Reggae music give it its “characteristic feel?”• How are Chords and Riffs used in Reggae music?
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>Variations</p> <p>The topic begins by exploring basic ways to vary an existing theme using the elements of music and simple musical devices. This is then developed by progressively exploring and using more complex variation techniques. This is then developed by progressively exploring and using more complex variation techniques including <i>augmentation</i>, <i>diminution</i> (<i>revision of note values</i>), <i>canon/round</i>, and <i>adding a counter melody</i> before students learn how to vary a theme using changes in tonality and investigate how <i>inversion</i>, <i>retrograde</i> and <i>retrograde inversion</i> can be applied to a theme as more advanced variation techniques.</p>	<ul style="list-style-type: none">• How can we change or vary the Tonality of a melody using major, minor and modes?• To what extent does a melody which has been varied become unrecognisable from the original?• How is improvisation used in Blues and Jazz?• What makes an “effective” improvisation?• How would Blues and Jazz sound if slavery was never abolished?





All That Jazz

This unit develops student's understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns, and how improvisation is used within Jazz and Blues genres. The characteristic 12-bar Blues chord pattern makes a traditional starting point for the unit with students learning chords I, IV, and V as triads in C Major before pupils extend these into seventh chords triads and turn these into a Walking Bass Line. The Blues Scale introduces a new melodic resource on which to improvise using ostinato, riffs and fills within the 12-bar Blues.

Term 3 – Topics/ Key Content

All About That Bass

Bass Clef Reading and Notation forms the foundation of this module which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places. Students begin by exploring the various meanings of the term 'bass' before looking at the Bass Clef and the names of the notes in the lines, spaces, and ledger lines on the Bass Stave. Instruments and voices that use the Bass Clef are referred to throughout the module. Bass Line Riffs, as short, memorable, repeated Bass Line Patterns are explored as students realise and perform some famous Bass Line Riffs from Bass Clef Notation from the genres of Rap and/or Hip-Hop.

Saharan Sounds

Students explore the effect of Syncopation on rhythms, learning about its offbeat feel and emphasis on the weaker beats before exploring how Call and Response is used in African Music, again through creating, composing, performing, and improvising their own Call and Response rhythms and the role of the Master Drummer. Students explore African Musical Instruments and the different timbres and sonorities that these produce before combining their learning of Cyclic Rhythms, Polyrhythms, Syncopation and Call and Response into an African-inspired piece.

Assessment Overview and Format

Students are assessed in an end-of-topic assessment after the completion of each unit through listening and appraising, composing, and performing. Alongside this,

Term 3 - Overarching Key Questions

- How do you read and play from Bass Clef Staff Notation?
- What musical instruments use the Bass Clef?
- What are the different ways of creating and performing a Bass Line?
- How do Bass Lines and Bass Line Patterns relate to song structure, texture, harmony, chords, and melody lines?
- To what extent, within such an international global society, is Rock 'n' Roll songwriting "dead"?
- What instruments are used in African Music?
- How are different sounds produced on an African Drum?
- What is the role of the Master Drummer in African Music?
- How are rhythms used within African Music?
- How are rhythmic devices, such as cyclic and polyrhythms, call and response, and syncopation used in African Music?
- To what extent has African Music influenced other genres of world, popular and "classical" music?
- To what extent is rhythm the sole focus of African Music?

Links for Home Learning/Extension Resources:

- Listening to Balinese and Javanese Gamelan music in which





students are assessed on mini projects, keyword assessments, and flipped learning during class. There will also be three Key Assessments which will include:

Ensemble Performance

Solo Performance

Performance Project

embellishments (heterophonic textures) and variation techniques are central features of the musical style.

- Perform compositions in assembly to contribute to the international ethos at school e.g., "Black Lives Matter Day

Watch online videos of famous bass singers *e.g., Willard White* performing in different contexts *e.g., live concert performances, operas, etc.*





Key Stage 3 Physical Education Curriculum Year 8

Term 1 – Topics/ Key Content Invasion Games and Swimming <u>Half Term 1 (to October half term)</u> Girls – Netball and Football Boys – Football and Swimming <u>Half Term 2 (to December vacation)</u> Girls – Swimming and Netball Boys – Football and Athletics	Term 1 - Overarching Key Questions Skeletal System What are the functions of the skeleton? Can you name the major bones in the body? Bones Can you name the major bones in the body? Classification of bones and their use in sport What types of bones do we have and which are used for different types of sporting actions?
Term 2 – Topics/ Key Content Athletics and Invasion Games A key focus during Term 2 is preparing students for Sports Day. <u>Half Term 1 (to February Half Term)</u> Girls - Athletics and Netball Boys - Athletics and Rugby <u>Half Term 2 (to April vacation)</u> Girls – Basketball and Rounders Boys – Basketball and Cricket	Term 2 - Overarching Key Questions Veins, arteries, capillaries What are blood vessels? What are the main differences between each blood vessel? Short- and long-term effects of exercise on the CV system What are the short- and long-term effects of exercise on our heart, lungs, muscles, and joints?
Term 3 – Topics/ Key Content <u>During Ramadan</u> Boys and Girls – Rock Climbing, Trampolining, Badminton <u>Outside of Ramadan</u> Boys – Swimming, Cricket, Volleyball Girls – Swimming, Rounders, Volleyball	Term 3 - Overarching Key Questions Training Zones What are training zones? How do we know what zone we are working in? Why is this important?
Assessment Overview and Format: Students are assessed 90% on their practical ability and a further 10% on their knowledge and understanding of	Links for Home Learning/Extension Resources:





the theoretical content covered. The theory content will be assessed by 3 termly written exams.





Key Stage 3 Science Curriculum Year 8

TERM 1	
HEALTH AND LIFESTYLE	<p>Describe the components of a healthy diet and their functions in the body.</p> <p>Compare the nutritional content of different foods or diets.</p> <p>Describe the effects of deficiencies or excesses of different nutrients on a person's health.</p> <p>Describe how to test food for starch, lipids, sugar, and protein.</p> <p>Describe the positive result for each food test</p> <p>Recall how you get and use energy</p> <p>Describe some health issues caused by an unbalanced diet</p> <p>Calculate the energy requirement of different people</p> <p>State what happens during digestion</p> <p>Describe the structure of the main parts of the digestive system</p> <p>Describe how components of the digestive system are adapted to their function</p> <p>Describe the role of enzymes in digestion</p> <p>Describe the role of bacteria in digestion</p> <p>Describe all the events that take place in turning a meal into simple food molecules</p> <p>Describe the effects of tobacco smoke on health</p> <p>Explain the effects of tobacco smoke on health</p> <p>State what happens during aerobic respiration</p>
THE PERIODIC TABLE	<p>State what the groups and periods of the Periodic Table tell you about the elements</p> <p>Use data to describe a trend in physical properties</p> <p>Use patterns in data for physical properties to estimate a missing value for an element</p> <p>State the properties and reactivity of Group 1 elements</p> <p>Use data and observations to describe trends and predict properties of Group 1 elements.</p> <p>Describe the reactions of any Group 1 element.</p> <p>State the properties and reactivity of Group 7 elements</p> <p>Use data and observations to describe trends and predict properties of Group 7 elements</p> <p>Describe the reactions of any Group 7 element.</p> <p>State the properties and reactivity of Group 0 elements</p> <p>Use data and observations to describe trends and predict properties of Group 0 elements</p> <p>Describe the reactions of any Group 0 element.</p>
ELECTRICITY & MAGNETISM	<p>Use an analogy or model to explain the potential difference.</p> <p>Draw circuit diagrams and make circuits that measure potential difference</p> <p>Explain how potential difference affects the way components work</p> <p>Use a formula to calculate the resistance.</p> <p>Make circuits and describe what components with resistance do</p> <p>Explain how resistance affects the way components work</p> <p>Use a model or analogy to explain resistance</p>





	<p>Describe the potential difference across components in series and parallel circuits</p> <p>Make series and parallel circuits from circuit diagrams</p> <p>Describe what is meant by the current</p> <p>Describe what happens to current in series and parallel circuits</p> <p>Describe what happens to current when you change components in a circuit</p> <p>Describe the properties of an electric field</p> <p>State how charged objects interact</p> <p>Describe what happens when charged objects are placed too near to each other.</p> <p>Use a sketch to describe how objects become charged up</p> <p>Describe how magnets interact</p> <p>Describe how magnetic field diagrams tell you about the direction and strength of a magnetic field</p> <p>Explain observations about navigation using the Earth's magnetic field</p> <p>Describe how to make an electromagnet</p> <p>Use a diagram to explain how to make an electromagnet and how to change its strength</p> <p>Describe how the strength of an electromagnet changes with distance.</p> <p>Explain why you chose an electromagnet rather than a permanent magnet for a purpose.</p> <p>Describe how electric bells, circuit breakers, and loudspeakers work.</p>
REPRODUCTION	<p>State where a plant's reproductive system is found.</p> <p>Name some methods of pollination</p> <p>Identify the structures of a flower and link their structure to their function</p> <p>Describe the differences between wind-pollinated and insect-pollinated plants.</p> <p>State what seeds and fruit are</p> <p>State what is meant by fertilization</p> <p>Describe the process of germination</p> <p>State the ways seeds can be dispersed</p> <p>Describe how a seed is adapted to its method of dispersal</p> <p>Explain why seed dispersal is important to the survival of the parent plant and its offspring</p> <p>State the causes of variation in a species</p> <p>Explain whether characteristics are inherited or environmental</p> <p>State the two types of variation</p> <p>Describe the difference between continuous and discontinuous variation</p> <p>Represent variation within a species using graphs</p> <p>Describe how variation helps species to survive environmental changes,</p> <p>Explain how species are adapted to their environments</p> <p>Explain how organisms adapt to environmental changes</p> <p>List the changes that take place during puberty</p> <p>State the difference between adolescence and puberty</p> <p>Describe the main changes that take place during puberty</p> <p>Name the main structures in the male and female reproductive systems including gametes</p>





	<p>Describe the function of the main structures in the male and female reproductive systems</p> <p>Describe the structure and function of gametes</p> <p>State what is meant by fertilization</p> <p>Describe the process of fertilization</p> <p>Describe the causes of low fertility in male and female reproductive systems.</p> <p>State what is meant by gestation</p> <p>Describe what happens during gestation and birth</p> <p>Explain whether substances are passed between the mother and fetus</p> <p>State what the menstrual cycle is</p> <p>State the length of the menstrual cycle</p> <p>Describe the main stages of the menstrual cycle</p>
TERM 2	
SEPARATING TECHNIQUES	<p>State the properties of a pure substance</p> <p>Name four common substances that are mixtures</p> <p>Explain how to use melting temperatures to identify pure substances</p> <p>Describe solutions using keywords.</p> <p>Explain how substances dissolve using the particle model</p> <p>Explain the meaning of solubility</p> <p>Use solubility curves to explain observations about solutions</p> <p>State why it is possible to separate mixtures</p> <p>State why filtration works to separate a particular mixture</p> <p>Choose when to use filtration to separate mixtures</p> <p>State why it is possible to separate mixtures</p> <p>State why evaporation works to separate a particular mixture</p> <p>State why distillation works to separate a particular mixture</p> <p>Choose the most suitable technique to separate a mixture of substances</p> <p>Describe how chromatography separates substances</p> <p>Use evidence from chromatography to identify unknown substances in mixtures</p>
ENERGY	<p>State the unit of energy content of food</p> <p>Compare the energy values of food and fuels</p> <p>Compare the energy in food and fuels with the energy needed for different activities</p> <p>Describe the energy resources used to generate electricity</p> <p>Explain the advantages and disadvantages of different energy resources</p> <p>Describe how energy is transferred from an energy resource to an electrical device in the home</p> <p>Describe what you pay for when you pay your electricity bill</p> <p>Calculate the cost of home energy usage.</p> <p>Compare the energy usage and cost of running different home devices</p> <p>Use a model of energy transfer between stores to describe how jobs get done.</p> <p>Describe how the energy of an object depends on its speed, temperature, height, or whether it is stretched or compressed.</p> <p>Show how energy is transferred between energy stores in a range of real-life examples</p> <p>Describe what dissipation means</p>





	<p>Calculate the useful energy and the amount dissipated, given values of input and output energy</p> <p>Explain how energy is dissipated in a range of situations</p>
WAVES LIGHT	<p>Describe what happens when a light ray meets a different medium</p> <p>State the speed of light</p> <p>Use ray diagrams of eclipses to describe what is seen by observers in different places</p> <p>Describe how light is reflected from a mirror</p> <p>Describe how images are formed in a plane mirror</p> <p>Use ray diagrams to show how light reflects and forms images</p> <p>Describe what happens when light enters a medium</p> <p>Use a ray-diagram model to describe how light passes through lenses and transparent materials</p> <p>Construct a ray diagram to show how light refracts</p> <p>Name parts of the eye</p> <p>Use ray diagrams to describe how light passes through the lens in your eye</p> <p>Describe how lenses may be used to correct vision</p> <p>State the difference between different colours in terms of frequency.</p> <p>Use the ray model to describe how objects appear in different colours and how light is refracted through a prism.</p> <p>Explain observations where coloured lights are mixed or objects are viewed in different lights</p>
ADAPTATIONS AND INHERITANCE	<p>Describe resources plants and animals compete for</p> <p>Describe how organisms are adapted to their environment</p> <p>Describe how organisms adapt to environmental change</p> <p>Describe how competition can lead to adaptation</p> <p>Describe how variation of species occurs</p> <p>Describe the difference between environmental and inherited variation</p> <p>Describe the difference between continuous and discontinuous variation</p> <p>Represent variation within a species using graphs</p> <p>Describe the theory of natural selection.</p> <p>Explain why species evolve over time</p> <p>Describe the processes of peer review</p> <p>Evaluate the evidence that Darwin used to develop his theory of natural selection</p> <p>State some factors that may lead to extinction</p> <p>Explain why a species has become extinct</p> <p>Explain how a lack of biodiversity can affect an ecosystem</p> <p>Describe what is meant by an endangered species</p> <p>Describe some techniques used to prevent extinction</p> <p>Describe how preserving biodiversity benefits humans</p> <p>Describe how characteristics are inherited</p> <p>Describe the relationship between DNA, genes, and chromosomes.</p> <p>Explain how a DNA mutation may affect an organism and its future offspring</p> <p>Describe the structure of DNA</p> <p>Describe how scientists worked together to discover the structure of DNA.</p> <p>Describe the difference between dominant and recessive alleles</p>





TERM 3	
METAL REACTIONS	<p>Name three magnetic elements</p> <p>Name the only metal and only non-metal that are liquid at room temperature</p> <p>Identify an unknown element from its physical and chemical properties</p> <p>Name the substances formed when metals and non-metals react with oxygen</p> <p>Classify the substances formed when metals and non-metals react with oxygen</p> <p>Describe an oxidation reaction with a word equation and particle diagram</p> <p>State what is formed when metals react with acids</p> <p>Compare the reactions of different metals with dilute acids</p> <p>Describe a metal-acid reaction with a word equation and a particle diagram</p> <p>Name the substances formed when metals react with oxygen</p> <p>Compare the reactions of different metals with oxygen</p> <p>Describe an oxidation reaction with a word equation and a particle diagram</p> <p>State what the reactivity series is and what it shows</p> <p>Place an unfamiliar metal into the reactivity series based on information about its reactions with water</p> <p>Describe an oxidation, displacement or metal acid reaction with a word equation</p> <p>Place an unfamiliar metal into the reactivity series based on information about its reactions</p> <p>Describe properties of ceramics</p> <p>Explain why a substance has a particular property based on how it was formed</p> <p>Describe the structure of a polymer</p> <p>Represent polymers using particle diagrams</p> <p>Explain how polymer properties depend on their molecules</p>
MOTION AND PRESSURE	<p>Calculate speed</p> <p>Describe relative motion</p> <p>Interpret distance-time graphs</p> <p>Calculate speed using distance-time graphs</p> <p>Sketch the forces acting on objects when there are contact forces acting</p> <p>Describe what happens to a moving object when the resultant force acting on it is zero.</p> <p>Explain what linear relationship means</p> <p>Describe how fluids exert pressure in all directions.</p> <p>Calculate fluid pressure</p> <p>Explain the behaviour of the object using ideas of pressure.</p> <p>Describe how atmospheric pressure changes with height</p> <p>State how liquid pressure changes with depth</p> <p>Explain why some things float, and some things sink and how area affects upthrust.</p> <p>Calculate pressure in liquids in a range of situations</p> <p>Describe what simple machines do</p>





	<p>Use a diagram to show how a lever works</p> <p>Compare the work needed to move objects different distances</p>	
SPACE	<p>Describe the objects that you can see in the night sky</p> <p>Describe the structure of the Universe</p> <p>Explain the choice of particular units for measuring distances</p> <p>Describe the model of the Solar System</p> <p>Explain why we see objects in the Solar System and why they appear to move as they do.</p> <p>State what phenomena the Solar System model can be used to explain</p> <p>Explain why places on the Earth experience different daylight hours and seasons</p> <p>Name some phases of the Moon</p> <p>Describe the appearance of the Moon and planets from diagrams</p> <p>Explain why you see phases of the Moon.</p>	
THE EARTH	<p>Name the three rock layers of the Earth</p> <p>Compare the layers of the Earth</p> <p>Describe how sedimentary rocks are formed</p> <p>Explain why a sedimentary rock has a particular property based on how it was formed</p> <p>Describe how igneous and metamorphic rocks are formed</p> <p>Explain why igneous and metamorphic rocks have particular properties based on how they were formed</p> <p>List the processes that interconvert sedimentary, igneous and metamorphic rocks</p> <p>Construct a labeled diagram to explain the processes of rock formation</p>	
GL PREP	Students will be provided with detailed preparation materials.	
PROJECT	Students will develop their own investigations to showcase the skills they have built on during the year.	Independent variable, dependent variable, control variables, method, apparatus, conclusion, evaluation, analysis, prediction, hypothesis.
<p>Assessment Overview and Format:</p> <p>For each topic, students will complete.</p> <ul style="list-style-type: none"> • Spelling test on keywords • Assessed homework task • Assessed practical task • End of unit Educake quiz. <p>Key Assessments will assess all content to the date of the assessment.</p> <p>Key Assessment 1-3 - 60 minutes</p>		<p>Links for Home Learning/Extension Resources:</p> <p>All resources will be shared with students on TEAMS.</p> <p>Educake for quizzes www.educake.co.uk (students have log-ins)</p> <p>BBC Bitesize https://www.bbc.com/bitesize/subjects/zng4d2p</p> <p>AQA KS3 https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus</p> <p>UK National Curriculum standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf</p>





Key Stage 3 Social Enterprise Curriculum Year 8

All Social Enterprise units of work are focused on one of the UN's 17 Sustainable Development Goals (SDGs). Lesson content involves learning about the causes of these global issues, and then students collaboratively take action to work towards these goals through the project work included in each unit. Each year group has one lesson per week on the following curriculum:

<p>Term 1 – Topics/ Key Content</p> <p>Zero Plastic – (<i>Climate Action SDG 13</i>) to examine the excessive use of plastic in our society, the consequences, and the negative impact of this on our planet. To seek innovative ways of using alternative materials and reconsider our disposable way of living. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 1 - Overarching Key Questions</p> <p>How and why has the use of plastic saturated our daily lives?</p> <p>What actions can we take to show solidarity with the Climate Action SDG, and work together to offer solutions for this issue? How do our individual contributions impact this shared global community goal?</p>
<p>Term 2 – Topics/ Key Content</p> <p>Make Space for Nature – (<i>Life on Land SDG 15</i>) to understand the causes of habitat loss and desertification and how this affects all life forms. To consider animal extinction and how to prevent this for future generations. To work collaboratively to take-action supporting the prevention of this global issue.</p>	<p>Term 2 - Overarching Key Questions</p> <p>What human activities destroy animal habitats and threaten their existence?</p> <p>What actions can we take to work towards the Life on Land SDG, offering solutions and preventing the causes? How do our individual contributions impact this shared global community goal?</p>
<p>Term 3 – Topics/ Key Content</p> <p>Diversity -WEK stories – (<i>Reduced Inequalities SDG 10</i>) To better understand our own school community and the individuals that come together to form WEK. To gain empathy for the challenges that individuals face through inequalities. To accept the diverse backgrounds and cultures that make up our community. To collaborate effectively to consider ways to take-action to reduce global inequalities.</p>	<p>Term 3 - Overarching Key Questions</p> <p>How can we empower and promote the social, economic, and political inclusion of all here at WEK and in the global community?</p> <p>How can we collaborate to take-action towards the Reduced Inequalities SDG and have a positive impact?</p>
<p>Assessment Overview and Format:</p> <p>Students do not work towards grades in this subject area but instead work to meet and exceed four principle areas of value: knowledge, project, service, and extension.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>https://worldslargestlesson.globalgoals.org/</p> <p>https://www.globalgoals.org/</p>





Key Stage 3 Spanish Curriculum Year 8

Term 1 – Topics/ Key Content <u>Las Vacaciones: Holidays</u> <ul style="list-style-type: none">Talking about a past holidaySaying what you did on holidayDescribing what you did on the last daySaying what your holiday was likeExpressing opinions. Project Zone: Presenting to an audience.	Term 1 – Key grammar concepts <ul style="list-style-type: none">Preterite of irPreterite tense of regular verbs AR, ER, IRSpelling changes of sacarMaking sentences negativeUsing sequencesExtending writing with connectives and writing about othersPreterite of ser Pronunciation of r and rr.
Term 2 – Topics/ Key Content <u>Todo sobre mi vida: All about my life</u> <ul style="list-style-type: none">Saying what you use your phone forSaying what type of music, you likeTalking about TVMaking comparisonsUnderstanding a Spanish TV guideLearning about young people's lives Project Zone: Message in a bottle / Learning about Hispanic singers – learning one of their songs.	Term 2 – Key grammar concepts <ul style="list-style-type: none">Present tenseSpeaking about othersMe gusta + infinitiveConjugating verbsComparisonsAdjectival agreementSimple future tense Saying years – using high numbers.
Term 3 – Topics/ Key Content <u>La comida: Food</u> <ul style="list-style-type: none">Saying what food, you likeDescribing mealtimesTelling the timeOrdering a mealDiscussing what to buy for a party	Term 3 - Overarching Key Questions <ul style="list-style-type: none">Using a wider range of opinions and adjectivesAdjectival agreementUsing negativesBeing polite using usted and ustedesUsing the near future: Voy a + infinitiveUsing and understanding 3 tenses together.





<ul style="list-style-type: none">Giving an account of a party	
<p>Assessment Overview and Format:</p> <p>There are 3 Key Assessment points throughout the year which contribute 100% to the current working at grade.</p> <p>Summative assessment of Listening, Reading and Writing at the end of each module.</p>	<p>Links for Home Learning/Extension Resources:</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p> <p>Students are also given a booklet for each topic of study which contains everything they need.</p>

