



2022-23

Key Stage 3

Year 8 Curriculum





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Key Stage 3 Arabic A Curriculum Year 8

Term 1 – Topics/ Key Content	Term 2 – Topics/ Key Content
<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 المفعول له نص استماع اعراب المثني 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 الحكمة 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>ما دور الفكرة التي اعتمدها 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> <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>التحدث الاستماع</p>	
<p>Term 3 – Topics/ Key Content (قصة قلب أمي) (أركان التشبيه بالبلغ) (مراجعة نص استماع تحدث كتابة نص تفسيري) مراجعة إعراب المثني وجمع المذكر السالم (الهمزة المتوسطة) (مراجعة مراجعة عامة في أنواع التشبيه والعبارات المجازية نص استماع تحدث حول موضوع اجتماعي متعلق بالقصة) (قلب أمي) (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.</p>	<p>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؟</p>
<p>Assessment Overview and Format:</p> <ul style="list-style-type: none">• End of Chapter assessment. (x1)• End of Term assessment including all topics taught. (x3)	<p>Links for Home Learning/Extension Resources:</p> <p>Go4school weekly assigned homework.</p>



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 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 are 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 is 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 (High Performance Learning) 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 an outcome?3. How will using different mediums help you visually illustrate how science and art connect?
<p>Term 2 (after the Easter break until the end of Term 3)</p> <p>Topics/ Key Content:</p> <p>Dystopian Book Cover</p> <p>The Dystopian Book Cover project is a cross curricular project with English whereby the student 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>They will be developing skills within the 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:

Students will be marked on 4 assessment objectives:

Research
Observations
Developments
Final Outcomes

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.

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

Links for Home Learning/Extension Resources:

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.

Students will also be expected to use the library alongside devices where necessary to complete their homework to a high and expectable standard.



Key Stage 3 Computing Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - 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>	<p>How can you protect yourself?</p> <p>Where are our vulnerabilities?</p> <p>Is it really as simple as that to get hacked?</p> <p>Why is my data so valuable?</p> <p>How do Snapchat, Instagram, Facebook, and Twitter use my data?</p>
<p>Graphics</p> <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>	<p>What does manipulation mean in the graphics industry?</p> <p>How can hundreds of photoshop tools be used to create a mind-blowing graphic?</p> <p>How do filters take form?</p> <p>What is the function of layers and just how important are they?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<p>Data Science</p> <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.</p>	<p>What is the difference between data and information?</p> <p>Is it easier for me to make decisions from data visualization?</p> <p>How did John Snow use data visualization to find the core reason Cholera was wiping people out in the 1800s?</p>



<p>Animation in CC</p> <p>In this unit, pupils will learn how animations are created and use a variety of drawing and animation techniques including tweening and motion paths in order to plan, create and export a multi-layered animation into a format that can be played as a standalone file or as a moving image within a web page. The unit includes theory on frame rates and the effect on file size. Pupils are encouraged to analyse existing animated advertisements before planning and creating their own to deliver effective messages to a specific audience. ActionScript is also introduced in order to add interactivity to their advertising banners.</p>	<p>How big is the animation industry?</p> <p>What needs changing to make the overall transition of animation appear smoother?</p> <p>Are the possibilities endless when it comes to animating?</p> <p>What are the key principles of animating?</p>
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>
<p>Python</p> <p>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 follow 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.</p>	<p>How advanced can python programming really get?</p> <p>How can I identify when a problem needs to be broken down?</p> <p>Can events control the flow of a program?</p> <p>Can I now Identify and fix common coding errors?</p>
<p>Developing Databases</p> <p>This unit covers the essential theory of databases in order 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 is one- a 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. They will also create a flat-file or two-table relational database of their own, using suitable field types and adding in appropriate validations.</p>	<p>Are there different types of databases?</p> <p>How does one distinguish between different database types?</p> <p>Can ‘queries’ make life easier?</p> <p>How often do we come across databases in our daily lives?</p> <p>Is our entire life stored on multiple databases? E.g. passport details, bank accounts, banking, finance, etc.</p>



They will create an input form, queries, a report and a front-end menu for their own application	
Assessment Overview and Format	Links for Home Learning/Extension Resources
<p>Each unit contributes an equal weight toward the final grade (6 units).</p> <p>Students are formally assessed in an end-of-topic assessment after the completion of each unit, throughout the year. Alongside this, students are assessed on mini projects, keyword assessments ,and flipped learning during class.</p>	<p>A large library of resources is available in the TEAM section whereby students will have access to all their worksheets, assessments, and quizzes to revise from.</p> <p>Cyber security https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/3</p> <p>Graphics https://www.bbc.co.uk/bitesize/guides/zv2v4wx/revision/2</p> <p>Python https://www.bbc.co.uk/bitesize/guides/zqh49j6/revision/2</p> <p>Databases https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1</p>



Key Stage 3 Design & Technology Curriculum Year 8

<p>Term 1 – Topics/ Key Content</p> <p><i>Graphics – Keyring</i></p> <p>During this project, students will explore the work of graphic designer John Burgerman. They will explore imaginative and original ways of creating character designs, then they will create an original piece of work. Students will then turn this design into a keyring using CAD/CAM. Students will follow the design process throughout the project and once they have manufactured their keyring they will test and evaluate their work.</p> <p><i>Food Preparation and Nutrition – Bread</i></p> <p>Students will know how to prepare food correctly and safely. They will explore the topic ‘bread’ and make a variety of food products under this theme. Students will also explore the food science behind how bread rises and consider the nutritional information for the dishes they have made.</p>	<p>Term 1 - Overarching Key Questions</p> <p>Why is being open-minded important when analysing and interpreting another designer’s work? (Agile)</p> <p>Can you adapt a real product into an original abstract character? (Linking, Creating)</p> <p>What methods can you use to showcase fluent thinking and originality in your designs? (Creating)</p> <p>Why is hygiene and precision important in the food room? (Analysing)</p> <p>Are you confident taking risks and adapting recipes, taking into consideration the taste and function of ingredients? (Empathetic, Agile)</p> <p>What connection can you make between food and science? (Linking)</p>
<p>Term 2 – Topics/ Key Content</p> <p><i>Graphics – Keyring</i> <i>Food Preparation and Nutrition – Bread</i></p> <p>These 2 projects will continue until the February half term, each project is 8 weeks.</p> <p><i>Product Design – Nightlight</i></p> <p>Students will be making a nightlight this term. The nightlight is made from timber and plastic and students will further develop their woodworking and CAD/CAM skills. The nightlight includes an electronic circuit that the students will assemble and solder. Students will be shown how to use the tools and equipment correctly and safely. Students</p>	<p>Term 2 - Overarching Key Questions</p> <p>How will you use what you learnt during the previous projects to support you during this project? (Meta-thinking, Linking)</p> <p>How does having an enquiring mind benefit the research process? (Agile)</p> <p>Why is it important to work collaboratively when learning to solder? (Empathetic)</p>



<p>will follow the design process throughout the project.</p> <p><i>Textiles – Mini Monsters</i></p> <p>During this term, students will make a fabric toy, a 'mini monster'. The toy will be made using a variety of hand stitches and will include different textile skills such as appliqué and decorative processes like button application. Students will understand how to use tools and equipment correctly and safely in the manufacture of their toy. Students will follow the design process during this project.</p>	<p>How can you demonstrate quality control when manufacturing a product, especially when applying speed and accuracy? (Realising)</p> <p>Why is planning a significant step before manufacturing a project? (Analysing)</p> <p>Why is it important to be flexible and bend the rules when generating designs? (Creating)</p> <p>Why should you practice textiles skills before making your final product? (Hard working)</p>
<p>Term 3 – Topics/ Key Content</p> <p><i>Product Design – Nightlight</i> <i>Textiles – Mini Monsters</i> These 2 projects will continue until the end of the year, each project is 8 weeks.</p>	<p>Term 3 - Overarching Key Questions</p> <p>See Above</p>
<p>Assessment Overview and Format:</p> <p>In Design & Technology we assess using the same format as in GCSE, students are assessed on the following:</p> <ul style="list-style-type: none">• Research skills• Design and Development skills• Practical <p>Students will also participate in a baseline assessment and an end-of-year assessment, these will test students' knowledge across all three-subject areas.</p> <p>They will be numerically graded from 1-9</p>	<p>Links for Home Learning/Extension Resources:</p> <p>All home learning is uploaded onto Showbie and Go4Schools. The work is mostly a continuation of skills and tasks we have started in the lesson, used as retrieval exercises, as this helps students prepare for the style of homework if the subject is taken at GCSE. On occasion, this can be related to research for a topic, analysis of a design workpiece, or a skill-building exercise.</p>



Key Stage 3 Drama Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Exploration of a set text ‘Mugged’</p> <p>Students will explore the play ‘Mugged’; gaining an understanding of the themes, issues, relationships, and characters within the play.</p> <p>They will perform extracts from the play and include their own off-text improvisation for their assessment.</p> <p>Commedia Dell’ Arte</p> <p>This unit of work will allow students the opportunity to discover the 16th Century Italian genre of theatre which has influenced many contemporary genres of theatre and film that we see today.</p> <p>Students will learn and practically explore the conventions of the genre which include physical theatre, masks, stock characters and improvisation. As part of their assessment they will write, direct and perform in the genre of Commedia.</p>	<p>What do we know about the play based on the title? What is meant by mob mentality? Why do the characters act the way that they do? What can we infer about their lives up to this moment?</p> <p>Is there a difference between physical theatre and dance? How can you create a three-dimensional character whilst still adhering to the conventions of commedia?</p>
Term 2 – Topics/ Key Content	Term 2 - Overarching Key Questions
<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>Murder Mystery</p> <p>This exciting unit of work not only develops students’ performance skills but also allows</p>	<p>What is continuity? Why is a movement coach important for screen acting? How does acting/directing for screen compare to acting/directing on stage?</p> <p>How might persuasive language be useful in this</p>



<p>them the opportunity to think logically, analyse evidence and work collaboratively as they work towards discovering the culprit.</p> <p>In terms of performance skills, they must consider their use of language, status and register of voice as they work as detectives, journalists, researchers and pathologists.</p>	<p>unit of work?</p> <p>What skills should you employ to show your high/low status?</p> <p>As a performer, how will you make the subtext of your character clear?</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>Mini Theatre Company</p> <p>This project provides students with the opportunity to work in a real theatre company. They will gain an understanding of the various careers and job roles within the theatre, film, and media industries and have experience working in some of these roles.</p> <p>Students will work as performers, directors, and designers in preparation for GCSE Drama.</p>	<p>Term 3 - Overarching Key Questions</p> <p>What is characterisation? How does your devising link to the previous genres that we have studied in drama so far?</p> <p><i>Key Questions will differ depending on the style and genre each group decides to work on.</i> <i>Examples of generic questions are:</i> Why is it important to work collaboratively? How does the role of the director differ from that of the designer? What is the message of the performance? How are the directors, designers, and performers making this clear to the audience?</p>
<p>Assessment Overview and Format:</p> <p>Drama is assessed in three key areas;</p>	<p>Links for Home Learning/Extension Resources:</p> <p>Students will be set an extended piece of</p>



creating, performing, and responding. Towards the end of each unit of work, students will be assessed on the learning of that unit.

Students will be made aware of which assessment objectives they are being looked at ahead of the assessment.

homework/research to complete throughout the academic year. In addition to this, they should try to expose themselves to as much theatre as possible whether that be live or recorded.

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>



Key Stage 3 English Curriculum Year 8

Term 1 – Topics/ Key Content Conflict Poetry Non-Fiction: Conflict	Term 1 - Overarching Key Questions 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? 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 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 Novel Study	Term 2 - Overarching Key Questions 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 Dystopian	Term 3 - Overarching Key Questions 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

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

<p>Term 1 – Topics/ Key Content</p> <p><u>T’es branché: You are cool!</u></p> <ul style="list-style-type: none">• Talking about television programs• Talking about films• Talking about reading and types of books• Talking about what you do on the Internet• What did you do yesterday evening? <p>Project Zone: Charlie and the Chocolate Factory.</p>	<p>Term 1 – Key Grammar Concepts</p> <ul style="list-style-type: none">• Present tense of er verbs• Ne ... pas and ne.... jamais• Present tense of avoir and être• Using je suis fan de• Expressing opinions• Present tense of aller and faire• Time expressions.
<p>Term 2 – Topics/ Key Content</p> <ul style="list-style-type: none">• <u>Paris, je t’adore: Paris I love you!</u> Saying what you did in Paris• Saying when you did things• Understanding information about a tourist attraction• Saying where you went and how you got there• Talking about things you’ve done and things you usually do. <p>Project Zone: A trip to a French-speaking country.</p>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• Avoir in the present tense• The perfect tense regular verbs• C’était + adjectives• The perfect tense with être• Agreements• Making sentences negative.
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 – Key grammar concepts</p>
<p>Assessment Overview and Format:</p> <p>There are 3 Key Assessment points throughout the year which contribute 100% to the current working grade.</p> <p>Summative assessment of Listening, Reading, and Writing at the end of each module.</p> <p>Formative assessment of speaking through classwork and participation.</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>



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> <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 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? <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>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
<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 Curriculum Year 8

<p>Term 1 – Topics/ Key Content</p> <p><u>Slavery</u></p> <p><u>British Empire</u></p>	<p>Term 1 - Overarching Key Questions</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 lifelike on the plantations?• Could you escape slavery?• Why did white people suddenly get so moral? <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>Term 2 – Topics/ Key Content</p> <p><u>Industrial Revolution</u></p> <p><u>Medical Marvels</u></p>	<p>Term 2 - Overarching Key Questions</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?• Why did disease spread so rapidly? <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>Term 3 – Topics/ Key Content</p> <p><u>Jack the Ripper</u></p>	<p>Term 3 - Overarching Key Questions</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?• What were the key events of the 20th century?• Why did women want the right to vote?• What were the reactions to the suffragettes?



<p><u>Introduction to 20th- Century History Suffragettes</u></p>	<ul style="list-style-type: none">• Did Emily Davison intend to kill herself?• Was WW1 good for women's right to vote?• Was it WW1 or the Suffragettes that got women the vote?
<p>Assessment Overview and Format:</p> <p><u>There are 3 Key Assessments across the Year.</u></p> <p>Essays/assessments on topics throughout the year on the conditions on slave ships, the impact of slavery, whether the British Empire was a good thing or not, the conditions in the mills and the identity of Jack the Ripper.</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 https://www.bbc.co.uk/history/historic_figures/ripper_jack_the.shtml</p>



Key Stage 3 Islamic Curriculum Year 8

Term 1 – Topics/ Key Content <ul style="list-style-type: none">• Surat Ar Rahman• Evidence of the oneness of Allah• Sunan Al Fitra• Dry ablution• Observing Allah• Battle of the confederates• Glad tiding for those who pray• People in the shade of Allah	Term 1 - Overarching Key Questions <ul style="list-style-type: none">• What are 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?• How would you prove the oneness of Allah with evidence from Qur'an and Hadith?• Can you explain the concept of Sunan Al Fitrah?• How would you perform dry ablution?• Why did Prophet PBUH emphasize on the concept of observing Allah?• Can you analyse the causes of battle of confederates?• What can we do to be in the shade of Allah?
Term 2 – Topics/ Key Content <ul style="list-style-type: none">• Surah Qaf• Resurrection and Raising up• Thinking in Islam• The prayers of the traveler and of the sick• Working is a worship act• The Arab Islamic civilization	Term 2 - Overarching Key Questions <ul style="list-style-type: none">• Why is it important to believe in the Day of Judgement?• How believing in the Day of Judgement impact persons worldly life?• Can you justify the importance of thinking in Islam?• Why prayers of the traveler and the sick are different from normal prayers?• Do you agree with the concept of “working is a worship”? Give reason for your answer• How would you prove the influence of Arab Islamic civilization on the world?
Term 3 – Topics/ Key Content <ul style="list-style-type: none">• The reward of good deeds• Voluntary prayers (Duha and Night)• The clear conquest• The problem of poverty in the Muslim world	Term 3 - Overarching Key Questions <ul style="list-style-type: none">• What is the reward of good deeds?• Can you explain voluntary prayers?• How would you prove the treaty of Hdaybiyyah was clear conquest in the history of Islam?• What strategies would you suggest to eliminate the poverty in the Muslim world?
Assessment Overview and Format: <p>Students will have 3 key assessments throughout the year. Students will be judges on the following criteria</p> <ul style="list-style-type: none">• Qur'an recitation	Links for Home Learning/Extension Resources: <ul style="list-style-type: none">www.awqaf.gov.aewww.quranexplorer.comwww.iacad.gov.aewww.quran.comwww.islamreligion.com



<ul style="list-style-type: none">• Qur'an memorisation• Written Assessment• Home learning/notebooks	<p>http://harunyahya.com https://scholar.google.ae http://www.sultan.org https://sunnah.com</p>
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Key Stage 3 Mathematics Curriculum Year 8

Term 1 to February half term – Topics/ Key Content

Unit 1: Number Calculating with negative integers, Prime factor decomposition, HCF LCM, Using indices, BIDMAS

Unit 2: Algebra Revising year 7 Algebra

Unit 3: Geometry Area of triangles, compound shapes, circles, Parallelograms and trapezia, Area of compound shapes, Properties of 3D solids, Surface area, Volume

Unit 4: Graphs Direct proportion, Speed/Distance/Time, Reading a speed/time graph

Term 2 February half term onwards – Topics/ Key Content

Unit 5: Number Indices (Up to negative/Change the base), Standard form

Unit 6: Geometry Similar triangles, Pythagoras theorem, Trigonometry (SOH CAH TOA)

Unit 7: Statistics P () notation, Experimental probability, Estimating probability, Tree diagrams

Unit 8: Number Percentage of amounts, Percentage Increase/decrease, Percentage change, Reverse percentages, Compound interest

Term 3 – Topics/ Key Content

Unit 9: Algebra Plotting linear graphs, The gradient, $y=mx+c$, Parallel/Perpendicular lines, Midpoint

Unit 10: Statistics Mean from grouped frequency table, Interquartile Range (IQR), Cumulative frequency graphs

Unit 11: Geometry Angles in parallel lines, Angles in polygons, Angles proof

Assessment Overview and Format:

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

	Year 7	Year 8	
Baseline	All new students		
Term 1	9 th Nov	9 th Nov	
Team 2	1 st Mar	1 st Mar	
End of Year	Jun 14 th	Jun 14 th	

Assessment data will be calculated using the most recent assessment, (where available) previous exam data will also be considered.

Links for Home Learning/Extension Resources:

Sparxmaths - <https://sparxmaths.com/>

Mr Carter Maths - <https://www.mrcartermaths.com/#>
Lesson starter tasks and daily revision.

Login: wek@gems

Password: wek@gems

Corbett Maths - <https://corbettmaths.com/contents/>
Video examples, worksheets, daily revision.

MathsGenie -

<https://www.mathsgenie.co.uk/gcse.html>

Videos and Exam questions sorted by level

DrFrost www.dr frostmaths.com/resourceexplorer.php

Learning platform and video resources

Fun Mathematics:

Brilliant.org

<https://www.3blue1brown.com>

<https://www.numberphile.com>

<https://www.vsauce.com>



Key Stage 3 Moral, Cultural, and social studies Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions:
<p><u>First Aid</u></p> <ul style="list-style-type: none">• Staying Safe at Home and Abroad <p>-The Risk of Strangers</p> <ul style="list-style-type: none">• Ways to Act Upon Exposure to Chase <p>-First Aid</p> <p>-Studying Crimes</p> <p><u>Human Needs</u></p> <ul style="list-style-type: none">• Necessities of Life• Basic Needs• Psychological Needs• The Needs of Self-Realization• Meeting Human Needs and Conflicts	<p><u>Term 1 - Overarching Key Questions:</u></p> <ul style="list-style-type: none">• How can I stay safe at home and abroad?• What first aid techniques can I learn to help others? <p>-How can I be healthy and happy in my everyday life?</p>
<p><u>Assessment Overview and Format:</u></p> <p>Students will have summative assessment throughout the year. This may be in the form of keyword tests or short essay style questions</p>	<p><u>Links for Home Learning/Extension Resources:</u></p> <p>Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their booklets and class resources.</p>



Term 2 - Topics/Key content:

East Asia – China

Students will learn about East Asia and how people affect the environment including:

- The Geography of East Asia
- Engineering and Civilization in Ancient China
- Chinese Technology, Science and Medicine
- Culture Through Art in China in 1770
- Korea's Renaissance

South Asia – India

Students will learn about South Asia and exploring civilizations including:

- The Geography of South Asia
- Ancient Civilizations of South Asia
- Ancient India – Mauryan to Gupta Empires
- Arrival of Islamic Civilization in India and the Delhi Sultanate
- Origins of Science in South Asia
- British in India
- Economy and Cities of South Asia

Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of keyword tests or short essay style questions

Term 2 Overarching Key Questions:

- What was the importance of the natural environment to people in the past and in the present?
- What actions can you take to defend human dignity?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their booklets and class resources.



Term 3 - Topics/Key content:

Central Asia – Part 1

Students will learn about Central Asia, including:

- An Introduction to Central Asia
- The Silk Road
- The Culture of Central Asia

Central Asia – Part 2

Students will learn about Central Asia, including:

- Kazakhstan
- Kyrgyzstan and Tajikistan
- Turkmenistan and Uzbekistan
- Russia, USSR and the Cold War

Assessment Overview and Format:

Students will have summative assessment throughout the year. This may be in the form of keyword tests or short essay style questions

Term 3 Overarching Key Question:

-How does the environment and climate of Central Asia impact the culture of its inhabitants?

Links for Home Learning/Extension Resources:

Students will need to prepare at home for their assessments and they can revise the MSCS curriculum by using their booklets and class resources.



Key Stage 3 Music Curriculum Year 8

Term 1 – Topics/ Key Content	Term 1 - Overarching Key Questions
<p>Hooks and Riffs 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 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 e.g. <i>Black Lives Matter, School 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 then 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?
<p>Term 2 – Topics/ Key Content</p> <p>Variations 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, diminution (revision of note values), 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, retrograde</i> and <i>retrograde inversion</i> can be applied to a theme as more advanced variation technique.</p> <p>All That Jazz This topic 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</p>	<p>Term 2 - Overarching Key Questions</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?



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

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 song writing “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 embellishment (heterophonic textures) and variation techniques are central features of the musical style.



Solo Performance
Band Project

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

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



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 health</p> <p>Describe how to test food for starch, lipids, sugar, 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 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 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 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 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 choose 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 plants 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 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 key words</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 for 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 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 scientist 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 when 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 a pressure in all directions</p> <p>Calculate fluid pressure</p> <p>Explain the behaviour of 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 up thrust</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>



	List the processes that interconvert sedimentary, igneous and metamorphic rocks Construct a labeled diagram to explain the processes of rock formation
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.
Assessment Overview and Format: For each topic, students will complete. <ul style="list-style-type: none">• Spelling test on key words• Assessed homework task• Assessed practical task• End of unit Educake quiz. Key Assessments will assess all content to the date of the assessment. Key Assessment 1-3 - 60 minutes	Links for Home Learning/Extension Resources: All resources will be shared with students on TEAMS. Educake for quizzes www.educake.co.uk (students have log-ins) BBC Bitesize https://www.bbc.com/bitesize/subjects/zng4d2p AQA KS3 https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus UK National Curriculum standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf



Key Stage 3 Social Enterprise Curriculum Year 8

<p>Term 1 – Topics/ Key Content</p> <p>Zero Plastic – 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 – 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? 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 - 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? How can we collaborate to take-action toward 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/ https://www.globalgoals.org/</p>



Key Stage 3 Spanish Curriculum Year 8

<p>Term 1 – Topics/ Key Content</p> <p><u>Las Vacaciones: Holidays</u></p> <ul style="list-style-type: none">• Talking about a past holiday• Saying what you did on holiday• Describing what you did on the last day• Saying what your holiday was like• Expressing opinions. <p>Project Zone: Presenting to an audience.</p>	<p>Term 1 – Key grammar concepts</p> <ul style="list-style-type: none">• Preterite of ir• Preterite tense of regular verbs AR, ER, IR• Spelling changes of sacar• Making sentences negative• Using sequences• Extending writing with connectives and writing about others• Preterite of ser• Pronunciation of r and rr.
<p>Term 2 – Topics/ Key Content</p> <p>Todo sobre mi vida: All about my life</p> <ul style="list-style-type: none">• Saying what you use your phone for• Saying what type of music, you like• Talking about TV• Making comparisons• Understanding a Spanish TV guide• Learning about young people's lives <p>Project Zone: Message in a bottle / Learning about Hispanic singers – learning one of their songs.</p>	<p>Term 2 – Key grammar concepts</p> <ul style="list-style-type: none">• Present tense• Speaking about others• Me gusta + infinitive• Conjugating verbs• Comparisons• Adjectival agreement• Simple future tense• Saying years – using high numbers.
<p>Term 3 – Topics/ Key Content</p>	<p>Term 3 - Overarching Key Questions</p>
<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>



Formative assessment of speaking through classwork and participation.	
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