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|  | **Half term 1**  **Learning Overview** | **Half term 2**  **Learning Overview** | **Half term 3**  **Learning Overview** | **Half term 4**  **Learning Overview** | **Half term 5**  **Learning Overview** | **Half term 6**  **Learning Overview** |
| **English** | **Of Mice and Men** – reading and analysing fiction – Paper 1 language skills. General literature skills | **Dystopian Fiction**  Reading and writing a variety of dystopian fiction texts | **Romeo and Juliet**  Read and analyse the play with particular focus on Lord Capulet/Juliet | **Non-fiction** – travel and journeys  analyse, compare, summarise a variety of texts. Writing for a purpose: persuasive, argumentative, explanatory. | **Love and relationships** – poetry, prose, non-fiction  Terminology, context, structure, unseen analysis skills.  Unseen prose and non-fiction | **Love and relationships** – poetry, prose, non-fiction  Terminology, context, structure, unseen analysis skills.  Unseen prose and non-fiction |
| **Maths** | **Algebraic Manipulations**  Extending substitution and expanding brackets into factorising into single brackets and expanding double brackets.  **Sequences and order**  Extending solving equations to rearranging simple formulae, Looking at how these can be applied to sequences and  finding the nth term of sequences. | **Angle Reasoning**  Crate scale drawings and extending angle knowledge into bearings and parallel lines  **2D Shape Application**  Extending students’ knowledge of area to trapeziums, circles and then to find the surface area.  **Ratio**  Dividing an amount into a given ratio. Working with ratio information given to find missing parts. | **Ratio**  Continuation from previous half term.  **Compound units**  Working with speed, distance and time to solve problems and calculate units then extending to creating distance time graphs. Working with density mass and volume to solve problems. | **Direct and Inverse Proportion**  Using direct proportion to solve problems with recipes and best buy. Using graphs to convert measurements and currency.  **Reasoning in 3D and understanding Capacity**  Creating nets and drawing plans and elevations of 3D solids. Extending to finding the volume of prisms and cylinders. | **Working with Data**  Calculating and using the appropriate average for different situations. Extending to finding averages from frequency tables. Representing data on scatter graphs and frequency polygons. | **Working in the Cartesian plane**  Using coordinates in problems and then extending to draw linear graphs.  Constructions and Loci  Use compasses and protractors to perform constructions including perpendicular bisector, angle bisector and construct triangles.  **Algebra**  Extending solving equations to solve simultaneous equations both algebraically and graphically. |
| **Science** | **Digestive system & Enzymes**  Healthy diets & digestion | **Bioenergetics**  Understanding diet/metabolism & the importance of exercise | **Inheritance**  Understanding variation and the differences between inherited and environmental factors | **Ecology**  Feeding relationships and levels or organisation |  | **How science works**  Planning experiments and reasoning  Plotting data using pie charts, bar charts and line graphs  Rearranging equations |
|  | **Matter**  Understanding mixtures & separating techniques | **Reactions**  Simple chemical reactions and being able to construct word & symbol equations | **Periodicity**  Reactivity of metals & their uses |  | **Earth and the atmosphere**  Rocks & the rock cycle |
|  | **Electromagnetism**  Exploring magnets & magnetic fields | **Forces**  Exploring the solar system, its planets and orbits |  | **Energy**  Understanding how waves carry energy and information in air, fluids and solids. | **Forces**  Understanding how objects move and how far they move (motion). |
| **Geography** | Studying Africa. Looking at blood diamonds, tourism, piracy and disease. Explain how human actions and physical environments can influence people (positively)  Assess how human actions and physical environments can influence people (negatively). Assessment. | Restless Earth with Asia focus. Looking at the formation of earthquakes and volcanoes. Describe how tectonic processes can lead to specific volcanic landscapes  Evaluate how seismic processes cause distinctive effects and require careful management. Writing opportunity. | Restless Earth. Looking at tropical storms and their management strategies. Evaluate how meteorological processes cause distinctive effects and require careful management. Evaluation writing opportunity based on the management strategies. | Environments/Antarctica. Describe the features of a fragile environment  Assess the impact of human actions on your fragile environment. Assessment. | South America 2. Studying physical landscapes and opportunities and challenges for local people. Explain the formation of characteristic South American landforms.  Discuss the opportunities of living in south America. Extended writing opportunities. | South America 2. Assessing the challenges of living in South America.  To what extent is South America a suitable place to live. End of term assessment with DME. |
| **History** | Historical Source Investigation:  Jack the Ripper and The Titanic | Causes of WW1: Who – or what – was responsible for the Great War? | Conditions of the Trenches  Y8 Exam Revision | 1920s Britain and America: a time of change. Focus on prohibition and rights for women. | Causes and events of WW2, including Dunkirk, Battle of Britain and D-Day. | Atrocities of WW2: Was the atomic bomb necessary? Study of the Holocaust. |
| **Spanish** | **Meeting new people**  Meeting new people  **(E-safety – online friends/contacts)**  Greetings/introductions  Saying how you feel  Getting on with friends/family  Invitations and arrangements to go out  Buying cinema tickets  Making excuses & responding politely  **Staying in Spain**  Differences in daily routine  Helping around the house  Cultural differences mealtimes  Cooking a typical dish  Where you live & what there is  Grammar: reflexive verbs & using SER/ESTAR correctly | **Fashion**  Talking about clothes and your opinion of them  Different styles and eras of fashion  Different places where you can buy clothes  Describing the clothes your wear for different occasions and activities  Grammar: imperfect tense  **Leisure**  Saying what you like to do in your spare time  Saying what music you like and why  **(E-safety – using trustworthy websites for music streaming/downloading)**  Grammar: expressing opinions for other people | **Leisure**  Going shopping  Going on holiday  Describing an event in the past  Talking about what you did when you were younger  Grammar: past tense  **Come to Madrid**  Come to Madrid  Transport and travelling around Madrid  Planning visits to places in Madrid  **(E-safety – using trustworthy websites)**  Grammar: future tense | **Come to Madrid**  Buying travel tickets  Talking about a day out in the past  Simple directions  Types of shops in town  **Well-being**  Well-being  Healthy lifestyle  Healthy body  Sports & sporting injuries  Illness and injuries  At the chemist  Sports and sporting injuries  Grammar: using the passive | **My future**  Discussing the future  Careers and dream jobs  **(E-safety – the importance of technology & networking safely)**  Pocket money and how you earn it now  Future education options  Comparing British & Spanish schools and differences in choosing options  Grammar: future tense | **My world**  My world  Environmental problems and their causes  Talking about what we can/must do to help the environment  Talking about how you help the environment  Talking about your world at home  Talking about what you are allowed to do  Very large numbers  **Spanish is spoken here**  Countries of Latin America  Spanish speaking people  Latin American festivals  The importance of learning languages  Grammar: conditional tense |
| **Art** | Who we are: Observational drawing focus, experimental drawing and mixed media | Exploring the art world: Look at various artists and create responses: Dolan Geiman, Jim Dine, Carolee Clark | Exploring the art world- James Gulliver Hancock, mono prints | Pattern and Print:  Mood boards, textile industry, silk paintings-refining brush skills | Pattern and Print: Block printing technique, refining use of pattern. Elements of numeracy. | Art in the community: Keith Haring- looking at UN children’s rights.  Whole school set design |
| **Computing** | Unit 1  The Internet and Networks  Learning what the internet and networks are and how are they used | Unit 2  Python Programming  Learning how to program in python and looking at creating programs using basic and some advanced skills. | Unit 3  Multimedia Project  Learning how to create a multimedia project using different automated features. | Unit 4  HTML  Learning how to create and program a website using just HTML. | Unit 5  Spreadsheet Modelling  Learning how to use Excel and what some of the basic and advanced features are. | Unit 6  Creating Graphics  Learning how to use Photoshop and what some of the basic and advanced features are. |
| **DT**  A & B represent the two staff and rotations | **A:** Special diets  Health related diets  Adapting meals for different dietary needs.  Vegetarian and Vegan diets.  **B:** Research on decades.  The 6R’s  Generating design ideas | **A:** Religious diets  Food around the world  Ethical issues in Food  Christmas cookery  **B:** Batik, tie dye and sublimation printing.  Producing a tote bag. | **A: Graphics**- typography and logo designs.  Chocolate packaging  Making raw chocolate  **B:** Special diets  Health related diets  Adapting meals for different dietary needs.  Vegetarian and Vegan diets. | **A: Resistant Materials-** pewter casting and properties of metals.  Art deco medals  **B:** Religious diets  Food around the world  Ethical issues in Food  Christmas cookery | **A:** Research on decades.  The 6R’s  Generating design ideas  **B: Graphics**- typography and logo designs.  Chocolate packaging  Making raw chocolate | **A:** Batik, tie dye and sublimation printing.  Producing a tote bag.  **B: Resistant Materials-** pewter casting and properties of metals.  Art deco medals |
| **Drama** | **Building Blocks of Drama 5 (recap)**  Audience  Stage configuration and positioning  Physical Skills  Vocal Skills | **Building Blocks of Drama 6 (development)**  **Recap Y7 knowledge Building Blocks 1 and add…**  **Characterisation:**  -Backstory  - Rehearsal techniques (role on the wall, defender, status games.)  **Dramatic**  **Conventions:**  -Monologue, Soliloquy, Aside  -Flash forward  -Cross cutting  -Marking the moment (slow motion, recap tableau and freeze frame.) | **Building Blocks of Drama 7:**  **From page to stage-**  **Working with a script**  **(Script TBC)**  **RECAP:**  Common features of a play text:  -Plot  -Characters  -Character list  -Dialogue  -Stage Directions  **DEVELOP:**  -Performance style  -Genre  -Monologue  -Dramatic Climax  -Resolution | **Building Blocks of Drama 7:**  **From page to stage-**  **Working with a script**  **(Script TBC)**  **RECAP:**  Common features of a play text:  -Plot  -Characters  -Character list  -Dialogue  -Stage Directions  **DEVELOP:**  -Performance style  -Genre  -Monologue  -Dramatic Climax  -Resolution | **Building Blocks of Drama 8:**  **Devising Drama**  RECAP:  What is a stimulus?  How do we use it?  Researching ideas.  Creating a plot line.  What do we want to tell the audience?  **DEVELOP:**  Research skills  Performance style  Plot line / climax / resolution  Characterisation | **Building Blocks of Drama 8:**  **Devising Drama**  RECAP:  What is a stimulus?  How do we use it?  Researching ideas.  Creating a plot line.  What do we want to tell the audience?  **DEVELOP:**  Research skills  Performance style  Plot line / climax / resolution  Characterisation |
| **Music** | **Blues**   * History of Blues music * 12 Bar Blues and Chords * Blues Scale and Melody   Blues performance – Solo/Paired work | **Stomp**   * History of Stomp * Recap of Box Notation/Layered Rhythms   Scenario based composition – Group Work | **Written Assessment of Half Term 1 and 2**  **Performance Workshop**   * Performance skills * Instrumental Skills   Concert Performance – Solo/Pair/Group work | **Samba**   * History of Samba music * Leadership skills * Rhythm   Samba performance and composition | **Y8 Assessment Week**  **Song Writing**   * Lyric Writing * Common chord structures * How to construct a song   Performances of their compositions | **Radio**   * Different career paths in Radio. * Explore how different radio stations are run.   Students create their own radio station. |
| **PE** | Delving deeper in to tactical awareness + decision making (1), intro to outdoor and adventurous activities  **Netball, football (g)**  **Handball, outdoor adventurous activities (OAA) (b)** | Intro to outdoor and adventurous activities & choreography  **outdoor adventurous activities (OAA), dance (g)**  **Dance, gymnastics (b)** | Intro to net sports, choreography & outwitting opponents  **Gymnastics, table tennis (g)**  **Table tennis, football (b)** | Delving deeper in to tactical awareness & decision making (2)  **Handball (g)**  **Netball (b)** | Striking & fielding – introduction to tactics  **Rounders**  **Cricket** | Developing athletics (ESAA awards) & sports day preparation  **3 x throw**  **2 x jump**  **1 x track** |
| **Philosophy & Ethics** | What is Equality?  Prejudice and discrimination  Racism  Examples of racism (Stephen Lawrence/Holocaust) | What is Equality?  Islamophobia  Teachings on racism | Is there a life after death?  Hinduism  Hindu beliefs about life after death. | Is there a life after death?  Christian beliefs about life after death.  Similarities and Differences  NDE | What makes a sacred space?  Explore different religious places of worship and visit Synagogue or Gurdwara. | What makes a sacred space?  Design a multi-faith place of worship. |