



**Halliford
School**
SHEPPERTON

Year 8 Curriculum

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The long-term curriculum plans present an overview of the topics covered each half term. They also provide information on the nature of the assessments and offer suggestions on extra resources that can be used to support learning.

It is important to emphasise that these plans are working documents and departments actively use them as a guide to plan the teaching and assessments throughout the year. However, departments are also flexible enough to respond to the needs of the learners.

In addition to the curricula for the individual academic subjects outlined in the following pages, students in Year 8 also have three lessons of Games per week.

Art

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Patterns in Nature</p> <p>Students will:</p> <ul style="list-style-type: none"> research artists/designers influenced by natural forms such as Georgia O’Keefe, William Morris and Clive Nichols learn how to record and analyse first-hand observations of natural forms, working directly from the source use the visual elements such as line/colour/form to reproduce these natural patterns in a simplified way build on their design skills to understand the role of pattern in creating a tessellation; and experiment with lino printing techniques to create their final design. 	<p><i>Supporting materials:</i></p> <p>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> Knowledge and understanding of art, craft & design, including major movements. Investigating and using a range of techniques, media and materials. Analysis and evaluation of work.
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>Students will continue to study:</p> <p>Patterns in Nature</p> <p>Students will:</p> <ul style="list-style-type: none"> research artists/designers influenced by natural forms such as Georgia O’Keefe, William Morris and Clive Nichols learn how to record and analyse first-hand observations of natural forms, working directly from the source use the visual elements such as line/colour/form to reproduce these natural patterns in a simplified way build on their design skills to understand the role of pattern in creating a tessellation; and experiment with lino printing techniques to create their final design. 	<p><i>Supporting materials:</i></p> <p>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> Knowledge and understanding of art, craft & design, including major movements. Investigating and using a range of techniques, media and materials. Analysis and evaluation of work.
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Totem Poles</p> <p>Students will:</p> <ul style="list-style-type: none"> gain an appreciation for Native American Art and will understand what a Totem Pole represents; understand that past events, the way people live, and visual arts influence one another; develop their understanding of the use of symbols in conveying meaning and the communication of significant events; explore visual art and design concepts of line, pattern and colour to embellish their artwork; and create totem poles that represent their school experience. 	<p><i>Supporting materials:</i></p> <p>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> Knowledge and understanding of art, craft & design, including major movements. Investigating and using a range of techniques, media and materials. Analysis and evaluation of work.

Art cont.

<p>Spring</p> <p>2</p> <p>2025</p>	<p>Students will continue to work on:</p> <p>Totem Poles</p> <p>Students will:</p> <ul style="list-style-type: none"> gain an appreciation for Native American Art and will understand what a Totem Pole represents; understand that past events, the way people live, and visual arts influence one another; develop their understanding of the use of symbols in conveying meaning and the communication of significant events; explore visual art and design concepts of line, pattern and colour to embellish their artwork; and create totem poles that represent their school experience. 	<p><i>Supporting materials:</i></p> <p>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> Knowledge and understanding of art, craft & design, including major movements. Investigating and using a range of techniques, media and materials. Analysis and evaluation of work.
<p>Summer</p> <p>1</p> <p>2025</p>	<p>Graphic Design – Seeing Sounds</p> <p>Students will:</p> <ul style="list-style-type: none"> realise that the development of ideas towards a final resolution is as important as the final design explore and understand the purpose of poster design, in response to the needs and requirements of others learn the history and use of signs and symbols, and use them appropriately within their design ideas extend their understanding of the importance of communicating ideas using graphics; and build on their knowledge and experience of using essential computer design skills. 	<p><i>Supporting materials:</i></p> <p>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> Knowledge and understanding of art, craft & design, including major movements. Investigating and using a range of techniques, media and materials. Analysis and evaluation of work.
<p>Summer</p> <p>2</p> <p>2025</p>	<p>Revision & preparation for the End of Year Examination.</p>	<p><i>Supporting materials:</i></p> <p>Art Assignments folder on Microsoft Teams.</p> <p><i>Assessment:</i></p> <p>End of Year Examination</p> <ul style="list-style-type: none"> Knowledge and understanding of art, craft & design, including major movements. Investigating and using a range of techniques, media and materials. Analysis and evaluation of work.

<p>Autumn 1 2024</p>	<p>Interdependence and Plant Reproduction 9.1 Understanding food webs 9.4 Exploring ecological balance 9.2 Effects of toxins in the environment 9.3 Exploring the importance of insects 9.5 Exploring flowering plants 9.6 Exploring fertilisation 9.7 Understanding how seeds are dispersed 9.8 Understanding how fruits disperse seeds</p>	<p><i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 1 CHAPTER 9</p> <p>Online resources: <ul style="list-style-type: none"> • Twig • BBC Bitesize </p> <p>Revision book</p> <p><i>Assessment:</i> Term test</p>
<p>Autumn 2 2024</p>	<p>Photosynthesis 9.6 Exploring how plants make food 9.7 Looking at leaves 9.8 Exploring the movement of water and minerals in plants 9.9 Investigating the importance of minerals to plants 9.10 Investigating photosynthesis</p>	<p>Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 9</p> <p>Online resources: <ul style="list-style-type: none"> • Twig • BBC Bitesize </p> <p>Revision book</p> <p><i>Assessment:</i> Practical assessment Term test</p>
<p>Spring 1 2025</p>	<p>Respiration 9.1 Understanding aerobic respiration 9.2 Exploring respiration in sport 9.3 Understanding anaerobic respiration 9.4 Investigating fermentation 9.5 Comparing aerobic and anaerobic respiration</p>	<p><i>Supporting materials:</i> Collins AQA KS3 Science Student BOOK 2 Chapter 9</p> <p>Online resources: <ul style="list-style-type: none"> • Twig • BBC Bitesize </p> <p>Revision book</p> <p><i>Assessment:</i> Term test</p>
<p>Spring 2 2025</p>	<p>Variation and Human Reproduction 10.0 Puberty (secondary sexual characteristics) 10.4 The female reproductive system and fertility 10.5 The male reproductive system and fertilisation 10.6 Learning how a foetus develops 10.7 Factors affecting a developing foetus 10.8 Smoking in pregnancy 10.1 Looking at variation 10.2 Exploring causes of variation 10.3 Considering the importance of variation</p>	<p><i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 1 Chapter 10</p> <p><i>Online resources:</i> <ul style="list-style-type: none"> • Twig • BBC Bitesize </p> <p>Revision book</p> <p><i>Assessment:</i> Term test</p>

Biology cont.

<p>Summer</p> <p>1</p> <p>2025</p>	<p>Evolution and Inheritance</p> <p>10.1 Explaining natural selection</p> <p>10.2 Understanding the importance of biodiversity</p> <p>10.3 Explaining extinction</p> <p>10.4 Understanding the nature of genetic material</p> <p>10.5 Exploring the role of chromosomes</p> <p>10.6 Understanding variation</p> <p>10.7 Modelling inheritance</p>	<p><i>Supporting materials:</i></p> <p>Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 10</p> <p>Online resources:</p> <ul style="list-style-type: none"> • Twig • BBC Bitesize <p>Revision book</p> <p><i>Assessment:</i></p> <p>Term test</p>
<p>Summer</p> <p>2</p> <p>2025</p>	<p>Developing Practical Skills and end of year examination</p> <ul style="list-style-type: none"> • Experimental skills, understanding variables and writing methods • Planning experiments and writing risk assessments • Graph Drawing skills • Analysing data • Evaluating data and drawing conclusions <p>Revision techniques</p> <p>Feedback</p>	<p>Supporting material: Collins AQA KS3 Science Student Books 1 and 2</p> <p>Collins AQA KS3 Revision book</p> <p>CGP Revision guide</p> <p>Online resources:</p> <ul style="list-style-type: none"> • Twig • BBC Bitesize websites <p><i>Assessment:</i></p> <p>End of year examination</p>

Chemistry

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Matter – The Periodic Table</p> <p>5.1 Looking at the Periodic Table of elements 5.2 Exploring metals in the periodic table 5.3 Exploring non-metals in the periodic table 5.4 Analysing wider patterns within the periodic table</p>	<p><i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 5 BBC Bitesize Twig KS3 revision guides</p> <p><i>Assessment:</i> Homework, practicals and term test</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>Matter – Elements</p> <p>5.5 Combining elements 5.6 Comparing elements and compounds 5.7 Exploring polymers 5.8 Exploring ceramics and composites</p>	<p><i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 5 BBC Bitesize Twig KS3 revision guides</p> <p><i>Assessment:</i> Homework, practicals and term test</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Reactions – Chemical Energy</p> <p>6.1 Understanding exothermic reactions 6.2 Comparing endothermic and exothermic changes 6.3 Investigating endothermic reactions 6.4 Explaining the use of catalysts</p>	<p><i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 6 BBC Bitesize Twig KS3 revision guides</p> <p><i>Assessment:</i> Homework, practicals and term test</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p>Reactions – Types of Reactions</p> <p>6.5 Exploring combustion 6.6 Exploring the use of fuels 6.7 Understanding thermal decomposition 6.8 Explaining changes</p>	<p><i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 6 BBC Bitesize Twig KS3 revision guides</p> <p><i>Assessment:</i> Homework, practicals and term test</p>

Chemistry cont.

Summer 1 2025	Earth: Earth's Resources 7.5 Exploring damage to the Earth's resources 7.6 Considering the importance of recycling 7.7 How to extract metals	<i>Supporting materials:</i> Textbook: Collins AQA KS3 Science Student BOOK 2 Chapter 7 BBC Bitesize Twig KS3 revision guides <i>Assessment:</i> Homework, practicals and term test
Summer 2 2025	Practical Skills Experimental skills including identifying variables, graph drawing, data analysis and evaluation Revision Feedback	<i>Supporting materials:</i> Textbook 1 and 2 BBC Bitesize Twig KS3 revision guides <i>Assessment:</i> End of year examination

Computer Science

<p>Autumn 1 2024</p>	<p>Powerpoint</p> <ul style="list-style-type: none"> • Presentation skills • Layout • Transitions • Backgrounds <p>Scratch</p> <ul style="list-style-type: none"> • See below 	<p><i>Supporting Materials:</i> The online Scratch Community Online tutorials Exemplar Work Step by Step Instructions</p> <p><i>Assessment:</i></p>
<p>Autumn 2 2024</p>	<p>Scratch</p> <ul style="list-style-type: none"> • Scrolling Background • Using foreground • Introducing randomness • Interacting Sprites • Use of sound • Framerates 	<p><i>Supporting Materials:</i> Exemplar Work</p> <p><i>Assessment:</i> Project Assessment</p>
<p>Spring 1 2025</p>	<p>E-Safety</p> <ul style="list-style-type: none"> • How to evaluate online content • Personal Information • Phishing • Recognising techniques used for persuasion • Grooming • Seeking Help 	<p><i>Supporting Materials:</i> Online tutorials Exemplar Work Step by Step Instructions</p> <p><i>Assessment:</i> Project Assessment</p>
<p>Spring 2 2025</p>	<p>Databases</p> <ul style="list-style-type: none"> • Using a database • Database components • Presenting data effectively • Querying a database • User Interfaces • Primary keys 	<p><i>Supporting Materials:</i> Online tutorials</p> <p><i>Assessment:</i> Based on completed programs</p>
<p>Summer 1 2025</p>	<p>Excel</p> <ul style="list-style-type: none"> • Formulae • Conditional Statements • Data Types • Modelling • Formatting • Presenting data 	<p><i>Supporting Materials:</i> Exemplar Work</p> <p><i>Assessment:</i> Project Assessment</p>
<p>Summer 2 2025</p>	<p>Photoshop</p> <ul style="list-style-type: none"> • Layers • Colour adjustments • Adding Text • Transparency • Colour Blending • Revision • Feedback 	<p><i>Supporting Materials:</i> Online tutorials Exemplar Work</p> <p><i>Assessment:</i> Project Assessment End of Year Examination</p>

Design & Technology

<p>Autumn 1 2024</p>	<p>Salad Servers Project</p> <ul style="list-style-type: none"> ● Research ● Hand Drawings ● CAD (Techsoft 2D Design) ● CAM (Laser Cutter) ● Working with timber 	<p><i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Autumn 2 2024</p>	<p>Continue working on Salad Servers Project</p> <ul style="list-style-type: none"> ● Working with timber ● Laminating timber ● Finishing timber ● Evaluating timber 	<p><i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Spring 1 2025</p>	<p>2D and 3D drawing Techniques</p> <ul style="list-style-type: none"> ● Drawing in 2D ● Turing 2D into 3D ● Perspective drawings ● Iterative design 	<p><i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>
<p>Spring 2 2025</p>	<p>CAD/CAM – 3D modelling</p> <ul style="list-style-type: none"> ● Computer Aided Design Concepts ● Computer Aided Design Practice ● Introduction to 3D printing 	<p><i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com</p> <p><i>Assessment:</i> Focused practical task Homework / Class Booklet</p>

Design & Technology cont.

Summer 1 2025	Sweet Dispenser Project <ul style="list-style-type: none">● Research● Mechanisms and cams● Designing● Manufacturing● Evaluating	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet
Summer 2 2025	Revision Feedback	<i>Supporting materials:</i> www.technologystudent.com http://www.design-technology.org http://www.mr-dt.com <i>Assessment:</i> Focused practical task Homework / Class Booklet End of Year Examination

Drama

<p>Autumn 1 2024</p>	<p>Play Script Students will analyse a play script chosen by their teacher for performance. Students will have to think about both performance and design elements focusing on:</p> <ul style="list-style-type: none"> • Lighting • Set • Costume • Props • Characterisation • Vocal skills • Physicality • Working as part of a group <p>This unit of work leads to the performance of the year 8 play</p>	<p><i>Supporting materials:</i> <i>No Fear Shakespeare</i></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p>
<p>Autumn 2 2024</p>	<p>Students will continue study topics covered in Autumn 1.</p> <p>Year 8 play will be performed to an audience of parents in the theatre</p>	<p><i>Supporting materials:</i></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p>
<p>Spring 1 2025</p>	<p>Practitioners in Practice Students will be taught about the working practices of Stanislavski and Brecht. They will use the methods of these practitioners in performance and explore new acting styles.</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • Naturalism • Epic theatre 	<p><i>Supporting materials:</i> <i>BBC Bitesize</i></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p>
<p>Spring 2 2025</p>	<p>Students will continue to study topics covered in Spring 1.</p> <p>Students will be taught about the working practices of Stanislavski and Brecht. They will use the methods of these practitioners in performance and explore new acting styles.</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • Naturalism • Epic theatre 	<p><i>Supporting materials:</i> <i>BBC Bitesize</i></p> <p><i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.</p>

Drama cont.

Summer 1 2025	Building theatre workshops Students will continue to build on the basics of Drama looking in more detail at <ul style="list-style-type: none">• Characterisation• Hot seating• Physical theatre• Movement to music	<i>Supporting materials:</i> <i>In class materials will be supplied</i> <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.
Summer 2 2025	Students will continue to work on topics covered in Summer 1. Students will continue to build on the basics of Drama looking in more detail at <ul style="list-style-type: none">• Characterisation• Hot seating• Physical theatre• Movement to music	<i>Supporting materials:</i> <i>In class materials will be supplied</i> <i>Assessment:</i> Students are continually assessed and given feedback during the course of the term. Building to a final assessment performance.

<p>Autumn 1 2024</p>	<p>Students will study 'A Christmas Carol' by Charles Dickens. They will focus on the following skills:</p> <ul style="list-style-type: none"> • Explore how Dickens uses language to create effective characters. • Analyse how Dickens uses language and structure to convey meaning. • Identify key themes. • Make links between historical context and the text 	<p><i>Supporting Materials:</i> York Notes CGP Guide A Christmas Carol - GCSE English Literature Revision - Edexcel - BBC Bitesize Writing Assessment: Describing a character</p>
<p>Autumn 2 2024</p>	<p>Students will continue to study 'A Christmas Carol' by Charles Dickens. They will focus on the following skills:</p> <ul style="list-style-type: none"> • Explore how Scrooge changes throughout the novel. • Analyse how Dickens uses language and structure to convey meaning. • Identify key themes. • Make links between historical context and the text 	<p>Reading Assessment: How does Scrooge change in 'A Christmas Carol'?</p>
<p>Spring 1 2025</p>	<p>Students will study a play by William Shakespeare. Students will focus on the following skills:</p> <ul style="list-style-type: none"> • Exploring the relationships between the characters. • Analyse how Shakespeare uses language and structure to convey meaning. • Identify key themes. • Explore how Shakespeare uses dramatic devices to engage the audience. • Social and historical context. 	<p><i>Supporting Materials / Extra Practice/ Website:</i> York Notes CCP Guide <i>Reading Assessment:</i> Essay question on a character/theme</p>
<p>Spring 2 2025</p>	<p><i>The Art of Rhetoric</i> Students will read and analyse a range of influential speeches. They will study the following:</p> <ul style="list-style-type: none"> • How speakers use pathos, logos and ethos to convey their views. • Students will be able to identify a wide range of rhetorical devices and use them in their own writing. • Identify how to write an effective introduction and conclusion. • Plan and write a response under timed conditions. 	<p><i>Supporting Materials / Extra Practice / Website:</i> <i>I am Malala</i> by Malala Yousafzai Rhetorical devices - Using language effectively - AQA - GCSE English Language Revision - AQA - BBC Bitesize <i>Writing Assessment:</i> Students will write their own persuasive speech.</p>

English cont.

Summer 1 2025	The study of an anthology of Gothic prose <ul style="list-style-type: none">• Historical context of the Gothic genre• Important writers of the genre• Gothic conventions• Poetic devices• Form and structure• Language and structural devices• Tone• Imagery	<i>Supporting Materials / Extra Practice / Website:</i> <u>Gothic literature guide for KS3 English students - BBC Bitesize</u> <i>Writing Assessment:</i> Write a Gothic story
Summer 2 2025	Revision Feedback	<i>Assessment:</i> End of Year Examination.

French

<p>Autumn 1 2024</p>	<p>Module 4 Ma vie de famille</p> <p>Point de départ Talking about animals/higher numbers</p> <p>Unit 1: My family Unit 2: Where I live Unit 3: Talking about breakfast</p>	<p><i>Supporting materials:</i> <i>Dynamo 1</i>, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 4 test covering at least 2 language-based skills.</p>
<p>Autumn 2 2024</p>	<p>Unit 4: Learning about Bastille Day Unit 5: Creating a cartoon family</p> <p>Assessment</p>	<p><i>Supporting materials:</i> <i>Dynamo 1</i>, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> An end of Module 4 test covering at least 2 language-based skills.</p>
<p>Spring 1 2025</p>	<p>Module 5</p> <p>Point de départ Talking about places in a town Understanding prices in French</p> <p>Unit 1: Saying where you go at the weekend Unit 2: Inviting someone out Unit 3 ordering drinks and snacks</p>	<p><i>Supporting materials:</i> <i>Dynamo 1</i>, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p>
<p>Spring 2 2025</p>	<p>Unit 4: Saying what you are going to do Unit 5: talking about plans for a special weekend</p> <p>Assessment</p>	<p><i>Supporting materials:</i> <i>Dynamo 1</i>, Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com</p> <p><i>Assessment:</i> <i>Assessment:</i> An end of Module 5 test covering at least 2 language-based skills.</p>

French cont.

Summer 1 2025	Module 3 Mon temps libre Point de départ Talking about weather/ sounds Unit 1: Talking about sports (+ jouer) Unit 2: Talking about activities (+ faire) Unit 3: Sport in French speaking countries Unit 4: Talking about what you like doing	<i>Supporting materials:</i> <i>Dynamo 1</i> , Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com
Summer 2 2025	General Revision of module 3-5 End of Year 8 Examination of modules 3-5 Feedback	<i>Supporting materials:</i> Revision Guide <i>Dynamo 1</i> , Pearson www.languagesonline.org.uk www.classtools.net www.Edpuzzle.com www.wordreference.com <i>Assessment:</i> End of Year Examination covering all language-based skills

Geography

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Changing Population Issues</p> <p>We will learn the importance of how the world's population changes over time, why there is a world population explosion as well as where and why population is distributed by looking at it from a global and national scale.</p>	<p><i>Supporting materials:</i> Resources on OneNote pages</p> <p><i>Assessment:</i> A range of assessments on key term definitions & online Educake assignments throughout the half term.</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>Changing Population Issues</p> <p>We will learn about how different birth rates, death rates and migration influence places, and look at ways population data is collected and presented. We will also learn about the different ways populations are being managed. This will include learning about how successful some governments' population policies have been (e.g., China's One-Child Policy).</p>	<p><i>Supporting materials:</i> Resources on OneNote pages</p> <p><i>Assessment:</i> A range of short quizzes on key terms, a migration essay and debating about the One Child Policy. An end of topic test, based on the whole term of work.</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Sustaining Ecosystems</p> <p>We will learn about what an ecosystem is, where different ones are located around the world and what their main characteristics are. We will understand how plants and animals are adapted to the climatic conditions in the Tropical Rainforest</p>	<p><i>Supporting materials:</i> Lessons and resources shared with students on Microsoft Teams</p> <p><i>Assessment:</i> Adaptations poster, quizzes on key term definitions and online Educake assignments</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p>Sustaining Tropical Rainforests</p> <p>Our main ecosystem case-study focuses on the Tropical Rainforest biome where we will learn how people are using them in different ways. A particular focus will be on how people can manage rainforests more sustainably.</p>	<p><i>Supporting materials:</i> Lessons and resources shared with students on Microsoft Teams</p> <p><i>Assessment:</i> TRF Survival Kit and an end of topic test, based on the whole term of work.</p>

Geography cont.

Summer 1 2025	What are weather & climate and how are they changing? We will learn about the difference between weather & climate, how we measure the weather, how we forecast it using satellite images and the growing significance of climate change. We will also conduct an enquiry learning activity on 'Does Halliford School experience a microclimate'?	<i>Supporting materials:</i> Lessons and resources shared with students on Microsoft Teams <i>Assessment:</i> Online Educake assignments and a microclimate fieldwork activity.
Summer 2 2025	Revision Feedback	<i>Supporting materials:</i> Online resources shared with students through Microsoft Teams <i>Assessment:</i> End of Year Examination

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Module 3</p> <p>Freizeit</p> <ul style="list-style-type: none"> • Give information about sports you play • Using 'gern' and 'spielen' • Discussing leisure activities • Using correct word order • Talking about mobiles and computers • Talking about actions in the future • Writing about your free time 	<p><i>Supporting materials:</i></p> <p><i>Stimmt 1 textbook</i></p> <p>www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module test covering at least 2 language-based skills.</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>Students will continue to study Module 3</p> <p>Freizeit</p> <ul style="list-style-type: none"> • Give information about sports you play • Using 'gern' and 'spielen' • Discussing leisure activities • Using correct word order • Talking about mobiles and computers • Talking about actions in the future <p>Writing about your free time</p>	<p><i>Supporting materials:</i></p> <p><i>Stimmt 1 textbook</i></p> <p>www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module test covering all 4 language-based skills.</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Module 4</p> <p>Schule ist klasse</p> <ul style="list-style-type: none"> • Talking about school subjects • Using 'weil' • Talking about days and times • Word order • Describing teachers • Saying his/hers • School rules • Prepositions (in, auf, neben, an) 	<p><i>Supporting materials:</i></p> <p><i>Stimmt 1 textbook</i></p> <p>www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module test covering at least two language-based skills.</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p>Students will continue to study Module 4</p> <p>Schule ist klasse</p> <ul style="list-style-type: none"> • Talking about school subjects • Using 'weil' • Talking about days and times • Word order • Describing teachers • Saying his/hers • School rules • Prepositions (in, auf, neben, an) 	<p><i>Supporting materials:</i></p> <p><i>Stimmt 1 textbook</i></p> <p>www.languagesonline.org.uk, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module test covering 4 language-based skills.</p>

German cont.

Summer 1 2025	Module 5 Gute Reise! <ul style="list-style-type: none">• Discussing your town• Saying what there is and isn't• Saying what you would like• Buying snacks• Talking about holiday plans• Using 'werden' for the future tense	<i>Supporting materials:</i> <i>Stimmt 1 textbook</i> www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> <i>None</i>
Summer 2 2025	End of Year 8 Examination of Modules 3-5 Revision Feedback	<i>Supporting materials:</i> Revision Guide <i>Stimmt 1 textbook</i> www.languagesonline.org.uk , www.wordreference.com <i>Assessment:</i> End of year examination

History

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Why was there so much religious change in the sixteenth century?</p> <ul style="list-style-type: none"> • Why did Henry VIII make himself head of the Church of England? • How did Edward change English churches? • Could Queen Mary make England Catholic again? 	<p><i>Supporting materials:</i> <i>Rediscovering The Making of the UK – Colin Shepherd</i> Who was Henry VIII? The Tudors - KS3 History- BBC Bitesize <i>Assessment</i> Write a diary as a Catholic describing the changes Henry VIII has made to religion in England.</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>What were the secrets of Elizabeth I's success?</p> <ul style="list-style-type: none"> • What problems did Elizabeth face and how did she solve them? • Why did the Spanish Armada fail? 	<p><i>Supporting materials:</i> <i>Rediscovering The Making of the UK – Colin Shepherd</i> Who was Elizabeth I? The Tudors - KS3 History - BBC Bitesize <i>Assessment essay:</i> An obituary for Elizabeth: What were the secrets of Elizabeth's success?</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Would you have signed Charles I's death warrant?</p> <p>Did Charles I:</p> <ul style="list-style-type: none"> • 'ignore the will of Parliament and rule according to his own will'? • 'wickedly make war on his own subjects'? • 'restart the war after being defeated'? 	<p><i>Supporting materials:</i> <i>SHP History Year 8- Chris Culpin and Ian Dawson</i> <i>Rediscovering The Making of the UK – Colin Shepherd</i> The English Civil Wars - KS3 History - BBC Bitesize <i>Assessment essay:</i> Would you have signed Charles I's death warrant?</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p>What made Thomas Clarkson so angry?</p> <ul style="list-style-type: none"> • How did the slave trade work? • Why was Clarkson's challenge so difficult? 	<p><i>Supporting materials:</i> <i>SHP History Year 8- Chris Culpin and Ian Dawson</i> The transatlantic slave trade - KS3 History - BBC Bitesize <i>Assessment:</i> Write a speech in favour of abolishing the slave trade</p>

History cont.

Summer 1 2025	What did the Industrial Revolution do for us? <ul style="list-style-type: none">• Why was British industry so successful?• Was there more to a Victorian town than 'foul facts'?• How did the Victorians try and help the poor?	<i>Supporting materials:</i> <i>SHP History Year 8-</i> Chris Culpin and Ian Dawson <i>Assessment:</i> Horrible Histories style guide to Victorian towns
Summer 2 2025	How had ordinary life changed by 1900? <ul style="list-style-type: none">• What were the different faces of London in 1900?• Why was ordinary life changing so much? <p>Revision</p> <p>Feedback</p>	<i>Supporting materials:</i> <i>SHP History Year 8-</i> Chris Culpin and Ian Dawson The Victorians - The Victorians - KS3 History - BBC Bitesize <i>Assessment:</i> End of year examination

Latin

<p>Autumn 1 2024</p>	<p>De Romanis Chapter 4: Favour and Punishment</p> <ul style="list-style-type: none"> • Sources and content • Vocabulary 4 • Imperfect tense, sum and possum • Fero, volo and nolo • Direct questions 	<p><i>Supporting materials:</i> The Textbook De Romanis companion site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>
<p>Autumn 2 2024</p>	<p>De Romanis Chapter 4: Favour and Punishment</p> <ul style="list-style-type: none"> • Genitive and Dative Cases • Noun stems and Declensions • Adjective stems • Verbs that take the dative 	<p><i>Supporting materials:</i> The Textbook De Romanis companion site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>
<p>Spring 1 2025</p>	<p>De Romanis Chapter 5: Festivals, Games and Shows</p> <ul style="list-style-type: none"> • Sources and content • Vocabulary 5 • Present tense, sum, possum and eo • Adsum and absum • Fero, volo and nolo – present 	<p><i>Supporting materials:</i> The Textbook CLC Website Interactive Program on school network.</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>
<p>Spring 2 2025</p>	<p>De Romanis Chapter 5: Festivals, Games and Shows</p> <ul style="list-style-type: none"> • Present tense 1 and 2 conjugation verbs • Present tense 3rd and 4th conjugation verbs • Present participles • Fero, volo and nolo – present 	<p><i>Supporting materials:</i> The Textbook De Romanis companion site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>

Latin cont.

Summer 1 2025	<p>De Romanis Chapter 6: Prophecy</p> <ul style="list-style-type: none">• Sources and content• Vocabulary 6• Possessive adjectives• Imperatives and direct commands• Numbers	<p><i>Supporting materials:</i> The Textbook De Romanis companion site</p> <p><i>Assessment:</i> Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>
Summer 2 2025	<p>De Romanis Chapter 6: Prophecy</p> <ul style="list-style-type: none">• Future tense, sum, possum and eo• Future tense 1st and 2nd conjugation verbs• Future tense 3rd and 4th conjugation verbs• Future tense volo, nolo and fero.	<p><i>Supporting materials:</i> The Textbook De Romanis companion site</p> <p><i>Assessment:</i> End of year examination.</p> <p>Various vocabulary tests and translations (both Latin into English and English into Latin). These will take the form of some peer marked and formal assessments. Boys will be given warning of them.</p>

Mathematics

<p>Autumn 1 2024</p>	<p>Number</p> <ol style="list-style-type: none"> to carry out multiplications and divisions involving negative numbers to list factors, multiples and prime factors to understand and use highest common factors to understand and use lowest common multiples to know and use powers and roots to understand and use the notation for indices e.g., 3^4 means $3 \times 3 \times 3 \times 3$. Understand the use of base number and power/index to understand and be able to use the basic laws of indices (multiplication, division, powers of powers) to be able to identify the prime factors of any integer and write the integer as a product of its prime factors to calculate HCFs and LCMs using prime factors to be able to use and apply number skills in a real-life situation <p>Angles</p> <ol style="list-style-type: none"> to calculate angles in parallel lines to know the geometric properties of quadrilaterals to construct the mid-point and perpendicular bisector of a line to construct a perpendicular to a line from or at a given point to complete more complex construction and produce a set of instructions <p>Probability</p> <ol style="list-style-type: none"> to recognise mutually exclusive outcomes and exhaustive outcomes to represent a chance on a probability scale to use a sample space to calculate probability to use relative frequency to estimate probabilities 	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> Homework and unit tests</p>
<p>Autumn 2 2024</p>	<p>Percentages</p> <ol style="list-style-type: none"> to write one quantity as a percentage or a fraction of another quantity to use a multiplier to calculate a percentage change to work out a change in value as a percentage increase or decrease to apply percentages when analysing a real-life situation extension – reverse percentages <p>Congruence</p> <ol style="list-style-type: none"> to recognise congruent shapes to know the conditions for recognising congruent triangles to solve geometric problems using the rules of congruency including a full three-point proof, reasons (e.g. $AB = PQ$ (given)) and final statement incl. reason (e.g. RHS) <p>Volume and surface area</p> <ol style="list-style-type: none"> to convert between metric units for area and for volume to calculate the surface area of a prism to calculate the volume of a prism to apply knowledge of area and work systematically to solve a problem 	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> 2 Period Test November test results will determine sets for next term</p>

Mathematics cont.

<p>Autumn 2 2024 cont.</p>	<p>Graphs</p> <ol style="list-style-type: none"> Plotting any straight-line graph including of types $y = mx + c$ and $ax + by = c$ to know the gradient of a line from its linear equation to establish the equation of a line given in the form $y = mx + c$ from its graph. to recognise and draw graphs of quadratic functions to read off values from graphs <i>e.g. find where $x^2 + x = 5$ using the graphs $y = x^2 + x$ and the line $y = 5$</i> <p>to draw graphs from real-life situations to show the relationship between two variables</p>	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> 2 Period Test November test results will determine sets for next term</p>
<p>Spring 1 2025</p>	<p>Number 2</p> <ol style="list-style-type: none"> to multiply and divide by negative powers of 10 to round to a specific number of significant figures to write a large number in standard form to multiply with numbers in standard form. to apply standard form to solve a problem in a real-life context <p>Data</p> <ol style="list-style-type: none"> to interpret different charts seen in the media to read scatter graphs to interpret correlation to construct scatter graphs and use a line of best fit to describe data trends to use and apply data handling skills in a real-life context <p>Algebra</p> <ol style="list-style-type: none"> to simplify algebraic expressions involving the four operations of arithmetic to simplify expressions by collecting up like terms to multiply out brackets in an expression to identify and manipulate algebraic expressions to write algebraic expressions involving powers to use and apply algebraic manipulation skills in a range of contexts <p>Shape and ratio</p> <ol style="list-style-type: none"> to use ratio to compare lengths, areas and volumes of 2D and 3D shapes to enlarge a 2D shape by a scale factor incl. fractional to be able to read and use map scales efficiently to use and apply skills and knowledge of area, ratio and data handling in a real-life context 	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> Homework and unit tests</p>

Mathematics cont.

<p>Spring 2 2025</p>	<p>Fractions</p> <ol style="list-style-type: none"> to add and subtract fractions and mixed numbers to multiply a fraction or a mixed number by an integer, a fraction or a mixed number to divide a fraction or a mixed number by an integer to understand what is meant by a reciprocal to divide an integer or a mixed number by a fraction <p>Equations</p> <ol style="list-style-type: none"> to solve equations involving brackets to solve equations where the answers are fractions or negative numbers to solve equations with the unknown on both sides to solve equations with fractions and fractional coefficients to solve simple equations involving squares to change the subject of a formula, including formulae involving squares. to be able to make links between graphical and algebraic representations to solve equations 	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> 2 period TEST</p>
<p>Summer 1 2025</p>	<p>Proportion</p> <ol style="list-style-type: none"> to know what is meant by direct proportion to find missing values in problems involving proportion to represent direct proportion graphically and algebraically to use graphical and algebraic representations of inverse proportion (not necessary for set 3) to recognise direct and inverse proportion and work out missing values <p>to apply knowledge of proportion to a real-life situation</p> <p>Circles</p> <ol style="list-style-type: none"> to know the definition of a circle and be able to name the parts of a circle to establish the relationship between the circumference and diameter of a circle to calculate the circumference of a circle to calculate the area of a circle <p>to use and apply knowledge of number and circles to solve multi-step problems in real-life contexts</p> <p>Data 2</p> <ol style="list-style-type: none"> to create a grouped frequency table from raw data to draw a frequency diagram from a grouped frequency table to interpret frequency diagrams to construct and interpret a stem and leaf diagram to construct and interpret a back-to-back stem and leaf diagram to be able to compare data from two sources to recognise when a statistical chart may be misleading To be able to interpret and present data in order to make valid comparisons 	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> Homework and unit tests</p>

Mathematics cont.

<p>Summer 2 2025</p>	<ul style="list-style-type: none">• Revision• Examination review• Feedback	<p><i>Supporting materials:</i> Collins online textbook BoardWorks Dr Frost</p> <p><i>Assessment:</i> End of Year Examination Two 1.5hr examinations – Results will determine Yr 9 set</p>
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Music

<p>Autumn 1 2024</p>	<p>UNIT 1: The Blues</p> <ul style="list-style-type: none"> • What is the history of the Blues? • How do you perform the 12-bar Blues? • How do you play the Blues scale? • How do you improvise using the Blues scale? • What are the main features of Blues lyrics? 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams YouTube demonstration videos</p> <p><i>Assessment:</i> 1) Blues performance 2) Listening test on Blues music</p>
<p>Autumn 2 2024</p>	<p>UNIT 2: Extended singing techniques</p> <ul style="list-style-type: none"> • How do you create vibrato? • How do you sing in vocal harmonies? • How do you show good stage presence during a vocal performance? • Performance of song in Halliford Song contest 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams Song recordings YouTube demonstration videos</p> <p><i>Assessment:</i> Group singing performance of a chosen song (Song contest)</p>
<p>Spring 1 2025</p>	<p>UNIT 3: Understanding harmony</p> <ul style="list-style-type: none"> • What are scales and triads? • How do you form major and minor chords? • How do you compose effective chord sequences? • How do you compose an effective melody over a chord sequence? 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams</p> <p><i>Assessment:</i> Theory test</p>
<p>Spring 2 2025</p>	<p>UNIT 4: Composing a pop song</p> <ul style="list-style-type: none"> • What are hooks and riffs? • What are the main musical features of popular music? • How do you use structure, repetition and contrast in popular music? • How do you write effective lyrics to fit a melody? 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams</p> <p><i>Assessment:</i> Pop song composition</p>
<p>Summer 1 2025</p>	<p>UNIT 5: The Beatles</p> <ul style="list-style-type: none"> • Who were The Beatles and what are the main features of their music? • How have The Beatles influenced popular music since the 1960s? • What are the musical features of a ballad? • Can you perform a chosen Beatles song on the keyboards? 	<p><i>Supporting materials:</i> Class workbook PowerPoints on MS Teams Keyboards https://www.beatlesbible.com YouTube demonstration videos</p> <p><i>Assessment:</i> Performance of a chosen Beatles song</p>
<p>Summer 2 2025</p>	<p>Revision</p> <p>Feedback from examination</p>	<p><i>Supporting materials:</i> Class workbooks PowerPoints on MS Teams Revision guide</p> <p><i>Assessment:</i> End of year examination</p>

Physical Education

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Rugby</p> <ul style="list-style-type: none"> • Development of core skills learnt from Year 7 • Key themes centred around handling, offloads evasion, rucking, tackle technique if pupils feel comfortable with contact • Defensive shape and concept of blitz defence • Use of 2v1's and 3v2's, reinforcing overloads 	<p><i>Supporting materials/ websites:</i> BBC Sport, England Rugby, YouTube</p> <p><i>Assessment:</i> Formative Summative Peer</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>Badminton:</p> <ul style="list-style-type: none"> • Introduction to court, doubles and singles court markings • Ready position reinforced between shots • Key rules and scoring • Grip – forehand and backhand • Basic rally • Introduction to overhead clear, drop shot, net shot, smash • Types of forehand and backhand service – low and high 	<p><i>Supporting materials/ websites:</i> BBC Sport, Badminton England, YouTube</p> <p><i>Assessment:</i> Formative Summative Peer</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Cross-country:</p> <ul style="list-style-type: none"> • Heart rate monitoring • Pacing and strategy • Timed route running • Paired route running • Distance developed from Yr7. 	<p><i>Supporting materials/ websites:</i> BBC Sport, UK Athletics</p> <p><i>Assessment:</i> Formative Summative Peer</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p>Volleyball:</p> <ul style="list-style-type: none"> • Rule introduction • Focus on key shots, dig, set and spike • Service – Underarm and Over arm • Use of a block • Tactical play, using three touches as a team, trying to play in the sequence of dig, set spike • Play to space when rallying 	<p><i>Supporting materials/ websites:</i> BBC Sport, England Volleyball</p> <p><i>Assessment:</i> Formative Summative Peer</p>

Physical Education cont.

<p>Summer 1 2025</p>	<p>Throughout the Summer term 1 and 2 athletics takes place. Two events are looked at in each lesson from a selection of throwing, jumping and track.</p> <p>Throwing events: safety measures, grip and stance, low to high, trajectory, power and control, rules.</p> <p>Jumping events: safety, run up, take off, body position, landing, power and control.</p> <p>Track: safety, pacing, starts, phases, technique, breathing, psychological aspects.</p>	<p><i>Supporting materials:</i> BBC Sport, UK Athletics</p> <p><i>Assessment:</i> As the boys go through the years, the input and technical language used is developed and peer assessment and feedback become more prominent as the boys become more independent with their learning. Times, distances and heights are regularly recorded, and the emphasis is on personal development.</p>
<p>Summer 2 2025</p>	<p>Students continue to partake in Athletic events as per Summer 1.</p> <p>Sports Day</p>	

Physics

Autumn 1 2024	<u>Sound and Light</u> 4.1 Exploring sound 4.2 Describing sound 4.3 Hearing sounds 4.4 Understanding how sound travels through materials 4.5 Learning about the reflection and absorption of sound	<i>Supporting Material:</i> Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 4 WAVES Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Half termly assessment
Autumn 2 2024	4.6 Exploring properties of light 4.7 Exploring reflection 4.8 Exploring refraction 4.9 Seeing clearly 4.10 Exploring coloured light	<i>Supporting Material:</i> Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 4 WAVES Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Unit test
Spring 1 2025	<u>Voltage, Resistance and Current</u> 2.1 Describing electric circuits 2.2 Understanding energy in circuits 2.3 Explaining resistance 2.4 Describing series and parallel circuits 2.5 Comparing series and parallel circuits 2.6 Investigating static charge 2.7 Explaining static charge 2.8 Understanding electric fields	Textbook: Collins AQA KS3 Science Student BOOK 1 – CHAPTER 2 ELECTROMAGNETS Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Practical assessment
Spring 2 2025	<u>Work done and Heating and Cooling</u> 3.1 Doing work 3.2 Making work easier 3.3 Explaining thermal energy 3.4 Heating 3.5 How to stop energy from travelling 3.6 Energy and temperature	Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 3 ENERGY Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Unit test
Summer 1 2025	<u>Contact forces and Pressure</u> 1.1 Analysing equilibrium 1.2 Drag 1.3 Understanding stretch and compression 1.4 Investigating Hooke's Law 1.5 Exploring pressure on a solid surface 1.6 Exploring pressure in a fluid 1.7 Calculating pressure 1.8 Explaining sinking and floating	Textbook: Collins AQA KS3 Science Student BOOK 2 – CHAPTER 1 FORCES Twig, BBC Bitesize websites Revision Guide <i>Assessment:</i> Unit test
Summer 2 2025	<u>Developing Practical Skills and Examination</u> Review of the Scientific Method skills and vocabulary Revision techniques Final Examination and Feedback	Textbook: Collins AQA KS3 Science Student BOOKS 1 and 2 Revision guides and websites <i>Assessment:</i> End of year examination

<p>Autumn 1 2024</p>	<p><u>Emotional Wellbeing</u> Students will explore the topic of mental health and emotional wellbeing, including body image and coping strategies. Students will learn about attitudes towards mental health, how to challenge misconceptions stigma about daily wellbeing, how to manage emotions, how to develop digital resilience about unhealthy coping strategies (e.g., self-harm and eating disorders) and healthy coping strategies.</p>
<p>Autumn 2 2024</p>	<p><u>Poverty</u> During this topic, students explore the countries that experience poverty and the lives that they live. We look at the work of charities and how they help, we ask the question of whether poverty can be eradicated, and we look at poverty within the UK.</p>
<p>Spring 1 2025</p>	<p><u>Drug and alcohol education</u> This will be students first formal introduction to legal and illegal drugs, alcohol and drug misuse, peer-pressure, medicinal drugs, recreational drugs, and the effect these all have on us. We also explore the relationship between habit and dependence, how to safely use prescriptive medicines and the promotion of positive social values, norms and attitudes.</p>
<p>Spring 2 2025</p>	<p><u>Identity and relationships</u> This unit spans over two half terms, as a lot is covered. In the first half of this unit, students will be exploring consent, avoiding assumptions and the capacity to consent. This is delivered in an age-appropriate way to allow students to fully understand the importance of what consent means, how to respectfully seek consent and how to recognise when another person is giving or not giving their consent. These lessons also include the law and consent.</p>
<p>Summer 1 2025</p>	<p><u>Identity and relationships</u> Following on from Spring 2, students will explore the topics of sexual orientation, gender identity and an introduction to contraception (which links into their Science Biology lessons).</p>
<p>Summer 2 2025</p>	<p><u>Digital literacy</u> This unit allows students to explore the digital world and its impact on us. This includes learning about body image and the digital world, deciding what to watch and what not to watch, age restrictions (and why they are there) and managing challenging content. This unit aims at equipping students to be more aware of the impact our digital world has on us and how we can overcome challenges we may be faced with.</p> <p>End of Year Examination</p>

Religious Studies

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Christianity</p> <p>This unit will focus on the beliefs and practices of the faith and will continue for the entire term.</p> <ul style="list-style-type: none"> - The Jews under the Romans - Messiahship - The Nativity and Christmas - Baptism - Jesus' parables - Jesus' miracles 	<p><i>Supporting materials/ websites:</i></p> <p>Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support</p> <p><i>Assessment:</i></p> <p>Short written answers assignment Church diagram explainer exercise</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<p><i>(continuation)</i></p> <ul style="list-style-type: none"> – Jesus' arrival in Jerusalem – The Last Supper and Holy Communion – The Crucifixion and Resurrection – The Ascension and Pentecost – Was Jesus the Messiah? Debate 	<p><i>Supporting materials/ websites:</i></p> <p>Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support</p> <p><i>Assessment:</i></p> <p>In class knowledge test At-home essay assignment</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Sikhism</p> <p>This unit will focus on the beliefs and practices of the faith and will continue for the entire term. This term will also include an independent project.</p> <ul style="list-style-type: none"> – India in Guru Nanak's time – "No Hindu Nor Muslim" – The Khalsa – The Gurus – The Gurdwaras and the Golden Temple 	<p><i>Supporting materials/ websites:</i></p> <p>Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support</p> <p><i>Assessment:</i></p> <p>In class knowledge test Short written answers exercise</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p><i>(continuation)</i></p> <ul style="list-style-type: none"> • Golden Temple and Jallianwala Bagh Massacre Project (independent project focused on the area, context, events and importance in religion) • Presentation to the class and government briefing 	<p><i>Supporting materials:</i></p> <p>Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support</p> <p><i>Assessment essay:</i></p> <p>Independent project</p>

Religious Studies

Summer 1 2025	Eastern Philosophy This unit will focus on major themes in Eastern Philosophy, across faiths and non-religious philosophy found in the Cultural East. <ul style="list-style-type: none">• Suffering and Letting Go• Karma• Metta and Interbeing• Kintsugi• Ying and Yang	<i>Supporting materials:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> In class knowledge and writing assessment
Summer 2 2025	<ul style="list-style-type: none">• Writing skills• Revision• Examination feedback and reflection	<i>Supporting materials:</i> Class PowerPoints Book excerpts YouTube Clips Digital and online resources Religious texts Assessment guidance and support <i>Assessment:</i> End of Year Examination covering the year's content

Spanish

<p>Autumn</p> <p>1</p> <p>2024</p>	<p>Module 3 Mi insti</p> <p>Unit 1: Saying what subjects you study</p> <p>Unit 2: Giving opinions on subjects</p> <p>Unit 3: Describing your school</p> <p>Unit 4: Talking about break</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 1, www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>Continuous evaluation throughout Module 3 covering all 4 language-based skills.</p>
<p>Autumn</p> <p>2</p> <p>2024</p>	<p>Module 4 Mi familia y mis amigos</p> <p>Unit 1: Describing your family using possessive adjectives</p> <p>Unit 2: Describing your hair and eye colour using “ser” and “tener”</p> <p>Unit 3: Saying what other people look like using the third person of the verb</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 1, www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>Continuous evaluation throughout the start of Module 4 covering all 4 language-based skills.</p>
<p>Spring</p> <p>1</p> <p>2025</p>	<p>Module 4 En casa</p> <p>Unit 4: Describing where you live (house) with “estar”</p> <p>Unit 5: Reading about Cadiz’s carnival and dictionary skills</p> <p>Unit 6: Planning and giving a presentation</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 1, www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>An end of Module 5 test covering all 4 language-based skills.</p>
<p>Spring</p> <p>2</p> <p>2025</p>	<p>Module 5 Mi ciudad</p> <p>Unit 1: Describing your town or village using quantifiers and indeterminate adjectives</p> <p>Unit 2: Telling the time</p> <p>Unit 3: Ordering in a café with the verb “querer”</p>	<p><i>Supporting materials:</i></p> <p>¡Viva! Libro 1, www.languagesonline.org.uk, www.classtools.net, www.Edpuzzle.com, www.wordreference.com</p> <p><i>Assessment:</i></p> <p>Continuous evaluation throughout Module 5 covering all 4 language-based skills.</p>

Spanish

Summer 1 2025	Module 5 Mi ciudad Unit 4: Saying what you are going to do at the weekend in the immediate future tense Unit 5: Understanding people describing their town Unit 6: Using two tenses together General revision of Modules 3, 4 & 5	<i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com Revision Guide <i>Assessment:</i> No assessment
Summer 2 2025	End of Year 8 Examination of Modules 4-5 Revision Feedback	<i>Supporting materials:</i> ¡Viva! Libro 1, www.languagesonline.org.uk , www.classtools.net , www.Edpuzzle.com , www.wordreference.com <i>Assessment:</i> End of Year Examination

Homework Timetable 2024 - 2025

Set	Monday	Tuesday	Wednesday	Thursday	Friday
8J	Religious Studies Art Geography	Computer Science <i>Music</i> MFL	<i>Latin</i> Physics <i>Design & Technology</i> Mathematics	Biology Chemistry English	Mathematics History MFL
8K	Computer Science Religious Studies Geography	Art History MFL	Physics English Mathematics	<i>Music</i> Biology <i>Design & Technology</i>	Chemistry Mathematics MFL <i>Latin</i>
8L	Art History English	Religious Studies <i>Design & Technology</i> MFL	Chemistry Biology Mathematics	Computer Science Physics <i>Music</i>	Mathematics <i>Latin</i> MFL Geography

- In Year 8 homework for *Latin*, *Music* and *Design & Technology* is set fortnightly.
- In addition to the one English homework a week set in Year 8, students are expected to spend 20 minutes per weekday reading their accelerated reader text. They are also expected to have their accelerated reader text with them at all times whilst at school.
- Students who are entitled to extra time in tests and examinations should practise using extra time when doing their homework.