

Y8 Curriculum 2017/18						
	Mastery Cycle 1		Mastery Cycle 2		Mastery Cycle 3	
Science	<b>Physics - Waves</b>	<b>Physics - Electricity</b>	<b>Biology - Health</b>	<b>Plants</b>	<b>Chemistry – Bonding</b>	<b>Chemistry - Bonding</b>
	- Waves - Sound - EM Spectrum - Light	- Electricity - Circuits - Voltage, Current and Resistance	- Skeletal and muscular systems - Bacteria - Respiration	- Plant organs - Photosynthesis - Pollination - Seed dispersal	- Conservation of mass - Atomic Structure - Ionic Bonding	- Covalent Bonding - Equations - Acids and alkalis. - Indicators and pH
English	Literature: Sherlock Holmes	Literature: Sherlock Holmes	Literature: Shakespeare (The Tempest)	Literature: Shakespeare (The Tempest)	Literature: Modern Novel (Animal Farm)	Literature: Allegory writing
	Drama: Sherlock Holmes	Drama: Sherlock Holmes	Drama : Shakespeare	Drama : Shakespeare	Drama : Performance Poetry	Drama : Scriptwriting
	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure
	Literacy and Grammar: Expressive writing/Mastery writing	Literacy and Grammar: Expressive writing/Mastery writing	Literacy and Grammar: Expressive writing/Mastery writing	Literacy and Grammar: Expressive writing/Mastery writing	Literacy and Grammar: Expressive writing/Mastery writing	Literacy and Grammar: Expressive writing/Mastery writing
History	<b>Anglo-Saxon and Norman England</b>	<b>Islamic Empire</b>	<b>Medieval England</b>		<b>Renaissance and Reformation</b>	<b>English Civil War</b>
	- Recap of Dark Ages - Power vacuum of 1066 - 4 claimants - Battles of Stamford Bridge and Hastings - Norman consolidation - The Anarchy	- The historical roots of Islam - Spread of the Empire - Case study – House of Wisdom and Baghdad - Crusades	- Role of the Medieval Church - Medieval Kingship - Case study: Edward Longshanks - Black Death - Peasants' Revolt		- Causes of the Renaissance - Great Renaissance thinkers - Case study: Gutenberg's printing press - Causes of the Reformation - Case study: English Reformation	- Stuart Dynasty - The long and short term causes of the war - Events of the ECW
Geography	<b>Settlement</b>	<b>Migration</b>	<b>Glaciation</b>		<b>Coasts</b>	<b>Coasts of the UK</b>
	- What is a settlement? - Settlement hierarchy - Settlement sites - Settlement pattern - Case study: Enfield's changing settlement pattern - What is a megacity? - Challenges and opportunities in a megacity - Case study: Dharavi	- What is migration? - Types of migrant - Migration to the UK through time - Push and pull factors - Case study: Migration to Dharavi - Case study: The Migrant Crisis	- What is a glacier? - Calculating mass balance - Global distribution of glaciers - Glacial erosion and deposition - How does a corrie form? - How does ice affect me? - Case study: West Antarctica *causes of ice melting *introduction to global warming *consequences of ice melting *impact of ice melting on emperor penguins		- What is the coast like? - How does a wave form? - Constructive and destructive waves - Longshore drift - Types of coastal erosion - Cave-arch-stack-stump - Advantages and disadvantages of living at the coast - Managing coastal erosion	- UK locational Geography - Coastal settlement comparison investigation - Case study: Brighton - Case study: Blackpool - Fieldtrip: Walton on the Naze
PRE	<b>Concept of God</b>		<b>Christianity: What is God like?</b>		<b>Hinduism: What is God like?</b>	
	What is real Theist, atheist, agnostic -The philosopher body (how do we argue and structure answers) -Arguments for and against the existence of God -Miracles as an argument for the existence of God using Exodus example -Difference between miracle, coincidence and luck-response from sceptics		Language to describe God- omni words -Transcendence using Exodus 3 as an example -The Trinity -Immanence using baptism of Jesus as example -Messiah/Christ figure -Incarnation and Atonement (John 3:16 and John 1:14)		Belief in many gods - six blind mand the elephant Brahman and different gods and goddesses -The Trimurti -The Samsara Cycle -Symbolism using Ganesh as an example -Is God impersonal or personal?	
Maths	<b>Number</b>	<b>Algebraic expressions</b>	<b>2D Geometry</b>	<b>Proportional reasoning</b>	<b>3D Geometry</b>	<b>Statistics</b>
	- Primes and indices - Prime factorisation (use to find LCM, HCF, squares and cubes) - Add and subtract fractions	- Negative numbers and inequalities - Formulating and evaluating expressions - Solving linear equations - Expressions and equations from real work situations - Linear sequences (nth term)	- Constructing triangles and quadrilaterals - Finding unknown angles (inc parallel lines) - Length units and area units (and relationship between them) - Area and perimeter of composite shapes - Area of trapezium and parallelogram	- FDP - Percentage increase/decrease - Finding the whole given a part - Ratio (equivalent and of a quantity) and rate - Speed, distance, time	- Rounding, significant figures and estimation - Circumference and area of a circle - Visualise and identify 3d shapes and their nets - Volume of a cuboid, prism, cylinder and composite solids	- Mean, median and mode - EOY project work that will cover the objectives below: - Collecting and organising data - Constructing and interpretation of graphs (bar graphs, pictograms, line graphs, histograms, pie charts) - Interpret and compare statistical representations
Music	<b>Pop Ukulele</b>		<b>The rhythms of Africa</b>		<b>Minimalism</b>	
	Learning how to play the Ukulele. Learning how to read tablature and chord diagrams. Learning how to create pop song covers using the Ukulele. Performing as a class.		Learning how to play African drums and sing African songs as a class. Learning about the context of African drumming and the reasons music is made. Composing and performing an African drimming piece as a class.		-Exploring 20th Century music through listening, performing and composing. -Playing famous minimalist pieces. -Exploring key compositional techniques such as ostinatos, canon, note addition/subtraction, metamorphosis, phase shifting, pedal notes. -Students will compose their own minimalist pieces in pairs.	
PE	<b>Basketball or Rugby</b>		<b>Basketball or Rugby</b>		<b>Athletics</b>	
	<i>Theory Strand: Aerobic/Anaerobic Fitness, components of fitness, fitness testing and methods of training</i>		<i>Theory Strand: Balanced diet and somatotypes</i>		<i>Theory Strand: Revision of AP1 and AP2 (AP3 prep)</i>	
	<b>Harry Potter</b>		<b>French stories</b>		<b>Les jeux olympiques</b>	

French	<p><b>Language content</b> School subjects Numbers Time School rules School uniform</p> <p><b>Cultural content</b> French education system</p>	<p><b>Language concepts/grammar</b> V: avoir and etre in the present tense, je voudrais T: present, future, conditional A: agreement and position O: opinions and justifications C: connectives and intensifiers Questioning, il faut, comparatives, superlatives</p>	<p><b>Language Content</b> Food Quantities Weather Parts of the body Animals</p> <p><b>Cultural content</b> French stories – les triplottes de Belleville</p>	<p><b>Language concepts/grammar</b> V: regular verbs in the future tense T: Present, future and imperative tenses A: plurals and position O: opinions and justifications C: connectives and intensifiers Plurals of nouns and prepositions with food</p>	<p><b>Language Content Sports</b> Days of the week Daily routine Body parts Illnesses and injuries</p> <p><b>Cultural content</b> French sporting stars</p>	<p><b>Language concepts/grammar</b> V: regular past tense verbs, faire in the present tenses, reflexive verbs, introduction to verbs that take etre in the past tense T: Present, future and past tenses A: revision of agreeing adjectives and position O: opinions and justifications, complex opinions C: connectives and intensifiers Time expressions, j'ai mal + à</p>
	Art	<b>Abstract Cityscapes</b>		<b>Expressionist Portraits</b>		<b>Story Boxes</b>
<ul style="list-style-type: none"> <li>-What is Abstract Art? What is a cityscape? - Learning how to create perspective</li> <li>-Creating tone and texture using watercolour paints</li> <li>-Researching and using relevant artists and city sources for inspiration</li> <li>-Creating a final abstract cityscape painting</li> </ul>		<ul style="list-style-type: none"> <li>-What is Expressionist Art?</li> <li>-Drawing a face using the correct proportions (using the grid method)</li> <li>-Researching and studying relevant portrait artists</li> <li>-Creating tone and texture using oil pastels</li> <li>-Applying Expressionist techniques to a final self portrait</li> </ul>	<ul style="list-style-type: none"> <li>-What story could become a piece of art? How can a story be conveyed within a box?</li> <li>-Researching and studying relevant 3D artists (who use layers and found objects)</li> <li>-Development of the formal elements (and introducing the rule of thirds)</li> <li>-Creating and presenting a final individual 3D Identity Box</li> </ul>			