Curriculum Map - Key Stage 3

Year 8

LEARNING | CHARITY | COMMUNITY

Curriculum Map - Key Stage 3

Art

<table>
<tr><th colspan="3">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">• Looking at the structure of the human face.
• Exploring the expressive possibilities of distorting and exaggerating the human face
• Making connections to African Art.</td></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Term 1</td><td>Students are introduced to the expressive and fantastical world of African mask making, developing ideas and studies for their own three-dimensional clay mask.</td></tr>
<tr><td>Term 2</td><td>Students study the realistic proportions of the human face and create developmental studies leading to a painted colour self-portrait.</td></tr>
<tr><td>Term 3</td><td>Students extend their knowledge of African art by investigating ideas around flat pattern and textile design.</td></tr>
<tr><td>Summary</td><td>Students will:
• Understand the basic proportions of the human face
• Use ideas of distortion and exaggeration in creating a mask
Support their practical work with key links to African art</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• On-going formative assessment as work progresses in lessons.
• End of term written summative assessment and working at grade for the conclusion of termly projects.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">2 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2"></td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2"></td></tr>
</table>

Curriculum Map - Key Stage 3

Computer Science

<table>
<tr><th colspan="3">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Develop Computational Thinking Skills
• Equip students with the ability to think logically and solve problems by breaking them down into smaller, manageable components through the application of algorithms and abstraction.

Understand the Fundamentals of Computing
• Provide students with a strong foundation in computer science concepts, including data representation, binary logic, hardware, and software systems, to understand how computers and networks operate.

Learn Programming and Software Development
• Teach students to design, write, test, and debug programs using at least one high-level programming language, fostering creativity and precision in creating effective and efficient solutions.

Explore the Ethical and Social Impact of Technology
• Encourage critical reflection on the ethical, environmental, and societal implications of technology, including topics such as cybersecurity, data privacy, and the responsible use of digital systems.

Enhance Digital Literacy and Cybersecurity Awareness
• Develop students' confidence in using a range of software tools, improve their understanding of online safety, and foster an awareness of cybersecurity risks and strategies for staying safe in a digital world.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Searching Online (Data collection tools – Primary & Secondary, Data mining and Data Sanitization using a project)
• Programming (Python Basics)</td></tr>
<tr><td>Term 2</td><td>• Network Basics (Types, Topology, Dangers and Prevention)
• Logic Gates (AND, OR, NOT)</td></tr>
<tr><td>Term 3</td><td>• Game Making (Scratch Programming)
• Spreadsheet Advanced (Logical Functions - If & Else, Lookup Functions (VLookup, UPPER, LOWER, TEXTJOIN, LEFT, RIGHT, MID etc.)</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Baseline Test
• Class Tests: MCQs, Short Answers Questions, Practical Tasks, Problem Solving Activities, Concept mapping, End of unit test
• Mid-Year Test - A summative test for topics covered up until the whole school assessment period. (Report sent to parents)
• End of Year Test - A summative test for topics covered up until the whole school assessment period. (Report sent to parents)</td></tr>
</table>

<table>
<tr><td rowspan="2">Useful Resources</td><th>Books</th><th>Websites</th></tr>
<tr><td>Books
OCR GCSE Computer Science - ISBN: 9781108812542 / 9781510484337

Revision Guides
Knowledge Organizers
PowerPoint Presentations</td><td>www.ocr.org.uk

www.teach-ict.com (suscription)

https://www.bbc.co.uk/bitesize/subjects/z34k7ty
https://craigndave.org/

Python - https://www.w3schools.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">2 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">• Students' comprehension of key topics such as online searching techniques, data mining, data sanitization, Python basics, and networking, alongside their ability to apply these concepts to practical problems.

• Evaluate students' programming skills in Python, including their ability to design, debug, and solve problems, while testing their ability to apply computational thinking and understand the societal impact of digital technology.</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">• Students' understanding of research principles, programming principles, networking, logic gates, and spreadsheet skills, and their ability to apply these concepts in practical and theoretical contexts.

• Evaluate students' problem-solving abilities, along with their understanding of the ethical, legal, and environmental impacts of digital technology, ensuring they can analyze and apply these principles effectively.</td></tr>
</table>

Curriculum Map - Key Stage 3

Design and Technology/ Food and Nutrition

<table>
<tr><th colspan="3">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2"><u>Design and Technology (Term 1 and 2):</u>

Students continue to build on their design and making skills throughout the year with more confidence and independence in year 8.

Aims
• To continue to work through the design process in the classroom and further understand how this relates to industry (research, design, make, evaluate).
• To continue to improve practical skills in working with various materials and processes including wood, plastics and electronics and CAD.
• To firmly understand and demonstrate the safe use of tools, equipment and machinery in the workshop.
• Students continue to enjoy design and the hands-on experiences of making finished high quality project outcomes.

<u>Food and Nutrition (Term 3)</u>

During the summer term students will be learning about cuisines from around the world and revisiting their preparation and cooking skills from year 7.

Aims:
• To research and learn about cultures and cuisines from around the world.
• To research key dishes and recipes from countries and to create a menu for their chosen dishes and cuisines.
• To demonstrate and build on essential food preparation skills.
• To develop good hygiene routines (washing hands, cleaning equipment, avoiding cross contamination)
• To be confident in using kitchen equipment, cookers and ovens safely.</td></tr>
<tr><td>Main topics/areas studied this year</td><td>Term 1</td><td>Practical Project - Night Light

• Better understanding of the design process (target customer, product analysis- understanding industry terms)
• Students will learn about specialised processes including electronics/ systems and control and CAD.
• Health and Safety passport in the workshop- recap each year
• Focus on their soldering skills and will be able to produce a fully working LED circuit
• Students will learn how to use CAD for their laser cut outcome</td></tr>
</table>

<table>
<tr><td rowspan="2"></td><td>Term 2</td><td>Practical Project - Moving Toy

• Full understanding of the design process and how this relates to industry roles
• More of a focus on their target customer within the design process
• Learning about patterns, manufacturing process for complex making
• Focus on learning about timbers and boards and where these materials come from (Plywood, MDF, Pine wood to be used in their outcome)
• To learn about mechanisms (Cams)</td></tr>
<tr><td>Term 3</td><td>Practical Project - Food Dishes

• Food technology with a focus on hygiene and safety
• To research about cultures and cuisines around the world
• Build on food preparation skills
• Practical outcomes include Samosas, Stir-fry noodles and pancakes
• Team work in the kitchen in preparing and clearing away</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Design and Technology
Regular Practical Skills Check- Teacher observes safe working in the workshop including how to use and handle tools, equipment and machinery safely.
Students will be assessed for both their book based work as well as practical outcomes to get a holistic overview of how each student has performed each term.

Food and Nutrition
Regular Practical Skills Check- Teacher observes hygiene, safe working with equipment, measuring, oven/hob usage.
Students will be given a baseline test when they begin the term to assess their basic knowledge on food and nutrition.</td></tr>
<tr><td>Useful Resources</td><td>Books

Design and Technology Revision Guides - Daydream Education

Food Preparation and Nutrition Revision Guides - Daydream Education</td><td>Websites

GCSE Design and Technology - BBC Bitesize

BBC Bitesize KS3 Food: https://www.bbc.co.uk/bitesize/subjects/zqfw2hv

Food - a fact of life: https://www.foodafactoflife.org.uk/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">1 lesson per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Design and Technology pathway focus: A written exam with a focus on theory questions as well as design based questions. Students will be given a mark based on a combination of their mid year assessment and their practical first project.</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Design and Technology pathway focus: A written exam with a focus on theory questions as well as design based questions. Students will be given a mark based on a combination of their end of year assessment and their practical project mid year project.</td></tr>
</table>

Curriculum Map - Key Stage 3
English

<table>
<tr><th colspan="3">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">At King Solomon High School, our English curriculum is designed to ensure that all students become fluent, confident speakers, readers, and writers. Through the study of literature and language, we nurture curiosity, promote a love of reading, and encourage articulate self-expression.

From the very first module in Key Stage 3, students are exposed to a diverse range of literary texts - both fiction and non-fiction - including key figures from the literary canon as well as lesser-known voices influenced by it. This broad exposure enables students to understand, appreciate, and critically engage with literature from a variety of perspectives and cultures.

We place deliberate focus on high-quality writing practice and explicit vocabulary instruction to close word and attainment gaps. Our students are supported to write with accuracy, cohesion, and sophistication, across a range of forms and for different purposes.

Our curriculum goes beyond the page: it empowers students to become articulate communicators and confident orators. Regular opportunities to develop spoken language skills are embedded across the curriculum, allowing students to present, debate, and express their ideas clearly and thoughtfully.

Our aim is to develop compassionate, reflective, and ambitious learners - global citizens who are equipped with the literacy skills and cultural knowledge to succeed. Through the power of English, we help students find their voice and envision a future without limits</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>The Rabbits by John Marsden
Year 8 will read this multimodal text and explore the context of colonial rule in Australia. They will focus on analysing how words and images are used to convey the writers' views, ideas and perspectives.

Novel Study: The Night Diary by Veera Hiranandani
This novel explores the impact of the Partition of India and students will consider how characters are used to convey the writer's ideas about key themes. They will develop an understanding of how to write an effective essay introduction in English Literature.</td></tr>
<tr><td>Term 2</td><td>Horror Writing
Year 8 unlock the power of language by experimenting with eerie sentence structures - fragments, dashes, colons, and more - to create chilling effects in their writing. They will master style while planning, writing, and editing their own spine-tingling horror fiction.

Play Study: A Midsummer Night's Dream by Willaim Shakespeare
We explore the conventions of Shakespearean tragedies and comedies, then apply this knowledge while studying A Midsummer Night's Dream. They examine how the play both follows and playfully challenges these conventions.</td></tr>
</table>

<table>
<tr><td rowspan="2"></td><td>Term 3</td><td>Thematic Poetry: Mythical Poetry
Students read a variety of poems inspired by Greek mythology and bring together the literature skills they have acquired across Y7 and Y8 in order to write an analytical essay in response to their reading. They use Greek myths as the inspiration for writing their own poems.

Feature Articles
Students will explore different types of feature articles in order to develop an understanding of the form. They will apply this knowledge in writing their own magazine feature article.</td></tr>
<tr><td>Summary</td><td>In Year 8 English, students explore perspectives across a range of texts, from colonialism in The Rabbits to the Partition of India in The Night Diary, and the shifting viewpoints in Shakespeare's A Midsummer Night's Dream. They experiment with perspective in their own writing through horror fiction, mythical poetry, and feature articles, while developing analytical and essay writing skills to deepen their understanding of how writers use language, form, and structure to convey ideas.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Reading Skills:
Read critically, considering how a text is constructed to present meaning and create certain impressions.
Study characterisation and plot and the effects of these.
Make inferences and refer to evidence in the text.
Recognise a range of methods that have been used in short stories and poems and explain how they have been used by the writer.
Writing Skills:
Plan a piece of writing, considering how their writing reflects the audience and purposes for which it is intended.
To focus on crafting a piece of writing carefully, considering the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
To draw on their knowledge of methods from their reading to enhance the impact of their writing.
Consolidate and build on their knowledge of grammar and vocabulary, revisiting the SPaG rules and focusing on their application</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Recommended reading to support the curriculum theme of Exploring Perspectives:

Rabbit-Proof Fence by Doris Pilkington Garimara
First Nations perspective on colonisation in Australia.

The Arrival by Shaun Tan
Multimodal exploration of migration and displacement</td><td>Recommended websites to support the curriculum theme of Exploring Perspectives

BBC Bitesize - English: https://www.bbc.co.uk/bitesize/subjects/z3kw2hv

LitCharts: https://www.litcharts.com/

Shakespeare's Globe Learning: https://www.shakespearesglobe.com/learn/</td></tr>
</table>

	***When Morning Comes* by Arushi Raina** Youth perspective during apartheid in South Africa, for parallel themes of division ***Inside Out & Back Again* by Thanhhà Lai** Verse novel about migration and cultural identity ***Tales from Shakespeare* by Charles and Mary Lamb** Accessible retellings, including *A Midsummer Night's Dream* ***Chasing the Stars* by Malorie Blackman** Modern YA reimagining of *Othello* ***The Graveyard Book* by Neil Gaiman** Blends coming-of-age with eerie, supernatural elements ***The Odyssey* retold by Geraldine McCaughrean or Gillian Cross** Accessible version of Homer's epic. ***Echo Echo: Reverso Poems about Greek Myths* by Marilyn Singer** Creative perspectives on myths. ***Women in Science: 50 Fearless Pioneers Who Changed the World* by Rachel Ignotofsky** Example of engaging non-fiction with perspective. ***Humans* by Brandon Stanton** Short narratives capturing diverse human perspectives	**Royal Shakespeare Company Education**: https://www.rsc.org.uk/education **National Museum of Australia – First Australians**: https://www.nma.gov.au/explore/features/first-australians **British Library – Partition of India**: https://www.bl.uk/learning/timeline/item106365.html **Poetry Foundation**: https://www.poetryfoundation.org/ **Perseus Digital Library (Greek myths & texts)**: http://www.perseus.tufts.edu/hopper/ **Young Writers**: https://www.youngwriters.co.uk/ **National Geographic Kids**: https://kids.nationalgeographic.com/ **CommonLit**: https://www.commonlit.org/ **Project Gutenberg (free classics, including Shakespeare)**: https://www.gutenberg.org/
Number of lessons in this subject:	8 lessons per fortnight (including 1 reading lesson in the library)	
Mid-year exam will assess:	Reading skills Writing skills	
End of year exam will assess:	Reading skills Writing skills	

Curriculum Map - Key Stage 3

Geography

<table>
<tr><th colspan="3">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">A Year 8 geographer will build upon the foundations established in year 7. They will start to build skills which allow them to think critically about both local and global issues. Students will develop strong global knowledge and an understanding of the social, economic and environmental challenges that we face such as climate change and environmental degradation. Students will understand that by making informed and conscientious decisions, we can have a positive future and that as human beings we have used our innovation to help tackle many of these global issues. Students will be able to form their own opinions based on factual evidence that they can justify in their answers.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Enquiry question 1: Is our understanding of the world wrong?
• What is our understanding of countries?
• Do we have an over dramatic view of the world?
• Why should we stop using the terms ‘rich’ and ‘poor’ to describe countries?
• How does the media portray countries around the world?
• Why is it not all ‘doom and gloom?’
• Is the world becoming a more dangerous place to live?
• What is the danger of stereotyping countries?

Enquiry question 2: How is climate change affecting countries differently?
• What is the difference between weather and climate?
• How is our climate influenced by the atmosphere?
• What is the greenhouse effect and how have humans contributed to this?
• What are the main impacts of climate change?
• Which regions are experiencing the greatest effects?
• What does the future hold for our changing climate?

Places of study: Maldives and Australia</td></tr>
<tr><td>Term 2</td><td>Enquiry question 3: How does a river change as it travels towards the sea?
• What are the main processes that occur within a river?
• What is the upper course of the river like?
• What is the middle course of the river like?
• What is the lower course of a river like?
• What happens to the River Thames along its journey?
• Why do rivers flood?
• What were the impacts of the UK floods in December 2015?</td></tr>
</table>

	Term 3	**Enquiry question 4: How has life adapted to our planet's diverse ecosystems?** • Why do we find a range of contrasting ecosystems around the world? • What are the main factors that determine the distribution of these ecosystems? • What characterises an extreme climate? • What are deserts like? • What are tropical rainforests like? • Why are many of these ecosystems threatened? • How are people trying to protect these ecosystems? **Place of study:** Amazon and the Sahara Desert. **Enquiry question 5: How is Africa a diverse continent?** • What is the physical geography of Africa? • What is the climate like in specific parts Africa? • How diverse are the people of Africa? • What is Kenya like? • Who are nomadic people? • Where does conflict exist in Africa? • What are the main economic sectors across Africa? **Place of study:** Africa
Assessment Headlines	• Literacy skills • Extended writing (PEEL) • Recall of key geographical skills • Recall of key geographical vocabulary Formative 'check your understanding' quizzes every 4 lessons.	
Useful Resources	**Books** **Top Reads:** **Life: The First Four Billion Years** - Martin Jenkins **The Garbage King** - Elizabeth Laird **Hidden** - Miriam Halahmy **Prisoners of Geography: Our World Explained in 12 Simple Maps** - Tim Marshall **Factfulness: Ten Reasons We're Wrong About the World - And Why Things Are Better Than You Think**	**Websites** https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/

	Easy Reads: **Horrible Geography** - Anita Ganeri **Everest: The remarkable story of Edmund Hillary and Tenzing Norgay** - Alexandra Stewart **Enrichment Reads:** **The Travel Book: A journey through every country in the world** **No One is Too Small to Make a Difference** - Greta Thunberg **Challenging Reads:** **Can we protect people from natural Disasters? (Earth Debates)** - Catherine Chambers **There is No Planet B: A Handbook for the Make or Break Years** - Mike Berners-Lee	
Number of lessons in this subject:	3 lessons per fortnight	
Mid-year exam will assess:	**Enquiry question 1 and 2 in the form of:** • Short questions 1-4 marks • Longer extended writing task Skills based questions	
End of year exam will assess:	**Enquiry questions 1-4 in the form of:** • Short questions 1-4 marks • Longer extended writing task Skills based questions	

Curriculum Map - Key Stage 3

History

Year 8		
Curriculum Aims	A Year 8 historian will build upon the foundations of how the UK was built, with a focus on the fight between King and Parliament. In addition, students will build upon their understanding of the Church and the religious rollercoaster that followed the Medieval period, as well as their understanding of empire and the wider world. Students will learn the foundations of Britain's role in world conflicts and its impact. Students will build upon their understanding of historical concepts through historical enquiry and use them to make developed judgements.	
Main topics/areas studied this year	**Term 1**	**The Tudors and the 'religious rollercoaster'** **Which Tudor monarch made the most significant religious changes to England?** • Building on monarch chronology and features of the Tudor period. • The impact European and English Reformation on England, and religious tension. • Spotlight on Elizabeth I and the 'middle way'. • Developing concepts of significance. **The English Civil War** **Why did the British execute their king?** • Focus on the emergence of Parliament and fight with monarchy. • Leading to how power of the monarchy changes over time, and impact of civil war on England. Developing concepts of cause and consequence.
	Term 2	**The British Empire and India** **To what extent was India treated like the 'jewel in the crown of the British Empire'?** • Developing the concept of empire and empire building. • The role that the EIC and Britain played in India. • How far India was treated like the 'jewel in the crown'. • The legacy of empire and how historians have interpreted the British empire over time. Developing evidential understanding and tackling interpretations.
	Term 3	**The First World War** **Why did so many risk their lives in the First World War?** • The causes and spark of the First World War. • The chronological development of the war and key battles. • Trench warfare and the impact of war on Europe, the Homefront and empire. • Developing concepts of cause and consequence as well as working with primary sources and interpretations.

<table>
<tr><td>Assessment Headlines</td><td colspan="2">• Recall of key facts & definitions
• Literacy skills
• Extended writing (PEEL)
• Chronological understanding
Assessing historical concepts (change, cause, similarity, difference, significance, evidential understanding) through historical enquiry and use of them to make developed judgements.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td>https://www.bbc.co.uk/bitesize/subjects/zng4d2p

https://senecalearning.com/en-GB/revision-notes/ks3/science/national-curriculum</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">• The Tudors and the ‘religious rollercoaster’
• The English Civil War</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">• The British Empire and India
• The First World War</td></tr>
</table>

Curriculum Map - Key Stage 3

Jewish Studies

Year 8		
Curriculum Aims	Students will build on basic knowledge to evaluate and analyse the role faith/faith values play in contemporary society. They will use lessons from Jewish history to understand and value difference; create a greater awareness of self and other; to see the part they play in making the world a better place. They will develop the use of text and primary source material to inform writing and build an evaluative response to a question.	
Main topics/areas studied this year	**Term 1 - The Life of Moses**	Students will explore the life of Moses, from his early beginnings to his role as a reluctant leader. They will learn about the 10 Plagues, the Exodus from Egypt, and the celebration in the Song at the Sea. Through stories of Nachshon's courage and the giving of the Torah at Mount Sinai, students will see how Moses' leadership shaped the journey of the Jewish people.
	Term 1 - Book of Jonah	Students will learn the text of the book of Jonah, becoming familiar with the story. They will be able to locate the text within the cannon of Jewish literature. Students will understand why the Book of Jonah is read on Yom Kippur. Learners will be able to identify key themes in the book; facing responsibility, forgiveness and repentance, mercy and compassion, understanding of one another. Students will be able to write about this critically and apply the themes to their own lives. This unit leads on to the next.
	Term 2 - Kingship	Students will learn about the rise of kingship in Israel, beginning with the prophet Samuel's guidance, the people's request for a king, and the challenges of King Saul's rule. They will then explore the rise of David, from his humble beginnings to becoming king, highlighting the themes of leadership, faith, and responsibility in shaping the nation of Israel.
	Term 2 - Israel	Students will understand the significance of the Biblical Land of Israel to the Jewish people; they will be able to locate the source of the covenantal relationship between the Jewish people, G-d and the Land in the Torah. Students will know the history of the Jews in the Land of Israel and the subsequent exiles and development of the Diaspora. Learners will be able to identify key historical factors impacting on a desire for a 'return to Zion' in the 19th century and know the life and impact of Theodor Herzl. They will know the key stages in the development and establishment of the modern State of Israel and the impact of the Holocaust on this. They will know the key geographical facts of the State of Israel and the contribution made by Israel to the wider world.
	Term 3 - The Holocaust	Students will know the timeline of the Holocaust and the key events leading up to it. They will be able to define Holocaust, genocide, prejudice, anti-Semitism, racism and know how to apply these terms correctly, backed up by factual evidence. They will know the meaning of resistance and be able to define and discuss physical, spiritual and cultural resistance through learning about key upstanders of the Holocaust period. Learners will have considered

		the impact of the Holocaust and lessons we can learn today; they will understand and be able to articulate the importance of remembering the Holocaust and passing knowledge on to future generations. They will create their own design for a Holocaust memorial.
Assessment Headlines	Formative assessments - **Jonah quiz** - An array of multiple choice, explanative and analytical questions. **Holocaust** - Creating a memorial, alongside a rational of the memorial, using the information explored within the unit.	
Useful Resources	**Books**	**Websites**
		https://www.chabad.org/library/article_cdo/aid/463982/jewish/The-Prophet-Jonah.htm https://hmd.org.uk/ https://www.yonijesner.org/
Number of lessons in this subject:	2 per fortnight	
Mid-year exam will assess:	The life of Moses, Jonah and the Kings of Israel.	
End of year exam will assess:	The life of Moses, Jonah and the Kings of Israel in further depth, alongside the formation of Israel and history surrounding the Holocaust.	

Curriculum Map - Key Stage 3

Maths

<table>
<tr><th colspan="4">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="3">To develop fluency, application and reasoning in number, place value and proportion, algebra, geometry, probability and data handling.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td colspan="2">Unit 1 - Ratio and scale
Unit 2 - Multiplicative change
Unit 3 - Multiplying and dividing fractions
Unit 4 - Working in the cartesian plane
Unit 5 - Representing data</td></tr>
<tr><td>Term 2</td><td colspan="2">Unit 6 - Tables and probability
Unit 7 - Brackets, equations and inequalities
Unit 8 - Sequences
Unit 9 - Indices
Unit 10 - Fractions and percentages</td></tr>
<tr><td>Term 3</td><td colspan="2">Unit 11 - Standard index form
Unit 12 - Number sense
Unit 13 - Angles in parallel and polygons
Unit 14 - Area of trapezia and circles
Unit 15 - Line symmetry
Unit 16 - The data handling cycle
Unit 17 - Measures of location</td></tr>
<tr><td>Assessment Headlines</td><td colspan="3">Short end of unit checks assessing key concepts.

Mid-year and end of year assessments will be a mix of fluency, application and problem solving.

Questions will be a mix of fluency, application and problem solving. The questions vary in level of difficulty, getting progressively more challenging throughout the paper. There will be a mix of calculator and non-calculator papers.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td colspan="2">Books</td><td>Websites</td></tr>
<tr><td colspan="2">Key Stage 3 Maths Student Book 2

Secondary Maths Book 1 (White Rose Maths)</td><td>https://sparxmaths.com/

https://whiteroseeducation.com/parent-pupil-resources/maths/home-learning?year=year-7

www.corbettmaths.com</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="3">8 lesson per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="3">Units 1 - 6</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="3">Units 1 - 11</td></tr>
</table>

Curriculum Map - Key Stage 3

Physical Education

<table>
<tr><th colspan="3">Year 8</th></tr>
<tr><td rowspan="6">Sports over the academic year</td><td rowspan="2">Term 1</td><td>Autumn 1
Aesthetic movement
Problem solving</td></tr>
<tr><td>Autumn 2
Football
Badminton</td></tr>
<tr><td rowspan="2">Term 2</td><td>Spring 1
Football
Badminton</td></tr>
<tr><td>Spring 2
Table Tennis
Netball</td></tr>
<tr><td rowspan="2">Term 3</td><td>Summer 1
Athletics field events</td></tr>
<tr><td>Summer 2
Rounders</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Students are assessed through practical lessons only.
• Students receive an attainment and behavior mark; both are published on their end of term reports.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>AQA GCSE (9-1) PE - Ross Howitt

The Science of Sport: Sprinting - Geoffrey Dyson

101 Youth Fitness Drills - Gareth Sapstead</td><td>BBC Bitesize PE
https://www.bbc.co.uk/bitesize/subjects/znyb4wx

TeachPE
https://www.teachpe.com

OCR GCSE PE Resources
https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/

AQA GCSE PE Resources
https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582

BBC Sport Academy
http://news.bbc.co.uk/sportacademy/hi/default.stm</td></tr>
</table>

		PE Scholar https://www.pescholar.com **Sports Coach UK (UK Coaching)** https://www.ukcoaching.org
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:	N/A	
End of year exam will assess:	N/A	

Curriculum Map - Key Stage 3

Performing Arts - Drama

<table>
<tr><th colspan="4">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="3">Within the year eight curriculum students will develop their understanding of scripts and script conventions, performance skills, their ability to write about drama, their ability to perform using Commedia dell’arte theatre techniques and their costume design skills.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td colspan="2">• Performing Plays (Refugee Boy) - Students will learn about the play Refugee Boy and how performance skills and rehearsal techniques can be used to create a scripted performance.
• Exploring Plays (Refugee Boy) - Students will learn about the specific script conventions and how to describe, explain and analyse theatre to emphasise physicality, personality, and motive.</td></tr>
<tr><td>Term 2</td><td colspan="2">• Dramatic Techniques (Outsiders) - Students will learn about a range of rehearsal techniques that can be used to create a devised performance.
• Specialist Skills (Commedia dell’arte) - Students will learn about Commedia dell’arte and the practitioner specific skills needed to create a whole class performance.</td></tr>
<tr><td>Term 3</td><td colspan="2">• Devising (One World) - Students will learn how to create their own devised small group project from a stimulus using practitioner skills.
• Design (Costume Design) - Students will learn about costume design and the principles that need to be deployed in order to create their own costume designs tailored to their One World performance.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="3">• Term 1 - Performance and Written Exam on Refugee Boy
• Term 2 - Whole class performance and small group performance
• Term 3 - Small group performance/creative log and Costume Design</td></tr>
<tr><td rowspan="2">Useful Resources</td><td colspan="2">Books</td><td>Websites</td></tr>
<tr><td colspan="2">Refugee Boy by Benjamin Zephaniah and adapted by Lemn Sissay

How to Draw Clothes by Valerie Choco</td><td>YouTube - Refugee Boy Plot Summary

YouTube - Commedia dell’arte

YouTube - Bullying POV

BBC Bitesize - Costume Design</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="3">2 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="3">The mid-year assessment will assess students’ ability to write about their own performance choices and perform a whole class piece.</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="3">The end of year exam will assess students’ ability to perform and design for their own group piece using Commedia dell’arte techniques.</td></tr>
</table>

Curriculum Map - Key Stage 3

Performing Arts - Music

<table>
<tr><th colspan="3">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Within the year eight curriculum students will learn all about different styles of music including Blues and Jazz, Reggae and Samba music. Alongside this they will gain an understanding of how music has evolved and been influenced by the era and genre before. Students will be introduced to primary chords on two different instruments (piano and Ukulele) and they will develop improvisational performance skills.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Blues and Jazz - In this unit students will be exploring the history, origins and development of the Blues and different types and styles of Jazz. Instruments, timbres, and sonorities used in Jazz and Blues are also explored and the different roles between Frontline and Rhythm Section instruments within Jazz and Swing/Big Bands. Students will be learning how to read treble and bass clef notation. Along with learning how to play the keyboard using both hands at the same time. Students will be exploring chords, chord patterns and how improvisation is used within the Jazz and Blues genres.</td></tr>
<tr><td>Term 2</td><td>• Reggae - This topic aims to provide pupils with the historical context of Reggae music, its cultural heritage and its influence on Popular Music styles. Students will learn and develop a popular Reggae song and perform it in groups. Students will transfer their knowledge of the three Primary chords they explored in the previous unit and apply it to the Ukulele. Students will learn how to correctly label and tune their instruments.</td></tr>
<tr><td>Term 3</td><td>• Samba - In this topic students will learn how to create different melodies in a samba ensemble. They will explore call and response rhythms and the art of learning rhythms and melodies aurally. Students will learn about the culture surrounding Samba as well as where Samba started and what genre of music influenced Samba. They will understand why certain instruments were used and how to use those instruments properly.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Term 1 - Written exam and Solo keyboard Performance.
• Term 2 - Written exam and group ukulele and singing performance.
• Term 3 - Written exam and group Samba performance.</td></tr>
</table>

	Books	Websites
Useful Resources	Grade 2 Music Theory - by Simon Rushby Beginner Ukulele Book - by Ben Parker	YouTube: Ukulele Chords for Beginners YouTube: Blues and Jazz - Music with Meg YouTube: Samba Percussion
Number of lessons in this subject:	2 lessons per fortnight	
Mid-year exam will assess:	Mid year assessments will assess students' ability to recall knowledge of Blues and Jazz and Reggae music and instrumental notation.	
End of year exam will assess:	Students will be assessed on their understanding of Blues and Jazz, Reggae and Samba and notation relevant to each specific instrument (Piano, Ukulele and Percussion).	

Curriculum Map - Key Stage 3

Science

<table>
<tr><th colspan="3">Year 8</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our Science curriculum is that it is relevant, inspiring and accessible to all.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Matter 2
Students learn the properties of atoms, elements and compounds and how giant structures and polymers form,.
They learn chemical formulae of simple compounds and about group 1, 7 and 0 of the periodic table.
Forces 2
Students learn how to draw a force diagrams, calculate resultant force, stretching forces, friction, drag and pressure in solid liquids and gases.
Organisms 2
Students learn about the respiratory & digestive system including their adaptations and the effects of healthy eating and the use of drugs, smoking and alcohol.</td></tr>
<tr><td>Term 2</td><td>Energy 2
Students learn about work, simple machines, movement of heat energy and changes of state.
Genetics 2
Students learn about adaption and variation of organisms to the environment, the evidence of natural selection and evolution, and how characteristics are passed on using DNA.
Reactions 2
Students learn about combustion, thermal decomposition, energy charges in reaction, catalysis and simple calculations involving masses in chemical reaction including balancing equations.
Waves 2
Students learn about absorption, transmission and reflection, the wave equation, and more complex wave phenomena like dispersion, colour, superposition and the wider E-M spectrum.</td></tr>
</table>

<table>
<tr><td></td><td>Term 3</td><td>Electricity and Magnets 2
Students learn about magnets and magnetic materials and how electromagnets are made
They learn about the uses of electromagnets including the motor and generator effects.
Ecosystems 2
Students learn about respiration and photosynthesis, How these processes are interdependent. They also apply ideas to sample habitats and how they change.
Earth 2
Students learn about the Earth and atmosphere and how humans are impacting the changing environment through both use of the earth's resources and global warming, and the extraction of metal and recycling.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Recall of Key Facts / Definitions / Formulas
Mathematical Skills
Literacy Skills
Displaying Data in Graphs / Tables
Describing and Explaining Data
Planning Experiments
Extended Writing (PEEL)
Explaining Scientific Ideas
Applying Scientific Knowledge</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td></td><td>https://www.bbc.co.uk/bitesize/subjects/zng4d2p

https://senecalearning.com/en-GB/revision-notes/ks3/science/national-curriculum</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">6 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Intro 2
Matter 2
Forces 2
Organisms 2
Energy 2</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Intro 2
Matter 2
Forces 2
Organisms 2
Energy 2
Genetics 2
Reactions 2
Waves 2
Electricity 2</td></tr>
</table>

Curriculum Map - Key Stage 3

Spanish

<table>
<tr><th colspan="4">Year 8</th></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Free Time</td><td colspan="2">Sports
Hobbies
Weather
Role models</td></tr>
<tr><td>Travel</td><td colspan="2">Places to visit
Holiday activities
Transport
Accommodation
Ordering in a restaurant</td></tr>
<tr><td>Careers and Future Plans</td><td colspan="2">Education system
Future studies
Jobs and workplace</td></tr>
<tr><td>Grammar</td><td colspan="2">Preterite and future tense
Modal verbs
Prepositions
Comparatives</td></tr>
<tr><td>Assessment Headlines</td><td colspan="3">Students will be assessed on three skills during Year 8: Listening, Reading and Writing
• Students will need to show their understanding of spoken and written texts in target language and produce their own texts in Spanish. Students will have the opportunity during lessons to practice their Speaking skills in an engaging and purposeful way.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td colspan="2">Books</td><td>Websites</td></tr>
<tr><td colspan="2">Lesson resources adapted for Viva (Pearson)</td><td>BBC Bitesize

Seneca</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="3">4 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="3">Free time</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="3">Free Time, Travel, Careers and Future Plans and Grammar</td></tr>
</table>