

St Columba's Catholic Boys' School

Year 8 Curriculum Booklet



2026/2027

Curriculum.....	3
Religious Education	4
English	7
Maths	9
Science	12
Geography.....	13
History	14
MFL (French & Spanish)	Error! Bookmark not defined.
Computer Science	18
Design and Technology	20
Art	21
PE.....	22
Subject.....	23
Drama.....	23
Music.....	24
PSHE	26
RSE.....	27

Curriculum

At St Columba's our aim is to provide a broad, balanced and ambitious curriculum with a strong academic core, that is coherently sequenced and structured.

We have high expectations for every student, so that all may be inspired to achieve and strive for excellence. Our curriculum builds on the strong foundations of primary education, ensuring a smooth and robust transition between phases of learning. We foster a love of learning, that enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

The curriculum is inclusive of all learners, nurturing their talents, irrespective of prior starting points or additional needs. We ensure equality of access and opportunity for all, regardless of educational needs, disability, race, sexual orientation, religion or belief. The entitlement to develop and learn in an environment free from discrimination is implicit in the vision of St Columba's, the core of which is the ultimate worth and dignity of every human being.

We prepare learners for progression to next stage learning and future destinations: for college, for work, for society, and for adult life; and reflect our understanding that 'the curriculum' refers to the whole experience of learners.

Subject	Religious Education	Head of Department	Ms Pettett / Mr Olowofoyeku
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Creation and Covenant - Key Concepts for topic - Home Learning Project: Buddhism Poster - Understand the story and meaning of the Fall - Know what Catholics mean by sin - Know why God's commands are so important - Appreciate why we have rules in the first place - Know what Catholics mean by conscience - Understand the sacrament of Baptism and who should be baptised - Know what love of neighbour means today (Ethical Option) - Understand why some Christians are conscientious objectors (Lived Religion Option) Buddhism - Key Concepts for topic - Know about the origins of Buddhism and the life of the Buddha	Buddhism (continued) - Know about Significant Places in Buddhism - Understand Celebrations in Buddhism - Understand Symbolism in Buddhism Prophecy and Promise - Key Concepts for topic - Home Learning Project: Board of Prophets Project - Know what prophetic texts are - Know how Jeremiah fulfils the prophetic pattern - Understand why prophecies contain calls to repentance and care for the poor - Understand why prophecies criticize external religion, and make prophecies and warnings	Galilee to Jerusalem - Key Concepts for topic - Home Learning Project: Bible Essay Project - Know how we should read the Scripture - Understand what the Kingdom of God is - Know who Jesus encountered in His ministry - Know how Jesus reached out to marginalised people - Understand how Jesus treated Gentiles and women - Know some of the key parables of Jesus - Understand what Jesus' parables teach about eschatology - Know about the miracles and healings of Jesus	Desert to Garden - Key Concepts for topic - Home Learning Project: Easter Garden Project - Know why we suffer - Understand whether there is a meaning to suffering - Understand why Jesus is called the Suffering Servant - Know why God allowed Jesus to suffer - Understand how Christians prepare for Lent - Understand the Easter Triduum - Know what is meant by the Sacrament of Reconciliation - Know why the Sacrament of Reconciliation is important - Understand why God allows	Ends of the Earth - Key Concepts for topic - Home Learning Project: Eschatology Poster - Know what the Bible says about Resurrection - Understand the significance of the empty tomb - Understand the reaction of the disciples to the Resurrection - Understand the central truth of the Christian faith - Form a view on whether humans have a soul - Know what happens at the end of human life - Understand why Baptism is necessary - Understand Catholic funeral rites - Is the Catholic belief in purgatory	Islam - Key Concepts for topic - The Life of Muhammad 1 - The Life of Muhammad 2 - Quran - Five Pillars of Islam - The Hajj - Moral Code and Giving - Eid and Festivals Dialogue and Encounter - Key Concepts for topic - Know why the Second Vatican Council was important - Catholic churches and other denominations Rationale The fourth religion the students will engage with is Islam. In times when this religious is particularly misunderstood because

	- Understand Basic Beliefs, Four Noble Truths and Noble Eightfold Path - Understand Karma and Samsara - Know about Sangha and Monastic Life - Know about Buddhist Daily Life and the Moral Code <u>Rationale</u> Year 8 has similar themes to Year 7 and so the programme starts with Creation and Covenant. The students continue the creation theme by exploring the concept of the Fall and sin in the Garden of Eden. This is then developed through themes of commandments and conscience, and then draws to a redemptive conclusion when the notion of salvation and baptism are taught. - The first half term continues with our third religious tradition, which is Buddhism. This is a much-loved unit as the students discover that there are some well thought through systematic philosophies inherent in the religion such as the 3 marks of existence, 4 sights, 4 noble	- Understand how images and parables are used in prophecy - Know who are the faithful few and how prophecies show God as judge of all nations - Appreciate why John the Baptist is important - Understand how lay people are called to be witnesses - Understand how Advent is connected to prophecy - Know what the Church teaches about superstition (Ethical Option) - Understand how Christmas carols reflect prophetic messages (Artistic Expression Option) <u>Rationale</u> The unit on Prophecy and Promise takes the learning in Year 7 a stage further by investigating the ministry of specific	and what they reveal - Understand how Jesus' ministry calls us to enter the Kingdom - Know what Catholics mean by the Anointing of the Sick - Know why Catholics are called to help refugees (Ethical Option) - Appreciate how art expresses the Kingdom of God (Artistic Expression Option) <u>Rationale</u> Galilee to Jerusalem is the next unit in the sequence and the students learn about key aspects of the ministry of Jesus. This includes initial ministry in Galilee and then how it progresses to his time in Jerusalem where he began to face opposition from the Jewish leaders. Students explore how Jesus engaged with	suffering (Ethical Option) - Understand how the crucifixion is shown through art (Artistic Expression Option) - Know who are Margaret and Barry Mizen (Lived Religion Option) Easter activities - A deeper exploration of the Passion of Christ and the Paschal mystery through various activities <u>Rationale</u> The second aspect of Jesus' life and ministry is taught next. The concept of suffering is connected to the Suffering Servant as Jesus enters into Passion Week. Easter, Jesus' Suffering and Crucifixion and Reconciliation are all considered at length. We end this segment with a current case study of the Mizen	biblical (Ethical Option) How can art teach about the Resurrection (Artistic Expression Option) <u>Rationale</u> The summer term begins with the event of the resurrection and traces the journey of the Christian faith from its pinnacle point through to salvation, baptism and what then happens in the afterlife. Aspects of eschatology – what happens in the endtimes – is traced from death, through the funeral rites and into an analysis of the key Catholic doctrine of purgatory. Students develop the critical skills of evaluation, judgement and debate when they explore opposing arguments in relation to the Resurrection and to Purgatory. These are skills that will serve them well when they	of certain things promulgated by the media, it is important for students to understand what Islam truly teaches. With those of our students who are of the Muslim faith contributing experientially to the learning, we explore the basic beliefs and practices of Islam. Central to this religion are the Five Pillars of Islam, so a good portion of the learning focuses on this. The unit starts with a historical study of the founder of the religion and ends with some of the main festivals celebrated by Muslims. The academic year w concludes with some Catholic faith such as of the Second Vatican differences between and other Christian d
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	truths and noble 8fold path.	prophets in the Old Testament. The importance and impact of their prophetic ministries are covered, and then we trace how their prophecies bring us to the New Covenant by virtue of reference to John the Baptist and the Advent of Christ. The final couple of lessons connect us to the Christmas message as we enter into the festive season.	marginalised people, taught in parables and ministered to the sick. All that Jesus did was a manifestation of the Kingdom of God, and students finally get to reflect on their own attitudes to marginalised people such as refugees	family who experienced suffering but continue to manifest the love of God in the face of their own personal tragedy. As we approach Easter, the term ends with some engaging Easter activities that extend the understanding of the students in very practical ways.	start doing GCSE work, and beyond. The unit ends with the creative and artistic option of how the Resurrection has been depicted conceptually and aesthetically	
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Subject	English	Head of Department	Ms Millard
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	Autumn 1: Writing Fantasy Fiction	Autumn 2: Reading A Monster Calls (Fantasy Fiction)	Spring 1: Reading Shakespeare- The Tempest/Othello	Spring 2: Writing Poetry – Culture	Summer 1: Reading Extracts 19 th -21 st C. Travel writing	Summer 2: Writing Writing to inform/persuade
Reading	Understanding plot, themes, characters and setting. Identifying language techniques, structural features and sophisticated vocabulary. Reviewing complex characters and moral messages.	Focus on plot, characterisation, themes and setting. Identify Language and structural features within a literature text. Trigger warning: deals with cancer/grief /parental bereavement	Focus on understanding increasingly challenging texts, context, language and staging. Understanding a Shakespearean text. Comment on language, structure and context.	Close reading on diverse poetry from around the world. Identifying language, rhythm, structure and imagery Suggested poets: Dharker, Nicholls, Agard	Focus reading non-fiction extracts from 19 th -21 st century. Work towards, retrieving, interpreting and summarising the similarities and/or differences of the texts. Look at Language analysis	Looking at Tourist attractions/ amusements. Review how language is used to present a theme park and its rides.
Writing	Formal Assessment: MT- Write a description as suggested by the image (detailed plan) EOT- Writing to describe or narrative writing- Ruined castle	Formal Assessment: MT- Practice paper based on A Monster Calls. EOT-Q1, 2, 3- A Monster Calls Revisiting and refining PEAR Paragraphs and PEE paragraphs for language and structural analysis.	Formal Assessment: MT-Annotate an extract and write a paragraph based on character. EOT-The Tempest/Othello extract. Focusing on character analysis	MT-Comparison of Blessing and Island Man, one PEAR paragraph. EOT- create a poem based on their own cultural background, using techniques from the unit skilfully.	Formal Assessment: MT- Write a summary paragraph and PEAR paragraph. EOT- Summary of difference and language analysis. Q1, 2, 3 End Of Year Exam	Formal Assessment: MT- Annotate a descriptive paragraph based on a ride. EOT- Writing to inform and persuade: Write a speech and pitch for funding (Dragon Den style)
Spoken language	Reading out their stories/ description Controlled question and answers	Structured discussions, speculating, hypothesising and exploring ideas. Hot seating role.	Formal speech- individual presentation on Shakespeare research Hot seating	Present their individual poem to the class	Targeted questions and topic discussions.	Advertise a new theme park and try and sell it to the class. Dragon's Den (Careers task coincide)

Links	Building on year 7 writing skills. Fantasy writing is a lot harder- due to vocabulary choice	Building on reading a wide range of fictional stories. How language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. New skill - analysing structure	Building on year 7 skills of reading a Shakespearean text and understanding characterisation and making inferences and referring to evidence in the text. New skill: looking at themes and making deeper inferences	Building on the poetry we studied in year 7 and working on recognising a range of poetic conventions and understanding how these have been used	Building on skills from year 7 of comparing texts. New skill: making critical comparisons across texts	New skill of spoken language. Giving short speeches and presentations, expressing their own ideas and keeping to the point. Building on skills from year 7: writing for a wide range of purposes and audiences
Rationale	This unit is trying to audit the student's writing in a different genre, fantasy fiction. This genre will allow students to think outside of the box and develop their imagination, sentence structure, vocabulary choice and figurative language skills. We want to encourage students to adapt a unique writing style and if they can combine two genres to create something out of this world. Again, we start with the writing element to track the progress they have made from year 7.	This unit of work has been specifically chosen for our boys to engage with. It is about a young boy who is struggling with grief and seeks any form of escapism. It allows our students to develop socially and emotionally. It touches on the theme of fantasy fiction and how their imagination can take them wherever they need to go. Students will examine language and structure through themes and characterisation.	Last year students studied Romeo and Juliet, but we want to stretch our year 8 student's imagination with a play with magical elements (fantasy)'The Tempest'. We will be building on their understanding of Shakespearean language and reading into more implicit and explicit ideas being expressed. We will be drawing more attention to the effect the language has on us as an audience. We study this in Spring 1 after practising analysis of language and structure from a contemporary text.	In this unit students focus on poems based on cultural identity. Students will build on their analytical style writing when analysing a poem. It strengthens and secures knowledge learned from the ideas of slavery and colonialism that have been explored in The Tempest. Students will write their own poem based solely on nature, utilising structural and language features effectively.	Non-fiction writing is introduced at the start of Summer 1, which allows this scheme to link very closely. They will look more intently at the language used within an extract and its effect. Last year they looked at making comparisons, but this year students will begin to work on these skills making critical comparisons between texts of the same subject area.	Engagement is at the forefront for this scheme of work- students will create their own theme park and try and sell their ideas to an audience. Although we integrate speaking and listening tasks through all schemes of work, this unit does not only prepare students for their Speaking & Listening exam by encouraging confidence and oracy, but also gives them an opportunity to engage with a 'Dragon Den' style experience. This prepares them for next year's Dragon Den competition which is run by our career teacher. (Cross curricular)

Subject	Maths	Head of Department	Mr Bonful
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	- Number - Area and volume Students will further develop their understanding of relationships between numbers which will enable them to choose and use a range of strategies for both mental and written calculations. They will further extend the rules for calculations with negative numbers to very large numbers and decimal numbers. They will be able to distinguish between the negative sign and the subtraction operation. Students will look at calculations which will involve cubes, squares and roots of numbers. Students will further develop their understanding of multiples and factors and when to use the highest common factor and lowest common multiple to find the answer to a word problem. Students will learn how to derive and use the formula for the area of a triangle, parallelogram and trapezium and use this knowledge to find the area of composite shapes. They will begin to understand what is meant by volume and surface area by looking at cubes and cuboids and how these shapes could have the same volume but different surface areas. Students will develop their skills of solving problems in	- Statistics, graphs and charts - Expressions and equations During this term, students will look at different ways to represent data and to know what the most suitable diagram to use. Students will look into how to decide which is the most appropriate average to use to make comparisons between data. Students will be introduced to scatter graphs and investigate their understanding of correlation. Students will begin to understand that powers of variables are written in the same way as powers of numbers. They will further extend their ability to write and simplify algebraic expressions and formulae using brackets and division. Students will be introduced to the concept of factorising algebraic expressions and solving one and two step equations.	- Real-life graphs - Decimals and ratio Students will use and interpret a variety of graphs including conversion, distance-time, line graphs and real-life graphs. Students will recognise when it is more appropriate (and more accurate) to round to decimal places or to significant figures. They will further develop their skills involving calculations with decimals. They will deepen their understanding of decimals, ratio and proportion calculations by working out problems in real life contexts.	Lines and angles Students will classify quadrilaterals using their knowledge of geometric properties. They will be introduced to the concept of proof (where it works for all values) versus demonstration (that a theory works for some values). They will further extend their knowledge of angles by investigating exterior and interior angles leading to the ability to solve geometric problems showing reasoning.	- Calculating with fractions - Straight-line graphs Students will build on their knowledge of fractions by applying BIDMAS to fraction calculations. They will be introduced to key words such as 'reciprocal' when they are looking at dividing fractions. This skill of working with fractions will be developed by performing calculations involving mixed numbers. Students will understand when quantities may sometimes be in direct proportion and sometimes not by comparing graphs. The term 'gradient' will be introduced when plotting straight line graphs which will lead to the equation of a line in the form $y=mx+c$.	Percentages, decimals and fractions Using their skills of equivalent fractions and decimals, students will be able to order fractions. We will look at converting between fractions, decimals and percentage. They will be introduced to the terms 'terminating' and 'recurring' decimals. Students will investigate mental strategies for solving problems involving fractions, decimals and percentages and make decisions about the most efficient method to use for different problems. Students will look at calculating a percentage of an amount with and without a calculator and be introduced to the term 'multiplier'.

	everyday context involving measures.					
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Subject	Maths	Head of Department	Mr Bonful
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Working Mathematically	Through the mathematics content, students will be taught to:
Develop Fluency	- consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots - select and use appropriate calculation strategies to solve increasingly complex problems - use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships - substitute values in expressions, rearrange and simplify expressions, and solve equations - move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs] - develop algebraic and graphical fluency, including understanding linear and simple quadratic functions - use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.
Reason Mathematically	- extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations - extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically - identify variables and express relations between variables algebraically and graphically - make and test conjectures about patterns and relationships; look for proofs or counter examples - begin to reason deductively in geometry, number and algebra, including using geometrical constructions - interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning - explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.
Solve Problems	- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems - develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics - begin to model situations mathematically and express the results using a range of formal mathematical representations - select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems

Subject	Science	Head of Department	Mrs Maddison
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	Autumn Term	Spring Term	Summer Term
What we teach and why	• Biology – Food and nutrition • Chemistry – Combustion • Physics – Fluids • Biology – Plants and their reproduction • Chemistry – The periodic Table We start by learning how different types of food contains certain nutrients, which builds on primary school work. In Yr 7, students learned about atoms, elements and mixtures. In Yr 8 students will build on this by gaining an insight into how the atom is structured and how elements are ordered in the periodic table. Students will look at the discovery of the Periodic table and use their acquired knowledge to investigate the reactivity of different groups. Exothermic and endothermic reactions are commonplace in our world and students will get a chance to look at examples of these before investigating reactions of their own practically. In Physics students build on the particle model and investigate pressure and how particles change state. The skills that will be taught during this term are: • Working Scientifically Skills- Calculations with density • Working scientifically Skills – Surface area • Extended Writing – How do animals use plants - Working Scientifically Skills- Quality evidence	• Physics – Light • Biology – Breathing and respiration • Chemistry – Metals and their uses • Physics – Energy Transfers In ‘Light’ we focus on how our eyes work and see and perceive colour. In ‘Breathing and respiration’ we delve deeper into how our lungs work. In Metals and their uses we build on how metals react with the elements. Students finish off this term looking at energy and particularly how heat energy is transferred to various household appliances. The skills that will be taught during this term are: • Literacy and communication –Describing materials • Literacy and communication –Using sentences • Working Scientifically Skills- Anomalous results • Extended writing: How are metals used in public art • Literacy and communication – Information and explanation • Working Scientifically Skills- Fair testing •	• Biology – Unicellular Organisms • Chemistry - Rocks • Physics – Earth and Space In Organisms, students will take their knowledge of cell structure and apply to our own body systems. In Rocks, we touch on topics also taught in Geography and how the earth is put together. Students will also expand their knowledge on Earth and Space where the focus will be on gravity and weight. The skills that will be taught during this term are: • Working Scientifically Skills – Pie Charts • Working Scientifically Skills- Accuracy and precision • Working scientifically Skills – Theories in geology • Literacy and communication –Scientific arguments • Working Scientifically Skills- Making comparisons •

Subject	Geography	Head of Department	Mr Jackson
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Ecosystems • Introducing ecosystems • The Earth's main ecosystems • Where do humans fit in • Tropical Rainforest • The Savanna Population • Population increase • Population distribution • The population of the UK • Population around the world • The Impact of population growth	Weather and Climate • Introducing weather • Causes of weather • Measuring the weather • Rainfall • Air pressure • Weather Forecast • Climate • Factors influencing climate • World climates	Coasts • Waves and tides • Wave action • Landforms created by waves • Coastal case study (Happisburgh) • Coastal management

Subject	History	Head of Department	Mr Sullivan
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c.1550-c.1900	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	What was the consequence of the Wars of the Roses? - What was young Henry VIII like? - Henry VIII, his first wife and his first big problem - What caused the Break with Rome - What did Protestants protest about? - Why did the Mary Rose sink? (Jacque Francis) - Edward VI - Mary I - Local History: What were Black people doing in Tudor London? What was the impact of religion on Elizabeth? - Young Elizabeth: what was she like? - Queen Elizabeth's 'Middle Way' - How did attitudes towards the poor change during Elizabeth's reign?	What was the impact of religion on Elizabeth? Cont. - Why did the Spanish Armada Fail? - Remember, remember the fifth of November - Were the Gunpowder plotters framed? Why did the English fight each other and who won? - Why did the English start fighting each other? - Match of the day: Roundheads vs Cavaliers - What do these sources reveal about the roles played by women during the English Civil War? - What was new about the New Model Army? - Why did Parliament win the English Civil War?	Who ran the country: Crown or Parliament? - Oliver Cromwell - Ireland: What did colonisation mean for the Irish people? - Who was the Merry Monarch? - The Glorious Revolution - From Stuarts to Georgians Connected Worlds: The Kingdom of Benin - How and why did the Kingdom of Benin rise and fall? - How do historians know about the Kingdom of Benin? - What was so mighty about Benin City? Students continue to study the political history of England after the civil war. Students then continue to explore the wider world through the study	What was it like to be involved in the Transatlantic slave trade? - The big history of slavery - What was the Slave Trade? - A Life of Slavery Local History: - Bexley Slavery Connections - Slave rebellion and resistance - Why was Slavery abolished? How did the British Empire develop? - Why did Britain want an empire? - How did the British Empire begin? Students then continue their study of Early Modern History through an investigation of the transatlantic slave trade. Students have another opportunity for local history through the	How did the British Empire develop? Cont. - America: Life in the colonies - America: Revolution - What was India like before the British invaded? - The invasion of India - The end of company rule - The First War of Independence - What was the impact of the empire on Britain and India? - Independence for India - How did British imperialism affect China? Students continue to examine the development of the British Empire, continuing to develop their understanding of the key themes of power and politics and society and the key concepts of causation, change and continuity and significance. The British Empire provides another	How did the British Empire develop? Cont. - The invasion of Africa - The Anglo-Zulu War - Independence in Africa What was the significance of the Industrial Revolution? - So what was the Industrial Revolution? - From homeworkers to factory work - How did factories create towns? - Peggy the pauper - From roads to canals to railways - An age of invention Students conclude Yr 8 studying the industrial revolution, continuing the key concepts of change and significance.

	• Why did Queen Elizabeth kill her cousin? • England vs Spain Students start Yr 8 by continuing their study of Britain during the Tudor period. Students continue to develop their understanding of the key themes of power and politics and religion as well as the key concepts of change and continuity and consequence. Students explore diversity through the study of Black Tudors. Students then continue their study of the Tudors through the study of Queen Elizabeth. Students continue to develop their understanding of the key themes of religion, power and politics, society and warfare & the key concepts of change and continuity and causation.	• Why was King Charles I sentenced to death? Students continue their journey through History by examining the English Civil War, continuing to develop their understanding of the key themes of power and politics, society and warfare & the key concepts of causation. Students explore diversity during the English Civil War. This leads into students studying the political history following the English Civil War, exploring the key theme of power and politics and key concepts of change and continuity, causation and significance.	of the Kingdom of Benin. They continue to develop their understanding of sources in history.	examination of Bexley's links to slavery. This is followed by the students examining the development of the British Empire, continuing to develop their understanding of the key themes of power and politics and society and the key concepts of causation, change and continuity and significance. The British Empire provides another opportunity to explore diversity.	opportunity to explore diversity.	
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Subject	French	Head of Department	Mr Andreoli
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach	Module 1 – <i>Vive les vacances!</i> (Holidays) Focus: personal experiences (past holidays) Core grammar: perfect tense (past)	Module 2 – <i>J'adore les fêtes!</i> (Celebrations) Focus: festivals, food, and cultural experiences Grammar: present tense + opinions + early future references	Module 3 – <i>À loisir</i> (Leisure) Focus: free time, media, everyday life Grammar: questions, negatives, combining tenses	Module 4 – <i>Le monde est petit</i> (The wider world/community) Focus: places, routines, responsibilities Grammar: modal verbs, reflexives, descriptions	Module 5 – <i>Le sport en direct</i> (Sport & lifestyle) Focus: sport, health, ambitions Grammar: combining 3 tenses (present, past, future)	Revision for the assessment End-of-Year assessment. History and geography of France.
and why	Highly engaging and familiar Introduces narration in the past, a key KS3 transition skill	Moves from personal → cultural/social Builds ability to express opinions and describe events	Develops interaction skills (asking questions, discussing habits) Adds greater grammatical control	Expands from self → society Introduces more abstract language (duties, routines, environment)	Culmination module: synthesises all prior learning Prepares pupils for extended writing tasks	

Subject	Spanish	Head of Department	Mr Andreoli
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach Purpose: Introduce pupils to talking about past events. Focus: holidays, destinations, transport, activities, opinions Core grammar: preterite (ir + regular verbs), opinion phrases, adjective agreement Skills: narrating past experiences	Module 1 – Holidays (past tense foundations) Purpose: Introduce pupils to talking about past events. Focus: holidays, destinations, transport, activities, opinions Core grammar: preterite (ir + regular verbs), opinion phrases, adjective agreement Skills: narrating past experiences	Module 2 – Media and free time (contrast of tenses) Purpose: Develop flexibility between present and past contexts. Focus: mobile phones, music, TV, daily activities Builds on Module 1: combines present and preterite, introduces comparatives	Module 3 – Food and lifestyle (transactional + opinions) Purpose: Develop practical communication and wider opinion range. Focus: food, meals, restaurants, healthy living Grammar development: negatives, usted/ustedes, preterite, near future	Module 4 – Going out (social interaction) Purpose: Develop spontaneous interaction and social language. Focus: invitations, making plans, excuses Grammar: modal verbs (querer, poder), conditional structures (me gustaría)	Module 5 – Lifestyle and holidays (complex structures) Purpose: Consolidate and extend across three time frames. Focus: daily routine, clothes, sport, holidays, directions Grammar: reflexive verbs, comparisons, superlatives, imperative, three tenses	Revision – Assessment – Spanish culture Revision for end-of-year assessment End-of-year assessment Cultural studies: Spanish-speaking countries, sport, literature, history
and why	This module marks a key transition from present to past, enabling pupils to describe real experiences and extend communication beyond the immediate present.	Pupils move between what they usually do and what they did, increasing grammatical control and allowing more nuanced communication.	This module builds independence through real-life contexts such as ordering food, while introducing greater tense variety.	This module focuses on interaction, requiring pupils to respond, negotiate and adapt language in realistic situations.	This module brings together knowledge from the year, promoting fluency and the ability to manipulate language across contexts.	Consolidates learning and broadens pupils' cultural understanding, linking language study with the wider Spanish-speaking world.

Subject	Computer Science	Head of Department	Mr Williams
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Digital Literacy Students get ready for the new year and conduct some housekeeping tasks in their user areas. Students are reminded of learning platform usernames & passwords. Unit 1: Understanding computers (theory) • Computer components • The CPU • Understanding binary • Storage devices • New technologies Why now? Students are introduced to the theory of computers and how they work. They are introduced to the binary numbering system & look at the specification differences in PC's, laptops & tablets. Unit 2: First steps in Small Basic (practical) • The turtle • For Loops • The text window	• Variables • Selection statements • Random numbers Why now? Students are introduced to text-based programming which build on the Yr 7 practical units. They will use the web-based IDLE to run and edit their code in the Small Basic package. This unit builds on the Yr 7 Scratch unit and introduces students to text-based programming. Unit 3: Computer crime & cyber security (theory) • Email scams • Computer misuse • Protecting personal data • Copyright • Health & Safety in the workplace Why now? Students are introduced to the threats that exist when accessing a network and the preventative actions to reduce the threats. Students are introduced to the laws in place to protect digital data and artefacts.	Unit 4: Introduction to Python (practical) • Strings & variables • Data types & arithmetic operators • Selection • Writing algorithms • While loops • Searching Why now? Students build on their programming skills developed in Unit 2 and are introduced to the IDLE used at GCSE – Python. They develop their confidence in writing & running Python code to provide solutions to algorithms. This unit builds on Unit 2

		This unit builds on the theory learnt in Yr 7 Unit 1 & Unit 3	
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Subject	Design and Technology	Head of Department	Miss Sinden
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	1. Hazardous kitchen 2. Food poisoning 3. Acquire and demonstrate medium cooking skills 4. Small equipment 5. Sensory analysis and star profile 6. Why? Introduces pupils to working in a different environment, establishing hygiene and safety procedures, learning new skills and procedures, and using a range of equipment. Sensory work is undertaken.	1. Eatwell guide and energy balance 2. Allergens 3. Sensory analysis 4. Seasonality 5. Acquire and demonstrate medium cooking skills Why? The focus moves onto dietary needs. Still a focus on refining and practicing basic food skills ~measuring, peeling, cutting and using the hob. Sensory work is undertaken.	1. Nutrient deficiencies 2. Food choice 3. Multicultural cuisines 4. Food science 5. Acquire and demonstrate medium cooking skills Why? Acquire and demonstrate weighing, measuring, grating, slicing, spreading and using the grill	1. Functions of ingredients used in multicultural bread making 2. Functional properties of ingredients 3. Acquire and demonstrate medium cooking skills Why? The focus moves onto food science which builds on cooking methods and ingredients knowledge Investigating ingredient source, as well as functional properties.	<i>Wooden toy vehicle</i> 1. Safety rules for the workshop and safety rules when using equipment 2. Design process 3. Design ideas 4. ACCESSFMM 5. Focussed practical task-marking out wood, sawing, filing, drilling Why? Teaching these topics enables students to become safe, creative, and skilled designers and makers. The combination of safety knowledge, design theory, evaluation techniques, and practical workshop experience helps students develop both technical competence and independent problem-solving skills, preparing them for further study and real-world design and engineering challenges.	<i>Fabric coasters</i> 1. Hazards that can occur in a textiles workshop 2. Safety Symbols used in Textiles 3. Equipment used in textiles 4. Practical focus task- hand stitches 5. Construct fabric coasters – measuring and cutting Why? Teaching these topics helps students become confident, and skilled textile designers and makers. They gain an understanding of workshop safety, learn how to use textile equipment correctly, and develop practical skills that enable them to produce high-quality textile products independently and safely.

Subject	Art	Head of Department	Miss Barkham
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	Autumn Term	Spring Term	Summer Term
What we teach and why	PLANTS AND ANIMALS. HENRI ROUSSEAU AND IMAGINATIVE ART Observational and drawings to develop into imaginative and creative composition work. With a focus on the key elements of LINE, SHAPE, SPACE, COLOUR and PATTERN. Composition planning, foreground, middle ground and background. Taking inspiration from natural forms. Personal composition planning taking inspiration from Henri Rousseau's work. Research and produce personal project work for homework to help develop classwork brief. Use to produce personal creative writing for project	PLANTS, BIRDS AND NATURAL FORMS IN ART AND DESIGN Pattern and design using LINE, SHAPE, COLOUR, SPACE, BALANCE, PROPORTION, SYMMETRY AND REPEAT PATTERNS. Study William Morris designs. Analyse and modify own work. To study the ART NOUVEAU MOVEMENT. With a focus on creating drawings that illustrates the Art Nouveau style, design, balance and proportion. To create and make an Art Nouveau style tie or gardening gloves design	THE NATURAL WORLD. THE POWER AND BEAUTY IN NATURE REPRESENTED IN JAPANESE ART. Drawing, painting, collage and relief work, using LINE, SHAPE, COLOUR. The study of Katsushika Hokusai and Ando Hiroshige works. Style and techniques. Balance and proportion in creating composition work. Creating personal composition and design work inspired by Japanese Art and style. Op Art, design, balance and symmetry.
	Following a Yr 7 experience of Art that establishes core elements of design and history, Yr 8 focuses much more on composition and other observational work as individuals have now been given the fundamentals required to use elements independently. Throughout the year, students are able to refine these core skills across different but linked contexts around the natural world		

Subject	PE	Head of Department	Mr Virgo
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	Autumn Term	Spring Term	Summer Term
What we teach and why	• FOOTBALL • BASKETBALL (6) HANDBALL (6) • RUGBY • HEALTH	• FOOTBALL • BASKETBALL (6) HANDBALL (6) • RUGBY • HEALTH	• ATHLETICS • ROUNDERS • DODGEBALL
	Students will study one sport per half term (minimum 12 lessons). Timetabling will determine which of the four sports they learn in Autumn and Spring. Students will learn the key skills, rules and terminology for each sport. All lessons will be focused on at least one of our principles of KEEP (Knowledge, Enrichment, Everlasting, Participation) In team games and competitive situations, students are developing physical fitness, special awareness and co-ordination skills to improve their fine and gross motor skills. They are also developing mental and social skills to develop their ability to problem solve, co-operate with others and develop their ability to communicate. Opportunities to devise strategies and tactics to outwit their opponent, to develop their leadership and to work on problem solving skills. In Health and Fitness students will learn the key components of fitness, how training effects their bodies and how to be independent in their own training. *There will be times during the year whereby lessons will not follow the schedule above. This will be because of weather, staff absences, exams and other extenuating circumstances.		

Subject	Drama	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Blood Brothers Students explore the classic British play with a focus on character. Students develop performing skills alongside rehearsal strategies including hot seating and answering in role. They also develop skills of editing material and shaping content for dramatic presentation. Students revisit improvisation skills and develop realistic characters whilst learning to build tension and narrative structures A Monster Calls Students learn the importance of personal issues surrounding grief and loss, and how these can be sensitively explored through the medium of drama. Students watch extracts from both film and stage versions and explore recreating their own staging of the Three stories told by the Yew Tree Students develop editing skills, taking a short stories and creating an ensemble performance with the story as stimulus. Narrative structure, Still image and Ensemble are all key skills	Silent movie Students build on their exploration of street theatre in yr 7 to develop skills of mime, exaggerated movement and marking the moment. Students also learn the importance of Silent Movie in our appreciation of the moving image today and learn it's place in the history of cinema and film making, watching extracts from <i>The Kid, Big Business</i> and <i>The Perils of Pauline</i>. They utilise exaggerated movement, comic timing and facial expression to create their own mimed sequences. Humpty Dumpty Students explore the use subtext and its importance in creating realistic reaction in drama. Students explore the importance of relationships between friends and themes of bullying. The use of scripted scenes allow students to explore staging and use of transitions to create work that flows and building in physical theatre to further develop and extend staging opportunities..	Verbatim Theatre Students explore Verbatim Theatre and look at a range of plays and topics that have generated some of the most important plays of the last 50 years. Exploring sensitive topics like Grenfell Towers and London Riots, with plays including Little Revolution and Colour of Justice. Utilising research skills and developing character from their own lives, students not only explore scripts but also create their own Verbatim plays. They are becoming aware of the use of drama to create change and engage with topics of social importance. Macbeth Using the “story” of Macbeth, students develop an understanding of the world of work. As characters who live in Macbeth’s world, they explore how the reality of War changes people and institutions like the family. How objects can have their own narrative and how living under controlling conditions creates a sense of powerlessness. We explore how as individuals we can start to regain control. Drama skills include sound-scaping, asides and sequences “where words are not needed” and showing complex dramatic moments that show tension between characters with subtlety.

Subject	Music	Head of Department	Mr Palmer
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	Autumn Term	Spring Term	Summer Term
What we teach and why	Atmospheric Music introduces pupils to programmatic and descriptive music, exploring how sound can create mood and tell a story. Pupils compose a piece to accompany a narrative, incorporating a recurring motif and demonstrating how elements such as key, chromatic movement, and timbre influence atmosphere. They develop their understanding of how musical ideas are created and shaped using devices such as ostinati, pedal notes, and trills. Through listening and composition, pupils explore how instruments can be used effectively, including stylistic clichés, and learn what makes their own ideas sound convincing and expressive. Djembe Drumming introduces pupils to the musical traditions of West Africa, focusing on ensemble performance, rhythm, and cultural context. They develop djembe technique while learning how tempo, rhythm, and structure create energy and excitement. Pupils perform and compose within extended structures, including 12/8 time, and work with multiple interlocking rhythmic parts. They build skills in syncopation through listening, copying, and grid notation, and explore improvisation and polyrhythms in their own compositions. Ensemble skills are strengthened through part-switching and collaboration, with body percussion as an alternative where needed.	EDM Re-mixing introduces pupils to electronic dance music and its defining features, focusing on how rhythm, texture, and structure create energy and a danceable groove. Pupils create their own remix of a well-known melody, developing their understanding of arrangement. They build on prior knowledge of drum grooves and bass patterns, exploring four-on-the-floor rhythms and syncopated basslines. Using a DAW, pupils enhance their compositions with techniques such as risers, EQ, and volume automation to shape build-ups, contrast, and climactic moments, strengthening both creativity and technical skills. 12-Bar Blues develops pupils' understanding of blues music, including its structure, style, and instrumental roles. Pupils learn to play the 12-bar blues using chords and patterns such as the boogie-woogie bass, while developing keyboard technique and coordination. They explore improvisation using the blues scale within a structured framework, creating extended and stylistically appropriate performances. The unit supports greater independence in playing syncopated parts and deepens pupils' awareness of how instruments interact to shape the overall sound and feel of the music.	Minor, Major and Developing Keyboard Skills introduces pupils to major and minor scales while exploring what makes music distinctive and memorable. Pupils refine keyboard technique, improving fluency in moving out of position, using black keys, and performing longer, more complex melodies and broken chords. They develop expressive performance skills, including articulation and rubato, and explore melodic devices such as sequence, anacrusis, and clear phrase structure. Pupils also gain an understanding of how the third defines tonality and how scales function. Through listening and practical work, they are encouraged to develop their own creative ideas, recognising the key elements that contribute to a successful piece of music. Reggaeton: From Puerto Rico to Global Phenomenon introduces pupils to the style, cultural context, and key features of Reggaeton. They learn about the dembow rhythm, tresillo patterns, hooks, and riffs, alongside developing DAW skills such as using low-pass filter sweeps. Pupils deepen their understanding of groove-based music, exploring how repetition and variation create interest. They create pop-style basslines, focusing on the importance of the tonic, and consider how musical features shape the overall effect. Year 8 Song Guides develop vocal technique, ensemble skills, and musical confidence. Pupils learn and perform two contrasting songs, exploring melody, rhythm, harmony, and style. They focus on vocal warm-ups, tone quality, balance, and singing in three-part harmony, while understanding how rhythm and phrasing influence expression

Subject	PSHE	Head of Department	Mr Osbourne
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why	Health & wellbeing Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Living in the wider world Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Relationships Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Health & wellbeing Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Relationships Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Living in the wider world Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

Subject	RSE	Head of Department	Mr Olowofoyeku
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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What we teach and why (Ten:Ten Curriculum)	Created and chosen - Becoming aware of our uniqueness can help us open up to God who is the ground of our being and the One who loves us. Appreciating difference - Understanding our identity means appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be. Feelings - Managing sexual feelings requires self-control, self-respect and patience.		Before I was born - Contemplating life in the womb reveals that it is both beautiful and fragile Tough relationships - In the real world of relationships, we can always be better at living with tolerance, kindness and forgiveness.		Think before you share - Image sharing and anything in word, speech or action that reduces people to objects dishonours their God-given dignity. Wider world - Recognizing the sin of unjust discrimination in our world helps us challenge and change our own behaviour in school and in our everyday life.	