

| Year 8 curriculum and assessment map |                     |  |   |   |  |   |   |   |   |   |  |  |  |  |   |
|--------------------------------------|---------------------|--|---|---|--|---|---|---|---|---|--|--|--|--|---|
| Term                                 | English             | Maths  | Science   | History   | Geography  | Religious Education                                   | French  | Spanish   | Latin   | Art   | Drama  | Technology (Food and D.T rotate after spring 1)  | Computing                                  | Music  | PE  |
| Autumn 1 curriculum                  | Gothic shorts       | Percentages<br>Percentage increase and decrease.<br>Financial mathematics.<br>Revision of fractions and decimals | Biology: Inheritance<br>Chemistry: G Exothermic and endothermic investigation<br>Physics: G - Forces  | West African Kingdoms: Mali and Benin   | Asia   | How do people express the spiritual through the arts? | Grammar/verb revision. Describing myself + my family                                    | My daily routine  | The nominative case (subject) and accusative case (object) in a sentence.                                     | Developing drawing skills, mark-making and tonal values       | <i>First Give – laising with external organisation to create devised pieces in aid of charity.</i> | <b>Food:</b><br>Food preparation and hygiene skills<br>Weighing and measuring (Re-visited)<br>Food Safety (Food Poisoning Bacteria)<br>Roles and Responsibilities of the EHO<br>Cooking Methods<br><b>D.T:</b><br>Making a base<br>Checking on use of correct hand tools<br>Marking out<br>Health and safety recap | Python Turtle                              | History of the Blues<br>The historical and cultural context of the blues.<br>To explain the impact of the slave trade and the civil rights movement on the development of musical genres.<br>Singing and warm up techniques<br>To play a scale on the keyboard | Pupils participate in a variety of different sports and activities.   |
| Autumn 1 assessment                  | Descriptive writing | Autumn 1   | Level-assessed tasks (LAT)/formative feedback   | 1. Mid-point written assessment<br>2. End of topic test: multiple choice questions, short answer questions and essay question | Extended written answer<br>End of term test                      | Short answer  | Receptive (reading, translation+ listening)<br><br>Productive (writing and translation) | Writing and Translation into Spanish<br><br>Reading and Listening | 'amicus' translation  | Baseline still life using line and tone.<br><br>A4 -2B pencil | Written evaluation of devising process.  | <b>Food:</b><br>Practical Assessment- Knife Skill and Using the Hob-Vegetable Chow Mein<br>Written Assessment: The Role of the EHO<br><b>D.T:</b><br>Level assessed Tasks – 40 minutes<br><br>Materials – plastics and timber  | In class formative feedback: Python Turtle | Level-assessed task<br>Writing a short blues piece   | Teacher assessment of fundamental skills along with being resilient and reflective.   |
| Autumn 2 curriculum                  | War Poetry          | Scale drawings and maps<br>Standard units of measure<br>Compound measures  | Biology: Classification & evolution<br>Chemistry: H Acids and alkalis<br>Physics: H Forces and Motion | The Transatlantic Slave Trade   | World Biomes   | How do people express the spiritual through the arts? | Technology<br>Present tense verbs   | Places in town  | Identify the correct person of a verb depending on its ending.<br>Nominative and accusative sentence practice | Developing drawing skills mark-making and tonal values        | First Give – Social Action<br><br>Collaboration with various external charities.                   | <b>Food:</b><br>The Eatwell Guide<br>The Nutrients needed by the body<br>Special Diets<br>Food Intolerances and Allergies<br><b>D.T:</b><br>Sustainability (Timber)<br>Working on finger joints<br>Fixings<br>Adhesives  | Python Turtle                              | The Blues – Triad Chord Construction<br>To construct triads on the piano<br>To play a 12-bar blues on the piano using chords I, IV and V   | Students will participate in two of the following; Basketball, Netball or Fitness. These will build upon previous learning and start to look mastering fundamental skills and applying them during adapted gameplay |
| Autumn 2 assessment                  | Comparison essay    | Autumn 2 (some Autumn 1)   | Level-assessed tasks (LAT)/formative feedback   | 1. Mid-point written assessment<br>2. End of topic test: multiple choice questions, short answer questions and essay question | Extended written answer<br>End of term test (Asia, World biomes) | Paragraph Writing                                     | Receptive (reading, translation+ listening)<br><br>Productive (writing and translation) | Writing and Translation into Spanish<br><br>Reading               | 'tonsor,' comprehension   | Tonal drawing of round forms                                  | Live performance to year groups / external stakeholders.   | <b>Food:</b><br>Practical Assessment: Spaghetti Bolognese<br>Written Assessment: Special Diets<br><b>D.T:</b><br>Practical Assessment  | Written Test: Python Turtle                | Written Appraisal Assessment<br>Listening test   | Teacher assessment of fundamental skills along with being resilient and reflective.<br>Target setting and getting   |

| Term                | English  | Maths   | Science   | History   | Geography  | Religious Education               | French  | Spanish                              | Latin  | Art  | Drama  | Technology (Food and D.T rotate after spring 1)  | Computing                                     | Music  | PE  |
|---------------------|--|---|---|---|--|-----------------------------------|---|--------------------------------------|--|--|--|--|---|--|---|
| Spring 1 curriculum | Refugee Non-Fiction/ In the Sea There Are Crocodiles | Substitution in to formulae Revision of linear graphs Quadratic graphs Further graphs | Biology: Ecosystems Chemistry: I Rates of reactions Physics: I Gravity and Space                                    | The French Revolution   | Urbanisation   | Is death the end? Does it matter? | Healthy living (food + sport)   | Holidays                             | Identify singular and plural endings of nouns in the nominative case. Verb person rules                                  | Diversity Project: Exploring Contemporary practice   | Alice in Wonderland (Devised Theatre) Using different stimuli to create devised theatre Rehearsal process and group contribution | <b>Food:</b><br>Consequences of Poor Eating Habits<br>Nutrient Deficiency Diseases<br>Environmental Impact and Sustainability; Food Provenance; Food Miles<br><br><b>D.T:</b><br>Circuitry, soldering and fault finding<br>Graphics for the backboard of the game  | Boolean Logic                                 | Introduction to Film Music<br>To identify leitmotifs in famous film scores<br>To identify and build different intervals<br>To develop their compositional style by exploring the unique sounds of intervals                                      | Students will participate in two of the following; Basketball, Netball, Gymnastics. These will build upon previous learning and start to look mastering fundamental skills and applying them during adapted gameplay/performance      |
| Spring 1 assessment | Speech   | Spring 1 (some Autumn 1&2)  | Level-assessed tasks (LAT)/formative feedback   | 1. Mid-point written assessment<br><br>2. End of topic test: multiple choice questions, short answer questions and essay question | Extended written answer<br>End of term test (Asia, world biomes, urbanisation)   | Written Response                  | Receptive (reading, translation+ listening)<br><br>Productive (writing and translation) | Listening and Reading                | 'Grumio et leo,' translation   | Research task, exploring Yinka Shonibare<br>Evaluation and analysis using the language of art, craft and design. | Written: Script writing<br>Analysis of how story telling has evolved (modern vs traditional filming of Alice in Wonderland)      | <b>Food:</b><br>Practical Assessment- Designing for a purpose; Free choice ideas<br>Written Assessment- End of Unit Test (All topics covered)<br><br><b>D.T:</b><br>Written evaluation   | In class formative feedback:<br>Boolean Logic | Composition task   | Teacher assessment of fundamental skills along with being resilient and reflective. Target setting and getting  |
| Spring 2 curriculum | In the Sea there by Crocodiles                       | Formulae and shape (area, volume and angles)<br>Pythagoras' theorem<br>Trigonometry   | Biology: Health & fitness – Bronze Crest Award<br>Chemistry: J Earth science<br>Physics: J Forces and Investigation | The Industrial Revolution   | Coasts   | Is death the end? Does it matter? | Free time<br>New tense: passé composé   | Food, & in a restaurant              | Identify the correct tense and person ending of verbs in the singular and plural. Singular and plural sentence practice. | Diversity Project: Exploring contemporary practice   | First give Charity Project and theatre in education.   | <b>Food:</b><br>Food preparation and hygiene skills<br>Weighing and measuring (Re-visited)<br>Food Safety (Food Poisoning Bacteria)<br>Roles and Responsibilities of the EHO<br>Cooking Methods<br><b>D.T:</b><br>Making a base<br>Checking on use of correct hand tools<br>Marking out<br>Health and safety recap | Data Representation and Algorithms            | Composing for Ensembles<br>Compositional techniques used in film music such as leitmotifs<br>Students will continue to develop understanding of harmony and phrasing<br>To analyse music from various famous film composers using key vocabulary | Students will participate in two of the following; Gymnastics, Cricket, Tennis, Fitness. These will build upon previous learning and start to look mastering fundamental skills and applying them during adapted gameplay/performance |
| Spring 2 assessment | Extract based Essay                                  | Spring 2 (some Autumn & Spring 1)   | Level-assessed tasks (LAT)/formative feedback<br><br>45-mark assessment   | 1. Mid-point written assessment<br><br>2. End of topic test: multiple choice questions, short answer questions and essay question | Extended written answer<br>End of term test (World biomes, urbanisation, coasts) | End of unit test                  | Receptive (reading, translation+ listening)<br><br>Productive (writing and translation) | Writing and Translation into Spanish | 'in teatro,' translation   | Drawings from direct observation using colour.   | Practical-Line learning/characterisation (Duologue assessment)<br><br>Written-Costume Design<br>Script annotation                | <b>Food:</b><br>Practical Assessment- Hygiene and Safety (Vegetable Chow Mein)<br>Written Assessment: The Role of the EHO<br><br><b>D.T:</b><br>Level assessed Tasks – 40 minutes<br><br>Materials – plastics and timber   | Cumulative assessment                         | Written Appraisal Assessment<br>Listening test   | Teacher assessment of fundamental skills along with being resilient and reflective. Target setting and getting  |

| Term                | English             | Maths   | Science  | History   | Geography   | Religious Education                | French   | Spanish  | Latin  | Art  | Drama  | Technology (Food and D.T rotate after spring 1)   | Computing                               | Music  | PE   |
|---------------------|---------------------|---|--|---|---|------------------------------------|--|--|--|--|--|---|---|--|--|
| Summer 1 curriculum | Romeo and Juliet    | Representing data<br>Interpreting data<br>Averages and spread<br>Bivariate data | Biology: Health and Disease<br>Chemistry: Climate Change<br>Physics: K Pressure and Moments      | The British Empire in India   | Coasts<br><br>Antarctica  | Does religion help people be good? | Holidays: present, past + future tenses  | Clothes and colours, talking about school uniform  | Build on comprehension technique<br>Identify verbs in the past tense and translate appropriately<br>Singular and plural tense practice | Creating a Final Outcome.<br>Book cover<br><br>Planning a creative art work.<br>Creating a final creative art work/Painting.           | <i>New Scheme or Alice in Wonderland (Devised Theatre)</i><br><br><i>Using different stimuli to create devised theatre</i> | <u>Food:</u><br>The Eat well Guide<br>The Nutrients needed by the body<br>Special Diets<br>Food Intolerances and Allergies<br><br><u>D.T:</u><br>Sustainability (Timber)<br>Working on finger joints<br>Fixings<br>Adhesives                                      | App Design                              | Popular Music<br>The structure of the popular song form.<br>To explain the links between culture and popular music.<br>To play chord progressions used in many popular songs.<br>Recognise patterns in chord progressions                  | Students will participate in two of the following; Tennis, Badminton, Fitness, Table tennis. These will build upon previous learning and start to look mastering fundamental skills and applying them during adapted gameplay      |
| Summer 1 assessment | Extract based essay | Summer 1 (some Spring 1&2)  | Level-assessed tasks (LAT)/formative feedback  | 1. Mid-point written assessment<br><br>2. End of topic test: multiple choice questions, short answer questions and essay question | End of Unit test (Antarctica, urbanisation, coasts)<br>Extended written piece | Written Response                   | Receptive (reading, translation+ listening)<br><br>Productive (writing and translation)                          | Reading<br><br>Speaking  | 'avarus,' comprehension  | Book cover<br>Final outcome.   | <i>TBC or devised performances. Written evaluation of devising process.</i>  | <u>Food:</u><br>Practical Assessment: Spaghetti Bolognese<br>Written Assessment: Special Diets<br><br><u>D.T:</u><br>Practical Assessment   | In class formative feedback: App design | Performance-based Assessment   | Teacher assessment of fundamental skills along with being resilient and reflective. Target setting and getting   |
| Summer 2 curriculum | Animal Farm         | Experiments and scale<br>Sample space<br>Probability                            | Biology: Bacteria, Health and Disease,<br>Chemistry: Forensic science<br>Physics: Magnetism      | Local history case study: migration to the East End   | Antarctica  | Does religion help people be good? | La musique, tenses with holidays + free time, music, technology, healthy living                                  | Describing what there is to see and do in Barcelona, justifying opinions, describing a holiday | Distinguish between perfect and imperfect tense verbs, translating both Singular and plural noun and tense practice.                   | Diversity Project:<br>Exploring contemporary practice<br>Planning a creative art work.<br>Creating a final creative art work/Painting. | <i>Unit 6- Lord of the Flies</i>   | <u>Food:</u><br>Consequences of Poor Eating Habits<br>Nutrient Deficiency Diseases<br>Environmental Impact and Sustainability; Food Provenance; Food Miles<br><br><u>D.T:</u><br>Circuitry, soldering and fault finding<br>Graphics for the backboard of the game | App Design                              | Technology in Popular Music<br>How technology has influenced musical genres through history.<br>To identify, describe and explain key components of popular music styles<br>To compose a drum beat using a digital audio workstation (DAW) | Students will participate in 3 of the following; Cricket, Rounders, Athletics, Dance. These will build upon previous learning and start to look mastering fundamental skills and applying them during adapted gameplay/performance |
| Summer 2 assessment | Extract based essay | End of year exam<br>All Y7-8 content  | Level-assessed tasks/formative feedback<br><br>End of Year assessment – synoptic<br><br>60 marks | 1. Mid-point written assessment<br><br>2. Class presentation  | Extended written answer<br>End of year test                                   | End of unit test                   | End of Year Assessments: Receptive (reading, translation+ listening)<br><br>Productive (writing and translation) | Reading and Listening<br><br>Writing and Translation   | 'fabula mirabilis,' translation  | Evaluation of own work and portfolio assessment.   | Text in performance (development of characterisation and thought-tracking)<br><br>Written/design<br>Set Design assessment  | <u>Food:</u><br>Practical Assessment- Designing for a purpose; Free choice ideas<br>Written Assessment- End of Unit Test (All topics covered)<br><br><u>D.T:</u><br>Written evaluation  | Cumulative assessment – all year 8      | Written Appraisal Assessment<br>Listening test   | Teacher assessment of fundamental skills along with being resilient and reflective. Target setting and getting   |