

## Year 8 Curriculum Overview 2026-27

|                                | Autumn 1                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                             | Spring term 1                                                                                                                                                | Spring term 2                                                                                                                                                 | Summer Term 1                                                                                                                                                                         | Summer Term 2                                                                                                                                                          |
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| <b>Art</b>                     | Baseline assessment: drawing and painting.<br>Mannequin project: observational drawing skills - developing skills in fine liner and pastels.                                                                       |                                                                                                                                                                                                                                      | Illustration: Exploring the work of historical and contemporary artists.<br>Learning how to present work                                                     | Clay Monsters: A design and make project using key clay skills                                                                                                | Hockney's Landscapes: drawing and painting skills.<br>Creating depth and space in an artwork and building on colour theory.                                                           |                                                                                                                                                                        |
| <b>Computing</b>               | Data Representation                                                                                                                                                                                                | Mircobits                                                                                                                                                                                                                            | Programming with Python                                                                                                                                      | HTML                                                                                                                                                          | DATA AND INFORMATION.<br>Collecting, Presenting and Interpreting Data                                                                                                                 | E-Safety                                                                                                                                                               |
| <b>Design &amp; Technology</b> | Exploring the design context of "Tourism". Analysing and evaluating lamps. Design Brief and Specification (animal inspired lighting).<br>Workshop skills including use of coping saw, tenon saw and pillar drills. | Designing skills including generating initial ideas, rendering and card modelling.<br>Workshop skills including use of sanding machines, wood joining methods and applying finishes.                                                 | Manufacture of lamp including marking out, wood sawing, sanding, dowel joints and screws. Electrical systems including input, process and output components. | Manufacture of lamp including marking out, wood sawing, sanding, dowel joints and screws. Research into the Art Nouveau period and the stained glass process. | Manufacture of lamp including soldering. Design of a stained glass inspired panel and research into the designer: Louis Tiffany.                                                      | Manufacture of lamp including applying finishes. Final evaluation of prototype.                                                                                        |
| <b>Drama</b>                   | Devising- Understanding how to create theatre from a range of different stimuli.                                                                                                                                   | Horror and Stagecraft. Understanding the history of the horror genre in theatre and the stagecraft used to create atmosphere.                                                                                                        | Musical Theatre – We Will Rock You. Exploring the genre of musical theatre through Dance, Acting and Singing                                                 | Exploring a play text. "Butcher Butcher Burning Bright" by Mark Wheeler. Understanding the play through drama activities and workshops.                       | Performing a play Text. "Butcher Butcher Burning Bright" by Mark Wheeler. Rehearsing and Performing the text.                                                                         | Improvisation – Exploring a range of improvisation techniques                                                                                                          |
| <b>English</b>                 | The Romantics – Students will learn about Romantic Era and will study a range of poetry from the movement.                                                                                                         | Summerlands<br>Students will read and study this young person's novel, exploring characterisation and the use of dialogue to convey character. They will have opportunities to write creatively using techniques they have observed. | Media Literacy<br>Students will explore a range of media, learning how to question validity and recognise misinformation and bias.                           | Mystery and Suspense Short Stories<br>Students will explore 3 famous short stories in detail before writing a mystery/suspense story of their own.            | Non-fiction<br>Students will study rhetoric. They will analyse a range of famous speeches from across the decades and will have opportunities to write their own persuasive speeches. | Much Ado About Nothing<br>Students will read and study this Shakespeare comedy in full. There will be opportunities to act out scenes and explore Shakespeare's craft. |
|                                | Autumn 1                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                             | Spring term 1                                                                                                                                                | Spring term 2                                                                                                                                                 | Summer Term 1                                                                                                                                                                         | Summer Term 2                                                                                                                                                          |
| <b>Food</b>                    | Group 1-4 on rotation - Core Competencies, develop practical skills, Commodities, Nutrition, Energy, population groups and sensory evaluation, Test. AFL self-assess and Now do in order to improve                |                                                                                                                                                                                                                                      |                                                                                                                                                              |                                                                                                                                                               | Group 1-4 on rotation - Continuation of first rotation, Research tasks                                                                                                                |                                                                                                                                                                        |
| <b>French</b>                  | School.<br>Describing school and school                                                                                                                                                                            | Daily Routine<br>Telling the time and                                                                                                                                                                                                | Where I live<br>Describing home and town;                                                                                                                    | Going out in town<br>Location of places in town,                                                                                                              | Food and Drink, opinions about food and drink                                                                                                                                         | Celebrations<br>Ordering food in a café;                                                                                                                               |

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|                  | subjects. Describing teachers, school rules and uniform.                                                                                                                                       | describing a school day.                                                                                                                                                                       | giving opinions and talking about activities in town.                                                                                                                                     | directions and going shopping.                                                                                                                                                            | What I eat and don't eat; mealtimes and how often I eat foods                                                                                            | celebrations and festivals; talking about past celebrations                                                                                                    |
| <b>Geography</b> | Global Environmental Issues                                                                                                                                                                    | Polar environments & glaciation                                                                                                                                                                | Urbanisation                                                                                                                                                                              | Rivers                                                                                                                                                                                    | Africa                                                                                                                                                   | UK Challenges                                                                                                                                                  |
| <b>German</b>    | School.<br>Describing school and school subjects. Describing teachers, school rules and school uniform.                                                                                        | Daily Routine<br>Telling the time and describing a school day.                                                                                                                                 | Where I live<br>Describing home and town; giving opinions and talking about activities in town.                                                                                           | Going out in town<br>Location of places in town, directions and going shopping.                                                                                                           | Food and Drink, opinions about food and drink<br>What I eat and don't eat; mealtimes and how often I eat foods                                           | Celebrations<br>Ordering food in a café; celebrations and festivals; talking about past celebrations                                                           |
| <b>History</b>   | Ming Dynasty                                                                                                                                                                                   | Stuart England                                                                                                                                                                                 | The British Empire                                                                                                                                                                        | The Trans-Atlantic Slave Trade                                                                                                                                                            | The Industrial Revolution                                                                                                                                | World War One                                                                                                                                                  |
| <b>Maths</b>     | Ratio<br>(Ratio, Proportion and Rates)<br><br>Proportion and Scale<br>(Ratio, Proportion and Rates)<br><br>Algebraic Manipulation<br>(Algebra)                                                 | Coordinates and Graphs<br>(Algebra)<br><br>Multiply and Divide<br>Fractions<br>(Number)<br><br>Symmetry and Reflection<br>(Geometry and Measure)                                               | Area Volume and Density<br>(Geometry and Measure)<br><br>Equations and Inequalities<br>(Algebra)<br><br>Percentage<br>(Number)                                                            | Indices<br>(Algebra)<br><br>Standard Form<br>(Number)<br><br>Interpret and Represent<br>Data<br>(Statistics)                                                                              | Angles in parallel lines and Polygons<br>(Geometry and Measures)<br><br>Tables and Probability<br>(Probability)<br><br>Circles<br>(Geometry and Measure) | Graphs and Charts<br>(Statistics)<br><br>Sequences<br>(Algebra)                                                                                                |
| <b>Music</b>     | Rock History & Ensemble                                                                                                                                                                        | Songwriting – Xmas No.1                                                                                                                                                                        | Film Music                                                                                                                                                                                | Reggae, Syncopation & Improvisation cont'd                                                                                                                                                | Live Lounge – Ensemble Arrangement                                                                                                                       | Latin American Music & Rhythm                                                                                                                                  |
| <b>PE</b>        | LO4: Demonstrate different forms of Communication and Teamwork within different sports.<br>Football, Netball, Basketball, Hockey, Trampolining, Badminton, Volleyball, Fitness, Cross Country. | LO4: Demonstrate different forms of Communication and Teamwork within different sports.<br>Football, Netball, Basketball, Hockey, Trampolining, Badminton, Volleyball, Fitness, Cross Country. | LO5: Demonstrate key skills/ techniques consistently in a range of activities and identify how certain COF could improve individual performance.<br>Health Related Fitness, Dance, Rugby. | LO5: Demonstrate key skills/ techniques consistently in a range of activities and identify how certain COF could improve individual performance.<br>Health Related Fitness, Dance, Rugby. | LO6: Analyse and evaluate your own and others performance including COF and provide structured feedback.<br>OAA, Strike & Field.                         | LO6: Analyse and evaluate your own and others performance including COF and provide structured feedback which positively impacts on performance.<br>Athletics. |
|                  | <b>Autumn 1</b>                                                                                                                                                                                | <b>Autumn 2</b>                                                                                                                                                                                | <b>Spring term 1</b>                                                                                                                                                                      | <b>Spring term 2</b>                                                                                                                                                                      | <b>Summer Term 1</b>                                                                                                                                     | <b>Summer Term 2</b>                                                                                                                                           |
| <b>R.E.</b>      | Christianity                                                                                                                                                                                   |                                                                                                                                                                                                | Native Americans                                                                                                                                                                          |                                                                                                                                                                                           | What has Religion done for us?                                                                                                                           | Buddhism                                                                                                                                                       |

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| Science  | Ecosystems<br>Periodic Table<br>Electricity and Magnetism                                                                                                                                                                                                                                                                                                                                                      |                                                                | Health & Lifestyle<br>Separation Techniques<br>Metals and Acids<br>Motion and Pressure          |                                                                                                                                                                                                                                                                                                                                                                                                                | Adaption & Inheritance<br>The Earth<br>Energy                                                                  |                                                                                                      |
| Spanish  | School.<br>Describing school and school subjects. Describing teachers, school rules and school uniform.                                                                                                                                                                                                                                                                                                        | Daily Routine<br>Telling the time and describing a school day. | Where I live<br>Describing home and town; giving opinions and talking about activities in town. | Going out in town<br>Location of places in town, directions and going shopping.                                                                                                                                                                                                                                                                                                                                | Food and Drink, opinions about food and drink<br>What I eat and don't eat; mealtimes and how often I eat foods | Celebrations<br>Ordering food in a café; celebrations and festivals; talking about past celebrations |
| Textiles | <b>Class on rotation (half year) Adinkra Bag</b><br><b>Decorative Skills:</b> Press printing (design/carve block), hand embroidery, machine couching, tassels/tags, stencil print, collage, net applique<br><b>Construction Skills:</b> Threading machine independently, Basic seams, best-side facing, top stitching (a pocket), making machine cord<br>Assessment against Design / Make / Knowledge criteria |                                                                |                                                                                                 | <b>Class on rotation (half year) Adinkra Bag</b><br><b>Decorative Skills:</b> Press printing (design/carve block), hand embroidery, machine couching, tassels/tags, stencil print, collage, net applique<br><b>Construction Skills:</b> Threading machine independently, Basic seams, best-side facing, top stitching (a pocket), making machine cord<br>Assessment against Design / Make / Knowledge criteria |                                                                                                                |                                                                                                      |