

Curriculum Hand Book

Year 8

2025/2026



Salvatorian
College



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Homework will be set on a weekly basis usually as a sketchbook task. This will build on what they have learnt in lesson, and include challenges to deeply analyse and evaluate their own work.					
Content/Topics	Organic Mechanic – Mixed Media - Improve observation and develop recording in a variety of new media - Explore artists such as Jim Dine and Kohei Ohmori	Organic Mechanic- Mixed Media - Develop use of colour through colour pencil, oil pastel and ink - Learn to combine media to create mixed media outcomes	Still life- Drawing/Painting - Develop recording from observation - Explore artists like Caravaggio and Cézanne.	Still life- Painting - Create a still life response from observation	Surrealism- Drawing and printing - Develop surrealism inspired work - Learn printing techniques such as monoprint	Surrealism- Sculpture - Develop a surrealist monster inspired by Hannah Simpson - Learn further sculpting and clay techniques
Skills and Procedural Knowledge across the year	Skills & Knowledge • Develop understanding of drawing from observation • Develop confidence in a wide range of media • Analyse artworks and artists within cultural and historical context • Apply drawing, painting, collage, and 3D design techniques					
Links for exam boards and revision materials	https://www.youtube.com/watch?v=r3Ap0OKKGnU	https://youtu.be/huQ8NmeMWwc?feature=shared	https://www.youtube.com/watch?v=Yve86QqV5fA	https://www.youtube.com/watch?v=Vu-JJIDx9SA	Surrealism Tate Kids	https://youtu.be/c6jgOziOQDA?feature=shared
Revision Techniques and Advice	Students can improve in Art by regularly practising in their sketchbooks—this could include drawing real-life objects, experimenting with colour blending, or recreating famous artworks in their own style. Watching KS3-friendly videos on YouTube (like The Art Teacher, Art for Kids Hub, or BBC Bitesize) can help reinforce techniques such as shading, colour theory, and collage. Exploring websites like Tate Kids offers fun, interactive ways to learn about artists and styles. Students should also annotate their work to reflect on what went well and what they could improve, helping build confidence and understanding over time.					
Assessment Details	1 hour drawing assessment	1 hour multi media drawing assessment		2 hour still life assessment in paint		2 hour assessment in clay



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Lessons per Week: 1 lesson per week Homework per Week: Homework is set every lesson and is due the following week. Tasks include challenges and scaffolded work to ensure all students can engage with it.					
Content/Topics	Social Engineering Learn how attackers manipulate people to gain unauthorized access to information or systems. Public Network Attack Understand the risks of using public Wi-Fi and how attackers can exploit these networks. Embedded Systems Explore specialized computer systems built into devices like cars, appliances, and gadgets. Input, Process, Output Study the basic cycle of how computers take input, process data, and produce output.	Computer Components – Software Learn about different types of software and their roles within a computer system. Binary Basics Understand the binary number system and why computers use it. Binary to Decimal Learn how to convert binary numbers into decimal numbers.	Learning the Basics of HTML and Projects This topic teaches students the fundamentals of HTML (Hypertext Markup Language) for creating web pages. Students will learn about basic HTML tags, structure, and elements like headings, paragraphs, links, and images. They will apply this knowledge to create their own simple web projects.	Binary to Hex Learn how to convert binary numbers into hexadecimal format, which is a compact way to represent binary data. Images Explore how digital images are created, stored, and displayed using pixels and colour codes. Networking Understand how computers connect and communicate over networks, including basic concepts and types of networks.	Flowcharts Learn how to use flowcharts to visually represent the steps and decisions in a process or algorithm. Ethical, Cultural, and Environmental Issues with AI Explore the challenges AI poses to society, including privacy concerns, cultural impacts, and environmental effects. Technology Evolution Understand how technology has developed over time and how advances shape our world today. EOY	
Skills and Procedural Knowledge across the year	Skills & Knowledge - Understanding key computer science concepts such as social engineering, network security, embedded systems, and the input-process-output cycle. - Developing practical skills in binary number systems, conversions (binary to decimal and hexadecimal), and basic HTML coding for creating web pages. - Applying problem-solving techniques through flowcharts and learning about digital images, networking fundamentals, and software roles. - Exploring ethical, cultural, and environmental issues related to AI and understanding the evolution of technology over time.					
Links for exam boards and revision materials	https://app.senecalearning.com/classroom/course/b863678f-48c4-4cc6-a8e4-bff6e0f93c14 https://www.youtube.com/c/Craigndave https://www.ocr.org.uk/subjects/computing/		https://www.bbc.co.uk/bitesize/topics/zs7s4wx https://scratch.mit.edu/		https://www.bbc.co.uk/bitesize/subjects/z34k7ty https://www.teach-ict.com/ks3.htm	
Revision Techniques and Advice	To revise effectively in KS3 Computer Science, try becoming a reverse teacher , explain a topic clearly to someone else; the better you teach, the stronger your understanding. Use visual storyboards by drawing comics or diagrams to simplify tricky ideas. Create mind maps that connect keywords, real-life examples, and technology you use to make learning memorable. Keep your coding skills sharp by taking on programming challenges that turn practice into a game with rewards for progress. Finally, act as a bug hunt detective by finding and fixing errors in code snippets, which sharpens your problem-solving skills and attention to detail.					
Assessment Details	Half term test	End of term test	Programming Portfolio Project - HTML Students will build a programming portfolio throughout the term, adding work completed in every lesson. This portfolio will showcase their skills, projects, and knowledge gained. At the end of the term, the portfolio will be assessed and graded to reflect their progress and understanding.		Half term test	End of year test



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	One lesson per week. Homework: Two written tasks & Two practical tasks set per each half and recorded in student journals and Show my Homework. https://www.showmyhomework.co.uk/login					
Content/Topics	Introduction to Shakespeare Shakespeare's language and themes. Develop an understanding of context, engage with key characters and stories.	Darkwood Manor Develop storytelling and atmosphere creation. Explore how to create tension and mood. Experiment with non-naturalistic drama techniques.	The Terrible Fate of Humpty Dumpty (Part 1) Interpretation of a full play script. Exploration of themes. Performing extracts of the text using movement to create an ensemble performance.	The Terrible Fate of Humpty Dumpty (Part 2) Exploration of characters. Devising and creating a new ending to the play.	Evacuees Explore historical context through Drama. Design and create props to add value in a performance. Develop empathy and characterisation.	Evacuees Devising Project Creating and devising own plays based on the theme of WW2 & evacuees. Building characters, frame and structure a play, rehearse and polish and perform to an audience.
Skills and Procedural Knowledge across the year	Understand and apply basic drama techniques such as freeze frames, thought tracking, and mime. Learn and demonstrate effective vocal skills (pitch, pace, volume) and physical skills (gesture, posture, facial expressions). Collaborate respectfully and creatively in a group, showing good communication and teamwork. Explore how to devise a short performance from a stimulus (image, story, or theme). Begin to use evaluative language to reflect on personal and group performances.					
Links for exam boards and revision materials	BBC Bitesize Drama KS3 – https://www.bbc.co.uk/bitesize/subjects/zk6pyrd Drama Resource – https://dramaresource.com – for creative exercises and games National Theatre Learning – https://learning.nationaltheatre.org.uk – great for videos and backstage insights					
Revision Techniques and Advice	Use a Drama glossary to memorise key terms (e.g. freeze frame, still image, role-play, hot-seating). Practice peer feedback in class using structured sentence starters (e.g. "One strength was...", "Next time, you could..."). Create mind maps of drama techniques and performance elements. Reflect on performances you've seen (live or on video) and compare techniques to your own.					
Assessment Details	You will be assessed in small groups on a devised or a scripted performance. Your grade will be based on group collaboration, individual performance, and evaluation. You must show understanding of drama techniques taught during the unit. After the performance, you'll complete a short self and peer evaluation explaining what worked well and how it could improve. Assessment rubric includes: use of techniques, teamwork, creativity, vocal/physical skills, and evaluative vocabulary.					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	1 lesson per week. Homework is set every lesson and due the following week. Tasks include research, vocabulary practice, or design-based activities to support class learning.					
Content/Topics	Autumn – Graphics & CAD: Cereal Character and Product Design Students use Illustrator to design a new character and logo for a Kellogg's cereal box. They explore the design process, vector and raster graphics, roles of designers in industry, layout, branding, logos, and colour theory. Assessment: Theory and initial designs, cereal box project. Students will produce a design of their own cereal mascot.		Spring 1: Textiles Tote Bag Students heat press their mascot from term two onto a tote bag to create a product. They experiment with embroidery	Spring 2 – Food Technology: International Cuisine Students cook more sustainably inspired dishes inspired by world cuisines, including fish dishes. Theory: Sustainability in the food industry (carbon footprint), HACCP (food safety), health & safety in the kitchen, and the role of the Environmental Health Officer (EHO).	Summer – Woodwork: F1 Car Project Students design and make a wooden F1 race car, learning about materials (mainly woods), cutting techniques, jigs/templates, and safe machine use. They are taught sustainability, mindful waste, and problem-solving to produce a moving car. Assessment: Theory test (plastics, woods) and final product (race car).	
Skills and Procedural Knowledge across the year	Skills and Procedural Knowledge across the year Health & Safety: Safe working in kitchen and workshop, safe tool and machine use. Graphics & CAD: Illustrator skills for packaging, logos, branding, and product design. Food Preparation & Nutrition: Foundation cooking skills, handling a wider range of ingredients, food safety, and sustainability. Woodworking: Cutting, shaping, and assembling wood with jigs/templates to create functional products. Evaluation & Creativity: Test, present, and refine outcomes against design criteria.					
Links for exam boards and revision materials	https://helpx.adobe.com/illustrator/tutorials.html https://www.youtube.com/watch?v=sEb6cx6TC5M		https://www.foodafactoflife.org.uk/		https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/subjects/z23vkhv	
Revision Techniques and Advice	Use glossary terms to revise key vocabulary (graphics, food, woods). Watch tutorials for Illustrator and CAD processes. Practise sketching packaging and branding designs at home. Cook simple recipes safely at home to reinforce food skills. Practise cutting and assembling small wood/card models.					
Assessment Details	Autumn: Theory test and initial design work (graphics and product design).	Autumn (end): Practical project – character design and cereal box.	Spring (start): Theory test – textiles, heat processes, and sustainability.	Spring (end): Practical assessment – sustainable dish.	Summer (start): Theory test – plastics and woods.	Summer (end): Final practical project – F1 car.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Three lessons per week. Homework set as per the homework timetable (2x a week) and recorded in student journals and Show my Homework.					
Content/Topics	Short Stories In this unit, students will study a variety of short stories by classic and contemporary writers. These gripping narratives tackle important social issues such as racism, bullying, exclusion, and class, encouraging thoughtful discussion and empathy. The stories are set against a range of cultural and historical backgrounds, allowing pupils to explore diverse perspectives and voices. Students will analyse how writers use language, structure, and narrative viewpoint to explore complex themes. They will also apply these techniques in their own writing, crafting imaginative and purposeful short stories that demonstrate control of character, setting, and tone. This unit builds on their creative foundations from Year 7 and pushes them to write with greater insight and sophistication.	Introduction to Poetry Movements In this unit, students are introduced to a range of poetry and literary movements that span key historical periods. They will briefly explore the Renaissance, the Age of Enlightenment, Romanticism, the Victorian era, and Contemporary poetry, gaining an understanding of how historical and social change has influenced poetic form, content, and style. Students will explore how poets use language, imagery, and structure to express powerful ideas and emotions. This unit builds students' ability to read poetry critically, identify poetic techniques, and make links between context and meaning.	Modern Drama: 'A Monster Calls' Students will study "A Monster Calls," a contemporary play adapted by Patrick Ness. The play's setting, plot, and characters provide a compelling context for students to understand the emotional impact of these themes and how they influence the behaviour and development of characters. As students track the journey of Conor, the protagonist, they gain insights into the complexities of human emotions and relationships, which can foster empathy and deeper understanding. They will learn about dramatic structure and the techniques playwrights use to create tension, develop characters, and move a plot forward.	Non-fiction Writing & Speaking This unit focuses on writing and speaking for purpose. Students will study persuasive articles, speeches, blogs, and letters, learning how to adapt their tone and register for different audiences. They will write their own opinion pieces and speeches, and participate in a speaking assessment that develops their confidence and clarity in verbal communication. The unit also supports oracy skills and links to real-world issues and debates.	Shakespeare: 'Romeo & Juliet' In this unit, students study Romeo and Juliet in its original form. They will explore Shakespeare's use of language, dramatic structure, and characterisation, focusing on key scenes and soliloquies. Contextual knowledge of Elizabethan society, family honour, and gender expectations will support their analysis. This unit prepares students for more advanced Shakespeare study at GCSE and develops both their analytical and interpretive skills.	Revision & EOY This half term focuses on revising the key reading and writing skills developed throughout the year. Students will practise both analytical writing (essay responses using textual evidence) and non-fiction writing (opinion pieces or speeches). They will use past questions, model answers, and planning techniques to prepare for the End-of-Year Exam.
Skills and Procedural Knowledge across the year	The overarching aim for English at Salvatorian College is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Reading - Identify and analyse key language and structural features in fiction, non-fiction, and poetry - Explore how writers present characters, themes, and ideas - Begin to consider how historical and cultural context influences meaning - Develop personal interpretations supported by evidence from the text Writing - Use a wide range of sentence structures and vocabulary - Craft imaginative and purposeful writing across forms - Use accurate grammar, punctuation and spelling - Match tone, register, and structure to suit different audiences and purposes					
Assessment Details	Write a narrative piece using key techniques studied.	Analytical response to one of the poems studied, focusing on how the poet uses language, form, and structure to present an idea or theme.	Essay exploring how a theme or character is presented through dramatic techniques.	Writing and presenting a persuasive speech.	Analytical response to a key scene focusing on language and context	EOY Exam: Section A: Analytical essay (literary extract) Section B: Non-fiction writing task (e.g., speech or article)
Revision Techniques and Advice	- Use BBC Bitesize KS3 English for support with literature and writing: https://www.bbc.co.uk/bitesize/subjects/z3kw2hv - Refer to CGP and Collins KS3 workbooks for practice - The school library and The Day provide excellent reading and non-fiction resources - Use PETAL paragraphs for analytical writing and persuasive techniques checklists for non-fiction writing - Practise verbal presentations and writing under timed conditions for fluency and structure					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	2 lessons per week 1 piece of homework per week					
Content/Topics	Travel and tourism: Les vacances Saying what you did during the holidays using the perfect tense of regular –er verbs. Describing a visit to a theme park using the perfect tense of irregular verbs. Saying where you went and how using the perfect tense of verbs that take être. Listening for negatives in the perfect tense reading to spot the perfect tense in a text. Asking and answering questions using the present and perfect tenses together.	My personal world: J’adore les fêtes Describing festivals and special days using the present tense of regular –ir and –re verbs. Buying food at a market using transactional language. Using prediction to help with challenging listening passages giving answers in French for a reading task. Talking about a future trip using the near future tense (with questions). Writing about New Year combining the present and near future tenses.	Media and technology; My personal world: A loisir Talking about digital technology forming and answering a range of questions. Arranging to go to the cinema buying cinema tickets. Talking about leisure activities using negatives. Talking about a shopping trip spotting synonyms and looking up perfect tense verbs when reading. Using three tenses when speaking using speaking notes.	My personal world ; My neighbourhood ; Travel and tourism : Le monde est petit Describing where you live using pouvoir + infinitive. Talking about domestic jobs listening for different persons of the verb and using different strategies to decode words while reading. Talking about daily routine using reflexive verbs. Talking about moving house using irregular adjectives (beau, nouveau and vieux). Describing a visit using three tenses in writing	My personal world ; Lifestyle and wellbeing : Le sport en direct Giving opinions about sports using the comparative. Asking the way and giving directions using the imperative. Talking about what people must do to be champions using il faut to say 'you must'. Talking about injuries and illness taking part in a conversation with the doctor. Interviewing a sportsperson asking and answering questions in three tenses.	Revision for End of Year Exams Modules 1-5
Skills and Procedural Knowledge across the year	Pupils extend their skills by using the perfect tense with regular, irregular, and être verbs to describe holidays, visits, and past activities. They combine tenses (present, perfect, near future) in writing and speaking to narrate experiences and plans. Learners develop independence by spotting negatives, using synonyms, and applying strategies for decoding listening and reading tasks. They practise transactional language in markets, cafés, and cinemas, and refine grammar with pouvoir + infinitive, reflexive verbs , and irregular adjectives. Procedural knowledge includes forming questions, sequencing ideas, and expressing detailed opinions with comparatives, while cultural awareness is built through festivals, leisure, sport, and lifestyle contexts.					
Links for exam boards and revision materials	https://www.pearsonactivelearn.com/app/home http://www.bbc.co.uk/languages/french/ https://quizlet.com/ https://www.thenationalacademy/teachers/programmes/french-secondary-ks3-4/units https://senecalearning.com/en-GB/seneca-certified-resources					
Revision Techniques and Advice	Revise little and often (10–15 mins daily) using flashcards, self-quizzing, and knowledge organisers. Practise retrieval by covering words and recalling from memory, and mix skills across listening, reading, writing, and speaking. Use dual coding with colours and images to group vocab and highlight grammar patterns. Speak aloud or record yourself to improve pronunciation and confidence. Revisit mistakes regularly, practise exam-style tasks, and make revision active with games, role-plays, or teaching someone else.					
Assessment Details	Writing and Translation into French Zone de culture/Projet : Mes vacances francophones	Reading and Translation into English Zone de culture/Projet : Les fêtes francophones	Speaking Zone de culture/Projet : Les loisirs et la technologie dans le monde francophone	Listening and dictation Zone de culture/Projet: Le monde est petit - ma vie et mon quartier	Speaking Zone de culture/Projet: Le sport en direct – santé et performance	Writing and Translation into French Reading and Translation into English Projet



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	2 Lessons per week (2 hours) 1 hour of physical activity every day of the week.					
Content/Topics	Invasion Games Rugby Korfball Football Basketball Ball Mastery Attacking Defending Width (Depth & Direction)	Invasion Games Rugby Korfball Football Basketball Ball Mastery Attacking Defending Width (Depth & Direction)	Gymnastics & Net Wall Games Jumps (Pairs), Rolls (Pairs), Balance (Pairs) Counter balance / tension Table Tennis Wall Ball Pickleball Start a rally Maintain a rally Win a rally Width (Depth & Direction)	Dance & OAA Shapes Dance Outdoor Adventurous Activities - Team building - Map reading - Orienteering	Athletics Run Jump Throw	Striking and Fielding Cricket Danish Longball Softball Batting Bowling Fielding Width (Depth & Direction)
Skills and Procedural Knowledge across the year	Develop knowledge of and performance in fundamental and complex skills, techniques and tactics so that they can be confidently applied to a range of conditioned games. Develop the accuracy, control and fluency of skills so that students can 'make their best better'. Continue to develop students' knowledge of the rules of a range of sports so that students' understanding of how to be successful continues to develop and they are able to 'make their best better'. Sports that we teach these themes through: Rugby, Football, Basketball, Cricket, Athletics, Pickleball, Health & Fitness, Table Tennis, Gymnastics (Pairs) & OAA					
Links for exam boards and revision materials						
Revision Techniques and Advice	1 ☐ Revise the Key Skills: Break down each sport into core skills (passing, dribbling, shooting, defending). Focus on how the skill is performed (e.g. "use the inside of the foot for short passes in football"). Use diagrams or draw stick figures to remind yourself of correct technique. 2 ☐ Understand the Rules: Learn basic rules and scoring systems for each game (e.g. how many points in badminton, when a throw-in is awarded in football). Create flashcards with rules on one side and answers on the back. 3 ☐ Use Key Vocabulary: Revise important words like attacking, defending, coordination, teamwork, fitness, tactics. Practice explaining them in full sentences. 4 ☐ Practice with a Partner: Quiz each other on rules, positions, and tactics. Demonstrate skills to each other and give feedback ("bend your knees for more control"). 5 ☐ Visual Learning: Watch short clips of professional matches or highlights. Pause and identify tactics or techniques being used. Compare these with how you perform them in lessons. 6 ☐ Self-Testing: Try "brain dumps": write down everything you know about one sport in 2 minutes. Highlight gaps and revise those areas. 7 ☐ Use Movement to Revise: Practise skills at home or in the park. Even 10 minutes of throwing, catching, or dribbling will help you remember. 8 ☐ Healthy Habits: Stay active outside lessons to build fitness. Drink water, eat balanced meals, and rest properly—fitness supports your performance.					
Assessment Details	Skills in isolation Decision making in competitive situations	Skills in isolation Decision making in competitive situations	Skills in isolation Decision making in competitive situations Create a sequence of movements in a routine	Skills in isolation Decision making in competitive situations Create a sequence of movements in a routine	Skills in isolation Decision making in competitive situations	Skills in isolation Decision making in competitive situations



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	X2 Lessons per week Homelearning x1 per week					
Content/Topics	Coasts <i>Students learn about the process and landforms of coast. They look at how it can be managed and how different stakeholders can influence the use of a coast at different scales.</i>	Population <i>Students will look at historical and the present trends of population change on a national and global change. Look at the impact of population change socio-economically and on the environment.</i>	Weather and Climate <i>Students learn the difference between weather and climate. They learn how weather is measured. The impact of weather on a physical and human level.</i>	Tourism <i>Students learn the changes on tourism over a timescale as well as looking at changes in the UK. Look at the impact of tourism socio-economically and on the environment.</i>	Influencing the environment <i>Students will have an understanding of how we have changed the environment and how we are more sustainable for future generations</i>	The Middle East <i>Students look at how diverse The Middle East is. We will look how neighbouring countries having contrasting economies and how this shapes them. We will also look at historical content to understand how it has influenced their stability</i>
Skills and Procedural Knowledge across the year	<i>Developing a sense of place and helps students make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the Earth's surface. The subject extends students' interest and knowledge beyond their immediate experiences, using images and information to help them interpret about people and . Geography develops major skill areas: Map and fieldwork skills; cross-curricular skills such as ICT, Literacy and Numeracy; as well as an increasing awareness of the world around us and the idea of sustainability. We want students to become global citizens and show a keen awareness of the geography around them. Geography is everywhere and students develop a keen awareness and appreciation of the geography around them</i>					
Links for exam boards and revision materials	https://www.bbc.co.uk/bitesize/topics/z6bd7ty https://timeforgeography.co.uk/L	https://www.bbc.co.uk/bitesize/articles/zxv4cmn	https://www.bbc.co.uk/bitesize/topics/zx38q6f https://timeforgeography.co.uk/	https://www.bbc.co.uk/bitesize/topics/zcmfb9q	https://www.bbc.co.uk/bitesize/articles/zrsbn9q#zpqjxg8	https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/19-1-1-physical-geography-of-the-middle-east
Revision Techniques and Advice	<i>To succeed in KS3 Geography, students can use a variety of revision techniques to help them remember key facts and understand concepts better. These include creating mind maps to organize information visually, making flashcards for important terms and definitions, and practicing past exam questions to get familiar with the format. Drawing diagrams and labeling maps can also boost understanding of physical and human geography topics. Listen to podcasts and age appropriate news.</i>					
Assessment Details	Topic Test	Topic Test	Topic Test	Topic Test	Topic Test	Topic Test



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	X2 lessons a week and 1 piece of homework per week					
Content/Topics	The Slave Trade in Britain: How can we find out about the slave trade from sources? (Sources) The Industrial Revolution: How did the industrial revolution change Britain? (Change and continuity)	The French Revolution: Why did the French execute their Monarch? (Causation)	The First World War: Was the experience of WW1 the same for everyone? (Similarity and difference)	The Suffrage Movement in Britain: How did women become citizens? (Significance)	European Politics in the early 20th century: How did political changes lead to the rise of dictatorships and WW2?	The Second World War: What led to the defeat of the Nazis? (Significance)
Skills and Procedural Knowledge across the year	• Causation – Explain how economic, social, and political factors caused key events like the Industrial Revolution and empire expansion. • Change – Analyse how society, rights, and power changed over time, noting both rapid and gradual developments. • Diversity – Compare experiences of different groups such as enslaved people, women, and workers across time and place. • Significance – Judge why certain people or events were important in history. • Interpretation – Explore different historical viewpoints and understand why interpretations vary. • Evidence – Critically evaluate sources for reliability and bias to support historical explanations.					
Links for exam boards and revision materials	https://www.bbc.co.uk/bitesize https://classroom.thenational.academy https://senecalearning.com/en-GB https://schoolhistory.co.uk https://www.nationalarchives.gov.uk/education https://www.historylearningsite.co.uk https://www.bbc.co.uk/cbbc/shows/horrible-histories					
Revision Techniques and Advice	To be successful in History, students should focus on active revision techniques that help embed knowledge and develop key skills. This includes regularly testing themselves using flashcards or quizzes, creating timelines and mind maps to visualise key events and themes, and practising past exam questions under timed conditions. Organising revision around big ideas such as cause and consequence, change and continuity, and significance helps to make sense of complex content. It's essential to use the exam board specification as a checklist to ensure full content coverage. Students should also practise structuring their answers clearly, using the PEEL method to develop analytical paragraphs, and aim to balance their arguments in extended responses. Teaching topics to someone else and reviewing knowledge over time using spaced retrieval can further deepen understanding. Crucially, successful students revise consistently, not just before exams, and engage actively rather than just re-reading notes.					
Assessment Details	X1 Hour source analysis X1 Hour "How far do you agree" with a statement question	X1 3 PEEL Causation question	X1 Similarity and difference question X1 How far do you agree statement	X1 Narrative Account X1 Importance of question	X1 How far do you agree with interpretation question	X2 Significance PEEL question

Mathematics



Year 8

[illegible]



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	1 hour of lesson a week and 1 homework task usually in curriculum booklet.					
Content/Topics	The Waltz Pupils explore this genre, developing their knowledge of primary chords, melody and accompaniment texture and ¾ metre in this Western Classical style. Pupils will reinforce their notation reading and two-handed piano skills from Year 7.	Orchestral Timbres Pupils will explore instrumental articulation in order to shape expression in music, whilst further developing piano and notation reading skills. Pupils will learn to play Greig's In the Hall of the Mountain King, using the composition as a basis with which to compose in a chosen style.	West African Drumming Pupils will learn rhythmic devices such as polyrhythm and syncopation, as they learn and compose music in the traditional West African style on Djembes.	Rap and Hip-Hop Pupils will develop their awareness of music technology and the musical elements in popular music as they compose their own raps, creating instrumental tracks on Logic Pro X, writing and structuring their own rap lyrics, and performing their rap live.	English Folk Song: Elements Pupils will develop their vocal skills and awareness of texture, compound metre, structure and harmony through the performance of traditional English folk Folk repertoire.	English Folk Song: Project Pupils synthesize their knowledge of English Folk song and the wider music elements to compose a folk song.
Skills and Procedural Knowledge across the year	- Performance: Pupils will continue developing their singing as they explore textures and simple harmony. Pupils will play djembe and piano throughout the year and will have the option to play ukulele in multiple topics, building their instrumental abilities and more complex staff notation. They will also develop key ensemble skills such as listening, timing and rehearsal. - Composition: Pupils will transform pre-existing Classical material according to a brief and compose music in various traditional and popular styles in performance ensemble and paired technology-based settings. - Appraisal: Pupils will develop their critical listening skills and learn to identify the basic Musical Elements (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tempo) in both familiar and unfamiliar pieces of music. They will learn some key musical terms for describing music.					
Links for exam boards and revision materials	https://www.musictheoryacademy.com/compositions/waltz/	https://slo.org/get-involved/educators/learning-lab/instrument-playground-online/	https://www.youtube.com/watch?v=q5U8md4rZS8	https://www.bbc.co.uk/bitesize/articles/zvtjwty	https://www.bbc.co.uk/bitesize/articles/zjbg8p3#zqgrdnb	https://www.bbc.co.uk/bitesize/articles/zrx3vk7
Revision Techniques and Advice	Pupils are encouraged to practice 'little and often' (ten minutes a day, for instance) to develop their performance skills. They can attend Music Club at lunchtimes if they do not have access to instruments at home. Pupils can also access sites such as musictheory.net to practice short theory exercises to develop their notation reading and general music theory.					
Assessment Details	Solo performance Appraisal listening paper	Composition task	Small ensemble performance Appraisal listening paper	Composition task Individual performance	Progress small ensemble performance	Small ensemble composition and performance. Appraisal listening paper (all topics)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	Three lessons per week. Homework set as per the homework timetable and recorded in student journals and Show my Homework. https://www.showmyhomework.co.uk/login					
Content/Topics	Working Scientifically B2.1 Health and Lifestyle	C2.1 The Periodic Table P2.1 Electricity and magnetism	B2.2 Biological Processes C2.2 Separation techniques	P2.2 Energy B2.3 Ecosystems and Adaptations	B2.4 Inheritance C2.3 Metals and Other Materials	P2.3 Motion and Pressure C2.4 The Earth
Skills and Procedural Knowledge across the year	Working scientifically to develop: 1 Scientific thinking 2 Experimental skills and strategies 3 Analysis and evaluation 4 Scientific vocabulary, quantities, units, symbols and nomenclature See further detail on the Key Stage 3 curriculum at: https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3					
Links for exam boards and revision materials	Course materials: AQA Activate http://www.aqa.org.uk/ Kerboodle online student resource AQA Activate: https://www.kerboodle.com BBC Bitesize : https://www.bbc.co.uk/education/subjects/zng4d2p					
Revision Techniques and Advice	Year 8 students can improve in Science by revisiting key ideas regularly and building on what they learned in Year 7. Use flashcards to test yourself on keywords, draw diagrams to show processes like digestion or circuits, and practise explaining ideas aloud. Watch short KS3 revision videos (e.g. BBC Bitesize, Cognito KS3, FuseSchool) to review more complex topics such as chemical reactions, energy transfers or reproduction. Try past-topic quizzes or create your own. Use scientific vocabulary accurately and organise your notes clearly to help make revision easier across the year.					
Assessment Details	There will be three benchmark assessments; Autumn 1- Oct, Autumn 2- Dec, Spring- Mar and the End of Year Exam in July. These tests will contain questions to assess the content covered and will take approximately 60 minutes to complete. Topic lists and revision material will be uploaded on Satchel One. There will also be a number of practicals undertaken throughout the year to develop practical skills.					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lessons per week/Homework per week	2 lessons per week 1 piece of homework per week					
Content/Topics	Travel and tourism: Mis vacaciones <i>Talking about a past holiday using the preterite of ir.</i> <i>Saying what you did on holiday using the preterite of regular -ar verbs. Describing the last day on holiday using the preterite of -er and -ir verbs.</i> <i>Saying what your holiday was like using the preterite of ser.</i> <i>Giving a presentation about your holiday making your sentences interesting.</i>	Media and technology; My personal world: Todo sobre mi vida <i>Saying what you use your phone for and revising the present tense of regular verbs.</i> <i>Saying what type of music you like and dislike giving a range of opinions and reasons.</i> <i>Talking about TV programmes you like and dislike using the comparative.</i> <i>Saying what you did yesterday using the preterite of hacer.</i> <i>Understanding a TV guide tackling an authentic text.</i>	Lifestyle and wellbeing: A comer! <i>Saying what food you like and dislike using a wider range of opinions.</i> <i>Saying what you have for different meals using negatives.</i> <i>Ordering a meal in a restaurant using usted / ustedes.</i> <i>Discussing what to buy for a party using the near future.</i> <i>Giving an account of a party using three tenses together.</i>	My personal world: Qué hacemos? <i>Arranging to go out using me gustaría + infinitive.</i> <i>Making excuses using tengo que + infinitive and verbs querer and poder.</i> <i>Discussing getting ready to go out using reflexive verbs.</i> <i>Talking about clothes saying 'this/these' and using colours understanding adjective agreement.</i> <i>Talking about sporting events using three tenses.</i>	Travel and tourism: Operación Verano <i>Describing a holiday home using the comparative.</i> <i>Describing holiday activities using the superlative.</i> <i>Asking for directions using the imperative (tú form).</i> <i>Talking about summer camps learning more about using three tenses.</i> <i>Describing a world trip tackling challenging listening.</i>	Revision for End of Year Exams <i>Modules 1-5</i>
Skills and Procedural Knowledge across the year	Pupils use the preterite tense of regular and irregular verbs to talk about past holidays, activities, and events. They begin to combine tenses (preterite, present, near future) in short texts and presentations. Learners expand opinions with reasons, and use comparatives , superlatives , and structures like me gustaría + infinitive and tengo que. They practise transactional language in cafés, restaurants, and shops, applying usted/ustedes and giving directions. Skills are strengthened through phonics, tackling authentic texts, and using strategies for reading and listening.					
Links for exam boards and revision materials	https://www.pearsonactivelearn.com/app/home http://www.bbc.co.uk/languages/french/ https://quizlet.com/ https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3-4/units https://senecalearning.com/en-GB/seneca-certified-resources					
Revision Techniques and Advice	Revise little and often (10–15 mins daily) using flashcards, self-quizzing, and knowledge organisers. Practise retrieval by covering words and recalling from memory, and mix skills across listening, reading, writing, and speaking. Use dual coding with colours and images to group vocab and highlight grammar patterns. Speak aloud or record yourself to improve pronunciation and confidence. Revisit mistakes regularly, practise exam-style tasks, and make revision active with games, role-plays, or teaching someone else.					
Assessment Details	Listening and Dictation Zona de cultura/Proyecto: Vaya vacaciones!	Reading and Translation into English Zona de cultura/Proyecto: Tiene mucho talento!	Speaking Zona de cultura/Proyecto: Qué comemos?	Writing and Translation into Spanish Zona de cultura/Proyecto: Desfile de moda !	Listening and Dictation Zona de cultura/Proyecto: Visita mi ciudad!	Reading and Translation into English Speaking (if time allows) Proyecto

