

Year 8 Curriculum Overview 2019 – 2020

Subject	September - October	November - December	January - February	March - April	May - June
English	Drama Focus: <i>Our Day Out</i> by Will Russell	Drama Focus: <i>Our Day Out</i> by Will Russell	Genre Focus: Dystopian Fiction (<i>The Hunger Games</i>)	Genre Focus: Dystopian Fiction (<i>The Hunger Games</i>) and Theme Focus: "Perspectives" poetry and non-fiction General Learning Examination preparation	Theme Focus: "Perspectives" poetry and non-fiction
Maths	Proportional Reasoning: <ul style="list-style-type: none"> • Ratio and Scale • Multiplicative Change • Multiplying and dividing fractions 	Representations: <ul style="list-style-type: none"> • Working in the Cartesian plane • Collecting and representing data • Tables 	Algebraic techniques: <ul style="list-style-type: none"> • Brackets, equations and inequalities • Sequences • Indices 	Developing Number: <ul style="list-style-type: none"> • Fractions and percentages • Standard index form • Number sense 	Developing Geometry: <ul style="list-style-type: none"> • Angles in parallel lines and polygons • Area of trapezia and circles • Line symmetry and reflection
Science	8A, B, C. Energy: Digestion and respiration 8D, E, F. Planet Earth: The solar system, Rocks and metals.	8A, B, C. Energy: Combustion, energy transfers and light 8D, E, F. Planet Earth: Unicellular organisms and Plant reproduction	8A, B, C. Planet Earth: The solar system, Rocks and metals. 8D, E, F. Periodic table and fluids	8A, B, C. Planet Earth: Unicellular organisms and Plant reproduction 8D, E, F. Energy: Digestion and respiration	8A, B, C. Periodic table and fluids 8D, E, F. Energy: Combustion, energy transfers and light
Geography	Biodiversity and Ecosystems This topic looks to begin to analyse what an ecosystem is, the factors that affect where	Tectonics and Globalisation An investigation into tectonic hazards, such as volcanoes and earthquakes, and the	Extreme Weather An examination into different types of weather and how some of these end up being extreme events. Exploring weathers	China and Population A look at one of the most fascinating and changing countries in the world as well as the most populous. The topic will look at a	China and Population A look at one of the most fascinating and changing countries in the world as well as the most populous. The

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	ecosystems are found and the role of different species within ecosystems.	development of different countries.	such as hurricanes and tornadoes.	broad range of elements about the country with a focus on population.	topic will look at a broad range of elements about the country with a focus on population.
History	<ul style="list-style-type: none"> • What was Britain and Europe like in 1500? • Henry VIII and the Reformation • Bloody Mary 	<ul style="list-style-type: none"> • Queen Elizabeth and the Spanish Armada • Renaissance and discovery • Britain building an empire 	<ul style="list-style-type: none"> • Who were the Stuarts? • The Gunpowder Plot • The English Civil War 	<ul style="list-style-type: none"> • Execution of Charles I • Cromwell's Commonwealth • Was Cromwell a hero or villain? 	<ul style="list-style-type: none"> • Charles II and The Restoration • The Plague • The Great Fire of London
Sociales	<p>La civilització grega</p> <p>Les creences gregues: els Déus i els herois, el culte religiós Comprendre un mite Els Jocs Olímpics Identificar el territori de l'antiga Grècia Relacionar les etapes de la història de l'antiga Grècia Reconèixer les principals característiques de cada etapa (arcaica, clàssica) Etapa clàssica. Període de guerres: Mèdiques i del Peleponès</p>	<p>(Continuació)</p> <p>Explicar què és l'hel·lenisme Alexandre el Gran i les seves conquestes Analitzar una moneda Entendre com vivien els grecs: societat, economia, urbanisme Comprendre la manera de viure, la cultura i l'art dels grecs Apreciar el patrimoni cultural</p>	<p>La civilització romana</p> <p>Conèixer l'exèrcit romà: els legionaris, estratègies, armes, organització Aprendre com van viure i on Localitzar per on es va estendre l'imperi romà Identificar construccions romanes Entendre les principals característiques de cada etapa de la història romana (monarquia, república i imperi) Identificar com era l'economia i les construccions romanes Explicar les maneres de viure, l'art i les creences</p>	<p>Identificar els pobles preromans</p> <p>Explicar els tartesos i els pobles colonitzadors Reflexionar sobre la primera colònia grega a Catalunya: Empúries Analitzar el procés de conquesta romana de la Península i la romanització d'Hispania i Catalunya Diferenciar les maneres de viure iberes i celtes Diferenciar les províncies romanes de les comunitats autònomes actuals Identificar els pobles preromans Explicar els tartesos i els pobles colonitzadors</p>	<p>L'estudi físic d'Espanya i de Catalunya</p> <p>Conèixer el relleu d'Espanya i Catalunya Identificar els rius i els llacs d'Espanya i Catalunya Localitzar en un mapa les províncies d'Espanya i les seves capitals</p>

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			dels romans Senyalar els orígens del cristianisme Identificar construccions romanes Distingir un temple romà d'un de grec Investigar la vida quotidiana a través de l'art	Reflexionar sobre la primera colònia grega a Catalunya: Empúries Analitzar el procés de conquesta romana de la Península i la romanització d'Hispania i Catalunya Diferenciar les maneres de viure iberes i celtes Diferenciar les províncies romanes de les comunitats autònomes actuals	
Spanish Culture	Geografía española y tradiciones <ul style="list-style-type: none"> Comunidades y provincias de España Días festivos y fiestas y tradiciones Gramática <ul style="list-style-type: none"> Uso de "Se"+Verbo 	Lenguas <ul style="list-style-type: none"> Historia de las lenguas que se hablan en España Gramática <ul style="list-style-type: none"> El presente y el pasado 	Cultura I <ul style="list-style-type: none"> Arte: Picasso Deporte: Rafael Nadal Cine Personajes destacados Gramática <ul style="list-style-type: none"> Tiempos en pasado y presente 	Cultura II <ul style="list-style-type: none"> Cantantes y canciones españolas Industria (Inditex y Seat) Gramática <ul style="list-style-type: none"> Los tiempos verbales 	Turismo <ul style="list-style-type: none"> Gastronomía Recetas Lugares de interés Gramática <ul style="list-style-type: none"> El Imperativo
French	La télé Le cinéma La lecture Internet Perfect tense	A past trip to Paris Perfect tense irregular verbs Opinions in the past Perfect tense etre	Mon caractère Relationships Music Clothes Passions	Where you live Your home Meals Food items Using 3 tenses	Talent and ambition Encouraging and persuading Superlative
German	Comparing places Perfect tense on holiday	Film preferences TV programmes Reading preferences	Typical breakfasts German food Using recipes	Understanding rules Daily routine Directions	Clothes Plans for a date

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	Transports Weather	Screen time	Healthy lifestyles	Describing a festival	Getting ready to go out 3 tenses to describe dates Uniforms
Spanish A	<p>Lectura: El Príncipe de la Niebla Temas 1 y 2</p> <ul style="list-style-type: none"> • Contar una vivencia personal • Diferencia entre significado y sentido • La diversidad lingüística en España • El sentido literal y el figurado • Las mayúsculas 	<p>Lectura: El Príncipe de la Niebla Temas 3 y 4</p> <ul style="list-style-type: none"> • La adecuación, coherencia y cohesión • Polisemia y monosemia y sinonimia • El grupo nominal • Demostrativos, posesivos y cuantificadores • Los tópicos y los géneros literarios 	<p>Lectura: Relato de un Naufrago Temas 5 y 6</p> <ul style="list-style-type: none"> • Las características de la narración • El cuento • Antonimia • Relativos, interrogativos y exclamativos • La noticia • Los hipónimos e hiperónimos • Los pronombres 	<p>Lectura: Relato de un Naufrago / Odio el Rosa Temas 7 y 8</p> <ul style="list-style-type: none"> • La descripción de personas y lugares • Creación de un personaje • La acentuación de diptongos y triptongos • Los adjetivos: usos y grados • Clasificar los diferentes tipos de léxicos • El verbo • La novela y tipos 	<p>Lectura: Odio el Rosa Temas 9 y 10</p> <ul style="list-style-type: none"> • El diálogo • La acentuación de hiatos • Tiempos simples y compuestos • Modos verbales y verbos defectivos • El punto y la coma • La métrica • La estrofa y el poema
Spanish B	<p>Mis Vacaciones</p> <ul style="list-style-type: none"> • Hablar de unas vacaciones • El pasado de los verbos regulares y del verbo “ir” 	<p>Todo sobre mi vida</p> <ul style="list-style-type: none"> • Vocabulario relacionado con la música y la televisión • Hablar sobre aficiones • Saber dar opiniones 	<p>¡A comer!</p> <ul style="list-style-type: none"> • Vocabulario relacionado con la comida, las compras y pedir en un restaurante • La negación • Usted/Ustedes • El futuro 	<p>¿Qué hacemos?</p> <ul style="list-style-type: none"> • Vocabulario relacionado con el cine, la ropa, los eventos deportivos y las aficiones • Usar “Me gustaría + infinitivo” • Dar excusas 	<p>Operación verano</p> <ul style="list-style-type: none"> • Describir las vacaciones: lugar, actividades, etc • El comparativo y el superlativo • El imperativo

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		<ul style="list-style-type: none"> • Uso del comparativo • El presente y el pasado en la misma frase 	<ul style="list-style-type: none"> • Usar el presente, pasado y futuro juntos para hablar un hecho pasado • Los pronombres de objeto directo 	<ul style="list-style-type: none"> • Los verbos reflexivos • Los verbos “querer” y “poder” 	
Catalan	<p>*Llegir, entendre i interpretar textos escrits</p> <p>*Redactar un text breu sobre les meves aficions</p> <p>* Distingir entre sons i grafies i saber ordenar alfabèticament</p> <p>*Enriquir el meu vocabulari per fer descripcions psicològiques</p> <p>*Començar a redactar un blog</p> <p>*Descriure oralment un lloc i donar indicacions per arribar-hi tenint en compte el grau de formalitat</p> <p>*Mostrar comprensió del llibre de literatura llegit: saber explicar com són els protagonistes, la trama i els escenaris. <i>Saber-ne fer una valoració global</i></p>	<p>*Obtenir informació i interpretar el sentit un text narratiu amb diàlegs</p> <p>*Buscar, seleccionar i organitzar informació turística</p> <p>*Enriquir el meu vocabulari referent al temps lliure mitjançant sinònims, derivació, etc.</p> <p>*Identificar els diferents tipus de paraules</p> <p>*Utilitzar de manera adequada l’apòstrof i la contracció</p> <p>*Entendre i explicar la diversitat lingüística a Catalunya</p> <p>*Dissenyar un pòster amb un lema o amb informació sobre la diversitat lingüística</p> <p>*Conèixer i descriure les tradicions del país</p>	<p>*Llegir un text narratiu i extreure’n informació</p> <p>*Identificar els diferents elements d’un text narratiu</p> <p>*Narrar els fets d’una pel·lícula des de dos punts de vista diferent</p> <p>* Identificar la persona gramatical en els verbs i els temps que expressen passat</p> <p>* Utilitzar verbs que expressen passat en la redacció d’un text narratiu</p> <p>* Utilitzar les majúscules i les minúscules correctament</p> <p>*Conèixer la formació del condicional i fer-lo servir en una situació hipotètica donada</p> <p>*Explicar un text que he redactat explicant què faria si fos el delegat de la classe</p>	<p>* Obtenir informació i interpretar el sentit d’un text narratiu</p> <p>*Debatre sobre les injustícies del món</p> <p>*Descriure una imatge extreta d’un ambient rural o urbà</p> <p>*Enriquir el meu vocabulari pel que fa als espais urbans i rurals</p> <p>*Comprendre el valor dels verbs copulatius i utilitzar-los per fer descripcions</p> <p>*Utilitzar correctament el verb impersonal haver-hi</p> <p>*Identificar adverbis (i locucions adverbials) i utilitzar-ne per fer descripcions</p> <p>* Identificar preposicions (i locucions prepositives) i utilitzar-ne per fer descripcions</p>	<p>* Mostrar comprensió del llibre de literatura llegit: saber explicar com són els protagonistes, la trama i els escenaris. <i>Saber-ne fer una valoració global</i></p> <p>*Saber separar síl·labes en casos de contacte vocàlic per accentuar bé</p> <p>* Conèixer i aplicar les normes d’accentuació</p> <p>* Conèixer les regles d’accentuació de les vocals e i o i aplicar-les</p> <p>*Enriquir el vocabulari de la roba per fer descripcions acurades</p> <p>*Descriure la manera de vestir amb detall</p> <p>*Definir i identificar noms, adjectius i determinants</p>

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	<p>*Enriquir el meu vocabulari per parlar de les meves aficions</p> <p>*Preparar una intervenció per participar en un debat i participar-hi tenint en compte les normes</p> <p>*Saber distingir una frase d'una oració i identificar els seus constituents. Distingir diferents classes d'oracions.</p> <p>*Aplicar les normes de partició de paraules a final de línea.</p>		<p>*Utilitzar un vocabulari ampli per parlar de les tradicions</p>		<p>* Enriquir el vocabulari dels viatges per parlar-ne amb detall</p> <p>* Elaborar un tríptic turístic</p> <p>*Valorar el pas del temps i expressar opinions sobre fets passats i futurs</p>
Art & Design	<p>Leaf Observational drawings</p> <p>Pupils are to produce 2 A3 sheets of approximately 6 LINE ONLY observational drawings from plant still life's set up in the classroom, plants in the sculpture garden and from handouts. The pupils should be concentrating on attaining good leaf and</p>	<p>Animal observational drawings</p> <p>Pupils are to produce an A3 sheet of approximately 5 LINE ONLY observational drawings from animal handouts. The pupils should follow the three stages of producing a drawing on the sheets, simple shape, outlines, detail. Pupils are to complete these line drawings using the</p>	<p>Planning a composition.</p> <p>Students have a choice of two processes depending on ability. Students mount a mixed media collage in preparation for designing their final piece of painted artwork. They are encouraged to use cut out images, their own cut-out paper shapes, wax crayons and coloured pencils in</p>	<p>Final piece</p> <p>Pupils are to choose a suitable compositional design for their final piece from their compositional class and homework and use it as a guide to produce an A3 painting based on the work of Rousseau. This piece should be the culmination of all that they have learnt. Pupils are to include plants, flowers and animals from the previous</p>	<p>Final piece</p> <p>Pupils are to choose a suitable compositional design for their final piece from their compositional class and homework and use it as a guide to produce an A3 painting based on the work of Rousseau. This piece should be the culmination of all that they have learnt. Pupils are to include plants,</p>

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	<p>branch shapes through the application of the three-stage drawing process.</p> <p>Leaf pencil crayon work Pupils are then to complete these line drawings using the following processes- hatching, cross-hatching, pressure shading and colour pencil. Pupils will be expected to examine surface texture and choose the right process.</p> <p>Watercolor work Pupils will then be introduced to paint and its related processes. Students will paint a large leaf using the “Dry Brush Technique”. Students are given an A4 handout with instructions in how to paint a leaf using tonal values. Colour theory will also be introduced at this stage.</p>	<p>following- hatching, cross-hatching, pressure shading, paint, colour pencil.</p> <p>Watercolor painting Using the lion handout students will be introduced to the technique of undercoating and then hatching in paint to show surface texture. They will undercoat and then dry brush blend the short hair in the first lesson. In the following lesson, they will “hatch” the mane of the lion using 3-4 different tones of orange and brown.</p>	<p>order to create a “Jungle” in a naïve style.</p> <p>OR</p> <p>Using their previous pieces of artwork, as a starting point, students will produce a compositional design on A4 paper. Students will be taught set criteria to apply to their designs that will help them gain interesting, full compositions, similar to the work of Rousseau.</p>	<p>work sheets and homework’s.</p>	<p>flowers and animals from the previous work sheets and homework’s.</p> <p>Extension If pupils complete the piece early they can add relief plants and flowers in coloured paper and paint. Pupils study an example of three of Frida Kahlo’s portraits. They follow the use of symbols noticed in Frida Kahlo’s work and create their own set of cultural symbols. Together with a head and shoulders image of themselves and their symbols, they create their own portraits. This work compliments the skills they have already learned from the Henri Rousseau project.</p>
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	Students are given a blank colour wheel to complete with paint after a demonstration from the teacher. Starting with the 3 primary colours, students add secondary colours to complete the wheel.				
Computing	Knowing your Computer and E-safety - students are provided with the very latest tips on how to stay safe online.	Computer networks and data modelling - students will learn how to set up a simple network and will also use spreadsheets to plan a party.	Databases – student will use a database to help them solve crimes.	Textual programming – students will use the Python language to create simple programs and games	Image Editing – students learn how to use image editing software to alter the appearance of pictures.
Music	Blues Music: Students study the history and conventions of Blues music. They learn about 12-bar blues structure, blues chord sequences, walking basslines, blues scale improvisation and swung rhythms, putting all these together to create a group performance.	Christmas Song Writing: Students study the various types of Christmas songs, looking at how the lyrics, melody and instrumentation create festive imagery. They work in small groups to write a Christmas song for an end of term performance.	Rhythms of the World: Students study the rhythmic traditions of African drumming and Brazilian Samba. They will explore polyrhythmic textures, call and response structures and dotted and syncopated rhythms, participating in whole-class and small group drumming performances.	Minimalism: Students study the conventions of the minimalist movement, looking at how the style influenced composers to create simple, repetitive music. They will explore motifs, loops, phase shifting and melodic transformation and create their own minimalist compositions in small groups.	Pictures at an Exhibition: Students will study how art has influenced music. They will explore several different composer’s approaches to transforming images into sound before composing their own pieces of music based on the Rousseau project that they have been doing in art.

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Physical Education (PE)	The focus in PE lessons in Y8 is on embedding the key knowledge and further developing and applying their understanding how the body works, how we develop fitness and how we can improve the application of skills to various activities. Across the year, activities will include; Athletics, Badminton, Handball, Table-Tennis, Trampolining and Volleyball. <i>Each rotation is based on a half term on each activity across the year.</i>
Physical Education (Games)	The focus in Games lessons in Y8 is centred on application at a more competitive level of understanding and appreciation than Y7. Individual and team performance in various sports have a greater focus and additional use of higher-level skills, and where tactics and strategies are built upon. There is a greater emphasis placed on the competing elements within games lessons & the development and application of sport-specific skills. In addition, increasingly the Y9 GCSE PE Practical criteria-based assessment focus is directly linked within each activity. Activities to include; Basketball, Netball, Rugby, Football (Soccer), Cricket and Rounders. <i>Students will complete 3 to 4 activities across the year.</i>