**CURRICULUM MAP**

**YEAR 8**

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| **Subject** |  | **Half Term 1** |  | **Half Term 2** |  | **Half Term 3** |  | **Half Term 4** |  | **Half Term 5** |  | **Half Term 6** |
| English | Romeo and Juliet – Shakespeare.  Learning about the historical context of Shakespearian England.  Exploring Shakespeare’s use of key language for effect.  Exploring key themes in the play.  Evaluating audience reactions to the characters’ words and actions. | Fiction Anthology:  Exposure to a range of fiction extracts from different genres.  Analysis of structural methods and language choices used by different writers.  Evaluating opinions about texts. | Class novel:  Reading for deeper meaning. Creative writing.  Making links between chapters, characters and events.  Exploring language choices and methods in extracts from the novel.  Planning, writing and redrafting creative writing.  Using vocabulary and methods for effect in creative writing. | Class novel:  Reading for deeper meaning. Creative writing.  Making links between chapters, characters and events.  Exploring language choices and methods in extracts from the novel.  Planning, writing and redrafting creative writing.  Using vocabulary and methods for effect in creative writing. | Campaigning For a Cause:  Speech writing.  Using rhetorical devices for effect.  Using emotive language for effect.  Writing for purpose and clarity.  Using a variety of methods and sentence types for effect in non-fiction writing. | War Poetry:  Evaluating poets’ choices of language and use of methods for effect.  Exploring the historical context to a variety of war poetry.  Considering the idea of war propaganda and its intended effects.  Comparing ideas and making links between war poems. |
| Mathematics | Statistics, Graphs and Charts.  Expressions and Equations. | Real Life Graphs.  Decimals and Ratio. | Calculating with Fractions.  Lines and Angles. | Fractions Decimals and Percentages.  Straight Line Graphs. | Expressions and Formulae.  Indices with Standard Form. | Dealing with Data.  Multiplicative Reasoning. |
| Science | Chemistry  Rock cycle.  Physics  Energy. | Chemistry  The Periodic Table.  Chemistry Metals and Acids.  Physics  Electricity and Magnetism. | Biology  Photosynthesis.  Respiration.  Chemistry  Reactivity of metals.  Ceramics. | Biology  Adaptation and Inheritance.  Physics  Motion and Pressure. | Chemistry  New Technology in Chemistry.  Nanoparticles.  Combustion.  Biology  New Technology in Biology.  Genetics.  Biotechnology. | Physics  Waves.  Efficiency.  Electricity. |
| Geography | Global Crisis. Sweating.  Earth.  Climate periods.  Natural climate change.  How humans cause climate change.  How can climate change be reduced?  Deforestation and climate change.  Should single use plastic be banned? | Tectonics.  Where earthquakes happen.  Why earthquakes happen.  Effects and responses to an earthquake.  Extreme weather.  Heatwaves, flooding and cold snaps. | Weather and We’re an Island (coasts).  Flooding causes, effects and response in Bangladesh.  Coastal landforms.  Coastal conflict.  Coastal protection. | We’re an Island (employment).  Is London an important city?  How has the economy in Burnley changed?  Globalisation.  The balance of trade.  Tourism in the UK? | Competing world  MINT and BRIC countries.  Black gold in the Middle East.  Russian gas industry. The Qatar World Cup.  Global tourism | Waste management  How we deal with waste?  Should incinerators be used to burn waste? |
| History | Living Conditions in the 1800s.  -Victorian Slums.  -Cholera epidemic.  -How did things improve? | Votes for Women.  -Suffragists.  -Suffragettes.  -Women in the War. | Causes of World War 1.  -M.A.I.N. Causes.  -Assassination of Franz Ferdinand.  -Recruitment. | The Trenches.  -Features of a trench.  -Weapons in WW1.  -Christmas Truce. | Impact of World War 1.  -Russian Revolution.  -Treaty of Versailles.  -League of Nations. | Nazi Germany.  -Why did people vote for Hitler?  -The Terror State.  -The Holocaust. |
| MFL - French | Describe a person or a thing.  Say what people do.  Say what you do with other people. | Distinguish between “you” singular and “you” plural.  Numbers.  Describe people.  Say what people have.  Say where people go. | Talk about yourself.  Ask questions.  Say people do not do something. | Say what you want to do and what you must/have to do.  Say what you can/can’t do.  Talk about jobs.  Celebrations. | Share past experiences.  Ask about what happened in the past.  Text exploitation.  Talk about free time. | Talk about nouns you can’t count.  Say what you do or did in a typical day.  Talk about what groups of people do.  Talk to people you do and don’t know. |
| MFL - German | Say where something is.  Descriptions.  Possession.  Asking and answering questions.  Say what someone else does in school.  Say what you do and what someone else does at home. | Talk about activities at home.  Describe Christmas.  Talk about more than one thing.  Express opinions.  Ask for views on school life.  Talk about yourself. | Talk about what you do alone and with others.  Say what you and others can/cannot do.  Comparing lifestyles.  Say what you do and when.  Location of places, using prepositions.  Questions.  A day in my life. | Talk about what is happening now.  Say how to improve lifestyle.  Explain the rules of a game.  Compare summer plans. | Stay with a family in Germany.  Ask the meaning of unknown words.  Explain likes and dislikes.  The world in numbers.  Say where you went, how you got there and what you did. | Talk about recent journeys.  Talk about things you do and did.  Prepare for a party.  Provide opinions.  Compare people and places now and then. |
| MFL - Spanish | Describe places and locations.  Say what someone is like.  Say what people do.  Say what people do and don’t do.  Numbers and plurals.  Talk about the location of things. | Describe a place.  Festive seasons and relations.  Talk about family.  Natural wonders of the Spanish-speaking world.  Ask and answer questions. | Talk about what you do with other people.  Describe what you must (vs can or want to) do.  Places and locations.  Say what people are like today.  Describe activities (travel).  Describe what people do (technology). | Describe people and possessions.  Describe when and where people go.  Describe future plans. | Describe past and present travel.  Compare past experiences.  Compare what you and someone else (we) do (news and media).  Describing what people do (at home/celebrations).  Asking what people can and must do (in class). | Describe events in the present and past (school/free time).  Describe how people feel.  Describe what people do (work, technology and social networks).  Talk about travel.  Describe friendship and relationships. |
| Art | Final piece acrylic. Fish project. | Insects and Bugs.  Levon Bliss.  Oil pastel. | Insects and Bugs.  Chalk work.  Start textile moth. | Insects and Bugs.  Textile moth completion. | Street Art & Graffiti.  Tag.  Felt tip. | Street Art & Graffiti.  Collage.  Banksy. |
| Computer Science | Data Representation:   * Units. * Data capacity. * Binary. * Binary Addition. * Ascii. | Algorithms:   * Flowcharts. * Pseudocode. * Writing algorithms. * Searching Algorithms. * Sorting Algorithms. | Python:   * High Level Languages. * Introduction to Python. * Setting up program files. * Using the Print command. | Python:   * Using arithmetic operators. * Creating variables. * Using Selection. * Using Iteration. * Using Functions. | Networks:   * LAN & WAN. * Network hardware. * Network Topologies. * Wireless Networks. * Mac and IP addresses. | ICT Project:   * Audience. * Purpose. * Pre-production planning. * Using desktop publishing software. * Evidencing project work. |
| Design and Technology  *(on rotation)* | Metals - Pewter gift.  Challenges and Sketching Skills. | Metals: Pewter Gift.  Mechanisms: Automaton. | Metals - Pewter Gift.  Challenges and Sketching Skills. | How to Design a Munch Box. | How to Design a Munch Box. | Board Game – Papers, board and card.  Pen Pot – Polymers. |
| Food Technology  *(on rotation)* | Foods Around the World. | Foods Around the World. | Foods Around the World. | Foods Around the World. | Foods Around the World. | Foods Around the World. |
| iD | Puberty.  Sexual Development.  Relationships.  E-Safety. | Law and Order – creating an awareness of the British justice system. | Money Management.  Democracy. | Digital footprint and social media.  Lifestyle choices and body image. | Peer pressure.  The risk associated with becoming more independent as a young person. | County Lines.  Forced marriage.  FGM. |
| Music | Music Through Time (1680 – 1870). | Music Through Time (1886 – 1935). | Music Through Time (1937 – 1956). | Music Through Time (1956 – 1959). | Music Through Time (1959 – 1965). | Music Through Time (1965 – 1976). |
| Core PE  *(on rotation)* | Rugby.  Football.  Outdoor Adventurous Activity.  Gymnastics.  Dance.  Netball/Basketball. | Rugby.  Football.  Outdoor Adventurous Activity.  Gymnastics.  Dance.  Netball/Basketball. | Rugby.  Football.  Outdoor Adventurous Activity .  Gymnastics.  Dance.  Netball/Basketball. | Rugby.  Football.  Outdoor Adventurous Activity.  Gymnastics.  Dance.  Netball/Basketball. | Rugby.  Football.  Outdoor Adventurous Activity.  Gymnastics.  Dance.  Netball/Basketball.  Athletics.  Striking and Fielding. | Athletics.  Striking and Fielding. |
| Religious Education | Jesus: Man or God?  (Christianity). | Jesus: Man or God? Continued.  Followed by: Is there just one way? | Is there just one way? Continued.  Followed by: What does it mean to be Muslim? | What does it mean to be Muslim? Continued.  Followed by: How should we make moral decisions?  (Christianity and other religions). | How should we make moral decisions? Continued.  Followed by: Where should I worship?  (Christianity / Hinduism / Buddhism). | Where should I worship? |