

Year 8 Summer Term Curriculum Plan

Subject	Topics Covered	Keywords	Useful Resources	Assessment opportunities	Revision ideas
English	<p><b>Gothic writing:</b></p> <ul style="list-style-type: none"> <li>Students will learn all about the gothic genre and how to write either a gothic story or a description of an image.</li> <li>Identify gothic conventions in a story. Use gothic conventions in their own writing</li> <li>Understand and show the difference between descriptive and narrative writing.</li> <li>Write imaginative, interesting and thoughtful texts.</li> <li>Vary sentences for clarity, purpose and effect</li> <li>Select appropriate and effective vocabulary.</li> </ul>	Genre Conventions Descriptive Narrative Plot Setting Characters Structure Atmosphere Mood Tone Figurative language Foreboding/Foreshadowing Mystery and tension Narrative hooks Subtlety Discourse markers Sentence openers Sentence styles Conscious crafting Technical terminology Writer's craft Exposition Climax Resolution	<ul style="list-style-type: none"> <li>BBC Bitesize: KS3 English Fiction Writing <a href="https://www.bbc.co.uk/bitesize/topics/z43dw">https://www.bbc.co.uk/bitesize/topics/z43dw</a></li> <li>The Literacy Shed</li> <li><a href="https://blog.reedsy.com/creative-writing-prompts/">https://blog.reedsy.com/creative-writing-prompts/</a></li> <li><a href="https://www.writersdigest.com/be-inspired/creative-writing-prompts-for-writers">https://www.writersdigest.com/be-inspired/creative-writing-prompts-for-writers</a></li> <li>CGP Spelling, punctuation and grammar revision guides</li> <li>GCSE Pod – KS3 - Spelling, punctuation and grammar</li> </ul>	At the end of the unit, students will write a gothic description based on an image or write a gothic story.	<ul style="list-style-type: none"> <li>BBC Bitesize: KS3 Writing Styles</li> <li>Revise linguistic techniques. E.g. Simile, metaphor, adjectives etc. Create examples.</li> <li>Revise the story arc</li> <li>Wider reading of gothic literature</li> <li>Practise writing a description or narrative.</li> <li>GCSE pods on spelling, punctuation and grammar</li> <li>Complete activities on Literacy Shed or writer's digest</li> </ul>
Maths	3D Shapes Proportion Volume Ratio Constructions and Loci Sequences Bearings and Maps	3D Vertex Dimension Fraction Percentage Proportion Volume Units Fraction	<a href="https://nrich.maths.org/">https://nrich.maths.org/</a> <a href="https://corbettmaths.com/">https://corbettmaths.com/</a> <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a>	<ul style="list-style-type: none"> <li>Assessment for £D Shapes, Proportion, Volume and Ratio will take place between the 13<sup>th</sup> and the 24<sup>th</sup> of May</li> <li>Assessment for Constructions and Loci, Sequences, and</li> </ul>	Watch the videos on GCSEpod and Corbettmaths and practice questions on Corbettmaths and CGP Workbook

		Proportion Convert Congruent Construct Hypotenuse N <sup>th</sup> term Position-to-term rule Indices Direction Bearing Distance	<u>KS3 Maths Year 8 Targeted Workbook (with answers)</u>	Bearing and Maps will take place between the 8 <sup>th</sup> and the 19 <sup>th</sup> of July	
Science  See the science curriculum page on the school website for topic details	<b>O side:</b> Earth 2 Genes 2 Reactions 2  <b>G side:</b> Earth 2 Forces 2 Matter 2	Global warming Fossil fuels Population Natural selection Catalysts Exothermic reaction Equilibrium Deformation Linear relationship Elements Atom Molecules Compound	<ul style="list-style-type: none"> <li>• Seneca learning</li> <li>• BBC Bitesize</li> <li>• CGP Revision guides workbooks and revision guides</li> <li>• Collins AQA KS3 Revision Guides</li> </ul>	End of Unit Tests  <b>Earth 2</b> <ul style="list-style-type: none"> <li>• AFL TASK: Will humans be to blame for the end of life on Earth?</li> <li>• AFL TASK: History of metals</li> <li>• Practical: Extracting Metals</li> </ul> <b>Genes 2</b> <ul style="list-style-type: none"> <li>• AFL : Inheritance six mark exam question</li> <li>• Practical: Explore class variation of height and arm span</li> <li>• AFL: Selective breeding debate</li> </ul> <b>Reactions 2</b> <ul style="list-style-type: none"> <li>• AFL Task: Catalysts in action</li> <li>• Practical: Investigating catalysts</li> </ul>	Mind maps  Cue cards  Recall revision questions.

				<ul style="list-style-type: none"> <li>Afl Task: Using metals as fuels</li> </ul> <p><b>Forces 2</b></p> <ul style="list-style-type: none"> <li>AFL: Biography on Hooke and Six-mark Question</li> <li>Practical: Hooke's Law</li> <li>AFL: Pressure and Balloons</li> </ul> <p><b>Matter 2</b></p> <ul style="list-style-type: none"> <li>AFL Task: My favourite Chemical</li> <li>AFL Task: Special Materials</li> <li>Practical: Pykrete Materials</li> </ul>	
Art	<p><b>Gargoyles and Mythical Creatures:</b></p> <ul style="list-style-type: none"> <li>To learn about Mythical Creatures from the Middle Age through the artist Sam Sidders.</li> <li>To develop an understanding of mixed media, creating 2D relief with watercolours and pen.</li> <li>To develop understanding of tone-contrast and texture while looking at mythical creatures.</li> </ul>	<p>Composition Mythical creatures Contrast Gargoyle Depth Texture Light and shade Tone Shape Tactile Balance and position</p>	<ul style="list-style-type: none"> <li>Students will work from secondary sources of Gargoyles and Mythical creatures during the lesson</li> <li><a href="https://www.gloucestershire.gov.uk/archives/learning-for-all/families/ugly-mugs/what-are-gargoyles/">https://www.gloucestershire.gov.uk/archives/learning-for-all/families/ugly-mugs/what-are-gargoyles/</a></li> <li><a href="https://www.mythical-creatures-and-beasts.com/mythical-creatures.html">https://www.mythical-creatures-and-beasts.com/mythical-creatures.html</a></li> </ul>	<p><b>Drawing Test:</b> Students to draw carefully at the stone and the feather. This will later be used as a den for the Mythical Creature.</p>	To research and find internet images of Gargoyles and Mythical creatures.

Citizenship	<p>Gang Conflict Conflict Resolution Child Soldiers and conflicts overseas Growing Up – puberty and emotional changes Growing Up – social media and wellbeing Refugees and Asylum Seekers</p>	<p>Human Rights Conflict Resolution Children’s Rights Self esteem Social media Puberty Refugees Asylum Seekers</p>	<ul style="list-style-type: none"> <li>• Case study on Ukraine refugees covered in class</li> <li>• Case study on Syrian refugees covered in class</li> </ul>	<ul style="list-style-type: none"> <li>• Range of questions requiring students to give their opinion on a topic and to fully explain why they hold these views.</li> <li>• Students will be encouraged to also give an opposing POV in their responses.</li> </ul>	<ul style="list-style-type: none"> <li>• As students complete assessment questions in their booklets, read feedback in assessment packs and address this in subsequent questions.</li> <li>• Revision guides available for Year 8 content on Satchel One.</li> </ul>
Drama	<p><b>1<sup>st</sup> Half</b> ‘The Lesson’/Role play/Poetry</p> <p><b>2<sup>nd</sup> Half</b> Eye Witness Role play/ Media</p>	<p>Frozen image In role thought Split staging Forum theatre Flashbacks Forum Theatre Stereotypes Accent, tone, pitch, pace and emphasis Physical characterisation</p>	<ul style="list-style-type: none"> <li>• <a href="https://childrens.poetryarchive.org/poet/roger-mcgough/">https://childrens.poetryarchive.org/poet/roger-mcgough/</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zmbj382">https://www.bbc.co.uk/bitesize/topics/zmbj382</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/articles/zyrnn9q">https://www.bbc.co.uk/bitesize/articles/zyrnn9q</a></li> </ul>	<p>Students receive peer and teacher assessment at the end of every lesson. A more formal assessment takes place at the end of each half term.</p>	<p>The practical nature of Drama during KS3 means that it is a subject which does not lend itself to revision.</p>
DT	<p><b>8OAD, 8OBD, 8ODD, 8OED, 8GAD, 8GBD, 8GDD, 8GED:</b> Food: Baked products Textiles: E-Textiles</p> <p><b>8OCD, 8OFD, 8GAC, 8GFD:</b> Product Design 2: Photo frame project Systems and Control modules</p>	<p>Research Designing Manufacturing Planning Evaluation Working drawing Plywood Modelling Target market Scroll saw pillar drill Disc sander CAD CAM System Input Process</p>	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• D&amp;T on the web <a href="http://www.design-technology.info/">http://www.design-technology.info/</a></li> <li>• Technology student <a href="http://www.technologystudent.com">www.technologystudent.com</a></li> <li>• Design Museum <a href="http://www.designmuseum.org">Design Museum</a></li> <li>• V&amp;A Museum <a href="http://www.vam.ac.uk">The family of art, design and performance museums · V&amp;A (vam.ac.uk)</a></li> </ul>	<p><b>Photo frame project:</b></p> <ul style="list-style-type: none"> <li>• Product analysis</li> <li>• Initial ideas</li> <li>• Accurate working drawing</li> <li>• Modelling photo frame design</li> <li>• Manufacturing photo frame</li> </ul> <p><b>Systems and controls:</b></p> <ul style="list-style-type: none"> <li>• Dream room design</li> <li>• Tinkercad designs</li> <li>• Programming Microbit</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson using the Cornell note taking.</li> <li>• Create revision cards</li> <li>• Create a glossary of key words for each section.</li> <li>• Create mind maps for each section covered.</li> </ul>

		<p>Output  Gelatinisation  Rubbing in  Creaming  Nutrition  E-textiles  Conductor  Sublimation printing  Circuit  Zigzag stitch  Injection moulding</p>	<ul style="list-style-type: none"> <li>• Various You tube clips –search how things work/ materials etc</li> <li>• Recipe books/ online cookery videos/ Youtube/ TV Cookery shows</li> </ul>	<p><b>Baked goods project:</b></p> <ul style="list-style-type: none"> <li>• Practical products</li> <li>• Designing savoury scone</li> <li>• Evaluating products</li> </ul> <p><b>E-Textiles project:</b></p> <ul style="list-style-type: none"> <li>• Design ideas</li> <li>• Print designs</li> <li>• Manufacturing product</li> </ul> <p><b>All:</b></p> <ul style="list-style-type: none"> <li>• Module grade</li> <li>• Year 8 Exam</li> </ul>	
French	<p><b>Studio 2 Rouge: Module 4 - Chez moi, chez toi</b></p> <ul style="list-style-type: none"> <li>• Describing where you live</li> <li>• Comparative adjectives</li> <li>• Describing your home</li> <li>• Prepositions</li> <li>• Talking about meals</li> <li>• <i>boire</i> and <i>prendre</i></li> <li>• Discussing what food to buy</li> <li>• <i>il faut</i></li> <li>• Talking about an event</li> <li>• Using three tenses</li> </ul> <p><b>Studio 2 Rouge: Module 5 - Quel talent?!</b></p> <ul style="list-style-type: none"> <li>• Talking about talent and ambition</li> </ul>	<p>un appartement  une maison  à la campagne  le salon  le jardin  la salle de bains  du fromage  du poulet  du riz  un yaourt  le défilé  le char  le feu d’artifice  danseur/danseuse  musicien/musicienne  magicien/magicienne  Éteins ton portable!  Fais plus d’efforts!  Regarde la caméra!  X a chanté le mieux  X va gagner le concours  le/la candidat(e)  le/la gagnant(e)</p>	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Seneca Learning</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Watch films in French with subtitles</li> <li>• Use Duolingo</li> <li>• Make flashcards of key grammar</li> </ul>

	<ul style="list-style-type: none"> <li>• Infinitives and the verb <i>vouloir</i></li> <li>• Encouraging or persuading someone</li> <li>• <i>pouvoir</i> and <i>devoir</i></li> <li>• Rehearsing for the contest</li> <li>• The imperative</li> <li>• Saying who is the best, the most, the least</li> <li>• Superlative adjectives</li> <li>• Showing how much you can do with the French language</li> <li>• Using a variety of structures and tenses</li> </ul>				
Geography	<b>Africa</b> <ul style="list-style-type: none"> <li>• The Political Map of Africa</li> <li>• The Physical Landscape of Africa</li> <li>• The History of Africa as a Continent</li> <li>• Place based study across different countries in Africa</li> </ul>	Savannah Desert Semi-Desert Tropical Rainforest Colonialisation Industrialisation Place	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Progress in Geography</li> <li>• Africa is Not a Country</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making style assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Cornell notes of each topic covered.</li> <li>• Leitner method of key ideas/concepts</li> </ul>
History	<b>Industrial Britain continued:</b> <ul style="list-style-type: none"> <li>• Terrible towns</li> <li>• Class system</li> <li>• Victorian Children</li> <li>• Jack the Ripper</li> <li>• The British Empire</li> </ul> <b>20<sup>th</sup> Century</b>	Slum housing Industrialisation Colonisation Imperialism Nationalism Alliances Imperialism	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/articles/zntn6v4">https://www.bbc.co.uk/bitesize/articles/zntn6v4</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/articles/zkb6fdm">https://www.bbc.co.uk/bitesize/articles/zkb6fdm</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z7kvf82">https://www.bbc.co.uk/bitesize/topics/z7kvf82</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>End of Year 8 exams – Topics include:</b>  Slavery through time, Abolition of slavery, Tudor religious rollercoaster, Factories in Industrial times</li> </ul>	<ul style="list-style-type: none"> <li>• Practice writing PEEL paragraphs</li> <li>• Revise key topics</li> <li>• Make own revision cards</li> <li>• Make own revision mind maps</li> <li>• Make use of BBC bite size</li> </ul>

	<ul style="list-style-type: none"> <li>• European powers in 1914</li> <li>• Long term caused of the First World War</li> <li>• Assassination of Franz Ferdinand</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/articles/z9xyvwx">https://www.bbc.co.uk/bitesize/articles/z9xyvwx</a></li> </ul>		<ul style="list-style-type: none"> <li>• Use the PowerPoint on satchel: one for guidance</li> <li>• Ask someone at home to test you on key knowledge</li> </ul>
ICT	<p>Networks Animations</p>	<p>Topologies Networks LAN WAN PAN Server Internet WWW Client IP Address Bandwith 2D 3D Stop Frame Claymation Frames FPS Onion Skin Duplicate Layers</p>	<ul style="list-style-type: none"> <li>• Different Types of Networks Worksheets (Shaved in Student Resources ICT)</li> <li>• BBC Bitesize resources <a href="https://www.bbc.co.uk/bitesize/guides/zc6r-cdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zc6r-cdm/revision/1</a></li> <li>• Guide to Macromedia Flash – (Saved in Student Resources ICT)</li> <li>• 2D animation video clips on Youtube</li> <li>• Animation - Activity sheets 1 to 4 (Saved in Student Resources ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Network homework activity</li> <li>• Animation Project – Plan, design and create an animation to show the importance of staying safe when online</li> <li>• Year 8 ICT exam</li> </ul>	<ul style="list-style-type: none"> <li>• BBC Bitesize Network quizzes</li> <li>• Teach-ICT.com revision material</li> <li>• Work through the array of tutorials saved in Student Shared Drive (T:), teaching different techniques and uses of each code.</li> <li>• Review Youtube videos demonstrating the addition of Scratch techniques.</li> </ul>
Music	<p><b>Reggae</b> Music of Bob Marley Reggae culture</p> <p><b>Musical theatre</b> Learning at least 2 songs from musical theatre Summer show Superchoir performance opportunity</p>	<p>Syncopation Off beat Ska Ukulele</p>	<ul style="list-style-type: none"> <li>• Watch videos of musical theatre: Stomp Hairspray</li> <li>• Experience ‘live’ music.</li> <li>• Source a ukulele, if possible, and access YouTube demos to</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of ‘3 little birds’ on ukulele’ while singing</li> <li>• Extension: write and perform a reggae song</li> </ul>	<ul style="list-style-type: none"> <li>• Watch fun theory channels, e.g. <i>m theory</i> <a href="https://youtu.be/7bv-jifnoj4">https://youtu.be/7bv-jifnoj4</a></li> <li>• Use YouTube to teach yourself new tunes</li> </ul>

	Singing in 2-part harmony		<p>learn more tunes on a ukulele</p> <ul style="list-style-type: none"> <li>• Download free music software e.g. fl studio, and experiment by making some reggae/ska tracks</li> </ul>		<ul style="list-style-type: none"> <li>• Sign up for instrumental or singing lessons!</li> <li>• <a href="https://www.youtube.com/watch?v=ucetxduar6c">https://www.youtube.com/watch?v=ucetxduar6c</a></li> </ul>
PE	<ul style="list-style-type: none"> <li>• Athletics – track events</li> <li>• Athletics – field events</li> <li>• Striking and fielding</li> <li>• Cricket</li> <li>• Dance</li> </ul>	<p>Speed Agility Stamina Grip Stance Swing Catching Throwing Balance Choreography Rhythm Flexibility</p>	<ul style="list-style-type: none"> <li>• YouTube channels dedicated to PE tutorials</li> <li>• Contact local sports facilities or clubs that may offer coaching sessions or access to training equipment.</li> <li>• <a href="https://www.youthsporttrust.org/">https://www.youthsporttrust.org/</a></li> <li>• BBC Teach Dance Mat</li> <li>• Dance Plug</li> <li>• Attend after school clubs: Athletics (Tuesday), Rounders (Wednesdays) or Cricket (Thursdays).</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive peer and teacher assessment at the end of every lesson.</li> <li>• A more formal assessment takes place at the end of each half term based upon the activities covered.</li> <li>• Analyse their performances compared to previous ones.</li> <li>• Students will be assessed on their understanding of concepts and skills within a unit of work.</li> </ul>	



<p>Religious Studies</p>	<p>Sikhism:  Introduction to Sikhism  Origins of Sikhism  Who was Guru Nanak?  Who were the 10 Gurus?  How do Sikhs treat their holy book?  What would you find in a Gurdwara?  What are the 5Ks?  Where do Sikhs go on pilgrimage?  What festivals do Sikhs celebrate?</p>	<p>Divali  Guru Nanak  Guru  Guru Granth Sahib  Prayer  Sikh  Sikhism  Vaisakhi  Gurdwara  Guru Gobind Singh  Khalsa  Karma  Langar  Mukti  Sewa  Kara  Kesh  Kanga  Kaccha  Kirpan  Punjab  Amritsar  Golden Temple  Martyr  Five Beloved Ones  Diwan Hall  Khanda</p>	<p>BBC Bitesize  Seneca Learning</p>	<ul style="list-style-type: none"> <li>• Retrieval practice exam questions at the start of every lesson</li> <li>• Lesson reviews at end of each lesson</li> <li>• Mini quizzes</li> </ul>	<p>There are a wide selection of group and individual revision ideas on reogs.com. There are also a selection of links to podcasts, videos and links to websites. In addition Seneca learning has the entire course which students find very useful.</p>
<p>Spanish</p>	<p><b>¡Viva! 2 Módulo 4 : ¿Qué hacemos?</b></p> <ul style="list-style-type: none"> <li>• Arranging to go out</li> <li>• Using me gustaría + infinitive</li> <li>• Making excuses</li> <li>• Using querer and poder</li> <li>• Saying what other people look like</li> </ul>	<p>No quiero.  No tengo dinero.  No puede salir.  Me ducho.  Me lavo la cara.  Me lavo los dientes.  un vestido  una camisa  una camiseta  una falda  una cocina  un comedor  un cuarto de baño</p>	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Seneca Learning</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Watch films in Spanish with subtitles</li> <li>• Use Duolingo</li> <li>• Make flashcards of key grammar</li> </ul>

	<ul style="list-style-type: none"> <li>• Using verbs in the third person</li> <li>• Talking about clothes</li> <li>• Saying 'this/these'</li> <li>• Talking about sporting events</li> <li>• Using three tenses</li> </ul> <p><b>¡Viva! 2 Módulo</b></p> <p><b>5 : Operación verano</b></p> <ul style="list-style-type: none"> <li>• Describing a holiday home</li> <li>• Discovering more about the comparative</li> <li>• Describing holiday activities</li> <li>• Using the superlative</li> <li>• Asking for directions</li> <li>• Using the imperative</li> <li>• Talking about summer camps</li> <li>• Learning more about using three tenses</li> <li>• Describing a world trip</li> <li>• Tackling challenging listening</li> </ul>	<p>ir a la bolera  ir a la playa  ir al restaurante  la estación de tren  el parque acuático  ayer  hoy  mañana</p>			
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