Y8 CURRICULUM	**1**	**2**	3	4	5	6
English (6)	**Scripting Life** **A Curious Incident of the Dog in the Night-time (Drama) – the conventions of modern drama. Comparing their experiences with the protagonist's. Investigating their own language use, and the language of others, applying key theories re: language and power and language and gender. Students will adapt their spoken language for different contexts and write naturalist scripts.**	**Scripting Life** **A Curious Incident of the Dog in the Night-time (Drama) – the conventions of modern drama. Comparing their experiences with the protagonist's. Investigating their own language use, and the language of others, applying key theories re: language and power and language and gender. Students will adapt their spoken language for different contexts and write naturalist scripts.**	Broadening Horizons Different Cultures Poetry – using oracy to explore themes, meaning and language. Investigating how accent and dialect can be used effectively within poetry. Writing their own poems about their own cultures. Explore current cultural debates in the media, assessing their peers' ideas and identifying bias. Writing a social media campaign.	Broadening Horizons Different Cultures Poetry – using oracy to explore themes, meaning and language. Investigating how accent and dialect can be used effectively within poetry. Writing their own poems about their own cultures. Explore current cultural debates in the media, assessing their peers' ideas and identifying bias. Writing a social media campaign.	**Representations** The Hate You Give (Prose) – exploration of the power of a voice, and the representation of different social groups in the media and literature, throughout the past 100 years, including WW1 and 2. Students to write their own letters to a local MP expressing their views on how a specific social group is represented.	**Representations** The Hate You Give (Prose) – exploration of the power of a voice, and the representation of different social groups in the media and literature, throughout the past 100 years, including WW1 and 2. Students to write their own letters to a local MP expressing their views on how a specific social group is represented.
Literacy (1)	**Skills** Students will learn: Vocabulary building Emotive language Thinking like a writer **Books Used** Boy 87 by Ele Fountain The Diary of Anne Frank	**Skills** Students will learn: Vocabulary building Emotive language Thinking like a writer **Books Used** Boy 87 by Ele Fountain The Diary of Anne Frank Refugee Boy and various poetry by Benjamin Zephaniah	**Skills** Students will learn: Empathy when reading Comparing characters Writing a newspaper article Informative and persuasive leaflet writing **Books Used** Flamingo Boy by Michael Morpurgo	**Skills** Students will learn: Empathy when reading Comparing characters Writing a newspaper article Informative and persuasive leaflet writing **Books Used**	**Skills** Students will learn: Features of Sci-fi Fake News Writing a short story Comparing books Descriptive writing Reflective diary writing **Books Used** War of the Worlds by H G Wells	**Skills** Students will learn: Features of Sci-fi Fake News Writing a short story Comparing books Descriptive writing Reflective diary writing **Books Used** War of the Worlds by H G Wells

	Refugee Boy and various poetry by Benjamin Zephaniah		Various newspaper articles	Flamingo Boy by Michael Morpurgo Various newspaper articles	Frankenstein by Mary Shelley	Frankenstein by Mary Shelley
Maths (6)- Above expected	**Factors and powers** Prime factor decomposition, Laws of indices, STEM: Powers of 10, Calculating and estimating **Working with powers**: Simplifying expressions, More simplifying, Expanding and simplifying, Substituting and solving	**2D shapes and 3D solids** Plans and elevations, Surface area of prisms, Volume of prisms, Circumference of a circle, Area of a circle, Cylinders, Pythagoras' theorem **Real life graphs** Direct proportion, FINANCE: Interpreting financial graphs, Distance-time graphs, Rates of change, Misleading graphs	**Transformations:** Reflection and translation**,** Rotation**,** Enlargement**,** More enlargement**,** STEM: Combining transformations**,** 2D shapes and 3D solids **Fractions, decimals and percentages** Recurring decimals, Using percentages, Percentage change, FINANCE: Repeated percentage change	**Constructions and loci:** Accurate drawings, Constructing shapes, Constructions 1, Constructions 2, Loci **Probability:** Comparing probabilities**,** Mutually exclusive events**,** Estimating probability**,** Experimental probability**,** Probability diagrams**,** Tree diagrams	**Scale drawings and measures:** Maps and scales, Bearings, Scales and ratio, Congruent and similar shapes, Solving geometry problems **Graphs**: Plotting linear graphs, The gradient, y = mx + c, Parallel and perpendicular lines, Inverse functions, STEM: Non-linear graphs	***Assessment, Intervention, Culture Week***
Maths (6)- Expected	**Number:** Calculations, Calculating with negative integers, Powers and roots, Powers, roots and brackets, Substituting into expressions, Multiples and factors. **Area and volume:** Area of a triangle, Area of a parallelogram and trapezium,	**Expressions and equations:** Algebraic powers, Expressions and brackets: Writing expressions and formulae: Factorising expressions, One-step equations, Two-step equations, The balancing method. **Real-life graphs:** Conversion graphs, Distance-time graphs,	**Decimals and ratio:** Ordering decimals and rounding, Place-value calculations, Calculations with decimals, Ratio and proportion with decimals, STEM: Using ratios **Lines and angles:** Quadrilaterals, Alternate angles and proof, Geometrical problems, Exterior and	**Calculating with fractions:** Adding and subtracting fractions, Multiplying fractions, Fractions, decimals and reciprocals, Dividing fractions, Calculating with mixed numbers **Straight-line graphs:** Direct proportion on graphs**,** Gradients**,** Equations of straight	**Percentages, decimals and fractions**: Fractions and decimals, Equivalent proportions, Writing percentages, Percentages of amounts, FINANCE: Solving problems **Statistics, graphs and charts:** Planning a survey, Collecting data, Pie charts, Using tables,	***Assessment, Intervention, Culture Week***

	Volume of cubes and cuboids, 3D shapes, Surface area of cubes and cuboids, Problems and measures.	Line graphs, Complex line graphs, STEM: Graphs of functions, More real-life graphs,	interior angles, Solving geometric problems	lines, Direct proportion problems	Stem and leaf diagrams, Comparing data, Scatter graphs, FINANCE: Misleading graphs	
Maths (6)- Foundation	**Number properties and calculations:** Adding and subtracting with larger numbers, More calculations, Negative numbers, STEM: Writing ratios, Using ratios to solve problems, Multiplicative reasoning **Shapes and measures in 3D:** 3D solids, Nets of 3D solids, Surface area, Volume, Working with measures	**Statistics:** Planning a survey, Data collection sheets, Interpreting bar charts, Drawing bar charts, STEM: Pie charts **Expressions and equations:** Simplifying expressions, Functions, Solving equations, Using brackets	**Decimal calculations:** Adding and subtracting decimals, Multiplying decimals, Ordering and rounding decimals, STEM: Problem-solving with decimals **Angles:** Measuring and drawing angles, Vertically opposite angles, Angles in triangles, Drawing triangles accurately, Designing nets	**Number properties:** Squares, cubes and roots, Calculating with brackets and indices, LCM and HCF, Prime factor decomposition **Sequences:** Generating sequences, Extending sequences, Special sequences, Position-to-term rules, Finding the nth term	**Fractions and percentages:** Comparing fractions, Fractions of amounts, Adding and subtracting fractions, Fractions and percentages, Calculating percentages, STEM: Percentages and proportion **Probability:** The language of probability, Outcomes, Probability calculations, Experimental probability, FINANCE: Comparing probabilities	***Assessment, Intervention, Culture Week***
Science (6)	Chemistry 1. Periodic table. Metals and non-metals, trends in groups and periods, group 1, 7 & 0. Biology 1: BREATHING. Gas exchange, breathing,	Chemistry 2. Elements. Atoms, elements and compounds, metal oxides, naming compounds, polymers, ceramics & composites Biology 2: DIGESTION. Nutrients, food tests,	Chemistry 3. Chemical energy. Exothermic and endothermic reactions, data analysis, changing state, investigation. Biology 3: EVOLUTION. Natural selection, Charles Darwin,	Chemistry 4: Types of reaction 1. Combustion, fuels. Biology 4: INHERITANCE. DNA, chromosomes, genes, sex cells, genetic crosses, genetic	Chemistry 5: Types of reaction 2. Thermal decomposition, limestone cycle, precipitation reactions, neutralisation reactions. BIOLOGY 5: PHOTOSYNTHESIS.	Chemistry 6: Earth's Resources. Finite and renewable resources, rocks & ores, metal extraction, recycling. BIOLOGY 6: RESPIRATION. Aerobic, anaerobic, biotechnology.

	drugs, alcohol and smoking. Physics Waves: Sound and light Production and transmission of sound Characteristics of light How we see Ray models to explain images Refraction and lenses Wave models	unhealthy diet, digestion, enzymes.	extinction, biodiversity. Physics Electricity: Static electricity Basic circuits Current and potential difference Ohm's law	engineering, natural selection. Physics Electricity: Series and parallel circuits Magnetism: Magnetic fields Electromagnets	Reaction, leaves, factors and minerals Physics Electricity: Cost of electricity (skills activities) Generating electricity Preparation for exams	
French (3)	**Studio 1 module 3** Revision numbers and time Revision sports with JOUER Mon ordi Qu'est-ce-que tu fais? Linguistic objectives: Present tense of ER verbs (recall) Frequency phrases (recall) Technology vocab Sports Je fais du/de la / des Weather Subordinate clauses: quand + si	**Studio 1 module 3:** J'aime faire ca! Ils sont actifs! Linguistic objectives: Opinions + INFINITIVES Past times vocab Present tense ER verbs **Studio 2 module 4:** La ou j'habite Le week-end Linguistic objectives: Places in town ALLER in Present Je vais au/ a la / aux	**Studio 2 module 1:** La tele Le cinema La lecture La technologie Linguistic objectives: Vocab for types of TV programmes Types of films Types of books Advanced opinions Present tense of Ir + RE verbs Irregular verbs: FAIRE and ALLER	**Studio 2 module 2:** Des vacances a Paris **Studio 2 vert:** Paris touristique Les Jeunes Parisiens Linguistic objectives: Paris monuments Adjectives to describe buildings On peut + INF Il y a des..... Il n'y a pas de.... Opinions + INF (recall) Perfect tense with AVOIR Negatives in Perfect tense	**Studio 2 module 2:** Mon album photos C'etait comment? 24 heures chrono **Studio 2 vert** C'etait comment? Le 14 juillet a Paris Linguistic objectives: Irregular Past Participle with AVOIR Perfect tense with ETRE Opinions in Past tense LAP: Perfect tense for ER verbs with sing pronouns.	**Studio 2 module 3**: La musique Mon style Linguistic objectives: Types of music Advanced opinions: agreeing and disagreeing Possessive adjectives (recall) Discussing favourite singer/ band/ song Clothes vocabulary Adjectival agreement (recall) Futur proche: what are you going to wear?
German (3)	Schule: school subjects, opinions, subordinating	Schule: school day, school rules, times, modals	Schule: describing school and classroom, prepostions, dative, possessives.	Gute Reise: describing a town, buying souvenirs, food and drink, gern, modals	Gute Reise: holiday plans, werden, future tense	Gute Reise: past holiday, perfect tense

	connectives, es gibt+ acc.					
Spanish (3)	Family and Friends: Describing family members, hair, eyes, size, agreement of adjectives	Family and Friends: Saying where you live, descriptive words and opinions, present tense of 'ir' verbs eg vivir	My city: Saying what there is in your town, saying what you do in your town, some and many, hay,no hay and me gustaria.	My City: Time and saying what time you do things in town, numbers one to 100, ordering tings in a café, the immediate future tense to say where you are going to go.	Viva 2 Holidays Destinations, transport, the preterite tense of ir/ser, expressing opinions in the past.	Holidays The preterite tense to describe holiday activities ar/ er/ ir verbs, common irregulars, using 2 sentences together.
History (4)	**Effects of the Industrial Revolution: Protest**. Student will study the key changes of the industrial revolution and link to slavery & votes for women. Students will use this to assess – which form of protest is the best (link to modern day protest) Assessment – Source analysis (inference & usefulness) Suffragette Sources Debate – Is violent protest ever justified?	**WW1** – causation, key events and consequences. Students will do an independent project on Life in the Trenches as well as: Was Haig the Butcher of the Somme? OR Blackadder vs Gallipoli: which is the most accurate interpretation of WW1?	**Democracy vs Dictatorship**. Study of 1920s USA vs Stalin's Russia. Homework project – Research and compare a modern day democracy & dictatorship. Assessment Essay writing (comparison) – Is it always better to live in a democracy or a dictatorship.	Complete democracy vs dictatorship unit. Begin **WW2** – Causes of WW2 & key events e.g. Dunkirk Assessment - Source analysis (inference & usefulness) Dunkirk Sources	**WW2 & the Holocaust** (including a link to modern day genocide) Assessment- Significance Essay - Which is the most significant event for determining the outcome of WW2?	**Who shot JFK?** Student use all their historical skills to solve the historical enquiry – who shot JFK. Group work presentation and debate of the key question.
Geography (4)	**Is the Geography of Russia a curse or a benefit?** Physical landscape of Russia. Climate of	**Climate Change and the Earth's future** Climate Change Evidence. Causes of Climate change. Global	**Will we ever know enough about earthquakes and volcanoes to live safely?**	**How are populations changing?** Global distribution of people. Population structure and	**What happens where the land meets the sea?** Coastal Geomorphological	**Why is the Middle East an important world region?** Physical Geography of the Middle East. Climate of the Middle East. Diversity of

	Russia. Biomes in Russia. Population distribution. Russian economy and natural resources. Why did Russia plant their flag on the seabed of the North pole?	consequences of CC. UK consequences of CC. What can we do about it?	Plate Tectonic Theory. Global distribution of volcanoes and earthquakes. Plate Boundaries. Earthquakes and key terminology. Volcanoes and management of risk.	pyramids. Controlling population size. Migration – reasons and patterns. Urbanisation.	processes. Erosion and landforms of Erosion. Longshore Drift. Holderness coast case study. Coastal defences and budgeting.	population. The Middle East economy. UAE development. Yemen – civil war and poverty.
RE (4)	**What can we learn from sacred texts?** How do we use the bible? Why are the gospels so important to Christians? What is the Crucifixion and why is it so important to Christians? What is the resurrection and why is it important to Christians? What is ascension and why is it important to Christians?	**Is it fair? Poverty** What does the bible teach about wealth and poverty? Who is Oscar Romero and how did Jesus inspire him? What does a Cross of Liberation represent? What does the bible teach about prejudice? Who is MLK and how did Jesus inspire him? Does prejudice still exist today?	**What does it mean to be a person of faith?** **World Religions – Judaism & Islam** **What do Jew's believe about God?** The Torah The Synagogue Rites of Passage in Judaism Jewish family life What do Muslim's believe about God - Tawhid? The Quran What are the 5 pillars? Where do Muslims worship? Women in Islam	**Should we look after the planet?** What are the dangers to our planet? What are stewardship and dominion? How do faith communities respond to the environment? A Rocha project. What can we do in the 21st Century?	**Spirited Arts** An introduction to Spirited Arts We have far more in common God's good earth Where is God? Healing Inspiring Complete artwork	**What is worship?** What is worship? Where do Christians Worship? What is a symbol?. How do Christians worship? What is the role of the vicar? What is the role of a chaplain? Visit to the Cathedral. Church project.
IT (2)						
PE (3) **Girls**	**<u>Netball</u>** Developing more advanced levels of:	**<u>Badminton</u>** Developing more advanced levels of:	**<u>Football</u>** Developing more advanced levels of:	**<u>Dance</u>** Developing more advanced levels of:	**<u>Rounders</u>** Developing more advanced levels of:	**<u>Athletics</u>** Refining more advanced levels of:

	Skills- Passing, catching, dodging, shooting, defending Developing deeper levels of: **Knowledge and understanding-** positions, rules, tactics, defending and attacking, moving into space **<u>Hockey</u>** Developing more advanced levels of: **Skills-** Grip, dribbling, passing and receiving, shooting, tackling Developing deeper levels of: **Knowledge and understanding-** rules, use of space, attacking and defending tactics, positioning	**Skills-** shot variety (service, drop, smash, net shots), footwork/movement Developing deeper levels of: **Knowledge and understanding-** rules, tactics, scoring, setting up the court, rallying, footwork **<u>Fitness</u>** Developing a basic level of: **knowledge and understanding-** Training methods, fitness components, responses to exercise, fitness testing	**Skills-** Passing and receiving, dribbling, tackling, shooting Developing deeper levels of: **Knowledge and understanding-** movement off the ball, tactics attacking and defending, rules **<u>MYPB</u>** Refining levels of: **Skills, Knowledge and understanding-** teamwork, communication, resilience, motivating others, listening methods	**Skills-** Transfer of weight, expression of emotion, choreography Developing deeper levels of: **Knowledge and understanding-** different culture, expression of emotions, teamwork, collaboration, creativity **<u>Gymnastics</u>** Developing more advanced levels of: **Skills-** Balancing individually, pairs or groups, transfer of weight, movement methods, flight Developing deeper levels of: **Knowledge and understanding-** own body limits, creating a sequence/routine, skills learnt, using apparatus	**Skill-** Throwing, catching, bowling, batting, fielding technique Developing deeper levels of: **Knowledge and understanding-** rules, tactics, fielding positions **<u>Athletics</u>** Developing more advanced levels of: **Skills, knowledge and understanding-** running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events	**Skills, knowledge and understanding-** running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events **<u>Cricket</u>** Refining more advanced levels of: **Skills-** throwing, catching, fielding technique, bowling, batting Developing deeper levels of: **Knowledge and understanding-** supporting other fielders, running between the wickets, rules, tactics, scoring
PE (3) **Boys**	**<u>Football</u>** Developing more advanced levels of: **Skills-** Passing and receiving, dribbling, tackling, shooting	**<u>Rugby</u>** Developing more advanced levels of: **Skills-** Passing, catching, tackling, rucks, scrums	**<u>Badminton</u>** Developing more advanced levels of: **Skills-** shot variety (service, drop, smash,	**<u>Basketball</u>** Developing more advanced levels of: **Skills-** passing and receiving, dribbling, defending, shooting	**<u>Cricket</u>** Developing more advanced levels of: **Skills-** throwing, catching, fielding	**<u>Athletics</u>** Refining more advanced levels of: **Skills, knowledge and understanding-** running technique (Sprints, middle

	Developing deeper levels of: **Knowledge and understanding-** movement off the ball, tactics attacking and defending, rules **<u>Fitness</u>** Developing a basic level of: **knowledge and understanding-** Training methods, fitness components, responses to exercise, fitness testing	Developing deeper levels of: **Knowledge and understanding-** rules, tactics, attacking and defending, movement without the ball, lineouts, scrums, rucks **<u>Table Tennis</u>** Developing basic level of: **Skills-** Shot selection (serve, forehand, backhand) **Knowledge and understanding-** rules, tactics, scoring, spin, technique	net shots), footwork/movement Developing deeper levels of: **Knowledge and understanding-** rules, tactics, scoring, setting up the court, rallying, footwork **<u>Gymnastics</u>** Developing basic levels of: **Skills-** Balancing individually, pairs or groups, transfer of weight, movement methods, flight **Knowledge and understanding-** own body limits, creating a sequence/routine, skills learnt, using apparatus	Developing deeper levels of: **Knowledge and understanding-** rules, scoring, tactics, footwork **<u>MYPB</u>** Refining levels of: **Skills, Knowledge and understanding-** teamwork, communication, resilience, motivating others, listening methods	technique, bowling, batting Developing deeper levels of: **Knowledge and understanding-** supporting other fielders, running between the wickets, rules, tactics, scoring, shot selection **<u>Athletics</u>** Developing more advanced levels of: **Skills, knowledge and understanding-** running technique (Sprints, middle distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events	distance), jumping technique (Long jump, High jump, Standing Triple jump), throwing technique (Discus, Javelin, Shot putt), tactics within a race, rules for events **<u>Softball</u>** Refining more advanced levels of: **Skills-** throwing, catching, bowling, batting, fielding technique Developing deeper levels of: **Knowledge and understanding-** rules, tactics, scoring
DT (2)	**ROTATION 1** **Electronics Fundamentals** Planning (flow charts) Electronics Vs Electrial Definitions Series Vs Parallel Circuits (Conductive Putty Practical)	**ROTATION 1** **Speaker Project** Printed Circuit Boards Resistors & Resistance Capacitors & Capacitance Soldering Skills Designing a Casing	**ROTATION 1** **CAD/CAM** What is CAD/CAM? Impact of CAD/CAM Introducing Crumble Introducing 2D Design Social Impact & Footprint **Extension**	**ROTATION 2** **Electronics Fundamentals** Planning (flow charts) Electronics Vs Electrial Definitions Series Vs Parallel Circuits (Conductive Putty Practical)	**ROTATION 2** **Speaker Project** Printed Circuit Boards Resistors & Resistance Capacitors & Capacitance Soldering Skills Designing a Casing	**ROTATION 2** **CAD/CAM** What is CAD/CAM? Impact of CAD/CAM Introducing Crumble Introducing 2D Design Social Impact & Footprint **Extension** Design Movements

	Ohm's Law & Calculations Soldering Safety		Design Movements EOU Assessment	Ohm's Law & Calculations Soldering Safety		EOU Assessment
Food (2)	**ROTATION 1** **FURTHER CORE SKILLS** **Food choice** *(Culture, religions, seasons)* **Sweet & Sour Noodles** *(Creating a blended sauce using the hob)* **Fruit Muffins** *(All in one method & adapting a dish to make it healthier)* **Adapting dishes to suit different needs and tastes** **Chicken Thai Green Curry** *(Handling raw meat, consistency of sauce)* **Sauage Rolls** *(Handling, rolling and shaping puff pastry. Creating an even batch)*	**ROTATION 1** **MEETING THE NEEDS OF OTHERS** **Special Dietary needs** (Excess or deficiency) **Oat Cookies** (Creaming method, QC & even bake using oven) **Minced Beef Enchiladas** *(Handling and Browning red meat. Using range of herbs and spices to enhance flavour)* **Food Provenance** *(Understanding how food is sold, produced and processed)* **Short Crust Pastry** *(Making pastry, rolling & lining a tin)* **Apple Pie** *(Blind baking pastry, creating a filling & baking in oven)*	**ROTATION 1** **Convenience Foods** **Indian Style Curry** *(Vegetarian food & diet)* **Review of core theoretical knowledge** **Review of core practical skills** **Free Choice Practical** *(Carbonara, Chilli, Cheese Cake / Food from other cultures)* **End of Unit Test**	**ROTATION 2** **FURTHER CORE SKILLS** **Food choice** *(Culture, religions, seasons)* **Sweet & Sour Noodles** *(Creating a blended sauce using the hob)* **Fruit Muffins** *(All in one method & adapting a dish to make it healthier)* **Adapting dishes to suit different needs and tastes** **Chicken Thai Green Curry** *(Handling raw meat, consistency of sauce)* **Sauage Rolls** *(Handling, rolling and shaping puff pastry. Creating an even batch)*	**ROTATION 2** **MEETING THE NEEDS OF OTHERS** **Special Dietary needs** (Excess or deficiency) **Oat Cookies** (Creaming method, QC & even bake using oven) **Minced Beef Enchiladas** *(Handling and Browning red meat. Using range of herbs and spices to enhance flavour)* **Food Provenance** *(Understanding how food is sold, produced and processed)* **Short Crust Pastry** *(Making pastry, rolling & lining a tin)* **Apple Pie** *(Blind baking pastry, creating a filling & baking in oven)*	**ROTATION 2** **Convenience Foods** **Indian Style Curry** *(Vegetarian food & diet)* **Review of core theoretical knowledge** **Review of core practical skills** **Free Choice Practical** *(Carbonara, Chilli, Cheese Cake / Food from other cultures)* **End of Unit Test**
Music (2)	**Structure and Classical Music** In this unit pupils will study 5 structures within music through listening, performing and composing.	**Music for Film – The Superhero and the Villain** During this topic the pupils will develop their understanding of how music is used in	**Music for Film – Harry Potter/Wallace and Gromit** During this unit pupils will further discuss the importance of music to aid scenes in films.	**Fusions** There is very little music around today that hasn't developed in some way from a fusion of more than one style or tradition.	**Popular Music and the Cover Song** In this unit, pupils will explore how popular music is composed. They will discuss the use of instrumentation,	**Rock Music and Song Writing** During this unit pupils will have a brief overview of popular music since 1960 – the styles, the development and the hits.

	{Pupils will listen to Ground Bass through Pachelbel, Ternary through Beethoven and Verse Chorus by a variety of artist. Pupils will broaden their keyboard skills and theory through FUr Elise.	films to portray characters – Leitmotifs. They will perform and compose both Superhero and Villain leitmotif before being assessed on which they choose.	Pupils will create their own music for a scene from a selection of films such as Harry Potter and Wallace and Gromit. They will learn the importance of sound effects in films and the different paths in which composition, as a job can take you.	For the purpose of this unit fusion means a clear juxtaposition of two or more distinct musical cultures, for example, this would be West African music and Celtic music. Pupils will explore music from all around the globe and try performing and composing in these styles.	lyrics and compositional devices through performing a number of pieces in pairs/as a class band.	Pupils will compose and perform music form different eras before eventually writing their own song with lyrics, chords and several parts. Hopefully classes will perform these songs to their peers – a mini Top of the Pops!
Art (2)	Establishing expectations Sketchbook presentation Drawing from observation The formal elements Colour theory Artist research and analysis Photography Experimental drawing Reflection and annotation Suggested theme and Artist **Architecture and environment** Hundertwasser	Photography Experimental drawing Composition Colour application, layering/blending Control of materials	Analysis Compare and contrast 2 artists Perspective Tone Composition Applying colour theory Brush control Printmaking Personal response Presentation Group critique Reflection Suggested Artist Ian Murphy John Piper Ian Fennelly	Artist research Design Typography Illustration painting Suggested theme and artist **Letters and numbers** Jasper Johns Casey Girard	Construction Documenting processes Group critique	Surface design/ collage/decoupage/mixed media Personal response Group critique Reflection and annotation

Drama (2)	Brecht/Dystopian Society	Brecht/Dystopian Society	Verbatim/ Documentary Theatre	Verbatim/ Documentary Theatre		
Personal Development (2)	**Being Me** Who am I? My family Family factors The power of first impressions Faith and beliefs Influences on our personal identity (CV development)	**Celebrating Differences** How different are we really? When things go right (race) When things go right The power of persuasion How can I make a difference (CV development) Being the change you want to see	**Dreams and Goals** Your goals-short and medium- term Your goals -long- term Money pt. 1: Different types of business Money pt. 2: Earnings (CV development) The price of life What money can't buy	**Healthy Me** Emotional and mental health Managing stress Substances Nutrition Medicines and immunisations Sleep (CV development)	**Relationships** Being in control of myself Being in control of my relationships Being in control of personal space Being in control of media Being in control of social media Being in control of myself now (CV development)	**Changing Me** Managing change Stepping out of your comfort zone Doing what scares you pt. 1: Just do it Doing what scares you pt. 2: review it Putting yourself in the driver's seat Transition to Year 9 (CV development)