Year 8 curriculum overview

Whole-school curriculum intent:

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to secure outstanding progress and achievement for all, whilst also developing confidence, independence and resilience in our learners. In this ever-changing world, we need to equip our students with the knowledge and skills that they need to thrive, with the ability to lead and communicate in a thoughtful and respectful way. We must instil in our students that they can do whatever it is they aim to achieve and to help them to overcome any barriers in their way. All of this aims to provide them with the vital skills for life-long learning so that their personal progression continues beyond their years at Settle College.

Key Stage 3 curriculum planning

Students complete key stage 3 from years 7 to 9 to allow them to study a wide range of subjects in sufficient depth to really understand the very nature of each subject. In each of these year groups, students study: English, maths, science, geography, history, religious studies, MFL (French and Spanish), PE, DT (to include a range of disciplines, including product design, engineering and catering), computing, drama, art and music, as well as personal, social, health, citizenship and economic education (PSHCE), which is delivered to tutor groups.

Curriculum mapping

<table>
<tr><td rowspan="5">English</td><td colspan="7">Overall curriculum intent for year 8: Key question – How do the lives of others differ from our own? In year 8, we seek to develop and challenge pupils' ability to empathise with others' experiences in our choice of texts. We have a greater focus on transactional writing for purpose and audience and seek to help pupils develop and advocate their own perspectives. SPAG 'Do now' activities and tier 2 and 3 vocabulary is taught explicitly through all units.</td></tr>
<tr><td></td><td>Half term 1</td><td>Half term 2</td><td>Half term 3</td><td>Half term 4</td><td>Half term 5</td><td>Half term 6</td></tr>
<tr><td>Intent for the topic</td><td colspan="2">Conflict within society.

Introduction to the dystopian fiction genre.</td><td colspan="2">Internal conflict and conflict with society – Great Expectations.

Introduction to Gothic genre/nineteenth-century prose.</td><td colspan="2">Conflict – internal conflict.

Introduction to the genre of tragedy and war poetry.</td></tr>
<tr><td>Content mapping</td><td colspan="2">Suzanne Collins: The Hunger Games.</td><td colspan="2">Charles Dickens: Great Expectations.</td><td colspan="2">Shakespeare: Macbeth.</td></tr>
<tr><td>Key skills developed</td><td>Close reading skills. How to structure a piece of analytical writing making links to the genre.</td><td>How to create 'a moment in time' in a piece of creative writing using drop, shift, zoom, leave.</td><td>Close reading skills. How to structure a piece of analytical writing, linking in relevant context.</td><td>How to select and organise material from a text. How to format a newspaper article.</td><td>Close reading skills – comparison of two characters, linking in relevant social and historical context.</td><td>Transactional writing: How to plan and structure an informal letter.</td></tr>
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Maths

Overall curriculum intent for year 8: In Year 8, pupils extend their knowledge of algebra to form and solve equations and learn how data can be analysed, represented, and manipulated. Pupils will familiarise themselves with calculators and when to use them for efficiency. Ratios will be a key focus linking numeracy, geometry, and algebra together, as well as the uses for map scales, recipes, and proportional reasoning.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Recognise types of sequences and their structure. Structure of our place-value system and rounding numbers. Multiplication and dividing involving fractions. Theoretical and experimental probabilities differ.	Recognise that direct proportion is a relation between two quantities. 'Ratio' tells us the relative sizes of two or more things. we will explore what that means and how to tell when two ratios are the same and when they aren't. Generate, plot and identify relationships between coordinates. Construct and describe reflections.	Construct and interpret data, charts and graphs as a way of comparing information.	Expanding and factorising are reverse processes. Understanding equations and how to solve them with reverse operations. Understand the characteristics of sequences. Understand that some numeric sequences can be described by a non-mathematical rule. Familiarise with calculator functions.	Simplifying expressions involving indices and the effects of using powers less than 1. Standard form is a way of writing very small or very large numbers so that they are easier to understand and calculate with. Multipliers are used when calculating more complex percentage and financial problems.	Explore relationships between angles when they meet at a point, or on a straight line or when they are on parallel lines. Explore interior and exterior angles in polygons. Calculate the circumference of a circle and part circles. Calculate the area of trapeziums and circles.
Content mapping	Types of numbers and sequences Round and estimate Multiply and divide fractions Probability	Ratio & Scales Proportion Working in the Cartesian Plane Line Symmetry & Reflection	Averages and Range The Data Handling Cycle	Expanding and Factorising Solving equations Sequences Using a calculator	Indices Standard Form Fractions & Percentages	Angles in Parallel Lines & Polygons Area of Trapeziums & Circles
Key skills developed	Round to a given number of decimal places or significant figures. Reciprocals to divide fractions. Limitations to theoretical probabilities.	Importance of orders in ratios and equivalent ratios. Choosing the amount to take as 100% or a whole. Linear graphs are given in the form y=mx+c. Can the mirror line be on or through a shape?	Understand that range is a measure of spread. Analyse and compare data, appreciating the limitations of different averages. Different charts for different contexts.	Different factors when factorising. Using HCF to fully factorise expressions. Expanding brackets. To use an nth term rule for sequences. Multi-step calculations.	Explain why negative indices give a reciprocal and a power of 0 gives an answer of 1. Percentage increase or decrease. The format for standard form.	Prove the rule for the sum of the interior angles of a polygon by counting triangles. Area of a trapezium formula uses the parallel sides and perpendicular height.

Science							
	Overall curriculum intent for year 8: To build upon content from year 7 and develop, deepen and broaden understanding of scientific principles and ideas						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**Space**: To understand the scale, movement and conditions found in space **Health and lifestyle:** Understand the effect of healthy and unhealthy lifestyles on our health	**Periodic table:** understand the development and arrangement of the Periodic Table, highlighting key groups present **Charging up- Electricity and Magnetism:** Understand basic electrical and magnetic concepts	**Ecosystem processes:** To understand how the complex interplay between living and non-living components support life on earth **Separating techniques:** Understand the different methods used to separate substances	**Separating techniques:** Understand the different methods used to separate substances **Energy:** Understand examples of and how energy can be transferred from one form to another	**Adaptation and inheritance:** Understand how organisms are adapted and how this can be passed onto offspring **Metal reactions:** Understand the range of reactions metals undergo	**Metal reactions:** Understand the range of reactions metals undergo **Motion and pressure:** Understand the physical concepts underlying motion and pressure
	Content mapping	Space, health and lifestyle	Periodic table, electricity and magnetism	Ecosystem processes, separating techniques	Energy	Adaptation and inheritance, metal reactions	Motion and pressure
	Key skills developed	Understanding the magnitude of astronomical bodies, use of standard form and mathematical scales. Understanding healthy lifestyle choices and the impact of unhealthy ones	Identifying trends and patterns in chemical and physical property data. Building and testing circuits, understanding concepts in terms of equations (V=IR)	Understanding the effect biotic and abiotic factors can have- evaluating models (food chains/webs) and impact of environmental change Practical skill development- planning and carrying out separation experiments	Understanding models- energy transfer and evaluating these to explain phenomena, maths skills calculating energy transfer, efficiency and power	Understanding evolutionary theories and evidence that supports models. Collecting results data, expressing it visually and evaluating materials for uses	Collecting results data, expressing it visually and evaluating materials for uses, mathematical skills calculating values using equations and rearrangement.

Art	**Overall curriculum intent for year 8:** In year 8, we encourage pupils to be creative, experimental and willing to take risks and build on practical skills. There are a number of occasions where pupils will get to work independently, using their own initiative. These schemes of work will build on pupils' dexterity and manipulation of materials skills such as cardboard, pulp and ink pen. Pupils will build on their knowledge of different processes and techniques and improve on accuracy. This year will see pupils using 3D construction, exploring different cultures and principles of pattern and colour. Pupils will get to analyse the work of different cultures and artists.						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**Mexican Day of the Dead** Exploring the cultural celebrations of Mexico.		**Natural forms: Jon Tremaine** Exploring natural forms.		**Portraiture** Exploring how to draw portraiture.	
	Content mapping, including key skills developed	**Observational skills.** Pupils will gain observational drawing skills, as well as being able to breakdown an image to use the individual elements.	**Creative skills.** Pupils are able to use their creative skills to create a piece that is personal to them.	**Experimental Skills.** Building on their observational skills, pupils will get the opportunity to explore observational skills with unique media and techniques.	**Research and application skills.** Pupils will build on their research skills on a theme personal to them and be able to create a piece that applies this research.	Pupils will gain observational drawing skills, as well as skills to develop their portrait drawing skills which is yet to be covered. Pupils will be able to break down the sections of the face.	Pupils learn how to create an artist study page. Pupils will then be able to learn the importance of creating work that is inspired by an artist.

Computing

Overall curriculum intent for year 8: Develop understanding in how computers and networks work. Know how binary is used to represent numbers, text and images. Develop skills in key specialist software, used in GCSE. Further develop understanding and use of programming constructs via the use of Python.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Develop understanding in how computers and networks work	Understand Binary representation of images Develop graphic editing skills	Project development process (imedia)	Understand how Machine learning and big data shapes our digital world	Project development process	Website creation using a WYSIWYG editor
Content mapping	Input output, computer components, binary, networks, operating systems, H&S	Explain how a device (PC) stores reads and displays binary images. To explain how computers can represent bitmap image. graphic editing skills (layers, tools, workflow). Analysis of existing magazine covers, research assets for the magazine, design (visualisation) and creation (photoshop), image properties HL		What is it? Benefits, programming an AI, moral compass	Existing website research, website design (sitemaps and wireframing), source website assets, masterpage set up and folder structure creation, website creation (linking, testing and content editing), evaluation	
Key skills developed	Apply the fundamental principles and concepts of computer science: use search technologies effectively, be discerning in evaluating digital content.	Apply the fundamental principles and concepts of computer science: select, use and combine software on a range of digital devices to create digital products, that accomplish given goals, including collecting, analysing, evaluating and presenting data.		Apply the fundamental principles and concepts of computer science, including abstraction, sequence, selection and repetition, logic & algorithms. Design, write and debug programs that accomplish specific goals. Use logical reasoning to find and correct errors in algorithms and programs.	Develop skills in planning and creating a digital product: use technology safely, respectfully and responsibly. Select, use and combine software on a range of digital devices to create digital products, that accomplish given goals, including collecting, analyzing, evaluating and presenting data. Use search technologies effectively, be discerning in evaluating digital content.	

Design Technology				
	DT is taught on a carousel basis, with students completing each project for a term, although not necessarily in the order shown below.			
		Food and nutrition	**Graphic design**	**Product design**
	Intent for the topic	Food and Nutrition Know and apply good hygiene practice Develop organisation and practical skill in preparing and cooking food. Develop knowledge and understanding of Food and nutrition and apply to different dietary needs	Pop-up cards Card mechanism To develop experience and skill in the design and making process. Apply practical skills and understanding to create a high-quality card pop-up card.	Mood lamp To develop experience and skill in Engineering. Apply practical skills and understanding to create a high-quality mood lamp.
	Content mapping	Healthy food decisions using the eat well guide Macronutrients (proteins, carbohydrates, fats), Micronutrients (fat soluble vitamins, water soluble vitamins, minerals) Nutritional needs of people at different life stages	Pop-up card More in-depth design process stages. Quality Control. Mechanical systems homework	Mood clamp Wood properties/ simple manufacturing processes. CAD/CAM, Electronics application
	Key skills developed	Apply H&S and hygiene techniques in practical lessons Weigh, measure, grate, combine, knife skills (chop, slice, dice, trim), portion, divide, bake, sift, fold, core, beat, mix, stir and combine, drain, peel, zest, form and shape, melt, simmer, boil, knead, fry. Effective use of time in practical (organisation) Application of nutritional information to plan balanced meals for a variety of audiences.	Following plans to create a product. Quality control to create an effectively assembled product. Developing ideas and isometric, orthographic drawing. Modelling and Iterative testing to produce an original pop-up card Effective use of time in practical (organisation)	Apply H&S techniques in the workshop. Use of workshop tools, CAD/CAM, assembly and finishing techniques to manufacture Mood lamp. Effective use of time in practical (organisation).

Drama							
	Overall curriculum intent for year 8: To build on the skills introduced in Y7 and to develop deeper subject knowledge.						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	To develop students' acting skills, as 'An Actor Prepares'	To understand the art of 'Pantomime'	To develop further students' knowledge of Shakespeare, through the study of 'Macbeth'	To understand where 'Musical Theatre' began	To understand the art of Mime and the use of exaggeration in 'Melodrama'	
	Content mapping	Exploring scripted plays. The terrible fate of Humpty Dumpty. Building a role. Naturalism. Exploring practitioners: Stanislavski	'He's behind you!' The history and origins of pantomime as an art form. 'Oh yes it is!' Understanding the conventions of pantomime. Understanding comedy. Script writing.	'Yer Bard!' Getting to know Shakespeare and Elizabethan Theatre. Understanding Tragedy. Macbeth – exploring selected scenes. Creating a virtual production.	Music hall – where musical theatre began. Broadway and The West End – how musicals became popular. Creating a musical – operettas, songbook, jukebox musicals. Theatre review: written response to a piece of musical theatre. Theatre Visit	Exaggeration: the Art of Overacting. Mime. Stock characters. Slapstick. Silent Movies.	
	Key skills developed	Developing performance skills: voice, body, face, space. Using subject specific terminology	Performing in a pantomime	Designing for performance	What is a musical History and Features of Musical Theatre	Mime. Acting to camera.	

French	**Overall curriculum intent for year 8:** By the end of the year, students will have a firm grasp of the present and past tenses as well as an understanding and use of the future tense. Students can use different sentence structures to describe events and give opinions. Students will broaden their understanding and appreciation of French culture.						
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**Unit covered:** TV/Film/ Books/Activities **Grammar covered:** Using the verbs avoir/être/aller and faire.. Looking at er,ir and re verbs, using the perfect tense.	**Unit covered:** Paris **Grammar covered:** Perfect tense (with être) and using regular/irregular verbs. Forming questions.	**Unit covered:** My identity **Grammar covered** Adjective agreement, reflexive verbs, agreeing/ disagreeing and giving reasons. Using the past, present and near future tenses.	**Unit covered:** Local Area **Grammar covered:** Comparative adjectives, prepositions, boire/prendre/il faut. Using 3 tenses together.	**Unit covered:** Talent **Grammar covered:** Using vouloir, pouvoir and devoir. Using the imperative and superlatives.	**Unit covered:** Project (World Geography and French speaking countries/ French revolution). **Grammar covered:** Past, present, future tenses. Adjective agreement.
	Content mapping	Talk about TV/Film interests and describing plots. Discussing reading habits and interests as well as other free time activities.	Lean about tourism in Paris. Discuss what you did on a trip there, where you visited, who you went with. Interviewing a suspect in the "Who stole the Mona Lisa?" mystery.	Talk about relationships and family. Discuss if you get on well or not. Talk about your personality, your music and fashion taste and introduce and discuss your passion.	Describe the area where you live and what your home life is like. Talk about meals and what food to buy. Describe an important event in your local area.	Discuss ambition and encourage and persuade others. Rehearse spoken French and show how much you can do with the language. Discuss talents and abilities.	Learn about the wider French speaking world and the French Revolution.

Geography

Overall curriculum intent for year 8: Students will develop their understanding of the physical and human environment and the links between the two.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	Topic 1		**Topic 2**	**Topic 3**		**Topic 4**
Intent for the topic	**The power of water. How do rivers, waves and ice play a role in changing our landscape?** We discover how the power of a river, waves and ice can change the landscape and that people are becoming more vulnerable to the power of rivers and waves action.		**Why are deserts getting bigger and rainforests smaller?** They will learn about the importance of preserving natural ecosystems and the role they play in maintaining the health of our planet, linking both to climate change. *Asia*	**How is the world changing?** *Population and migration focus*: The curriculum will look into the causes and effects of migration, exploring both voluntary and forced migration. Students will investigate push and pull factors such as economic opportunities, conflict, environmental changes, and social factors. Case studies of migration flows within and between regions will provide concrete examples of how and why people move, as well as the challenges and opportunities migration present.		**How do rocks influence our local environment?** Fieldwork to Dry Rigg Quarry and Ingleborough Caves. We aim to explore how rocks influence our local environment, providing students with an understanding of the geological foundations that shape our landscape, ecosystems, and human activities.
Content mapping	We learn the key words to describe how ice and water erodes and creates different features along its journey. We discover why some rivers flood and how this can be managed. We investigate what life is like for communities living alongside a river and at the coast. We look for evidence that ice has once been there. We start to think about if this is a big issue for the future and link to **climate change**.		. We focus on **climate change** and desertification in the Thar and Sahara Desert. Reason for deforestation and complete a **DME** – should the Trans Amazonia Highway be built across the Amazon rainforest?	We look at how employment structure is changing, how this links to globalisation and a shrinking world. Why people are on the move and what this means. Links to **climate change** through climate refugees.		We identify the main rock types in the UK and the processes involved in making them, explaining the complicated geology of the UK. We look at how resources can be a blessing and a curse and link it to our local environment.
Key skills developed	Erosion and weathering		Climate graphs, manipulating percentage change data.	Mapping global trade routes		The rock cycle

History

Overall curriculum intent for year 8: To gain an understanding of the key themes, individuals and events in British History from the mid 17th century to the early 20th century. To understand the origins, impact and abolition of the Atlantic slave trade.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	The English Civil War and its aftermath.	The Atlantic slave trade and its impact; why slavery was abolished.	To understand how and why Britain experienced profound change from c1700-1900; how this impacted on the wider world.	To assess the impact of the industrial revolution on everyday life.	Key events in Edwardian Britain: votes for women and the Titanic disaster	To learn about different aspects of the First World War.
Content mapping	The causes and key events of the Civil War. The trial and execution of King Charles I. England as a Republic. The Restoration.	The trade triangle. Life in West Africa. Capture and the Middle Passage. Life under slavery. The reasons why slavery was abolished.	Why the industrial revolution happened. Changes in manufacture. Factory life. Changes in agriculture. The British Empire.	Developments in transport. Urban life. Public health and medicine.	Who were the Suffragettes? Arguments for and against women's votes. Methods of protest. The Titanic disaster – who was most to blame?	The causes of WW1. Joining up. Trench warfare. Soldiers of Empire. The impact of WW1 on our local area.
Key skills developed	Causation Consequence Significance	Causation Significance	Continuity/change Causation Source skills - inference	Consequence Similarity/difference	Causation Source skills - utility	Causation Consequence Significance

PE

Overall curriculum intent for year 8: To build upon existing skills and understanding and further develop students' skills and knowledge in current and new sporting activities.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Fitness, Invasion Sports	Fitness, Invasion Sports, OAA	Invasion Sports/Racket Sports	Invasion Sports/OAA/ Racket Sports	Athletics, Striking and Fielding, Racket Sports	Athletics, Striking and Fielding, Racket Sports
Content mapping	Football, Fitness, Rugby, Netball, Gaelic Football	Football, Fitness, Rugby, , Netball, Basketball, Gaelic Football, OAA	Football, Fitness, Rugby, Netball, Basketball, Gaelic Football, Table Tennis	Football, Fitness, Rugby, Netball, Basketball. Gaelic Football, Table Tennis	Tennis, Athletics, Rounders, Softball, Cricket	Tennis, Athletics, Rounders, Softball, Cricket

Religious Studies

Overall curriculum intent for year 8: Four further investigations examining in greater depth philosophical and religious debates in order to increase awareness of what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the topic	Why is there suffering? Are there any good solutions?	What is good and what is challenging about being a teenage Sikh /Muslim in Britain today?		Is religion a power for peace or a cause of conflict in the world today?	Is death the end? Does it matter?	
Content mapping	This investigation enables pupils to learn in depth from different religious and spiritual ways of life about their view of suffering, and how people within a religion or world view understand and live with suffering in the world around them. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	This investigation enables pupils to learn in depth from Muslims and Sikhs and their ways of living, beliefs and communities, providing opportunities to consider challenging questions about the place of religion in Britain today and in pupils' own thinking.		This investigation enables pupils to learn in depth from different religious examples of engagement with conflict and peace, exploring the issues. It provides opportunities for 'dangerous conversation' (an idea from Prof Ted Cantle, encouraging real engagement in deep learning through exploring ideas which society often hides from view). Pupils will develop argumentative skills using different dimensions of the topic.	This investigation enables pupils to learn in depth from different religious and spiritual ways of life about their view of suffering, and how people within a religion or world view understand and live with suffering in the world around them. Explain interpretations of views of life after death; literal or metaphorical, acknowledging diversity within traditions. Analyse what visions of life after death reflect about an individual's view of existence	

Spanish	**Overall curriculum intent for year 8:** By the end of the year, students will have a firm grasp of the present and past tenses as well as an understanding and use of the future tense. Students can use different sentence structures to describe events and give opinions. Students will broaden their understanding and appreciation of Spanish culture.					
		Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
	Intent for the topic	**Unit covered:** Holidays **Grammar covered:** Using the preterite tense (ir/ser/regular -ar,-er,-ir verbs), expanding sentences with reasons and justifications.	**Unit covered:** Everything about my life **Grammar covered:** Revising the present tense, giving opinions, using comparatives and superlatives, using the present and preterite tenses together, using the 3rd person.	**Unit covered:** Food **Grammar covered** Using negatives, using the near future tense, using tú/usted you forms, using 3 tenses together.	**Unit covered:** Free time and daily routine **Grammar covered:** Using the conditional tense, using querer and poder, using reflexive verbs, saying 'this/these'.	**Unit covered:** Summer (Camps/holiday activities/trips) **Grammar covered:** Using comparatives, using superlatives, using the imperative, using major and peor.	**Unit covered:** Project (World Geography and Spanish speaking countries/Civil war) **Grammar covered:** Past, present, future tenses. Adjective agreement.
	Content mapping	Talk about a past holiday: say what you did, what it was like, who you went with and describe an amazing holiday.	Saying what you use your mobile phone for, describe and explain what type of music you like, talking about TV, discuss what you did yesterday.	Discuss what food you like and describe and compare meal times in Spain and UK, order a meal in a restaurant and complain/give praise to the staff, discuss what to buy at a party, describe a party.	Arrange to go out with friends, make excuses to refuse an invitation, discuss getting ready to go out and your daily routine, talking about clothes and describe fancy dress outfits, talk about sporting events.	Describe a holiday home and holiday activities, ask for and give directions, talk about summer camps in Spain, describe a world trip.	Learn about the wider Spanish speaking world and the Spanish Civil War.