

CITIZENSHIP STUDIES						
YEAR 8	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	Democracy, elections and voting in the UK: In this unit we study the opening of Parliament and the roles of State-House of Commons, House of Lords and the Monarch. We examine how Parliament holds the government to account through oversight and scrutiny. We examine how laws are made and how citizens can contribute to democracy through voting.	The legal system: In this unit we explore the significance of Magna Carta in establishing the legal rights of citizens in the UK. We then go on to study the different types of courts and how they work.	Peace and conflict: In this module we look further afield than the UK at nuclear weapons, studying case studies of Hiroshima and Nagasaki. We link this to the role of pressure groups like CND.	Global Issues: With a focus on human rights we look at several famous case studies such as Martin Luther King, Suffragettes, the United Nations and Show Racism the Red Card campaign.	Taking citizenship action: in this unit we explore, plan, execute and evaluate an active citizenship responsibility to address an issue or question of concern. This allows us to apply our citizenship knowledge, understanding and skills to benefit society/create a change. The economy, finance and money:	In this unit we examine wages, taxes, government spending and allocation of public funding, budgeting and managing risk.
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

ENGLISH						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 8	<p>World Literature: Read for meaning. Discuss characters, themes, context, motif and craft a detailed and personal response to a text- in depth study. Writing to Describe and writing to inform/persuade.</p> <p>Novel: Holes by Louis Sachar</p> <ul style="list-style-type: none"> •Introduction to Characters •Building tension •Authors craft <p>•Using connectives and developing persuasion</p> <ul style="list-style-type: none"> •Writing at length: News Articles •Analysing in depth using PETA skills •Summarising and skimming skills •Conventions of Descriptive writing <p>•Descriptive piece (at length) - Madame Zeroni's magical travels</p> <ul style="list-style-type: none"> • Film review <p>•Group research project - Wild West History and famous Outlaws (mini lessons)</p> <p>•Spelling, Punctuation and grammar training/booster sessions</p>	<p>Gothic/Horror Genre: Read and comment on layers of meaning. Discuss characters, themes, motifs, context- in depth study.</p> <ul style="list-style-type: none"> • Genre conventions of the Gothic • Narrative structures <p>• Read series of short Sinister Stories weekly and analyse author's craft</p> <ul style="list-style-type: none"> •Symbolism •Setting •Narrative voice <ul style="list-style-type: none"> • Gothic Narrative writing •Showing not Telling •Powering up stories <p>•Language and structure techniques- using terminology</p> <p>• Speaking and Listening: Dramatic re-telling of a sinister story</p> <p>•SPaG Samurai Training Unit</p>	<p>Poetry Unit</p> <ul style="list-style-type: none"> •The Romantic Era Conventions of the Romanticism movement <p>•Poems: The Poison Tree</p> <ul style="list-style-type: none"> •The Sick Rose •Sonnet 147 <p>•The Rime of the Ancient Mariner</p> <ul style="list-style-type: none"> •Henry the King • The Laboratory • The Seven Devils <p>•Context in poetry</p> <ul style="list-style-type: none"> •Inference skills •Poetic devices <p>•Tension and Atmosphere</p> <p>• Discuss Human Interest</p> <p>• Structure in poetry</p> <p>• Speaking and Listening: paired presentations</p> <ul style="list-style-type: none"> •Spag – level up 	<p>Comparative poetry Unit: Respond to and compare two texts, looking at writer's intentions and different interpretations.</p> <p>•Poems: Winter Swans, Eden Rock, Presents from my Aunts, Half Caste, Mother any Distance, Climbing my Grandfather</p> <ul style="list-style-type: none"> • Poetic devices revision • Annotation skills • Storyboarding <p>• Surface meaning Vs Implied meaning</p> <p>• PETA skills with a focus on Close word analysis</p> <ul style="list-style-type: none"> • Positive and negative imagery • Phonetic voice and dialects <p>• Comparative analysis - writing at length</p> <p>• Speaking and listening: Performance poetry</p> <p>• Spag and Reading boosters</p>	<p>Introduction to Shakespeare Unit:</p> <ul style="list-style-type: none"> • Old, Middle and Modern English - language changes over time • Elizabethan theatre <p>• The Globe and History of theatre</p> <ul style="list-style-type: none"> • Poster writing <p>Play: Much Ado about Nothing</p> <ul style="list-style-type: none"> • Plot •Characters in Shakespeare • Love in Much Ado • Shakespeare's wider messages •Authorial intent and context • Interpretation and Inference skills <p>• Speaking and listening: Role plays</p> <p>• Reading and Vocabulary boosters</p>	<p>Non-Fiction Unit: Read and respond to a variety of text types and practice writing non-fiction.</p> <ul style="list-style-type: none"> • The different types of non-fiction text • Report writing (Feed off Shakespeare unit) • Tabloid and broadsheet (Much Ado) • Creating Headlines • Formal letter writing (Much Ado characters) • Editing and proofreading • Opinions and reviews • language of Advertising <p>• Speaking and listening: Creating a 10 min news broadcast</p> <p>• Vocabulary build up and crafting skills</p>
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

MATHS						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 8	<ul style="list-style-type: none"> •How to multiply and divide negative numbers •How to find the HCF and the LCM of sets of numbers •Square Numbers •How to generate and describe number patterns •To be able to solve different number problems •How to identify parallel and perpendicular lines. •How to measure and draw reflex angle. •How to calculate angles in triangles •How to use the properties of quadrilaterals. •How to work with a probability scale •How to work out probabilities in different situations •How to collect data from a simple experiment and record it in a frequency table 	<ul style="list-style-type: none"> •How to calculate percentages increase and decrease •How to compare proportions using fractions and decimals •How to simplify expressions in algebra •How to expand brackets •How to use index notation with algebra •How to calculate the area of triangles, parallelograms and trapezium •How to calculate the area of compound shapes •How to calculate the surface area and column of a cuboid •How to convert imperial units to metric units •How to draw mapping diagrams from functions •How to identify a function from inputs and output •To be able to identify special features of a linear graph 	<ul style="list-style-type: none"> •How to check calculations by approximations •How to use a calculator efficiently •How to recognise congruent shapes •How to transform 2-D shapes by combinations of reflections, rotations and translations •How to enlarge a shape by scale factor •How to solve more difficult equations •How to substitute into a formula •How to create your own expressions and formulae 	<ul style="list-style-type: none"> •How to construct statistical diagrams for discrete data •How to read pie charts •When to use range, mean, median and mode •How to use a scatter graph •How to add and subtract fractions with any denominators •How to use BIDMAS or BODMAS with more complex problems •How to use problems using decimals, fractions •How to solve problems using decimals, fractions ,percentages and units of measurement 	<ul style="list-style-type: none"> •How to work with negative gradients •How to investigate problems involving numbers and measures •How to identify important information in a question •How to change the subject of a formula •How to use examples to prove a statement is true or false •How to divide a quantity using proportion or ratio •How to draw plans, elevations and scale drawing •How to solve problems using coordinates •How to construct a triangle given three side 	<ul style="list-style-type: none"> •How to find the circumference and area of a circle •How to use bearing •How to solve problems with cuboids •How to construct simple line graphs for time series •How to compare two distributions by using a average and the range •How to compare theoretical probabilities with experimental probabilities
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SCIENCE						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 8	1.Organisms Breathing - Investigate a claim linking height to lung volume. Digestion - Evaluate how well a model represents key features of the digestive system. 2.Ecosystems Respiration - Use data from investigating fermentation with yeast to explore respiration. Photosynthesis - Use lab tests on variegated leaves to show that chlorophyll is essential for photosynthesis.	3.Genes Evolution - Review the evidence for theories about how a particular species went extinct. Inheritance - Model the inheritance of a specific trait and explore the variation in the offspring produced. 4.Matter Periodic table - Sort elements using chemical data and relate this to their position in the periodic table. Elements - Compare the properties of elements with the properties of a compound formed from them.	5.Reactions Chemical energy - Investigate a phenomenon that relies on an exothermic or endothermic reaction. Types of reactions - Investigate changes in mass for chemical and physical processes. 6.Earth Climate - Investigate the contribution that natural and human chemical processes make to our carbon dioxide emissions. Earth resources - Predict the method used for extracting metal based on its position in the reactivity series.	7.Forces Contact forces - Investigate factors that affect the size of frictional or drag forces. Pressure - Investigate how pressure from your foot onto the ground varies with different footwear. 8.Electromagnets Electromagnets - Investigate ways of varying the strength of an electromagnet. Magnetism - Explore the magnetic field pattern around different types or combinations of magnets.	9.Energy Work - Explain how an electric motor raising a weight is doing work. Heating and cooling - Investigate how to prevent heat loss by conduction, convection and radiation.	10.Waves Wave effects - Relate the impact of different types of waves on living cells to their frequency and the energy carried by the wave. Wave properties - Use the wave model to explain observations of the reflection, absorption and transmission of waves
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HISTORY						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 8	<p>The British Empire:</p> <ul style="list-style-type: none"> •What was the British Empire? •Why did the British become Empire builders? •What was India like before the British arrived? •Jewel Crown: A very British India •Taking Australia: Adventure or Invasion? •What is the legacy of the British Empire? <p>The Transatlantic Slave Trade: Students will investigate the origins of the slave trade and the countries involved. They will gain an understanding of what life was like for slaves and how the slave trade was abolished in both America and Britain</p> <ul style="list-style-type: none"> •Introduction to the Atlantic Slave Trade •The Middle Passage •Slave auctions 	<ul style="list-style-type: none"> •The Transatlantic Slave Trade: Students will investigate the origins of the slave trade and the countries involved. They will gain an understanding of what life was like for slaves and how the slave trade was abolished in both America and Britain <p>Key concept: Cause and consequence</p> <ul style="list-style-type: none"> •How did slave trade come to an end? •Modern Day slavery- does it still exist today? (Interleaving PSHE and RE- Amnesty International and Human Rights) •Civil Rights Movement- Jim Crow Laws •School Segregation •Brown vs Board of Education •Little Rock in 1957 •Emmett Till Case Study •Rosa Parks and the Montgomery bus boycott •Martin Luther King •Greensboro Sit Ins •Compare the roles of leaders in the CRM •Compare the roles of leaders in the CRM 	<ul style="list-style-type: none"> •Understanding the World- Black Lives Matter <p>Modern World: Rise of Hitler</p> <ul style="list-style-type: none"> •Recap of WWI •The end of the war: Treaty of Versailles •How did Hitler come to power? •Happiness in the 1920s •Nazi policies •Hitler ‘The Man’ <p>Modern World: The Holocaust</p> <ul style="list-style-type: none"> •Introduction to the Holocaust •Jewish life before the Holocaust •Historic Antisemitism •Towards a Final Solution: Nazi stereotyping 	<p>Modern World: The Holocaust</p> <ul style="list-style-type: none"> •Towards a Final Solution: Loss of Rights and Freedom •Ghettos •Life unworthy of life •Life in Auschwitz •Perpetrators vs Bystanders: who was to blame? <p>The Cold War:</p> <ul style="list-style-type: none"> •Origins •Proxy Wars: Korea <ul style="list-style-type: none"> •A cold breeze descends over Berlin and Florida •Proxy Wars: Vietnam •The Race to Space •Communism Crumbles 	<p>Introduction to the Suffragettes</p> <ul style="list-style-type: none"> •What was life like for women in the Victorian times? •Why did the women suddenly want the vote? •Tactics used to get the vote •How did women win the vote? <ul style="list-style-type: none"> •Deeds not words- the fight for women’s suffrage 1900-1918 •Was Emily Davison a political martyr? •The suffragette stories •How can we best tell the story of Britain’s journey to democracy? 	<p>Renaissance and reformation in Europe</p> <ul style="list-style-type: none"> •Introduction to the Renaissance •The world in 1400 •Changes of the Renaissance •Protestant Reformation •Why did Henry VIII break from Rome •Conspiracy Theory project •Why do people believe in conspiracy theories? •How to write up your findings and research? <p>Jack the Ripper Historical investigation</p> <ul style="list-style-type: none"> •Who was Jack the Ripper? •What did Jack the Ripper look like? •Who were Jack’s victims? •Did Jack the Ripper improve London? •Why couldn’t they catch Jack the Ripper?
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COMPUTING						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 8	<p>Getting started with Computing, covering the basics and how to stay safe online and how the computing system works</p> <p>What the internet is used for and what is meant by digital wellbeing</p> <p>All about vector graphics, what its used for, how its stored and what the main features consist of</p> <p>What are bitmap graphics and what they consist off?</p> <p>What are spreadsheets, the main elements</p> <p>Understand what the Boolean operators are and how they are used on spreadsheets</p> <p>How to formulate and create your own graphs and charts</p> <p>What goal seek is and how it can be identified</p>	<p>Know and understand the key concepts and principles of computing</p> <p>Understand Moore's Law and how computer technology has developed and changed over time</p> <p>Understand the importance of aesthetics when presenting information and have an awareness of factors that can inhibit this</p> <p>Present knowledge about computing using word-processing and presentation software</p> <p>Analyse problems in computational terms</p> <p>Select appropriate text and images for use in presentations</p> <p>Plan creative solutions to problems</p> <p>Design presentations to convey information effectively</p>	<p>Understand the concepts of sequencing, selection and iteration</p> <p>Develop working programs in Scratch</p> <p>Analyse problems in computational terms</p> <p>Analyse the requirements of a program</p> <p>Identify the processes needed to solve a problem</p> <p>Plan creative solutions to problems</p> <p>Design programs in Scratch to solve specific problems</p> <p>Develop confident and responsible use of modern information technologies</p> <p>Use Scratch confidently solve a range of problems</p>	<p>Know about and understand the function of a range of input and output devices</p> <p>Know about and understand different types of memory and storage and their use</p>	<p>Understand a range of basic programming constructs in Python</p> <p>Know how to print to the screen, perform calculations, take inputs and store them in suitably named variables</p> <p>Apply knowledge and understanding of the key concepts and principles of Computing</p> <p>Develop working programs in Python to solve specific problems</p>	<p>Analyse problems in computational terms</p> <p>Analyse the requirements of a program</p> <p>Identify the processes needed to solve a problem</p> <p>Plan creative solutions to problems</p> <p>Design programs in Python to solve specific problems</p> <p>Develop confident and responsible use of modern information technologies</p> <p>Use Python confidently to write simple programs</p>
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

ART						
YEAR 8	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	<p>In the first term we will revise the formal elements of art particularly focusing on the qualities of LINE and PATTERN. Students will create an artwork that includes learning to paint with bleeding tissue paper + drawing zentangle patterns. They will also be introduced to some of the principles of design - contrast, balance, repetition and variety</p>	<p>In this term we will explore `Monochromatic` colours, learning to mix different shades and tints of a particular hue. We will also learn to use carbon paper to transfer desired siluettes of images from another artworks.</p>	<p>In this term we will learn about Mixed Media Art and COLLAGE as well as the key elements of Landscape. Students will learn to define space and depth in landscape (creating foreground, middleground, background) and create mixed media collage using a variety of materials</p>	<p>Students explore the art of Islamic world, they learn how the inner dimensions of Islamic religion can be translated into an art form as well as its unique connection with mathematics, logic, symmetry and balance.</p> <p>Students will learn how to construct basic Islamic geometric patterns with a compass and a ruler.</p>	<p>In this term we will learn about radial symmetry producing paper sculptures of origami folds. Students will learn about symmetry in design, incorporate mathematical skills in designing their redial symetrical artwork</p>	<p>In the final term we will practice working with air-dry clay. Students will learn the difference between shape and form, will create a figure made of clay</p>
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

RELIGIOUS STUDIES						
8	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 7	JUDAISM -Introduction -All about Abraham -All about Moses -The Torah -Synagogue -Festivals -Hanuka	•Passover •Kosher Food Laws •Sabbath •Rites of passage •Bar Mitzvah •Jerusalem	ISLAM -Introduction -Five pillars of Islam -7 Articles of Islam -Allah (SWT) and his attributes	Prophets in Islam -Muhammed	Muslim women in Islam -Muslim Denominations -Quran and Hadeeth	GCSE ISLAM -Introduction to GCSE Islam
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

URDU						
YEAR 8	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2
	Recap of alphabets their sounds and rules of joining different letters. Different positions of the Urdu alphabets Grammar using noun and pronoun in Urdu Grammar using verb and adverb in Urdu Personal Identification My familyA paragraph on heena ka khandan and comprehension regarding it. Tense(Present and past) Tense(Future)	House and home vocabulary, read and write about your own home using the learnt vocabulary Comprehension regrding Heena ka ghar Daily routine My school Comprehension regarding Shaheed ka school Different subjects of school in details with vocab, hobbies and interests To develop writing skills, Different types of free time activities and interests	Time in Urdu Home town, neighbourhood and region Future aspiration and Occupations Weather	Food and restaurant Recall names of dishes and Count up to 60 and understand prices in shop/menu/market. -Role play on ordering food in a restaurant, play customer/ employee role. -Apply present, past and future of "EAT" and " DRINK" verbs, apply 5+ past tenses and 5+ future tenses -How should we limit fast food	Essay writing -.Travel and tourism Ways of transport. -Festivals -Write about your faith and how do you celebrate your culture/religious occasion and descriptive writing, based on your own experience. -Role play about Eid, how did you celebrate your Eid Eid ul Fitr activities, making Eid cards	Shopping, types of shops, recall 10+ items of clothing/gifts (Powerpoint presentation) -Apply male, female and plural objective forms and correct word order (size/quality/ colour/price) -Justify positive and negative opinions about clothes, outfits, styles and fashions (compare old/new styles) -Comprehension regarding shopping in Urdu -Role play and display work
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS

PSHE						
	Autumn term		Spring term		Summer term	
	Half term 1	Half term 2	Half term 1	Half term 2	Half term 1	Half term 2

YEAR 8	In this first term of Health and Wellbeing we look at ways at keeping ourselves healthy, focusing on eating and drinking habits, dental care, sports and cancer awareness.	In this second term of Health and Wellbeing we focus on wellbeing. We will explore digital resilience, importance of screen time limits, respect and stress.	In this first half term of Relationships we explore difficult emotions like loneliness, bullying and cyberbullying, peer on peer abuse and counter this with creating a self-care plan and how to foster positive relationships.	In this second term of Relationships, we will take the initiative sponsored by Dove Self Esteem Project that aims to build body confidence and self-esteem.	In this first term of Living in the Real World we will explore personal strengths needed for education and work such as self-confidence, entrepreneurship and teamwork. We will also be researching career options in a range of sectors and roles.	In this second term of Living in the Real World, we study consumer rights, child labour, poverty, inflation and global aspects of wealth and money.
	CP1 ASSESSMENT	CP2 MID YEAR EXAMINATIONS	CP3 ASSESSMENT	CP4 ASSESSMENT	CP5 ASSESSMENT	END OF YEAR EXAMINATIONS