St Martin's School

Curriculum Maps 2024

Year 8 – Spring Term

Curriculum Plans

Year 8 Curriculum Plans – Spring Term 2024

Year 8 Mathematics

Higher Sets

- Perimeter and Area: Form algebraic expressions for perimeter and area and solve simple linear equations based on these; Calculate the arc length of a circle (semi-circles and quadrants); Calculate the area of a sector (semi-circles and quadrants); Calculate the area and perimeter of composite shapes involving circle sectors; Pythagoras Theorem - calculate length of hypotenuse and the length of a side
- Number Patterns and Sequences: Explain why a number does not appear in an arithmetic sequence (algebraic proof or otherwise); Find the next term of a quadratic sequence; Derive an expression for the nth term of a quadratic sequence; Understanding of simple geometric and Fibonacci style sequences
- Fractions, Percentages & Decimals: Solve problems that involve calculating and comparing fractions and percentages of a quantity; Solve problems involving ratios with fractions and percentages
- Units, Measure and Estimating: Finding upper and lower bounds; Understanding of error intervals for rounded or truncated values; Metric area and volume conversions
- Probability: Calculate relative frequency and expected frequency; Complete Tree Diagrams (with and without replacement); Use Tree Diagrams to calculate probabilities; Simple Venn diagram notation (AnB, AuB, A')

Intermediate Sets

- Perimeter and Area: Calculate the perimeter and area of compound shapes; calculate area of Parallelograms and Trapeziums; calculate circumference and area of circles (no composite shapes)
- Number Patterns and Sequences : Generate a sequence from an nth term expression; Calculate a specific term in a sequence using an nth term expression; Find the nth term of more complex arithmetic sequences
- Fractions, Percentages & Decimals: Turn a fraction into a decimal by division; Ordering a mixture of fractions, decimals, percentages; Solve problems involving comparing fractions/percentages of a quantity; Compare fractions/decimals/percentages using inequality symbols
- Units, Measure and Estimating: Converting time to decimals (more complex); Solve problems involving the conversion of units in a range of contexts (metrics and imperial)
- Probability: Work out the probability of an event not happening; Draw and use a sample space diagram (two way table); Identify between mutually exclusive and independent events; Solve problems involving mutually exclusive events; Use the AND OR rules for probability; Finding probabilities from simple completed Venn diagrams; Frequency trees

Foundation Sets

- Properties of Shape (2D): Classify and define special triangles and quadrilaterals based on angle properties, line properties and all; lines of symmetry; Recognise and calculate order of rotational symmetry
- Fractions, Percentages & Decimals: Convert between fractions, decimals, percentages
- Percentages: Calculate percentages of a quantity by finding multiples/parts of 10%; Compare fractions and percentages of a quantity
- Number Patterns and Sequences: Generate and describe sequences involving negatives or fractions; Use basic iterative formulas to generate simple term to term sequences; Find the nth term of simple sequences
- Probability: Use the appropriate vocabulary associated with probability, Use a probability scale from 0 to 1; Estimate the probability found from experiments; Compare experimental and theoretical probabilities
- Perimeter and Area: Calculate perimeter and area of compound shapes that can be split into rectangles; Use the formula for calculating area of triangle
- Units, Measure and Estimating: Read a timetable and calculate differences in time; Convert from one metric unit to another; Simple conversion of time to decimals e.g. 0.5hours = 30mins
- Coordinate Geometry: Complete a table of values for equations such as y = 2x + 3 and plot the line; Name and draw lines parallel to the x and y axis

Year 8 Curriculum Plans – Spring Term 2024

Year 8 English

Across these units of study, students will develop:

Accuracy in spelling and Standard English grammar.

Accuracy and variety of punctuation including different forms of sentence demarcation, colon, semi-colon, apostrophe and parenthesis.

Creative writing of non-fiction and fiction text types and conscious crafting of writing: planning, drafting, editing, amending; applying knowledge of language, grammar, structure, literary/ rhetorical devices to own writing.

Spoken language skills: discussion, debate, asking questions, reading texts aloud with expression and clarity.

Modern Novel
The Curious Incident of the Dog in the Night-Time by Mark Haddon
The Boy in the Striped Pyjamas by John Boyne
Hatchet by Gary Paulsen

- Explore plot, setting characterisation and central themes and explore wider moral and social issues.
- Learn grammatical and literary terminology regarding narrative and descriptive writing.
- Assessment: Descriptive writing based on an image

World War One Literature (Poetry, Fiction Extracts, Non-Fiction Extracts)

- Use of poetic/ subject terminology and exploring the features of poetic forms.
- Writing in role, writing to describe, writing to persuade.
- Assessment: Analysis of an extract from a short story

Romeo and Juliet – William Shakespeare

- Cultural capital: political, cultural and social context of Shakespeare's world, exploring wider moral and social issues.
- Learn dramatic terminology and explore Shakespeare's language; characterisation, themes and drama.
- Writing in role, writing to describe, writing to persuade.
- Analyse a media text (Baz Lurhmann's Romeo and Juliet), learn key media terminology and make links and analyse connections between two different media.
- Assessment: Close analysis of a key scene from the play

Non-Fiction

- Explore a range of non-fiction and literary non-fiction texts including correspondence, newspaper article/opinion piece, historical accounts, biography/autobiography; exploring parallels and contrasts between texts.
- Writing to argue, persuade, instruct – using appropriate lexical, grammatical and structural devices – developing the range of sentence types used in writing.
- Learn new vocabulary and subject terminology relevant to writing non-fiction.
- Assessment: Writing to argue/ persuade

Short Stories/Fiction Extracts

- Cultural capital: 18th century, the Victorian/ 19th century world, exploring wider moral and social issues
- Read challenging and varied texts from different ages: Poe, Austen, Wilde, Bronte, Dickens, exploring parallels and contrasts within/between texts.
- Developing use of complex vocabulary and subject terminology relevant to narrative forms.
- Writing to describe/narrate/ inform; newspaper articles.
- Assessment: Write and perform a speech based on one of the texts

Gothic Literature (Play and Fiction Extracts)

- Cultural capital: the Victorian/ 19th century world, exploring wider moral and social issues.
- Learn dramatic terminology, explore characterisation and key themes in a play.
- Writing in role, writing to describe, writing to persuade.
- Assessment: Close analysis of two extracts from the novel *Wuthering Heights*

PPE Preparation (Non-Fiction)

- Reading: Question 1 – comprehension skills and inference; Question 2 – comprehension, summary and exploring links between texts; Question 3 - analysing language and effects; Question 4 - Question 4 – compare ideas and perspectives presented in texts and analyse how writers use language and structure to convey these perspectives
- Writing: Create a piece of non-fiction which argues for or against a given statement

Year 8 Curriculum Plans – Spring Term 2024

Year 8 Science

Plants and Microbes

- Classification
- Reproduction in plants: pollination, dispersal and germination
- Fungi, bacteria and protoctists
- The carbon cycle

Metals and the Periodic Table

- Properties of metals
- Reaction of metals with water and acid
- Alloys
- Dalton and Mendeleev
- Periodic table trends
- The atom

Fluids and Energy

- Particle model
- Pressure
- Conductors and Insulators
- Power and efficiency

Please be aware students may study these units in a different order than listed.

Year 8 Curriculum Plans – Spring Term 2024

Year 8 Computer Science

Computing: past, present and future	**Computing components**
Know about important figures in the development of computing. Understand Moore's Law and how computer technology has developed and changed over time. Know how to format documents. Understand the importance of aesthetics when presenting information and have an awareness of factors that can inhibit this.	Know about and understand the function of a range of input and output devices. Know about and understand different types of memory and storage and their use.

Year 8 Curriculum Plans – Spring Term 2024

History

The Industrial Revolution

Students will discover both why and how Britain became the first country to industrialise in the 18th and 19th centuries. They will then evaluate the human impact of this process – how the lives of workers were effected – both positively and negatively.
The course also enables students to investigate changes to transport and leisure in this period.

Geography

Development

Students will discover how the world is developing and how this differs in different locations. They will assess the organisations who are working towards bringing inequality gap closer together.

Rivers

Students will explore the processes that shape rivers and the surrounding environments. They will assess the human and physical interactions with river environments.

PRE

Hinduism and Reincarnation

In Year 8, students will study philosophical arguments for reincarnation (including learning about the famed “Barra Boy”) and contrast with a study of Hinduism. Students will also have the opportunity to learn more about Hindu culture, customs and traditions.

Year 8 Curriculum Plans – Spring Term 2024

French	German
Listening, speaking, reading and writing skills in French covering the following: • Describing your personality & others • Relationships with your family and friends • Music • Agreeing/disagreeing with opinions and giving reasons • Clothes • Describing your passion • Different regions in France • Adjective Agreement • Reflexive verbs • Present tense of *venir* • Present tense of *porter* • Near future tense • Using past, present and future tense together	• Listening, speaking, reading and writing skills in German covering the following: • Talking about film preferences • Talking about programmes you watch • Talking about your reading preferences • Discussing screen time • Intensifiers (qualifiers) • Asking questions in the perfect tense • ‘sehen’ (stem changing verbs) • Using the modal verb ‘wollen’ • gern, nicht gern, lieber, am liebsten • Using prepositions with the dative case • Using modal verbs sollen, dürfen, können incl. sollte / sollte nicht • Inversion rule (Am liebsten at beginning of sentence)

Design & Technology - Annual Curriculum

	Food		Graphics	RM	Textiles	Innovation
Year 8	General **Health & safety** in the workshop/kitchen	**Portable Lunch Project** • Carbohydrates & Sugars • Sugar and alternatives • Gelatinisation • Culture, lifestyle, cost • Fast Food - health • Food Provenance-rice • **Practical Dishes** • Vegetable Couscous • Baked Jollof • Belgian Chocolate Cakes • Quick Pizza • Macaroni and Cheese • Baked Fish Goujons • Jam Jar Lunch	**Model House Project** • Paper and board types • Design planning • Modelling skills • Use of Scale • Drawing and Making nets • Surface decoration • Craft knife skills • Working to tolerance	**Phone Holder Project** • Designing for a user • Woods • 2D and 3D drawing • Design development • Working with woods • Scroll saw, pillar drill • Hand tools • Wood finishes • Working to tolerance	**Pyjama Shorts Project** • Synthetic fibres • Product Analysis • Using patterns • Seam allowance • Working to tolerance • Safe use of sewing machines	**Innovation Project** • Analysing a context • Researching a context • Designing for users • Specification • Final design • Prototyping/modelling • Smart Materials • Environmental issues • Inclusive design

All students in KS3 study DT via a carousel with 5 subject areas that rotate approximately every 14 lessons throughout the school year.
All projects combine practical skills and theoretical knowledge. Each project has an assessed practical piece and a theory test.

Art - Annual Curriculum

	Cells	African Masks	Gaudi	Giacometti
Year 8 Art	**Concertina work** • Collage of cells – layering, overlapping and composition • Line drawing, adding details, texture and mark making • Experimenting with fine liner, colour pencil blending and tone **Final Piece** • Two final cell designs using fine-liner pen and colour pencil blending **Homework** • Tone and fine-liner cell • Colour pencil cell	**Concertina work** • Title page using colour pencil and fine-liner pen • Tonal drawing of African masks and identification of culture and traditions • Pattern design **Final piece** • Poly-block pattern printing • African mask design using watercolour wash and blending techniques **Homework** • Extended research on African culture and traditions • Final Piece design	**Concertina work** • Artist transcription using mixed media - collage, watercolour wash and colour pencil blending • Introduction to clay and key techniques **Final piece** • Artist inspired final piece • Clay/ polymer clay • Textile mosaic **Homework** • Artist research • Architectural sculpture design inspired by artist	**Concertina work** • Art History and analysis • Artist inspired designs • Artist inspired drawing using chalk and charcoal • Continuous line drawings and adding tone **Final Piece** • 3-D sculpture using wire, masking tape and mod rock • Poster paint to complete • **Homework** • Collect materials for prop of the sculpture • Artist research

All Students in KS3 complete 4 projects a year, working in concertina sketchbooks. Each year covers a range of different mediums, techniques and skills, artists and cultures. Building on techniques and skills each time they are covered in a different theme.

Year 8 Annual Curriculum Plans 2023/2024

Drama

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
MURDER MYSTERY **Characterisation, creating tension and suspense, understanding motive, alibi, suspect, evidence**	**EVACUEES** **Exploring issues through historical context. Developing empathy, morality**	**THE 39 STEPS** **Exploring script, characterisation, multirole, comedy, style and genre**	**LORD OF THE FLIES** **Exploring script, chorus, tension and suspense**	**SHAKESPEARE** **Theatre history, exploring characters, themes, language, modern interpretations**	**SOCIAL MEDIA** **Exploring current issues through script and improvisation**

Year 8 Annual Curriculum Plans 2023/2024

Music

Year 8 – The Big Picture

In the first three half terms, you will study the following schemes of work (not necessarily in this order):

Reggae

You will learn the key characteristics of this genre, as well of some of the key artists and repertoire. You will have the opportunity to play some existing Reggae songs, as well as writing your own and performing it to the class.

Vocal Techniques

You will learn how your voice can be used to great effect to produce a variety of different sounds, as well as developing your singing ability. You will have the opportunity to create your own 'acapella' version of a pop song of your choice.

World Improvisation

You will develop your knowledge of two styles of music from around the world, India and China, and how to use scales from these countries to improvise according to their distinct styles of music using music technology.

In the second three half terms, you will study the following schemes of work (not necessarily in this order):

The Blues

You will develop your knowledge of this very important genre in music history, and its role in the progression of music. You will develop your keyboard skills by learning how to play the key elements of the 12-bar blues.

Samba

This entirely practical topic will allow you to get hands-on experience of playing some of the key instruments of samba, as well as developing your knowledge of the genre and your ensemble skills through whole-class performances.

Music and Media

You will develop your knowledge of how music is used to great effect in advertising, and have the opportunity to compose your own 'jingle' and backing music to a TV advert of your choice using music technology.

Year 8 Physical Education Curriculum Plans – Spring Term 2024

	BEFORE	HALF-TERM 6 weeks	AFTER	HALFTERM 4 weeks 3 days
Games for Understanding	Commencing 8.1	Change week beginning 29.1	Commencing 26.2	Change week beginning 11.3
Kobe/Murray	OAA (Field)	Badminton (Sports Hall)	Football (MUGA)	Dance (South Hall)
Cook/Daley	OAA (Field)	Dance (South Hall)	Basketball (Sports Hall)	Football (MUGA)
Dina/Kenny	OAA / Multi-Sports (South Hall)	Dance (South Hall)	Trampolining (North Gym)	Invasion Games Sports Education Model (Netball Courts/MUGA)
Scott/Storey	Netball (Netball Courts)	OAA, Health & Fitness (MUGA)	Lacrosse (MUGA)	Trampolining (North Gym)
Corbin/Adams	Basketball (Sports Hall)	OAA, Health & Fitness (MUGA)	Table Tennis (North Hall)	Badminton (Sports Hall)
Max / Peaty	Lacrosse (MUGA)	OAA, Health & Fitness (MUGA)	Invasion Games Sports Education Model (South Gym / Netball Courts)	Handball (MUGA)