

# St Martin's School

## Curriculum Maps 2022/2023



**Year 8 – Summer Term 2023**  
**Curriculum Plans**

# Year 8 Curriculum Plans – Summer Term 2023

## 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**

Top – In the Sea there are Crocodiles by Fabio Geda

Intermediate – The Boy in the Striped Pyjamas by J Boyne

Bottom – 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 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: 18<sup>th</sup> century, the Victorian/ 19<sup>th</sup> 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/ 19<sup>th</sup> 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.
- Assessment: AQA PPE Reading and Writing

# Year 8 Mathematics Curriculum Plans – Summer Term 2023

## Higher Sets

- Percentages: Percentage change (profit, loss); Use multipliers to calculate percentages and percentage increases/decreases
- Coordinate Geometry: Derive the equation of a plotted line by calculating gradient and y intercept; Deduce the gradient and y intercept of a line from an equation; Understanding of parallel gradients
- Constructions: Construct 30, 60, 45, 90 degree angles; Simple loci based on perpendicular and angle bisectors
- Representing Data: Interpolation and extrapolation (reliability) from scatter graphs; Causation and correlation; Plotting frequency polygons
- Ratio and Proportion: Solve ratio problems when not given the total amount; Basic direct proportion; Introduction to concept of inverse proportion (workers vs time taken)
- Properties of Shape (3D): Problems involving volume and surface area of prisms; Calculate the volume of cylinders; Calculate the surface area of cylinders
- Real Life Graphs: Gradient of distance time graph = speed; Solve Distance/Speed/Time problems when the time is not in whole hours
- Transformations: Draw a reflection of a shape in the lines  $y = x$  and  $y = -x$ ; Describe a rotation about any point; Enlarge 2-D shapes using a centre of enlargement and a fractional scale factor; Describe an enlargement using centre and scale factor; Mixed problems; Invariant points

## Intermediate Sets

- Percentages: Increase/Decrease a number by a given percentage; Calculate one amount as a percentage of another
- Coordinate Geometry: Identify the midpoint of a line segment from a diagram; Coordinates
- Constructions: Construct a perpendicular bisector; Construct a perpendicular bisector from a point and to a point; Construct an angle bisector; Construct a regular square, triangle, hexagon
- Representing Data: Produce a Scatter Graph and comment on Correlation; Plot a line of best fit and use for predicting / estimating (interpolation); Construct a stem and leaf diagram
- Ratio and Proportion: Divide a quantity into two or more parts in a given ratio; Solve problems involving ratio and direct proportion (including recipe style questions); Use exchange rates to convert between currencies
- Properties of Shape: Find a missing length given a volume and two lengths; Calculate surface area and volume of prisms; Draw more complex plans and elevations
- Real Life Graphs: Speed, distance, time; Draw a graph from a real life problem (e.g. Travel graph); Interpret travel graphs including finding speed
- Transformations: Translate shape in terms of a vector; Reflect a 2-D shape in line parallel to axis; Rotate a shape about any point; Describe a rotation about the origin; Enlarge 2-D shapes using a centre of enlargement and a positive integer; Find the centre of an enlargement as a coordinate; Describe an enlargement by stating its scale factor

## Foundation Sets

- Real Life Graphs: Use conversion graphs; Draw a travel graph; Interpret simple travel graphs
- Representing Data: Construct pie charts using a protractor by converting frequency to degrees; Interpret pie charts; Complete and interpret two way tables
- Ratio and Proportion: Use ratios to find fractions; Divide a quantity in a given ratio; Using equivalent ratios to solve problems e.g. strength of squash mixed in different parts; Introduction into exchange rates
- Constructions: Compass skills; Construct a triangle given 1 side and 2 angles ASA; Construct a triangle given 2 sides and 1 angle SAS; Construct a triangle given 3 sides SSS
- Properties of Shape (3D): Recognise and draw nets of complex 3D shapes e.g. cylinders, tetrahedrons; Calculate volume and surface area of cubes and cuboids; Draw plans and elevations of simple 3D solids
- Transformations: Reflect a 2D shape in the axis of a graph; Translate shape in terms of a vector; Rotate a 2D shape given any point on the axis; Enlarge 2D shapes by a positive scale factor (including simple fractions)

# Year 8 Curriculum Plans – Summer Term 2023

## Year 8 Science

### Investigation Skills

A series of investigations exploring the Scientific Method

- Forming a hypothesis
- Identifying independent and dependent variables
- Control variables
- Risk Assessment
- Data collection and presentation
- Conclusions and evaluation

Investigations include:

- Lava
- Huddling Penguins
- Shipwrecked
- Burning Candles
- Bungee

### PPE

- Preparation and revision of KS3 content from year 7 and 8.
- Dedicated improvement tasks after the paper has been marked.

# Year 8 Curriculum Plans – Summer Term 2023

## History

### **Changes in transport, leisure and technology**

Students complete their study of the importance of change in the 19<sup>th</sup> century, whilst consolidating skills taught in the first two terms.

### **British Empire, including slavery**

Students complete the course by investigating the impact of British colonial rule and in particular, the significance of British involvement in the Slave Trade.

## Geography

### **India**

Students will study the location, relief, climate of India. They will also discover different areas of India and how it is unequal with slum areas like Dharavi. They will learn about globalisation and tourism and its impact on India.

### **Population**

For the second term, students will discover the growing populations of the world and the reasons for this. They will look at data and population pyramids to see the demographics of different countries at different levels of development.

## PRE

### **Sikhism and Buddhism**

Having studied Hinduism, students will be able to explore the other Eastern religions. They will look at how these religions began, what core beliefs are held and how they practice their faith. They will also develop their cultural capital through a study of a Bollywood film.

# Year 8 Curriculum Plans – Summer Term 2023

## French

**Listening, speaking, reading and writing skills in French covering the following:**

- Describing where you live
- Describing your home
- Rooms in a house
- Talking about meals
- Discussing what food to buy
- Festivals and describing an event
- Talking about where you live
- Irregular adjectives
- Comparative adjectives
- Prepositions
- Present & perfect tense of *boire* and *prendre*
- *il faut*
- Using *de* with quantities of food
- Using the three tenses together
- Time phrases in the past, present and future

## German

**Listening, speaking, reading and writing skills in German covering the following:**

- Talking about typical breakfasts
- Discussing typical German foods
- Understanding and using recipes
- Talking about healthy lifestyles
- Understanding rules
- Discussing daily routine/time
- Understanding and giving directions
- Describing a festival
- Using the verbs 'essen', 'nehmen' & 'tragen' (stem changing)
- kein/keine/keinen
- Using the perfect tense with essen, nehmen, geben and trinken
- Using modal verbs
- Using reflexive and separable verbs
- Using adjectives with endings
- Using reflexive and separable verbs in the perfect tense

# Design & Technology - Annual Curriculum

|             |   | Food   | Graphics  | RM   | Textiles  | Innovation  |
|-------------|---|--|---|--|---|---|
| Year 8 - DT | General Health & safety in the workshop/kitchen | <b><u>Portable Lunch Project</u></b> <ul style="list-style-type: none"> <li>Carbohydrates &amp; Sugars</li> <li>Sugar and alternatives</li> <li>Gelatinisation</li> <li>Culture, lifestyle, cost</li> <li>Fast Food - health</li> <li>Food Provenance-rice</li> </ul> <b><u>Practical Dishes</u></b> <ul style="list-style-type: none"> <li>Vegetable Couscous</li> <li>Baked Jollof</li> <li>Dutch apple Cakes</li> <li>Quick Pizza</li> <li>Macaroni and Cheese</li> <li>Baked Fish Goujons</li> </ul> | <b><u>Model House Project</u></b> <ul style="list-style-type: none"> <li>Paper and board types</li> <li>Design planning</li> <li>Modelling skills</li> <li>Use of Scale</li> <li>Drawing and Making nets</li> <li>Surface decoration</li> <li>Craft knife skills</li> <li>Working to tolerance</li> </ul> | <b><u>Phone Holder Project</u></b> <ul style="list-style-type: none"> <li>Designing for a user</li> <li>Woods</li> <li>2D and 3D drawing</li> <li>Design development</li> <li>Working with woods</li> <li>Scroll saw, pillar drill</li> <li>Hand tools</li> <li>Wood finishes</li> <li>Working to tolerance</li> </ul> | <b><u>Pyjama Shorts Project</u></b> <ul style="list-style-type: none"> <li>Synthetic fibres</li> <li>Product Analysis</li> <li>Using patterns</li> <li>Seam allowance</li> <li>Working to tolerance</li> <li>Safe use of sewing machines</li> </ul> | <b><u>Innovation Project</u></b> <ul style="list-style-type: none"> <li>Analysing a context</li> <li>Researching a context</li> <li>Designing for users</li> <li>Specification</li> <li>Final design</li> <li>Prototyping/modelling</li> <li>Smart Materials</li> <li>Environmental issues</li> <li>Inclusive design</li> </ul> |
|             |   | All students in KS3 study DT via a carousel with 5 subject areas that rotate approximately every 14 lessons throughout the school year.<br>All projects combine practical skills and theoretical knowledge. Each project has an assessed practical piece and a theory test.  |   |  |   |   |

# Art - Annual Curriculum

|              |  | Under the Microscope   | African Masks   | Gaudi  | Giacometti  |
|--------------|--|--|---|--|---|
| Year 8 - Art |  | <b><u>Concertina work</u></b> <ul style="list-style-type: none"> <li>Collage of cells – layering, overlapping and composition</li> <li>Line drawing, adding details, texture and mark making</li> <li>Experimenting with fine liner, colour pencil blending and tone</li> </ul> <b><u>Final Piece</u></b> <ul style="list-style-type: none"> <li>Two final cell designs using fine-liner pen and colour pencil blending</li> </ul> <b><u>Homework</u></b> <ul style="list-style-type: none"> <li>Tone and fine-liner cell</li> <li>Colour pencil cell</li> </ul> | <b><u>Concertina work</u></b> <ul style="list-style-type: none"> <li>Title page using colour pencil and fine-liner pen</li> <li>Tonal drawing of African masks and identification of culture and traditions</li> <li>Pattern design</li> </ul> <b><u>Final piece</u></b> <ul style="list-style-type: none"> <li>Poly-block pattern printing</li> <li>African mask design using watercolour wash and blending techniques</li> </ul> <b><u>Homework</u></b> <ul style="list-style-type: none"> <li>Extended research on African culture and traditions</li> <li>Final Piece design</li> </ul> | <b><u>Concertina work</u></b> <ul style="list-style-type: none"> <li>Artist transcription using mixed media - collage, watercolour wash and colour pencil blending</li> <li>Introduction to clay and key techniques</li> </ul> <b><u>Final piece</u></b> <ul style="list-style-type: none"> <li>Artist inspired final piece</li> <li>Clay/ polymer clay</li> <li>Textile mosaic</li> </ul> <b><u>Homework</u></b> <ul style="list-style-type: none"> <li>Artist research</li> <li>Architectural sculpture design inspired by artist</li> </ul> | <b><u>Concertina work</u></b> <ul style="list-style-type: none"> <li>Art History and analysis</li> <li>Artist inspired designs</li> <li>Artist inspired drawing using chalk and charcoal</li> <li>Continuous line drawings and adding tone</li> </ul> <b><u>Final Piece</u></b> <ul style="list-style-type: none"> <li>3-D sculpture using wire, masking tape and mod rock</li> <li>Poster paint to complete</li> </ul> <b><u>Homework</u></b> <ul style="list-style-type: none"> <li>Collect materials for prop of the sculpture</li> <li>Artist research</li> </ul> |
|              |  | 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 Curriculum Plans – Summer Term 2023

## Drama

| SUMMER TERM 1  | SUMMER TERM 2   |
|--|---|
| <p><b>LORD OF THE FLIES</b></p> <p>Exploring the themes, plots and characters</p> <p>Characterisation</p> <p>Voice</p> <p>Gesture and movement</p> <p>Building tension and suspense</p> <p>Choral movement</p> <p>Monologues</p> | <p><b>SOCIAL MEDIA</b></p> <p>Using drama techniques to explore the topic of social media</p> <p>Characterisation</p> <p>Mime</p> <p>Physical Theatre</p> <p>Still image</p> <p>Interpreting script</p> <p>Abstract theatre</p> |

# Year 8 Curriculum Plans – Summer Term 2023

## Digital Literacy

|        |   |   |  |
|--------|---|---|--|
| Year 8 | <p><b>Unit 1 – <u>Micro:Bits</u></b><br/>Key-Frame animation, develop understanding of image types (JPEG, PNG, GIF), Motion-Tweening, audio application, frame rates, utilising saved files, Text speech, transitions.</p> <p><b>Unit 2 – Presentation Creation</b><br/>Adding text / Images, using transitions, Image manipulation (cropping, resizing, rotating, removing backgrounds), adding video from file, adding video from URL links, using audio effectively.</p> | <p><b>Unit 3 HTML – web development</b><br/>Using HTML code to structure a website, develop existing web pages, adding new content, use CSS code to adapt appearance of website, formulate various designs with tables, forms, inputs etc. utilise links to web pages (Internal and external), add video content.</p> <p><b>Unit 3 Intro to Excel - Spreadsheets</b><br/>Getting to know spreadsheets, Quick calculations, collecting data, become a Data Master, Data modelling, Conditional Formatting.</p> | <p><b>Word processing development –</b><br/>Utilising online platform to develop accuracy and speed for word processing, this is done through various practises, tests, games, and paragraph typing.</p> |
|--------|---|---|--|

# Year 8 Curriculum Plans – Summer Term 2023

## Music



ST  
MARTIN'S  
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 PE Curriculum Plans – Summer Term 2023

| GAMES FOR UNDERSTANDING       | BEFORE HALF TERM 6 weeks                   |  | AFTER HALF TERM 6.5 weeks                  |                                      |
|-------------------------------|--|--|--|--------------------------------------|
|                               | Commencing 17.04.23                        | Change week commencing 08.05.23          | Commencing 05.06.23                        | Change week commencing 26.06.23      |
| <b>Kobe/Murray</b><br>(Girls) | Athletics<br>(Field)                       | Athletics<br>(Field)                     | Rounders<br>(Field)                        | Synchronised Swimming<br>(Pool)      |
| <b>Cook/Daley</b><br>(Girls)  | Athletics<br>(Field)                       | Cricket<br>(Nets/MUGA)                   | Rounders<br>(Field)                        | Badminton<br>(Sports Hall)           |
| <b>Dina/Kenny</b><br>(Girls)  | Rounders<br>(Field)                        | Short Tennis<br>(Sports Hall)            | Athletics<br>(Field)                       | Cricket<br>(Nets/MUGA)               |
| <b>Scott/Storey</b><br>(Boys) | Athletics<br>(Field)                       | Athletics<br>(Field)                     | Lifesaving and Personal Survival<br>(Pool) | Striking & Fielding<br>(Nets/MUGA)   |
| <b>Corbin/Adams</b><br>(Boys) | Athletics<br>(Field)                       | Lifesaving & Personal Survival<br>(Pool) | Short Tennis<br>(Sports Hall)              | Striking & Fielding<br>(Nets/MUGA)   |
| <b>Max/Peaty</b><br>(Boys)    | Lifesaving and Personal Survival<br>(Pool) | Short Tennis<br>(South Gym)              | Athletics<br>(Field)                       | Striking and Fielding<br>(Nets/MUGA) |