

# St Martin's School

## Curriculum Maps 2020/2021



Year 8 – Autumn Term  
Curriculum Plans

# Year 8 Curriculum Plans – Autumn Term 2020

## Year 8 Mathematics

### **Higher Sets**

- **Place Value and Numerical Methods:** Divide by a decimal; multiply/divide by a number between 0 and 1; Estimation with suitable rounding; Order of operations (more complex)
- **Lines and Angles:** Draw, measure, find missing bearings; Proof that angles in triangles sum to 180; Interior/exterior angles in polygons; angle in polygons problems
- **Expressions, Equations and Formula:** Solve equations involving fractions; Find a solution to a problem by forming an equation and solving it; Solving simple linear inequalities; Factorise expressions (single brackets); Expand and simplify double brackets; More complex rearranging formula involving fractions, powers (not factorising)
- **Powers and Roots:** Apply positive integer powers to fractions; Use index laws for multiplication and division of positive integer powers using numbers or variables
- **Fractions:** Divide an integer by a fraction; Calculations with mixed numbers involving the four operations
- **Collecting & Analysing Data:** Understand the difference between discrete and continuous data; Find the median and modal class from grouped data; Calculate an estimate of the mean from grouped data; Find averages from a stem and leaf diagram
- **Factors, Multiples and Primes:** Finding HCF and LCM of two or more numbers using the most appropriate method; Solve worded problems based on HCF and LCM
- **Properties of Shape (2D):** Recognise similar shapes and calculate the scale factor from the ratio of two equivalent lengths; Calculate unknown lengths of sides of similar shapes (simple, disconnected shapes. Not parallel line angle etc.); Identify congruent triangles using the conditions SSS, SAS, ASA, RHS

### **Intermediate Sets**

- **Place Value and Numerical Methods:** Round to a given number of significant figures; Truncating numbers; Multiply/divide whole numbers and decimals; Simple inequalities
- **Properties of Number:** Order of Operations (including squares and cubes)
- **Lines and Angles:** Angle properties of triangles and quadrilaterals; Recognise and solve corresponding angles, alternate angles, co-interior angles
- **Powers and Roots:** Use index notation for integer powers; Use simple rules of indices; Use the terms square, positive and negative square root, cube and cube root
- **Expressions, Equations and Formula:** Solve equations involving brackets; Solve equations with unknown on both sides; Rearrange simple formula
- **Fractions:** Write a quantity as a fraction of another quantity; Add, subtract, multiply divide fractions with different denominators and simple mixed numbers; Applications of fractions
- **Collecting & Analysing Data:** Find the mode, mean, median and range for any set of discrete data and solve more complex problems relating to these averages; Record discrete data using a frequency table; Calculate mode, mean, median and range from a frequency table; Compare and comment on two frequency distributions
- **Factors, Multiples and Primes:** Find the prime factor of a number and express as a product of prime factors using index notation; Find HCF and LCM using prime factors
- **Properties of Shape (2D):** Solve problems based on shape properties (e.g. Missing angles, missing lengths); Understand that congruent shapes have the same lengths and angles

### **Foundation Sets**

- **Place Value and Numerical Methods:** Round whole numbers to the nearest 10, 100, 1000 and to 1 significant figure; Round to the nearest whole number and 1/2 decimal places; Multiply/divide decimal numbers by 10, 100 and 1000; Multiply/Divide whole numbers and decimals
- **Directed Numbers:** Order, add and subtract negative numbers in context; Multiply & Divide with negative numbers; Add, subtract, multiply and divide negative numbers in context
- **Lines and Angles:** Understand parallel and perpendicular lines; Solve problems involving angles at a point, angles on a straight line, vertically opposite angles
- **Powers and Roots:** Square numbers, square roots (up to 12); Cube numbers, cube roots (up to 10); Use index notation for whole numbers (including squaring and cubing)
- **Expressions, Equations and Formula:** Solve 3 step equations; Write simple formulas/equations/expressions algebraically; Rearrange simple formula; Substitution of positive/negative integers; Expand single brackets
- **Fractions:** Order fractions; Write a quantity as a fraction of another quantity; Multiply/divide fractions (understand reciprocal); Add/subtract fractions (different denominators)
- **Collecting & Analysing Data:** Find the mode, mean, median and range for any set of discrete data; Compare two distributions using the range and one average
- **Factors, Multiples and Primes:** Find LCM and HCF of two or more numbers by listing; Problem solving e.g. train times; Sorting numbers into Venn diagrams (multiples / primes etc.)

# Year 8 Curriculum Plans – Autumn Term 2020

## 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**

Sets 1 and 2 – The Curious Incident of the Dog in the Night-Time by M Haddon

Sets 3, 4 and 5 – The Boy in the Striped Pyjamas by J Boyne

Sets 5 and 6 – Stone Cold by R Swindells

- 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 Luhrmann'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 Curriculum Plans – Autumn Term 2020

## Year 8 Science

### **Food and Breathing**

- Diet and food groups
- The digestive system
- Enzymes
- The breathing system
- Gas exchange
- Anaerobic and aerobic respiration

### **Combustion and Rocks**

- Types of fuels
- Conservation of mass
- Pollution
- Rock types
- The rock cycle

### **Sound and Light**

- Types of waves
- Speed of light and sound
- Hearing and the ear
- Reflection and refraction.
- Colours
- Lenses

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

# Year 8 Curriculum Plans – Autumn Term 2020

## History

### Battles, Burnings and Beheadings: Development of Church, State and Society in Britain

In this topic, students will begin with the founding of the Tudor House by Henry VII, through to the life and times of Henry VIII and the impact he had on Britain, and finally the Elizabethan era. Students will then move on to the Gunpowder Plot and lead up to the Georgians.

## Geography

### Tourism and Dubai

In this topic, students will look at the growth of tourism and the impact it has on a place. They will develop a range of skills including extended writing and presenting information.

### Coasts

Students will explore waves and how they affect landscapes, through looking at case studies and sources. They will also consider the impact of climate change.

## PRE

### “There is more conflict than agreement in Islam”

In Year 8, students will study and explore the religion of Islam, where they will learn about key beliefs, teachings and practices. It is an opportunity for equipping students with the correct knowledge to successfully evaluate the above statement by exploring similarities and differences within the faith, as well as addressing common misconceptions.

# Year 8 Curriculum Plans – Autumn Term 2020

## French

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

- Television programmes – vocabulary and opinions
- Films – vocabulary and opinions
- Reading - vocabulary
- Talking about what you do online
- Talking about what you did yesterday evening
- Talking about your favourite television programmes, films and books
- Present tense of –er verbs
- Using different subject pronouns
- Negative (ne...pas, ne...jamais)
- Present tense of *avoir* and *être*
- Present tense of *lire* – 1<sup>st</sup> and 3<sup>rd</sup> person
- Definite/indefinite articles
- -ir and –re verbs
- Present tense of *aller* and *faire*
- The perfect tense with –er verbs

## German

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

- Comparing places ‘then’ and ‘now’
- Talking about what you did on holiday
- Talking about how you travelled
- Talking about the weather
- Talking about holidays
- Describing the past using ‘war’, ‘hatte’ and ‘es gab’
- Using the perfect tense with ‘haben’
- Using the perfect tense with ‘sein’
- Combining the present and past tenses
- Asking and answering questions

# Design & Technology - Annual Curriculum

|             |   | Food   | Graphics   | RM  | Textiles   | Innovation   |
|-------------|---|--|--|---|--|--|
| Year 8 - DT | General Health & safety in the workshop/kitchen | <b>Portable Lunch Project</b> <ul style="list-style-type: none"> <li>Carbohydrates and 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>Practical Dishes</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>Model House Project</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>Phone Holder Project</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>Pyjama Shorts Project</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>Innovation Project</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> |
|             |   | <p>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.</p>  |  |   |  |  |

# Art - Annual Curriculum

|              |  | Under the Microscope  | African Masks  | Gaudi   | Giacometti   |
|--------------|--|---|--|---|--|
| Year 8 - Art |  | <b>Concertina work</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>Final Piece</b> <ul style="list-style-type: none"> <li>Two final cell designs using fine-liner pen and colour pencil blending</li> </ul> <b>Homework</b> <ul style="list-style-type: none"> <li>Tone and fine-liner cell</li> <li>Colour pencil cell</li> </ul> | <b>Concertina work</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>Final piece</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>Homework</b> <ul style="list-style-type: none"> <li>Extended research on African culture and traditions</li> <li>Final Piece design</li> </ul> | <b>Concertina work</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>Final piece</b> <ul style="list-style-type: none"> <li>Artist inspired final piece</li> <li>Clay/ polymer clay</li> <li>Textile mosaic</li> </ul> <b>Homework</b> <ul style="list-style-type: none"> <li>Artist research</li> <li>Architectural sculpture design inspired by artist</li> </ul> | <b>Concertina work</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>Final Piece</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>Homework</b> <ul style="list-style-type: none"> <li>Collect materials for prop of the sculpture</li> <li>Artist research</li> </ul> |
|              |  | <p>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.</p>  |  |   |  |

# Year 8 Curriculum Plans – Autumn Term 2020

## Music

Students will study two of the following three topics:

World Improvisation - through in-depth study of two distinct types of World Music, Indian and Chinese, students will about learn the different instruments from these countries, the scales they use and how to improvise upon them.

Reggae – students will learn how this distinct style of music is put together, the instruments used and will compose and perform their own Reggae song.

Vocal Techniques - students will learn how the voice can be used to produce different sounds, how to confidently sing as part of a group and will create their own acapella version of a modern pop song.

## Drama

### **GREEK THEATRE**

Theatre history, Greek mythology, choral movement and voice

### **EVACUEES**

Exploring issues through historical context. Developing empathy, morality

***KS3 Drama showcase***

***10<sup>th</sup> December 2020***