

# St Martin's School

## Curriculum Maps 2020/2021



Year 8 – Summer Term  
Curriculum Plans

# Year 8 Curriculum Plans – Summer Term 2021

## 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 Mathematics Curriculum Plans – Summer Term 2021

## **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
- **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 point

## **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; Finding gradient from a drawn line and also from two given 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

# Year 8 Curriculum Plans – Summer Term 2021

## Year 8 Science

### GCSE Practical Skills Preparation

- Food testing
- Investigating inhaled and exhaled air
- Investigating mass
- Rocks
- Changing pitch
- Investigating refraction
- Germination
- Bacteria
- Chemical properties
- Investigating metals
- Investigating fluids
- Insulation

### PPE

- Preparation and revision.
- Dedicated improvement tasks after the paper has been marked.

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

# Year 8 Curriculum Plans – Summer Term 2021

## 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 and Population

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. 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.

# Year 8 Curriculum Plans – Summer Term 2021

## French

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

- Describing your personality and others
- Relationships with your family and friends
- Music
- Agreeing/disagreeing with opinions and giving reasons
- Clothes
- Describing your passion
- Different regions in France
- Describing and talking about where you live and your home
- Talking about meals
- Discussing what food to buy
- Festivals and describing an event
- Adjective Agreement
- Reflexive verbs
- Near future tense
- Comparative adjectives
- Prepositions
- *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' and '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

# Year 8 Curriculum Plans – Summer Term 2021

## Digital Literacy

*Year 8 will be completing an end of year project utilising an online platform to develop accuracy and speed of their typing ability.*

*Topics covered will be as follows:*

**Beginner lessons** – covering basic finger placement, development of core keys.

**Intermediate lessons** - development of common English words, Capitalization, and punctuation.

**Advanced Lessons** – Focus on accuracy, developing number and letter use, and use off numeric keypad.

Developing and testing their ability further will include the use of:

Computer and Internet Basics  
Career Preparation  
Coding essentials  
Reinforcement  
Stories.

Assessment is then completed to determined strengths and weaknesses of the individual. Weekly typing tests will also be conducted to monitor and track improvements.

# Design and Technology - Annual Curriculum

		Food	Graphics	RM	Textiles	Innovation
Year 8 - DT	General Health and 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>

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

		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>

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 2021

## Drama

	<b>GREEK THEATRE</b>	<b>EVACUEES</b>	<b>MURDER MYSTERY</b>	<b>MELODRAMA</b>	<b>SHAKESPEARE</b>	<b>PRACTITIONERS</b>
<b>YEAR 8</b>	Theatre history, Greek mythology, choral movement and voice	Exploring issues through historical context. Developing empathy, morality	<del>Characterisation, tension, suspense, motive, alibi, suspect, evidence</del>  <b>CREATING CHARACTERS PROJECT</b> <i>Virtual learning</i>	<del>Theatre history, style, NVC, characterisation</del>  <b>MURDER MYSTERY</b> <i>Virtual learning</i> <b>MURDER MYSTERY</b> Characterisation, motive, alibi, suspect, evidence	Theatre history, exploring characters, themes, language, modern interpretations	Significant moments in theatre history, style and genre

# Year 8 Curriculum Plans – Summer Term 2021

## 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 Curriculum Plans – Summer Term 2021

Year 8 PE Games for Understanding	BEFORE HALF-TERM		AFTER HALF-TERM	
	LESSON 1	LESSON 2	LESSON 1	LESSON 2
<b>Girls Set 1</b>	Athletics	Athletics	Synchronised Swimming	Rounders
<b>Girls Set 2</b>	Cricket	Athletics	Rounders	Short Tennis
<b>Girls Set 3</b>	Rounders	Athletics	Short Tennis	Cricket
<b>Boys Set 1</b>	Athletics	Athletics	Striking & Fielding	Lifesaving & Personal Survival
<b>Boys Set 2</b>	Basketball	Lifesaving & Personal Survival	Athletics	Striking & Fielding
<b>Boys Set 3</b>	Lifesaving & Personal Survival	Short Tennis	Striking & Fielding	Athletics