Richard Lander School — Curriculum Overview - Year 8

BE THE BEST YOU CAN BE

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Reporting Y8		CfCs		BfL & LAL				BfL & LAL				BfL & LAL	
English	Our World: including 'The Summer We Turned Green' Studying The Summer We Turned Green offers students a chance to engage with contemporary themes and issues through a compelling and relatable story. This novel addresses important topics such as environmental awareness, personal growth, and the impact of individual actions on the world. By exploring these themes, students develop a deeper understanding of environmental issues and the importance of sustainability. The story also provides opportunities for students to enhance their reading and analytical skills, engage in discussions about real-world problems, and reflect on their own role in addressing these challenges.				The Unknown Studying a range of Gothic literature offers students a deep dive into one of literature's most intriguing and atmospheric genres. Gothic literature is renowned for its exploration of dark themes, eerie settings, and complex psychological landscapes, providing a rich field for analysis and discussion.				Protest and Identity Students explore a variety of texts from more diverse voices - song / rap lyrics, poetry and non-fiction. They research their own choice of 'remarkable women' to present in a S&L talk. Students are encourage to think about the power of language to create change in the world and analyse how writers have done this from Shakespeare to Stormzy. Students compare two speeches and are encouraged to find their own voice when they write a speech about a topic of their choice.		
Maths	**1. Number:** Calculations, Divisibility and division, Calculating with negative numbers, powers, roots and brackets, Multiples and factors.	**2: Area and Volume:** Areas of triangles, parallelograms and trapezia, Volumes of cubes and cuboids, 2D representation of 3D solids, Surface area of cubes and cuboids, Measures	**3: Statistics, graphs and charts:** Pie charts, using tables, Stem & leaf diagrams, Comparing data, Scatter graphs, Misleading graphs.	**4: Expressions and equations:** Algebraic powers, Expressions and brackets, Factorising expressions, One step equations, Two-step equetions, The balancing method.	**5: Real-life graphs:** Conversion, Distance-time graphs, Line graphs, More line graphs, Real-life graphs, Curved graphs.	**6: Decimals and ratio:** Ordering decimals and rounding, Place-value calculations, Calculations with decimals, Ratio and proportion with decimals.	**7: Lines and angles:** Quadrilaterals, Alternate angles and proof, Angles in parallel lines, Exterior and interior angles, Solving geometric problems.	**8: Calculating with fractions:** Ordering fractions, Adding and subtracting fractions, Multiplying fractions, Dividing fractions, Calculating with mixed numbers.	**9: Straight-line graphs:** Direct proportion on graphs, gradients, Equations of straight lines.9: Straight-line graphs: Direct proportion on graphs, gradients, Equations of straight lines.	**KS3 EOY Revision and Exams**	**10: Percentages, decimals and fractions:** Fractions and decimals, Equivalent proportions, Writing percentages, Percentage of amounts.	
Science	**C1.4 Acids and Alkalis, B2.2 Ecosystems and P2.2 Energy:** Students begin with a consolidation of safety in science lessons. They learn about acids and alkalis, how we can use indicators to identify them, and neutralisation reactions. They develop their understanding of chemical reactions by writing word and symbol equations. Students study the biology of ecosystems which includes how plants make food by photosynthesis, the minerals they need to be healthy and the structure of leaves. They learn about respiration in living organisms to release energy . They then study the interrelationships in ecosystems including food chains and how they can be disrupted. The physics topic on energy shows how energy can be stored and transferred. This topic explains how electricity is generated including using renewable sources. They learn about energy and power, and can apply this to electrical appliances in the home.Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. **ASSESSMENTS: C1.4/B2.2/P2.2 TESTS and feedback**				**C2.1 The Periodic Table, B2.1 Health and lifestyle, P2.1 Electricity and magnetism:** Students learn about the Periodic Table and how it is arranged. They study specifically the elements of Group 1, 7 and 0 and any patterns in the properties of these groups. Students will learn about health and the importance of diet. They learn how to test foods for particular nutrients and how the digestive system works. They learn about the effects of smoking, drugs and alcohol on health. In the electricity topic they learn about electricity in circuits, and how to measure current, potential difference and resistance, as well as magnets and electromagnets.Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. **ASSESSMENTS C2.1/B2.1 /P2.1 TEST and feedback**				**C2.3 Metals, C2.4 Earth, B2.3 Adaptations and P2.3 Motion and Pressure:** Students learn about the Earth, it's atmosphere and it's rocks. They study sedimentary, metamorphic and igneous rocks and how they cycle from one to another. They learn more about the importance of the carbon cycle and the impact of humans on climate change.They also study some of the ways metals react before learning about other materials and their properties, including ceramics, polymers and composites. In biology they study a topic on adaptation and inheritance, learning about why organisms are different and how natural selection favours the best adapted to survive. They study motion and pressure in Physics, which includes how to calculate speed and interpret motion graphs. They learn how to work out pressure on solids, and applications of pressure in liquids and gases. Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. **ASSESSMENTS : C2.4/C2.3/B2.3/P2.3 TESTS and feedback**			**Curriculum Enrichment Week**	
Computing	Computer systems: identify different forms of hardware and categories and input, output, storage and process. Identify different network types - LAN\ WAN, wireless, personal area (bluetooth). The impact of modern systems (eg AI) on computer design and other technologies	**Digital Citizenship Assessment**	Data Representation: binary to represent colours and images in computers. Binary mathematics (add, shifts); Use of the hexadecimal numbering system. Conversion between binary-decimal-hexadecimal. Use of hex in computing - image representation, programming	**Data Representation Assessment and DIT**	Programming: Algorithms: Using flowcharts to solve simple and complex problems. The use of sub-routines to make individually programmable parts. Use of pseudocode as a "fake" programming language which can be applied to multiple programming solutions	**Algorithm Assessment and DIT in preparation for programming**	Programming: identify key programming terminology. Using programming techniques to solve a variety of problems involving sequence, selection, iteration, sub-routines.	**Programming Assessment**	Digital citizenship - more focus on social media (as are or will be 13+). Online fraud, money mules, introduce laws around computer use.	**Programming Assessment**	End of Year project: HTML5 game creation. Using aspects of data representation but more closely algorithms and coding to analyse, plan, design, code and test an HTML 5 game using the Construct 2 engine		

Geography	Eosystems - Tropical Rainforests Students study the location of specific biomes across the World. The unit of study focussed specifically on the Tropical Rainforests - with features of adaptations of flora and fauna. Reasons for equatorial climate are investigated and numeracy skills through use of climate graphs to support comparison of different climatic zones. Indigenous people of the forest studied - Penan Tribe, investigate differences in lifestyle - social / econonmic and environmental issues comparing life with the Tawai Tribe. Threats to the forest are identified and sustainable management techniques are debated. A decision making exercise is completed on the Peruvian Road Building project - students assess the benefits and costs of this project. Evaulation skills used. Assesment: Comparison of Penan Tribe and our lifestyles - to what extent focus with skills, knowledge and understanding. Assessment: DME - evaluating skills - sense of reason and place		Resource Issues: Students study resource issues from fossil fuels to sustaunable resources. They identify energy production using renewable and non-renewable sources comparing the energy sources and the impact they have on the environment. Nuclear energy is also studied as an energy source debating the advantages and disadvanatges of using it using Chernobyl as an example. Sustainable energy cities are studied re-visiting Middle East with Mazdar City as an example of a sustainble city. Assessment: Assessment recalls knowledge and understanding with different energy types. Geothermal focus with local example of future energy power.	Weather : Students study key concepts of weather - with key features, weather recoridng and the concept of meterlogical air pressure systems. Different rainfall types are studied withusing examples of an extreme weather event within the UK - link to physical UK Landscapes. Tropical Storms are studied focussing on the casues, effects and responses through different levels of development of countries. Assessment on weather types and extreme weather types	Climate Change This unit opens with physical and human causes to climate change. The unit identifies the climate crisis and the links between CO2 levels and global temperatures rising. Effects of the climate crisis on specific locations across the globe. Solutions to reducing the climate crisis are investigated. Assessment: evaluate theimpact of the climate crisis	
History	This unit will analyse the causes and key events of the English Civil War. This will culminate in some work analysing what kind of a leader Oliver Cromwell was and why this ultimately led to the monarchy being re-instated.	**Empire and Slavery:** This unit will analyse how the British empire started and developed. Students will studytriangular trade, Africa before slavery, the impact of the transatlantic slave trade, life on plantations, slave rebellions and the legacy of the slave trade including Windrush. **Autumn Term Assessment**	**The Industrial Revolution:** This unit will begin with an overview of this period. Students will then study how everyday life changed for people during this period of time by studying food, work, living conditions, disease, travel, key inventors, the development of trains, political protests. We will complete a local study on Cornwall during this period. **Spring Term Assessment**	Students will complete a case study on Whitechapel in the C19th which links to their previous unit on the Industrial Revolution. This links to our GCSE paper 1 Crime and Punishment.	**C20th overview and revolutionary actions:** Students will be answering a series of enquiry questions; what was Britain like at the start of the C20th? How did women get the vote? Why was there a revolution in Russia in 1917? Why did men join up at the start of WW1? What contribution did the empire make the the war effort? **Spring Term Assessment**	
French	**Quadmester 1 Essential question:** **Tu as passé de bonnes vacances?** **Core Subject Knowledge:** • Talking about school holidays • Saying what you did during the holidays • Describing a visit to a theme park • Saying where you went and how • Using 2 tenses **Skills: Reading** End of module reading assessment.	**Quadmester 2 Essential question:** **Quelle est ta fête préférée?** **Core Subject Knowledge:** • Describing festivals • Buying food at a market • Using quantities • Talking about a future school trip • Using 2 tenses **Skills: Listening** End of module listening assessment.	**Quadmester 3 Essential question:** **Tu fais quoi pendant ton temps libre?** **Core Subject Knowledge:** • Talking about celebrities and TV programmes • Talking about digital technology • Arranging to go to the cinema • Talking about leisure activities • Talking in three time frames **Skills: Speaking** Taking part in a GCSE style cinemarole-play.	**Quadmester 4 Essential question:** **Comment est ta région?** **Core Subject Knowledge:** • Talking about where you live • Discussing the weather • Describing where you live • Talking about daily routine • Talking about moving house • Using 3 tenses **Skills: Writing** Write an blog about your region.	
	By the end of Year 8, students in this subject will.... Be confident in three time frames and can use the imperfect with set phrases. Use the perfect tense with avoir and être. Use the negative in the perfect tense. Understand more about cultural festivals in the French speaking world. Be able to buy food and drink. Be able to talk about their leisure time. Be able to describe where they live. Talk about daily life					
Spanish	Quadmester 1 Essential question: ¿Adónde fuiste de vacaciones? Core Subject Knowledge: • Talking about a past holiday • Saying what you did on holiday • Describing the last day on holiday • Saying what your holiday was like Skills: Reading End of module reading assessment.	Quadmester 2 Essential question: ¿Qué te gusta hacer? Core Subject Knowledge: • Saying what you use your phone for • Saying what type of music you like • Talking about TV • Saying what you did yesterday Skills: Listening End of module listening assessment.	Quadmester 3 Essential question: ¿Qué te gusta comer? Core Subject Knowledge: • Saying what food you like • Describing mealtimes • Ordering a meal • Discussing what to buy for a party • Giving an account of a party Skills: Speaking Restaurant role-play.	Quadmester 4 Essential question: ¿Te gustaría ir al cine? Core Subject Knowledge: • Arranging to go out • Making excuses • Discussing getting ready to go out • Talking about clothes • Talking about sporting events Skills: Writing Write an blog about a recent sporting event.	
	By the end of Year 8, students in this subject will.... Use the preterite of regular –ar, -ir and –er verbs. Use the preterite of ir and ser. Use the comparative. Use a wider range of opinions. Use negatives. Use the near future tense. Use me gustaría + infinitive. Understand and use the stem-changing verbs querer and poder. Use reflexive verbs. Use 3 tenses together using the 1st and 3rd person forms					

Curriculum Enrichment Week

Art	**The World Around Me** AO1 -Contextual links - Michael Craig Martin & Roland Hicks AO2 -Media/Techniques - Drawing, colour application, painting, collage. 3D skills AO3 -Recording - Observational drawings of everyday objects. AO4 -2D painting, 3D mini sculpture		**African masks project** AO1 - Contextual links - African Art, Kimmy Cantrell. AO2 - Media/Techniques - Drawing techniques using a range of media, string printing, painting, 3D clay skills. AO3 - Drawing and recording using a range of media. AO4 - Outcome - Clay piece	**Landscape project** AO1 - Contextual links - Kurt Jackson AO2 - Media, techniques - Drawing techniques, collage, painting skills AO3 - Recording - Drawings of landscapes using a range of media. AO4 - Painting / collage landscape piece	
Design Technology	**Health and safety instruction**	**Rotation of 3x projects -** To allow all groups to complete the graphics project in 113. **Graphics project:** Endangered species 6 week project where students research and investigate causes why animals become endangered - links to ecological concerns. Culminating in a logo to promote awareness. **Skills:** research of endangered species, analysis of logo design, design and development of ideas in CAD (building on coreldraw skills taught in Y7). **Birdfeeder project:** Introduction to Engineering. **Materials:** Aluminium sheet, HIPS Processes: reading orthographic drawings, marking out, cold metal forming, vacuum forming, riveting. **Maths link:** Tolerances. **Clocks:** Development of practical skills using the 3x main workshop machines. **Materials:** 6mm MDF. Processes: developing cutting skills, drilling and material finishes. Literacy: writing a specification			**Bug boxes:** skills covered, design ideas drawn in 3d, rendered, planning and development of ideas. Building on skills and competences developed during Y7, students have more scope for customisation. Changing drill bits. **Material:** locally sourced softwood, plus reclaimed materials from previous projects. **Literacy:** consideration of sustainable issues. **Movement:** Art Deco	**Curriculum Enrichment Week**
DT Food and Textiles	DT FOOD: Students will cover this content over two thirds of the year. Explore the term 'culture' and foods from different cultures including religious food laws. A focus on British dishes and ingredients. Identify important temperatures related to food hygiene, cooking and storage. Identify the sections of the Eatwell guide, the main functions of macro and micro nutrients and identify the 8 tips on healthy eating. Understand the sources and structure of carbohydrates and explain slow and quick release energy. Analyse and compare the nutritional value of different products. Understand the traffic light system of food labelling and the RNI related to values and percentages. Use sensory profiles to compare the taste of products and come up with new product ideas. Using the 8 tips on healthy eating and nutritional knowledge to explain the adaptations and health effects for a given recipe. Understand the term energy balance. Apply knowledge of food hygiene and temperature control to produce well executed food products TERM 1 ASSESSMENT: BASELINE ASSESSMENT, IMPORTANCE OF KEY TEMPERATURES IN RELATION TO FOOD SAFETY,FUNCTIONS OF INGREDIENTS, TRAY BAKE PRACTICAL TERM 2 ASSESSMENT: ENERGY BALANCE, ALTERNATIVE PROTEIN SELECTION, PROTEIN CASSEROLE PRACTICAL Practical skills: Use of yeast, kneading, shaping, glazing, proving, cutting techniques, frying, simmering, boiling, all in one method, use of electric hand mixer, lining a tin, portioning, all in one sauce method, draining, grating, preparation and cooking chicken, using food processor to make bread crumbs, baking.			**DT TEXTILES:** Students will cover this content over one third of the year: Product analysis. Students look at existing products to consider the overall quality and fit for purpose. Group task to investigate fabric properties to help determine most suitable fabric for their task, sustainability taken into consideration. Designing and annotating ideas for project, taken into consideration their research. HWK task: To research the traditional Japanese kite festival 'Koinobori'. Practical: Numeracy-scaled drawings, creating 3D shape. Techniques - appliqued decoration, use of sewing machine for construction. Use of a recycled component. Planning For making: each lesson-consider new stage for independent learning. Evaluation: Self assessment and peer assessment.	
Drama	Theatre Styles: Physical Theatre Students will explore several physical theatre techniques used to create non-naturalistic performances. This will include Body as Prop, Synchronised Movement and Mirroring as well as more advanced Lifts and Balances. Students will look at exemplar work from professional physical theatre companies such as DV8 and Frantic Assembly. Students will conclude this scheme of work with an assessment where they will retell a well-known fairytale using only physical theatre techniques.		Theatre Styles: Naturalism and Comedy Students will explore a naturalistic style of theatre whilst exploring the script Our Day Out by Willy Russell. This classic play uses comedic styles and follows the story of a class of students from Liverpool who go on teir first school trip to Wales. Students will use the drama skills they have developed in order to prepare and perform characters from a script and also explore how to perform in line with a playwright's intention.	Theatre styles: Theatre in Education Students will explore a very common career path in the performing arts - Theatre in Education. Students will study Trainors - a play that explores child slavery and a "living wage" in the production of clothing and sportswear. Students will study how drama and theatre can teach about key issues, looking at some of the reasons why we create theatre. Finally, students will plan and create a Theatre in Education short play that they will have the opportunity to perform on tour to our feeder primary Schools in Year 9 with messages about E-Safety.	
Music For more information see Music Curriculum Overview	**The Blues**	**African Music**	**Christmas Cathedral Concert Preparation**	**Music Through The Ages**	**Band Skills**	**Film Music**	**Song Writing**
PD	· Self esteem, reproduction including menopause and the birth of a baby. * Sex and the law * What is meant by consent?	Staying safe - First Aid, the condom as a method of staying safe, other forms of contraception, HIV and AIDs awareness. Body image and pornography.		Smoking and addiction. A focus on Cannabis and the links with poor mental health.		Transgender kids, toxic friendships, conflict and domestic conflict, running away, disability. Drop down day: 'Prison, me? No way!'	

PE	In **Invasion** Games students will develop a range of developmental skills, techniques and tactics appropriate to a range of Invasion Games, mainly focussed upon defensive principles, using these in competitive and pressurised situations. During this unit students will also work upon developing a number of personal qualities, such as cooperation, respect and self-management. In **Fitness** units students will learn how exercise effects their heart rates, working upon and testing a wide range of components of fitness and know how these aid personal sporting performance. During this unit students will also work upon developing a number of personal qualities, such as Independence, Resilience and Self-Management. In **Aesthetic** activities students will be able to independently choreograph a routine including a wide range of performance skills and movements showing precision, fluency and body management. In addition students will be able to appreciate what makes a quality performance and offer constructive and knowledgeable feedback to other performers. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, confidence and resilience. **During the Autumn and Spring terms we run a carousel from these 5 activity areas.** **Assessment and DIT:** At the end of each unit students will complete an assessment and receive feedback		In **Multi-Skills** activities students will work to improve their movement skills, i.e. different movement patterns, changing direction and/at speed, showing flexibility, balance, strength, reaction time and hand-eye coordination. They will do this by experiencing a wide range of movement activities and games, giving them an understanding of they are used in the sports which they play. During this unit students will be encouraged to develop a number of personal qualities, such as, confidence, communication, cooperation, resilience and self-management. In **Outdoor and Adventurous** activities students will take part in a series of Orienteering activities and courses where they will be required to find points on a map. They will be taught how to use pacing and a compass to increase the accuracy and detail of their work. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, teamwork, leadership and self-management. **During the Autumn and Spring terms we run a carousel from these 5 activity areas.** **Assessment and DIT:** At the end of each unit students will complete an assessment and receive feedback	In **Athletic** activities students will further develop the physical and technical skills in a range of athletic events. They will understand how to increase their effectiveness in a range of events, such as increasing power, speed, endurance and technical ability. Students will also know the rules and regulations for their chosen events. During this unit students will be encouraged to develop a number of personal qualities, such as resilience, respect and humility. In **Net** Games students will continue to develop Forehand and Backhand ground strokes and know how to serve correctly and effectively, increasing power, accuracy and variety as experience and ability increases. Students will be able to use these strokes in competitive singles and doubles games. More effective players will be able to use and adapt these strokes and tactics to outwit an opponent. During this unit students will be encouraged to develop a number of personal qualities, such as Resilience, Self-Management, Integrity and Honesty. In **Striking and Fielding** Games students will work on developing a range of skills. This will include increasing the range of batting strokes, both attacking and defensively, improving the effectiveness when bowling, i.e. speed, direction, deception and accuracy and further developing their ability as a fielder, i.e. catching, intercepting and throwing. This will be done in small sided and larger style games. During this unit students will be encouraged to develop a number of personal qualities, such as Cooperation, Respect and Self-Management. **During the Summer term we run a carousel from these 3 activity areas.** **Assessment and DIT:** At the end of each unit students will complete an assessment and receive feedback		
RE	What is meant by, 'the Journey of Life'? · Welcoming ceremonies, secular and infant baptism · What is a Believers Baptism? · Why get married? · Christian Marriage, a history, symbolism and meaning · Marriage in other religious traditions · Same sex marriage	Why don't Hindu's want to be reincarnated and what can they do about it? What do religious believers say about old age? How far does it make a difference if you believe in life after death?	Does the world need prophets today? (People of God) How are Sikh teachings on equality and service put into practice today?	Good bad, right wrong: How do I decide? A focus on animal rights including animals in testing and entertainment.	• NATRE Spirited Arts competition		