

# The Avon Valley School – Year 8 Curriculum

	Autumn		Spring		Summer	
<b>English</b>	<b>Modern Play: Noughts and crosses:</b> An opportunity for students to engage deals with a range of relevant societal issues. Students will also have the opportunities.	Dystopian Literature: Students are introduced to dystopian conventions through the study of a range of literary extracts and reading the novel the Hunger Games. Moving from the reading of text to the creation of their own, students have the opportunity to develop their crafts as writers.	<b>Speeches, Poetry and Ideologies Linked to Voice Power and Protest:</b> Students explore a range of non-fiction texts enhancing their knowledge of the key ideologies encountered in literary texts.	<b>Shakespearean Heroes and Villains:</b> Building on from the Year 7 Romeo and Juliet unit, students will explore a range of Shakespeare’s diverse characters.		
All of these areas are delivered in small parts, and are no more than a couple of weeks in duration. All topics are interrelated and constantly refer to others. Each topic will consist of problem solving, challenge, and hence have a need for resilience. Alongside this is a constant need to recall basic facts and revisit older topics. All topics can be studied and practiced on <a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a>						
<b>Maths</b>	Whole Numbers and Decimals Rounding and Error Bounds Measures, Perimeter and Area Introduction to Algebra Expressions & Formulae Add and Subtract Fractions Circles	Fractions, Decimals and Percentages Angles and 2D Shapes Coordinates & Graphs Decimal Calculations	Mental and written Mathematics Estimating Probability Powers and Roots Percentages 3D Shapes and Constructions	Statistics Equations Loci Pythagoras 3D shapes	Equations Transformations Calculations, scale and bearings Multiplying and Dividing Fractions Powers & Roots Sequences Similarity	3D Shapes Ratio and Proportion Probability Percentages Venn Diagrams
<b>Science</b>	<b>Transition ‘I am a scientist’</b> - Introduction to Scientific approaches. <b>Forces ‘Under pressure’</b> : Calculating speed, Speed-distance-time graphs; pressure in liquids and gasses. <b>Organisms ‘The wonder of you’</b> : A balanced diet, healthy lifestyles and organ systems in the body. <b>Matter ‘Can’t Mende-believe it’</b> : The periodic table and different groups in the periodic table.		<b>Energy:</b> Heating and cooling; conduction, convection and radiation. <b>Reactions ‘All about da bass’</b> : Discover a variety of important chemical reactions. <b>Waves ‘Wave new world’</b> : Wave properties, sound and light waves, structure of the ear and eye.	<b>Ecosystem ‘Let it grow’</b> : Plants and photosynthesis. <b>Genes ‘Finch-tastic’</b> : Inheritance, evolution and extinction.		<b>Electricity and magnetism ‘Resistance is futile’</b> : Magnetism, electromagnets and components of series and parallel circuits. Permanent and non-permanent magnets.
<b>History</b>	<b>British Empire</b> : The first of three in-depth studies around the themes of political power, industry and empire that students focus on until the summer term. Students will evaluate the impact of the British Empire		<b>Slavery:</b> An in-depth study on the growth of the slave trade, interleaving this knowledge into the previous unit on the British Empire. The topic starts by looking at African Kingdoms to contextualize the transatlantic slave trade and seeks to explore the inhumanity of slavery with themes of resistance and independence.	<b>Industrial Revolution (8):</b> This in-depth study on Industry will look at Britain’s economic, social and political development in the 19 <sup>th</sup> Century. It also explores links to democracy, social structures and women’s suffrage.	<b>WWI:</b> Conflict, propaganda and progress; this topic looks at Britain in an international context. Special focus is given to the causes of the First World War, the experience of soldiers, the impact of technology, and the improvement in weaponry.	
<b>Geography</b>	<b>Tectonics:</b> Students learn about Tectonic plate theory and the impacts of tectonic activity on humans and the environment.	<b>Moral Issues:Deforestation:</b> We evaluate how our actions may have unintended consequences through a study on deforestation.	<b>Moral Issue: Climate change</b> We explore potential causes and consequences of climate change and question our approaches to managing it in the future.	<b>Amazing Places: Africa:</b> An in-depth study about the physical, political and human landscape across the vast and magnificent continent	<b>Weather and microclimates:</b> Students begin to understand why the weather in the UK is so variable, and take a look at extreme weather events before completing fieldwork on microclimates of The Avon Valley School.	<b>Amazing Places: India:</b> A research project to learn about the physical and human geography of this beautiful country.

<b>Religious</b>	<b>What is morality?:</b> Students will learn what the term morality means, types of morality and how it can differ according to the life you lead, the people around you and the beliefs you have.	<b>Crime and Punishment:</b> Students will learn how what you believe can impact upon the choices you make in life. How the beliefs you have impact upon current affairs. In this situation, the link is to crime and punishment.	<b>Medical Issues: (with specific links to Humanism):</b> Students will learn how what you believe can impact upon the choices you make in life. In addition, how the beliefs you have impact upon current affairs. In this situation, the link is made with reference to medical issues.		<b>Relationships and Families (with specific links to Sikhism):</b> Students will learn how what you believe can impact upon the choices you make in life. In addition, how the beliefs you have impact upon current affairs. In this theme, the link is made with reference to relationships and families.	<b>Suffering and the Holocaust :</b> Students will learn about the religious origins of evil and how religions respond to the issue, together with real life examples.
<b>French</b>	<b>Moi et ma famille + temps libre</b> Students will learn to present themselves; describe their family; talk about their free time activities. Grammar focus will be on present tense (all verbs, regular and irregular); adjectival agreement and comparison; opinions and reasons; connectives and past tense with avoir.		<b>Les vacances</b> Students will learn to talk about holidays: countries; duration; means of transport; suitcase items; accommodation; weather; activities during holidays; describing past holidays. Grammar focus will be on present tense (all verbs); past tense with avoir; past tense with être; question words; opinions and reasons.		<b>L'avenir</b> Students will learn to talk about jobs and future plans for the weekend, and in life. Grammar focus will be on present tense; near future tense; connectives; negation and question words.	<b>La nourriture</b> Students will learn to talk about food and drink; French eating habits and customs; their own eating habits. Grammar focus will be on opinions and reasons; present and past tenses; the partitive (du, de la, des, de l'). <b>Ratatouille project.</b>
<b>German</b>	<b>Hallo:</b> Students will analyse grammatical terminology to discuss linguistic concepts, experiment with basic everyday language (greetings, number, days, months...) and demonstrate an understanding of German phonetics and the link to grapheme (alphabet) to be able to apply to future contexts.		<b>Familie und Freunde:</b> Students will process and apply the German verbs <i>haben</i> and <i>sein</i> , which will ensure access to other tenses (present, past and future). They will explore and embed adjectives (including agreement) to communicate simple information about themselves, their family and pets.		<b>Freizeit:</b> Students will demonstrate knowledge of language related to hobbies and free time activities using both the present and future tense.	<b>Die Schule:</b> Students will communicate likes, dislikes and opinions on their studies, teachers and school. Students will also revisit numbers so they are able to tell the time in German and use this to outline their school timetable and learn more about the English and German education systems.
<b>Spanish</b>	<b>Hola:</b> Students will learn greetings and introductions; alphabet and pronunciation (phonics); numbers 1-100; classroom objects; days of the week and months; school bag items and colours; telling the time. Grammar focus will be on punctuation; verbs <i>ser</i> and <i>tener</i> (I and you); the sounds of specific letters; possessive case; definite and indefinite articles; adjectival agreement with colours; feminine and masculine cases.		<b>Mi familia :</b> Students will learn to describe themselves and their family members/friends both physically and in terms of personality, as well as their pets. Grammar focus will be on: <i>tener</i> and <i>ser</i> (full verb paradigm); adjectival agreement; connectives and intensifiers; definite and indefinite articles; word order (sentence structure - adjectives after noun).		<b>Mi tiempo libre:</b> Students will learn to talk about their free time activities and plans for the weekend/next week; sports and hobbies, as well as TV programmes. Grammar focus will be on opinions + infinitive; definite articles; verbs <i>jugar</i> and <i>hacer</i> ; present tense all regular verbs; extended opinions; time phrases; adverbs; comparative and near future.	<b>Mi instituto:</b> Students will learn to talk about their school subjects and teachers; describe their teachers and school day. Grammar focus will be on opinion and reasons; adjectival agreement; connectives and intensifiers; telling the time; days of the week; near future tense.
<b>Computing</b>	<b>Programming and Computational Thinking Through Python</b> In the first part of the term, the focus will be on the various elements of computational thinking; including pattern recognition & recomposition, abstractions and algorithms, variables, inputs & outputs, concentration and Boolean logic. Students will then use Python to apply this understanding to projects that focus on logic gates and binary conversion.		<b>Creative Project Part 1 - Using Photoshop to manipulate images</b> A number of images will be sourced, created and repurposed in order to provide assets for the unit in the second part of the Spring term. Transformations, adjustments and filters will all be introduced and explored.	<b>Creative Project Part 2 - Creating comic books in Comic Life 3</b> Using the assets created in Spring term 1, students will plan, develop and create comic books that deliver a clear narrative and character development, whilst focussing on a key theme or issue.	<b>Using Flowol to create Flowcharts</b> Flowcharts are used in a number of industries as a problem solving aid and, in this unit, students will consider how software can be used to create flowcharts that solve real world problems within practical systems.	<b>Using code to create games</b> Using online coding apps, students will develop layout, graphics and interactions that combine to create real games that can be accessed and played on mobile devices.
<b>DT- textiles</b>	<b>Pop Art Cushions:</b> Designing and making a cushion inspired by the Pop Art movement. Developing a deeper understanding of contextual sources by researching an art movement; recognising and describing artists work and compositions (artists including Andy Warhol and Roy Lichtenstein). Designing images in the style of past artists. Producing personal responses to an artist's work developing understanding of visual language. Learning surface decoration techniques, and the operation of sewing machines for joining and shaping fabrics.					

<b>DT - Product design</b>	<b>Understanding Materials:</b> Students will learn where materials originate from, know the different material families, and be able to describe different materials and their properties, identify materials through their appearance and texture and be able to compare the differences between two different materials.	<b>Designing – Inspirational Clock Designing :</b> Students will learn how to use existing materials to pick out shapes, patterns and colour to help influence new ideas. In addition, they will use shading techniques to show a product's aesthetic properties. Students will reflect upon design ideas by being able to describe ideas using annotation.	<b>Manufacturing Specifications:</b> Students will learn how to explain how a final 2D solution can be turned into a manufactured outcome. Justifications are gathered, based upon prior learning, as to why certain material choices have been made for different aspects of the design solution. They will also learn how to use dimensioning accurately, to aid with precision and quality during manufacturing.	<b>Manufacturing Outcome:</b> Producing a functional Clock with the use of creativity to add at least one secondary function into the product. To gain experience in the use of workshop machinery to aid in the manufacture of a final solution. Learning how to use different solvents safely to assemble different materials. Students will gain experience in solving problems whilst manufacturing and finally be able to evaluate the functional outcome against the original design.	
<b>DT - Food and Nutrition</b>	<b>Introduction to Food and nutrition:</b> Students will have an introduction to food and nutrition, looking at hygiene, safety and basic food preparation and techniques.		<b>Baking skills:</b> Students will learn new skills such as proving, kneading, shaping, rubbing-in, creaming and sauté. They will learn about raising agents, batch baking and the preparation of plant and meat based products.	<b>Cooking Skills:</b> Students will continue to learn more skills that get more complex. Skills include the bridge and claw hold, slicing, shimmering, draining, mixing, baking and looking at different temperatures.	
<b>DT - Art</b>	<b>Henry Moore:</b> Students will learn how to make objects look 3D using contour lines. Students will develop these skills to enable them to draw the human form. Students will employ this new skill using a range of different media to try out many techniques.		<b>Edvard Munch:</b> Students will learn how to draw using one point perspective, resulting in them creating a ‘Scream’ painting of their own design.	<b>Eye Project:</b> Students will learn how to create a project independently. Based on the subject of eyes, students will learn new skills, think about composition, and design a final outcome of their choice, using their chosen media.	<b>Wooden Man:</b> Students will learn how to observe body shapes. They will create a piece of work based on the human form and patterns.
All curriculum topics are delivered throughout the year on a rotation system.					
<b>PE</b>	<b>Games:</b> Students are taught how to improve their level of individual skill and tactical awareness, as well as learning the principles of attack and defense, in a range of indoor and outdoor games activities. Students perform skills in progressive practices and small game situations, to maximise understanding and personal application.		<b>Gym and Trampolining:</b> Students learn the principles of body tension, and are taught basic gymnastic skills. These skills and movements are then put into use onto the trampoline. In both areas, students are required to create, adapt, and perform an individual routine showcasing their level of skill.	<b>Athletics/Safe Exercise/Orienteering:</b> Students are encouraged to implement the safe principles of exercise and subsequently try to maximise their performance in the athletic disciplines. Here they are encouraged to achieve personal bests in all activities, by applying techniques learnt alongside the motivation to improve. In orienteering, pupils develop the ability to map read, and to do so under increased pressure via various competitive orienteering challenges.	
<b>Drama</b>	<b>Imperfection: Gangs:</b> Students will begin to understand the development of gang culture and gender differences within Gangs. They will create performance work within a T.I.E style, with the application using some Brechtian techniques.		<b>The Holocaust:</b> Students will learn about the historical background and the empowerment of Adolf Hitler, leading into genocide, and the routing of propaganda. Students will learn empathy and compassion in exploring this historical event, and will create thought provoking work through looking at the story of Anne Frank.	<b>Nought and Crosses:</b> Students will learn how to develop characters within a play and expand their understanding of Brecht within performance work. They will learn about the social and cultural aspects of the text, and how to embed K&U within their performance work.	
<b>Dance</b>	<b>Dance styles:</b> Students will focus on furthering their performance skills (accuracy of actions, space and timing), and capturing the different characteristics of each dance style through their performance.	<b>Guernica:</b> Students will create their own dance piece based on the bombings in Spain and Picasso's painting in response to this historical event. They will develop their choreography skills, and will be required to generate all movement material from the stimulus through group work. Students will focus on communicating the theme of their dance, and applying spatial elements.	<b>Street Dance:</b> Students will work on developing their performance skills (accuracy of actions, space, commitment and confidence), and focus on capturing the style and performance qualities of street dance in a set phrase. Choreography skills are explored through creating tutting and locking phrases, focusing on the dynamics and originality of movement material.	<b>Performance piece:</b> Students will learn a set contemporary dance piece, focusing solely on all performance skills.	<b>Musicals:</b> Performance and choreography skills are explored together whilst learning set movements from musicals, and generating their own choreography to communicate the theme.

<b>Music</b>	<b>Jazz &amp; Blues:</b> Students will build on previous learning by focusing on instrument-based performance tasks that should include an improvisational composition element. In addition, students will complete listening tasks designed to aid understanding of where Jazz and blues came from as well as common musical features of the genre.		<b>Rock &amp; Roll:</b> Students will build on previous learning to further explore the use of chords common to Jazz, Blues & Rock and Roll. This will be achieved through further study of chords. Students will know how to construct and perform different triads along with a 12 Bar Blues bass line. (This will include Major and minor triads and seventh chords)		<b>Song Writing:</b> Students will build on previous learning by focusing on compositional tasks designed to allow them to compose in a more 'free' fashion using their knowledge of chords gained in previous units. Students will build on their understanding of structure by looking hit songs from the past and applying this knowledge to help them with their own compositions.	
<b>PSHEE</b>	<b>We are family:</b> Students will learn about different family structures across the UK, and how these may have changed over time. Students also look at the UN Charter on Children's Rights.	<b>Politics and the local community – who's in charge?</b> Students will learn how politics affects them, the different political parties that exist, who the local MP is and how voting and elections work.	<b>Exploring the possibilities</b> Students will learn what money means to them, and the role of a bank in looking after your money. Students also gain guidance on picking their GCSE options, and linking this to what they may want to do in the future.	<b>Global Citizenship</b> Students will learn about child labour and poverty. They will study the work of charities such as Oxfam, UNICEF and Save the Children, and the level of inequality within and between societies.	<b>Drunk in charge of a body</b> Students will learn what alcohol is, how it is marketed, and its link to mental health and risk taking.	<b>Heroes</b> Students will learn about those classed by others as heroic figures in society, and reflect upon those they see as a personal hero.