**Year 8 Curriculum Summary Autumn Term**

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| **Subject** | **Curriculum** | **Key Summative Assessment Information** |
| Art and Design | Portraits and figures: Proportions, features, styles and materials.  Art History: Baroque, Romanticism. | Art history homeworks graded according to YETs.  Art History: Core knowledge tests.  Summative mark at the end of project. |
| Computing | Working practices: Spreadsheets, Data, Artificial Intelligence. | Exam  Bebras Computational Thinking Challenge |
| Design and Technology | Double lessons: half year rotation of units between Electronics & CAD Moodlight and Food & Nutrition.  Single lessons: inclusive design and DOT project. | Knowledge, design, making & evaluating. Project-based. |
| Drama | Devising and theatrical storytelling, based on different versions of ‘Little Red Riding Hood:’ skills, conventions, techniques and styles.  Epic theatre: Theatre practitioners. | Half termly tasks. |
| English | Non-fiction: autobiographies.  The Graphic Novel: The Arrival by Shaun Tan. |  |
| Geography | Coasts: Why are coasts so varied? Should sea defence at Walton-on-the-Naze by removed?  Population: How are populations changing? | Walton-on-the-Naze fieldwork write up.  Population Big Geography Question. |
| History | How much did the Break with Rome really have to do with religion?  Part 1 of changing experiences of black Britons.  What was the impact of the Spanish Armada? | Essays on the Break with Rome & Spanish Armada. End of term knowledge test. Low stakes quizzes. |
| Mathematics | Number: Order of operations, place value, negative numbers; Algebra: Expanding brackets and substitution; Geometry: Angle facts and bearings; Data: Pie charts; Problem Solving. | End of Term Test in the penultimate week of term. |
| MFL | Describing events in the past and present, talking about what people and places are like, I / we, modal verbs. | Weekly vocabulary tests. Assessment: reading, writing, listening, speaking. |
| Music | Conventions beyond pitch and rhythm, 4-bar phrases, tonic/dominant harmony, chords II, III, VI, ornaments, sequences, melodic lyricism. | Baseline assessment. Keyboard assessment. Structured compositions. |
| PE | With games such as rugby, hockey and football, pupils are exposed to greater tactical analysis and more advanced drills and activities. | A continuous assessment process across the year. |
| PSHE | Mental health, challenging discrimination and stigma in today’s workplace, healthy coping strategies, emotional well-being, CPR and First Aid, protected characteristics. | Baseline ‘I can’ assessment, revised on Ipsative assessment. Topic Quiz. |
| RPE | Why is there evil in the world? Religion and worldviews: Christianity, Judaism, Islam, Humanism /Atheism. What is the impact of Buddha? | Key terms and concepts quiz, Class Debate with Essay write-up of Debate. 10 question Buddhism Quiz. |
| Science | Topics covered Biology- Inheritance and the genome, Chemistry -simple chemical changes and in Physics- forces and motion. | Forms quizzes. End of term test: 20 marks for each topic, inc. practical skills. |