



**ASHFIELD  
SCHOOL**

# Year 8

## Curriculum content and key assessments



# Year 8 Core Course

## Art

	Content	Assessment
Term 1	<p><b>Baseline Assessment</b></p> <p><b>Distorted Portraits</b></p> <ul style="list-style-type: none"> <li>Learn how to create an accurate portrait drawing using a grid.</li> <li>Explore how surrealists use distortion and why. Create a surrealist hard drawing.</li> <li>Learn about the Mexican Day of the Dead festival. Create a realistic colour pencil flower drawing.</li> </ul>	<p><b>Assessment 1</b> (Baseline assessment)</p> <p><b>Assessment 2</b> (Gridded drawing)</p> <p><b>Assessment 3</b> (Colour pencil flower drawing)</p>
Term 2	<p><b>Distorted Portraits (Continued)</b></p> <ul style="list-style-type: none"> <li>Learn about the contemporary artist Ben Brown. Create a skull painting.</li> <li>Combine ideas from surrealism, Day of the Dead, and Ben Brown to produce a final piece design.</li> <li>Distorted Portraits final piece with evaluation.</li> </ul> <p><b>Mythological Creatures</b></p> <ul style="list-style-type: none"> <li>Understand what mythological creatures are and learn about the artist Edward Topsell.</li> <li>Use a range of mark-making techniques using pencil and pen.</li> <li>Edward Topsell artist page including information and artist copy.</li> </ul>	<p><b>Assessment 4</b> (Skull Painting)</p> <p><b>Assessment 5</b> (Distorted Portraits final piece)</p> <p><b>Assessment 6</b> (Artist page)</p>
Term 3	<p><b>Mythological Creatures (continued)</b></p> <ul style="list-style-type: none"> <li>To create a scientific drawing of a mythological creature in the style of the artist.</li> <li>Final piece design</li> <li>Clay final piece.</li> <li>Extra - Photography with sculpture in a suitable setting.</li> </ul>	<p><b>Assessment 7</b> (Creature Drawing)</p> <p><b>Assessment 8</b> (Clay final piece)</p>



# Year 8 Core Course

## Computer Science

	Content	Assessment
<b>Term 1</b>	<p><b>Micro:Bit</b></p> <ul style="list-style-type: none"> <li>• Micro:Bit hardware.</li> <li>• Using text.</li> <li>• Variables.</li> <li>• Conditionals.</li> <li>• Inputs.</li> <li>• Loops and random numbers.</li> </ul> <p><b>Superbeast Image Editing</b></p> <ul style="list-style-type: none"> <li>• Selection tools.</li> <li>• Layers.</li> <li>• Cloning.</li> <li>• Creature design and creation.</li> </ul>	<b>Assessment</b> during practical work
<b>Term 2</b>	<p><b>Magazine Design</b></p> <ul style="list-style-type: none"> <li>• Magazine cover design.</li> <li>• Part of a magazine cover.</li> <li>• Using text.</li> <li>• Evaluation.</li> </ul> <p><b>Small Basic</b></p> <ul style="list-style-type: none"> <li>• Input and outputs in small basic.</li> <li>• Using variables and libraries.</li> <li>• 'If' statements.</li> <li>• Iteration.</li> <li>• Coding graphics.</li> </ul>	<b>Assessment</b> during practical work
<b>Term 3</b>	<p><b>Film Trailer</b></p> <ul style="list-style-type: none"> <li>• Assessing film trailer conventions.</li> <li>• Designing a storyboard.</li> <li>• Editing moving images.</li> <li>• Editing audio.</li> <li>• Applying transitions and effects.</li> <li>• Evaluation.</li> </ul>	<b>Assessment</b> during practical work



# Year 8 Core Course

## Drama

	<b>Content</b>	<b>Assessment</b>
<b>Term 1</b>	<p><b>Baseline assessment preparation</b></p> <p><b>Craig and Bentley</b></p> <ul style="list-style-type: none"> <li>• Exploration and dramatization of a real-life event.</li> <li>• Creation of a believable character.</li> <li>• Aiming to evoke an emotional response from an audience.</li> </ul>	<p><b>Assessment 1</b> (Baseline assessment)</p> <p><b>Assessment 2</b> (Craig and Bentley)</p>
<b>Term 2</b>	<p><b>Godber Exploration</b></p> <ul style="list-style-type: none"> <li>• The features and techniques associated with John Godber's theatre.</li> <li>• Use of multirole, gestus, exaggeration and humour to communicate a moral or social message to an audience.</li> <li>• Devising a new performance in the style of Godber.</li> </ul>	<p><b>Assessment 3</b> (Godber)</p>
<b>Term 3</b>	<p><b>The Curious Incident of the Dog in the Night</b></p> <ul style="list-style-type: none"> <li>• The character Christopher and how he views the world around him.</li> <li>• Use sections of the script and an understanding of the work of the Frantic Assembly to create a performance.</li> <li>• Explore text using physical theatre techniques.</li> </ul> <p><b>Theatre In Education</b></p> <ul style="list-style-type: none"> <li>• Discovering creative ways to communicate a didactic message to an audience.</li> <li>• Conducting research of topical issues which can be used as a stimulus for the creative devising process.</li> <li>• Devising performance work which aims to teach an audience.</li> </ul>	<p><b>Assessment 4</b> (The Curious Incident)</p> <p><b>Assessment 5</b> (Theatre in Education)</p>



# Year 8 Core Course

## English

	Content	Assessment
<b>Term 1</b>	<p><b>Study of a novel - one from</b></p> <ul style="list-style-type: none"> <li>• <i>Hound of the Baskervilles</i> by Arthur Conan Doyle.</li> <li>• <i>Lord of the Flies</i> by William Golding.</li> <li>• <i>Private Peaceful</i> by Michael Morpurgo.</li> <li>• <i>Once</i> by Morris Gleitzman.</li> <li>• <i>Trash</i> by Andy Mulligan.</li> <li>• <i>Noughts and Crosses</i> by Malorie Blackman.</li> </ul> <p>Focusing on appreciating the author's craft in relation to:</p> <ul style="list-style-type: none"> <li>• Plot and character development.</li> <li>• Use of setting and atmosphere for effect.</li> <li>• Contextual links.</li> </ul> <p><b>Creative Writing - Science Fiction</b> Studying fiction writing with a science fiction theme. Texts used are taken from different cultures and time periods.</p> <p><b>Library session (all year)</b> Promoting reading for pleasure and partaking in the Accelerated Reader programme, as well as using Bedrock Vocabulary online learning.</p>	<p><b>Assessment 1</b> SPAG Knowledge (Multiple choice)</p> <p><b>Assessment 2</b> Novel Knowledge A (Multiple choice, covering novel's events and characters)</p> <p><b>Assessment 3</b> Creative Writing (Personal Response - creative writing (to describe or narrate))</p>
<b>Term 2</b>	<p><b>Study of a novel - continued</b></p> <p><b>Viewpoint Reading and Writing - Man's Best Friend</b> Exploring writers' viewpoints in non-fiction texts, using texts linked by the topics of Man's Best Friend and Fantastic Beasts. Analysing ways in which writers use language and structure to achieve specific effects.</p> <p><b>Viewpoint Writing: Young Reporter</b> Studying non-fiction writing, with a view to students producing various viewpoint texts for impact.</p> <p><b>Library session (as above)</b></p>	<p><b>Assessment 4</b> Novel Knowledge B (Multiple choice, covering novel's events and characters)</p> <p><b>Assessment 5</b> Reading (Personal response to a viewpoint text)</p> <p><b>Assessment 6</b> SPAG Knowledge (Multiple choice)</p> <p><b>Assessment 7</b> Viewpoint Writing (Personal Response - viewpoint writing)</p>
<b>Term 3</b>	<p><b>Shakespeare Live! and reading <i>The Tempest</i></b> Exploring the context for the play, before discussing its main themes and ideas whilst reading. Considering the play in performance.</p> <p><b>Poetry Writing and Transformations</b> Studying poetry over time and across cultures. Also, writing poems and transforming poems into other genres.</p> <p><b>Library session (as above)</b></p>	<p><b>Assessment 8</b> Effort assessment (Presentation of Young Reporter project)</p> <p><b>Assessment 9</b> Shakespeare Knowledge (Multiple choice, covering play's events and characters)</p>



# Year 8 Core Course

## Ethics and Philosophy

	Content	Assessment
<b>Term 1</b>	<p><b>Science and Religion</b></p> <ul style="list-style-type: none"> <li>• The Christian creation story.</li> <li>• Other stories of creation.</li> <li>• Science versus faith.</li> <li>• What is adaptation?</li> <li>• The evolution of man.</li> </ul> <p><b>Jewish Life</b></p> <ul style="list-style-type: none"> <li>• Key Jewish Figures</li> <li>• The geography of the Jews</li> <li>• Historic persecution of the Jews</li> <li>• The Shabbat</li> <li>• Jewish life in Germany (pre-war and during the war)</li> <li>• The final solution and the impact on the Jewish faith.</li> </ul>	<p><b>Assessment 1</b> (Science and Religion test)</p>
<b>Term 2</b>	<p><b>Moral Issues</b></p> <ul style="list-style-type: none"> <li>• Sanctity of life.</li> <li>• Capital punishment.</li> <li>• Troy Davis.</li> <li>• Conflict in Christianity.</li> <li>• Life on death row.</li> </ul> <p><b>Medical Ethics</b></p> <ul style="list-style-type: none"> <li>• Life and death.</li> <li>• Organ donation.</li> <li>• IVF and designer babies.</li> <li>• Cryogenics.</li> <li>• Hospice care.</li> </ul>	<p><b>Assessment 2</b> (Moral Issues test)</p>
<b>Term 3</b>	<p><b>Prejudice and Discrimination</b></p> <ul style="list-style-type: none"> <li>• Emmet Till.</li> <li>• Rosa Parks.</li> <li>• Martin Luther King.</li> <li>• 'I have a dream'.</li> <li>• Methods of protest.</li> <li>• Little Rock.</li> <li>• Desmond Tutu.</li> </ul> <p><b>Inspirational People</b></p> <ul style="list-style-type: none"> <li>• What makes a person inspirational?</li> <li>• Jesus.</li> <li>• Malala.</li> <li>• Janusz Korczak.</li> <li>• Mother Theresa.</li> <li>• Ghandi.</li> </ul>	<p><b>Assessment 3</b> (Prejudice and Discrimination test)</p>



# Year 8 Core Course

## Geography

	Content	Assessment
<b>Term 1</b>	<p><b>Tropical Rainforests</b></p> <ul style="list-style-type: none"> <li>• Where are rainforests found?</li> <li>• What is the structure of a rainforest?</li> <li>• Plant and animals adaptations in a rainforest?</li> <li>• Why are tropical rainforests being destroyed?</li> <li>• How can rainforests be managed sustainably?</li> <li>• Revision and assessment.</li> </ul> <p><b>Development &amp; Globalisation</b></p> <ul style="list-style-type: none"> <li>• What is development?</li> <li>• How can development be measured?</li> <li>• Rapid rural to urban migration in China?</li> <li>• What is Globalisation?</li> </ul> <p>Should James Dyson move manufacturing to Malaysia?</p>	<b>Assessment 1</b>
<b>Term 2</b>	<p><b>Development &amp; Globalisation (continued)</b></p> <ul style="list-style-type: none"> <li>• Who is to blame for the Dhaka disaster?</li> <li>• Development and globalisation assessment.</li> </ul> <p><b>Tectonic Hazards</b></p> <ul style="list-style-type: none"> <li>• What happens at plate boundaries?</li> <li>• What are the effects and responses to an earthquake?</li> <li>• How are people affected by volcanoes?</li> <li>• Vesuvius- should I stay, or should I go?</li> <li>• How can we prepare for earthquakes?</li> </ul> <p><b>Megacities</b></p> <ul style="list-style-type: none"> <li>• What are megacities?</li> <li>• Why do cities grow?</li> <li>• What are the challenges in LIC cities?</li> </ul>	<b>Assessment 2</b>
<b>Term 3</b>	<p><b>Megacities (continued)</b></p> <ul style="list-style-type: none"> <li>• Opportunities in Mumbai slums.</li> <li>• Challenges facing London.</li> <li>• The megacities game.</li> </ul> <p><b>China</b></p> <ul style="list-style-type: none"> <li>• What is the physical geography of China?</li> <li>• What is life like in China?</li> <li>• Is China still the workshop of the world?</li> <li>• What is Chinas air pollution problem?</li> <li>• Planning a research project- China.</li> </ul>	<b>Assessment 3</b> (TTCT Assessment)



# Year 8 Core Course

## History

	Content	Assessment
<b>Term 1</b>	<p><b>The Industrial Revolution and Mining</b></p> <ul style="list-style-type: none"> <li>• What was the Industrial Revolution?</li> <li>• Factory life for children</li> <li>• Living conditions during the Industrial Revolution - Cholera.</li> <li>• The effects of mining during the Industrial Revolution</li> <li>• Local History study - Nottinghamshire lace.</li> </ul> <p><b>Suffrage</b></p> <ul style="list-style-type: none"> <li>• How did the Peterloo Massacre shape Britain?</li> <li>• Emily Davison and the Suffragettes.</li> <li>• Women and the vote</li> </ul> <p><b>The First World War</b></p> <ul style="list-style-type: none"> <li>• Why did war break out?</li> <li>• Trench life</li> <li>• Battle of the Somme</li> <li>• Letters home</li> </ul>	<p><b>Assessment 1</b> (Knowledge recall and skills on Industrial Revolution - recall from Y7 Tudors and Normans topics.)</p>
<b>Term 2</b>	<p><b>The First World War</b></p> <ul style="list-style-type: none"> <li>• Causes of war</li> <li>• Why did men volunteer?</li> <li>• Trench system</li> <li>• Leadership of General Haig- The Somme</li> <li>• Role of women</li> <li>• The role of the Empire</li> <li>• Memorials- Why we should remember.</li> <li>• The legacy of the First World War</li> </ul> <p><b>The Inter War years and World War Two</b></p> <ul style="list-style-type: none"> <li>• The Treaty of Versailles</li> <li>• Hitler's role in causing the Second World War</li> <li>• Other factors causing the Second World War</li> <li>• Homefront- Role of women</li> <li>• D-Day</li> <li>• Legacy of the Second World War</li> <li>• Origins of the Cold War</li> </ul>	<p><b>Assessment 2</b> (Based on the First World War and the inter war years and World War Two - recall from the Suffrage and Industrial Revolution Y8 topics)</p>
<b>Term 3</b>	<p><b>The Holocaust</b></p> <ul style="list-style-type: none"> <li>• Early persecution of the Jews in Nazi Germany- Nuremberg Laws/Kristallnacht</li> <li>• Life in a Ghetto</li> <li>• Origins of and life in Death Camps</li> <li>• The German population's role in the Holocaust</li> </ul> <p><b>Migration</b></p> <ul style="list-style-type: none"> <li>• The Aliens Act 1905</li> <li>• Kindertransport</li> <li>• Impact of war on migration</li> </ul>	<p><b>Assessment 3</b> (Two Counties Trust assessment)</p>





# Year 8 Core Course

## Languages

	Content	Assessment
<b>Term 1</b>	<p><b>Talking About Past Holidays</b></p> <p>Revisit</p> <ul style="list-style-type: none"> <li>• Family.</li> <li>• Likes/dislikes.</li> <li>• Foods.</li> </ul> <p>Introduce</p> <ul style="list-style-type: none"> <li>• Weather.</li> <li>• Transport.</li> <li>• Accommodation.</li> </ul> <p><b>Describing Your Weekend</b></p> <p>Revisit</p> <ul style="list-style-type: none"> <li>• Sports.</li> <li>• Free time.</li> <li>• Technology.</li> </ul> <p>Introduce</p> <ul style="list-style-type: none"> <li>• TV.</li> <li>• Cinema.</li> <li>• Perfect tense.</li> </ul>	<p><b>Assessment 1</b> (Writing assessment, Photo card, translation)</p>
<b>Term 2</b>	<p><b>Going Out and Making Plans</b></p> <p>Revisit</p> <ul style="list-style-type: none"> <li>• Places go to.</li> <li>• Activities to do there.</li> </ul> <p>Introduce</p> <ul style="list-style-type: none"> <li>• Music.</li> <li>• Clothes.</li> <li>• Narrating a recent event.</li> </ul>	<p><b>Assessment 2</b> (Speaking assessment Photo card, conversation)</p>
<b>Term 3</b>	<p><b>Health and Illness</b></p> <p>Revisit</p> <ul style="list-style-type: none"> <li>• Foods.</li> <li>• Opinions and reasons.</li> </ul> <p>Introduce</p> <ul style="list-style-type: none"> <li>• Parts of the body.</li> <li>• Illness.</li> <li>• Lifestyle.</li> </ul> <p><b>Cultural Topic</b></p> <ul style="list-style-type: none"> <li>• Booklet covering all elements of year 8.</li> </ul>	<p><b>Assessment 3</b> (Multi skills assessment Listening, Reading and Translation)</p>



# Year 8 Core Course

## Maths

	Content	Assessment
Term 1	<p><b>Indices and Roots</b></p> <ul style="list-style-type: none"> <li>• Order of operations.</li> <li>• Prime factorisation.</li> <li>• Rounding and estimation.</li> <li>• Standard form.</li> </ul> <p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>• Forming and solving linear equations.</li> <li>• Algebraic manipulation.</li> <li>• Working with brackets.</li> </ul>	<p><b>Assessment 1</b> (Cumulative assessment)</p>
Term 2	<p><b>Proportional Reasoning</b></p> <ul style="list-style-type: none"> <li>• Ratio.</li> <li>• Direct proportion.</li> <li>• Speed, distance, and time.</li> <li>• Density.</li> </ul> <p><b>2D Geometry</b></p> <ul style="list-style-type: none"> <li>• Area of parallelograms.</li> <li>• Area of trapezia.</li> <li>• Area of compound shapes.</li> <li>• Circle area and circumference.</li> </ul>	<p><b>Assessment 2</b> (Cumulative assessment)</p>
Term 3	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Collecting data.</li> <li>• Construction and interpretation of scatter-graphs and pie charts.</li> <li>• Calculating and comparing averages.</li> </ul> <p><b>3D Geometry</b></p> <ul style="list-style-type: none"> <li>• Isometric drawing.</li> <li>• Nets.</li> <li>• Surface area and volume of cuboids.</li> <li>• Surface area and volume of prisms.</li> <li>• Surface area and volume of cylinders.</li> </ul>	<p><b>Assessment 3</b> (TTCT Maths assessment)</p>



# Year 8 Core Course

## Music

	Content	Assessment
<b>Term 1</b>	<p><b>Guitar Skills</b></p> <ul style="list-style-type: none"> <li>• Learning how to read guitar TAB.</li> <li>• Learning how to play chords.</li> <li>• Developing a solo or group performance.</li> </ul> <p><b>Music for Adverts</b></p> <ul style="list-style-type: none"> <li>• How music is used in advertising.</li> <li>• Developing composition skills.</li> <li>• Composing music to accompany an advert.</li> </ul>	<p><b>Assessment 1</b> Self-assessment of guitar skills.</p> <p><b>Assessment 2</b> Composition</p>
<b>Term 2</b>	<p><b>Jazz and Blues</b></p> <ul style="list-style-type: none"> <li>• The origins and history of Jazz and Blues.</li> <li>• Advanced keyboard skills.</li> <li>• Perform 12-bar Blues and a walking bass line.</li> <li>• Improvisation skills.</li> </ul> <p><b>ICT in Music - Dance eJay</b></p> <ul style="list-style-type: none"> <li>• Music sequencing techniques</li> <li>• Key features of Dance Music.</li> <li>• Compose a piece of Dance Music using ICT.</li> </ul>	<p><b>Assessment 3</b> Performance</p> <p><b>Assessment 4</b> Composition</p>
<b>Term 3</b>	<p><b>Band Performance</b></p> <ul style="list-style-type: none"> <li>• Develop ensemble performance skills.</li> <li>• Develop skills on a chosen instrument.</li> <li>• Perform a piece of popular music in a group.</li> </ul> <p><b>My Tunes Project</b></p> <ul style="list-style-type: none"> <li>• Choose an independent task based on music.</li> <li>• Solo performance on a chosen instrument.</li> <li>• Group performance.</li> <li>• ICT based composition.</li> <li>• Research project on a chosen style of music.</li> </ul>	<p><b>Assessment 5</b> Performance</p>



## Year 8 Core Course

### Personal Development Education

	Content	Assessment
<b>Term 1</b>	<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• Human rights and responsibilities.</li> <li>• Child soldiers.</li> <li>• Slavery.</li> <li>• Civil rights.</li> <li>• The environment.</li> </ul> <p><b>Sex and Relationships</b></p> <ul style="list-style-type: none"> <li>• Puberty.</li> <li>• Relationships.</li> <li>• Consent.</li> <li>• Pregnancy.</li> <li>• Managing risk.</li> <li>• E-Safety.</li> </ul>	
<b>Term 2</b>	<p><b>Careers Education</b></p> <ul style="list-style-type: none"> <li>• Researching KS4 subjects.</li> <li>• Session with school career advisor.</li> </ul> <p><b>Drugs and Health</b></p> <ul style="list-style-type: none"> <li>• The dangers of smoking and alcohol.</li> <li>• The effects of cannabis.</li> <li>• Healthy lifestyles.</li> </ul>	
<b>Term 3</b>	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Basic first aid training.</li> </ul> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Bullying.</li> <li>• Sexting.</li> <li>• Online grooming.</li> <li>• Legal highs.</li> <li>• Extremism.</li> <li>• Anxiety.</li> <li>• Emotional wellbeing.</li> </ul>	



## Year 8 Core Course

### Physical Education

	<b>Content</b>	<b>Assessment</b>
<b>Term 1</b>	<p><b>A 6-week rotation of the following activities</b></p> <ul style="list-style-type: none"> <li>• Outdoor invasion games.</li> <li>• Indoor invasion games.</li> <li>• Table tennis.</li> <li>• Swimming.</li> <li>• Athletics.</li> <li>• Striking and fielding.</li> <li>• Gymnastics.</li> <li>• Racket sports.</li> </ul>	<p><b>Assessment 1</b> (Practical)</p> <p><b>Assessment 2</b> (Practical)</p>
<b>Term 2</b>	<p><b>A 6-week rotation of the following activities</b></p> <ul style="list-style-type: none"> <li>• Outdoor invasion games.</li> <li>• Indoor invasion games.</li> <li>• Table tennis.</li> <li>• Swimming.</li> <li>• Athletics.</li> <li>• Striking and fielding.</li> <li>• Gymnastics.</li> <li>• Racket sports.</li> </ul>	<p><b>Assessment 3</b> (Practical)</p> <p><b>Assessment 4</b> (Practical)</p>
<b>Term 3</b>	<p><b>A 6-week rotation of the following activities</b></p> <ul style="list-style-type: none"> <li>• Outdoor invasion games.</li> <li>• Indoor invasion games.</li> <li>• Table tennis.</li> <li>• Swimming.</li> <li>• Athletics.</li> <li>• Striking and fielding.</li> <li>• Gymnastics.</li> <li>• Racket sports.</li> </ul>	<p><b>Assessment 5</b> (Practical)</p> <p><b>Assessment 6</b> (Practical)</p>



# Year 8 Core Course

## Science

	Content	Assessment
<b>Term 1</b>	<p><b>Healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>Nutrients, food tests, unhealthy diets.</li> <li>Digestive system, the role of bacteria and enzymes.</li> <li>Drugs, alcohol, smoking.</li> </ul> <p><b>The periodic table</b></p> <ul style="list-style-type: none"> <li>Atomic structure and drawing atoms.</li> <li>Mendeleev, the periodic table; groups and periods.</li> <li>Group 1 elements, group 7 elements.</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>Conservation of energy.</li> <li>Energy in food.</li> <li>Conduction, convection, radiation.</li> <li>Insulation and reducing energy losses in the home.</li> <li>Energy resources.</li> <li>Energy and power; work done and machines.</li> </ul> <p><b>Project week</b></p>	<p><b>Assessment 1</b> (Term 1 content test)</p>
<b>Term 2</b>	<p><b>Adaptations and inheritance</b></p> <ul style="list-style-type: none"> <li>Competition and adaptation, adapting to change.</li> <li>Variation, inheritance, natural selection.</li> <li>Bacterial resistance, extinction.</li> </ul> <p><b>Separation techniques</b></p> <ul style="list-style-type: none"> <li>Mixtures, solutions, solubility.</li> <li>Filtration, evaporation; distillation, chromatography.</li> </ul> <p><b>Electricity and magnetism</b></p> <ul style="list-style-type: none"> <li>Static electricity.</li> <li>Current and pd in electrical circuits.</li> <li>Series and parallel circuits.</li> <li>Resistance.</li> <li>Magnets and magnetic fields, electromagnets.</li> </ul> <p><b>Project week</b></p>	<p><b>Assessment 2</b> (Term 2 content test)</p>
<b>Term 3</b>	<p><b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>Leaves, photosynthesis, respiration.</li> <li>Plant minerals.</li> <li>Distribution.</li> <li>Food chains and food webs.</li> </ul> <p><b>Reactions of metals</b></p> <ul style="list-style-type: none"> <li>Acids &amp; metals, metals &amp; oxygen, metals &amp; water.</li> <li>Displacement reactions, extracting metals.</li> <li>Basics of ceramics; polymers and composites.</li> </ul> <p><b>Motion and pressure</b></p> <ul style="list-style-type: none"> <li>Speed, motion graphs.</li> <li>Pressure in solids; liquids and gases.</li> <li>Turning forces.</li> </ul> <p><b>Project week</b></p>	<p><b>Assessment 3</b> (TTCT Science Assessment)</p>



# Year 8 Core Course

## Technology-DT

	Content	Assessment
<b>Term 1</b>	<p><b>Project 1 - Memphis Clock / Headphone Stand</b></p> <ul style="list-style-type: none"> <li>• Memphis design.</li> <li>• Design and make a clock or headphone stand in the style of Memphis.</li> <li>• Wood joints.</li> <li>• CAD/CAM (laser cut parts).</li> <li>• Laminates.</li> </ul>	<p><b>Assessment</b> of design folio and practical outcomes.</p> <p><b>Assessment 1</b> (Project 1 test)</p>
<b>Term 2</b>	<p><b>Project 2 - Classy Casting</b></p> <ul style="list-style-type: none"> <li>• Art Deco.</li> <li>• Design and make a key ring in the style of Art Deco.</li> <li>• Pewter casting.</li> <li>• Industrial casting processes.</li> <li>• Alloys.</li> </ul>	<p><b>Assessment</b> of design folio and practical outcomes.</p> <p><b>Assessment 2</b> (Project 2 test)</p>
<b>Term 3</b>	<p><b>Project 3 - Happy Meal</b></p> <ul style="list-style-type: none"> <li>• Design and make a happy meal style food packaging.</li> <li>• Target market groups.</li> <li>• Typography.</li> <li>• Surface developments.</li> <li>• Drawing conventions (Isometric/orthographic projection).</li> </ul> <p><b>Project 4 - NEA Styled Project</b></p> <ul style="list-style-type: none"> <li>• Design process.</li> <li>• Designing/making for a client.</li> <li>• Product development.</li> <li>• Modelling/prototyping.</li> <li>• Analysis and evaluation.</li> </ul>	<p><b>Assessment</b> of design folio and practical outcomes.</p> <p><b>Assessment 3</b> (Project 3 test)</p> <p><b>Assessment</b> of design folio and practical outcomes.</p> <p><b>Assessment 4</b> (Project 4 test)</p>



## Year 8 Core Course

### Technology-Food

	Content	Assessment
<b>Term 1</b>	<p><b>Project 1 - Food Science</b></p> <ul style="list-style-type: none"> <li>• Special dietary needs research.</li> <li>• Using the special dietary needs information to create a diet plan.</li> <li>• Research into breads key ingredients.</li> <li>• Bread key ingredients - gluten experiment.</li> <li>• Bread key ingredients - yeast experiment.</li> <li>• Evaluation and end of unit test.</li> </ul> <p><b>Project 2 - Fresh v Processed foods</b></p> <ul style="list-style-type: none"> <li>• Research into cultural foods / ingredients.</li> </ul>	<p><b>Assessment 1</b> (Project 1 test)</p>
<b>Term 2</b>	<p><b>Project 2 - Fresh v Processed foods</b></p> <ul style="list-style-type: none"> <li>• Skills - pizza dough practical.</li> <li>• Designing pizzas based on their cultural research.</li> <li>• Upgrading their pizza designs to be suitable for a special diet.</li> <li>• Skills - pizza practical.</li> <li>• Evaluation and end of unit test.</li> </ul> <p><b>Project 3 - Food commodities and Functional Properties</b></p> <ul style="list-style-type: none"> <li>• Research into the different types of fat.</li> <li>• Swiss roll demonstration.</li> <li>• Skills - Swiss roll practical.</li> <li>• Sensory analysis.</li> <li>• Pasta sauce demonstration. Pasta production plan.</li> <li>• Skills - pasta sauce practical.</li> <li>• Evaluation and end of unit.</li> </ul> <p><b>February Half term</b></p> <p>Students change rotations February half term to Textiles.</p>	<p><b>Assessment 2</b> (Project 2 test)</p> <p><b>Assessment 3</b> (Project 3 test)</p>
<b>Term 3</b>	<p>Students rotate between Food and Textiles. Half an academic year in each subject specialism area.</p>	





## Year 8 Core Course

### Technology-Textiles

	Content	Assessment
<b>Term 1</b>	<p><b>Project - Candy Cushion</b></p> <ul style="list-style-type: none"> <li>• Gain an understanding of smart and modern textiles.</li> <li>• Producing a range of observational drawings in the process of developing a final solution.</li> <li>• Experiment with printing techniques and evaluating the effectiveness of them.</li> <li>• Understand how printing would be carried out in the textiles industry.</li> <li>• Produce a tie dye to enhance a colour scheme.</li> <li>• Understanding the properties fabrics and select appropriate fabrics for their cushion.</li> </ul>	<p><b>Assessment 1</b> (Practical)</p>
<b>Term 2</b>	<p><b>Project - Candy Cushion (continued)</b></p> <ul style="list-style-type: none"> <li>• Select relevant decorative techniques to realise their cushion design.</li> <li>• Understand CAD CAM and how it is used in the textiles industry.</li> <li>• Becoming proficient in the safe use of the sewing machine.</li> <li>• Accurately constructing a cushion using a range of techniques and processes.</li> </ul> <p><b>February Half term</b> Students change rotations February half term to Textiles.</p>	<p><b>Assessment 2</b> (Practical)</p> <p><b>Assessment 3</b> (End of project test)</p>
<b>Term 3</b>	Students rotate between Food and Textiles. Half an academic year in each subject specialism area.	



# Year 8 Core Course

## Tutor

	Content	Assessment
<b>Term 1</b>	<p><b>Theme of the week</b></p> <ul style="list-style-type: none"> <li>• Self-motivation.</li> <li>• Accountability.</li> <li>• Democracy.</li> <li>• Road safety.</li> <li>• Cultural diversity.</li> <li>• Black history.</li> <li>• On-line safety.</li> <li>• The rule of law.</li> <li>• Remembrance.</li> <li>• Anti-bullying.</li> <li>• Anti-drugs.</li> <li>• Positive attitudes.</li> <li>• Relationships.</li> <li>• Charity</li> </ul>	
<b>Term 2</b>	<p><b>Theme of the week</b></p> <ul style="list-style-type: none"> <li>• Co-operation.</li> <li>• Healthy lifestyles.</li> <li>• World religion day.</li> <li>• Holocaust remembrance.</li> <li>• Exploitation.</li> <li>• Mental health awareness.</li> <li>• Resilience.</li> <li>• World book day.</li> <li>• International women's day.</li> <li>• British science week.</li> <li>• Faith.</li> <li>• Anxiety</li> </ul>	
<b>Term 3</b>	<p><b>Theme of the week</b></p> <ul style="list-style-type: none"> <li>• Consent.</li> <li>• Stress.</li> <li>• Eco-schools.</li> <li>• Respect.</li> <li>• Informed personal finance.</li> <li>• Appreciation.</li> <li>• Volunteering in your community.</li> <li>• Pride month.</li> <li>• Prevention.</li> <li>• Aspirations.</li> <li>• Self-care.</li> <li>• Tolerance.</li> <li>• Individual liberties.</li> <li>• Achievement.</li> </ul>	

