



**St Bede's**  
Catholic School  
& Sixth Form College  
Lanchester



# St Bede's Curriculum

2019 - 2020

Year 8





Year 8 RE		
Term 1	Term 2	Term 3
<p>Why do promises matter? What does it mean to be a covenant people?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Covenant history posing questions such as:</li> <li><input type="checkbox"/> Why do promises matter?</li> <li><input type="checkbox"/> What is a covenant?</li> <li><input type="checkbox"/> What do Biblical covenants have in common?</li> <li><input type="checkbox"/> What does God's unconditional love mean to me?</li> </ul> <p>Can one person change the world?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What did the Covenant mean to the Hebrew people?</li> <li><input type="checkbox"/> How did Jesus establish the new covenant?</li> <li><input type="checkbox"/> What was Jesus' new commandment and why did he give it?</li> <li><input type="checkbox"/> What does Jesus as the new covenant mean to me?</li> </ul>	<p>What, why and how do we celebrate?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why is Eucharist a celebration?</li> <li><input type="checkbox"/> What is the Easter Vigil?</li> <li><input type="checkbox"/> How much do I live as a covenant person?</li> </ul> <p>Is there more to life than meets the eye?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is a Sacrament?</li> <li><input type="checkbox"/> What is Baptism to Christians?</li> <li><input type="checkbox"/> What is our understanding of Eucharist?</li> <li><input type="checkbox"/> How might I see God in my everyday life?</li> </ul>	<p>World Faiths: Islam</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Qur'an.</li> <li><input type="checkbox"/> Islamic beliefs about Allah.</li> <li><input type="checkbox"/> The features and uses of a Mosque.</li> <li><input type="checkbox"/> The Five Pillars of Islam.</li> <li><input type="checkbox"/> The Shahadah and its importance to Muslims.</li> <li><input type="checkbox"/> Why Muslims carry out Salat.</li> <li><input type="checkbox"/> Ramadan and the impact of this on the every-day lives of Muslims</li> </ul> <p>How do we know what is fair? How do we meet the challenge to live justly?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is justice?</li> <li><input type="checkbox"/> What is Catholic Social Teaching?</li> <li><input type="checkbox"/> How do some Catholics meet the challenge to live justly?</li> <li><input type="checkbox"/> How can I live justly?</li> </ul>



Year 8 English		
Term 1	Term 2	Term 3
<p>War Poetry</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read a range of challenging poetry from both pre 20th C and 20th C.</li> <li><input type="checkbox"/> Develop an understanding of poetic techniques and learn how to analyse and evaluate a range of poems.</li> </ul> <p>Non-fiction – Inspirational People</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn about a range of text types, audience and purpose.</li> <li><input type="checkbox"/> Read a range of engaging and challenging texts; analyse and evaluate these texts. Understand conventions of challenging non-fiction texts and utilise these conventions to produce a non-fiction text.</li> </ul>	<p>Shakespeare: Macbeth</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read a whole Shakespeare play.</li> <li><input type="checkbox"/> Analyse and evaluate language, form and structure. Learn about the context of a Shakespearean text and consider how this impacts on production and reception.</li> <li><input type="checkbox"/> Gain an understanding of tragedy and the gothic genre.</li> </ul>	<p>Modern Novel (Either 'Cogheart' or 'The Lie Tree')</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exposure to a more challenging novel which is out of the normal reading experience for most pupils.</li> <li><input type="checkbox"/> Reading for pleasure, reading to decipher meaning and reading to analyse and evaluate language, form and structure.</li> <li><input type="checkbox"/> Develop an awareness of authors' intentions and methods, as well as the impact of a novel's context on its production and reception.</li> </ul>
<p>NB:</p> <p>Accuracy of spelling, punctuation and grammar will be assessed throughout the year across all units. This forms an integral part of the English programmes of study. All students will have Literacy lessons in addition to their study of the English curriculum.</p>		



Year 8 Maths		
Term 1	Term 2	Term 3
<p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>Producing sequences from an <math>n</math>th term.</li> <li>Finding the <math>n</math>th term of a sequence</li> <li>Describing linear and geometric sequences.</li> <li>Sequences using pictures.</li> </ul> <p><b>Handling data</b></p> <ul style="list-style-type: none"> <li>Processing and representing data</li> <li>The handling data cycle.</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>Probability</li> </ul>	<p><b>Ratio and proportion</b></p> <ul style="list-style-type: none"> <li>Ratio and proportion</li> <li>Rates of change</li> <li>Direct proportion</li> <li>Currency conversions</li> <li>Speed/Distance/Time</li> </ul> <p><b>Graphs</b></p> <ul style="list-style-type: none"> <li>Functions and graphs</li> <li>Interpret straight line graphs</li> <li>Equation of a line</li> <li>Quadratic graphs</li> <li>Real-life graphs</li> </ul>	<ul style="list-style-type: none"> <li>Expand two brackets to obtain a quadratic expression.</li> <li>Changing the subject of an equation.</li> <li>Solving a range of equations (brackets, variable on both sides etc).</li> <li>Use trial and improvement to estimate solutions to equations.</li> <li>Construction and loci</li> <li>Geometrical reasoning; coordinates and construction</li> <li>Scale drawings.</li> <li>Bearings.</li> <li>Congruence and similarity.</li> <li>Pythagoras' theorem.</li> <li>Recap fractions. Decimals and percentages.</li> <li>Calculate outcome of repeated percentage change.</li> </ul>



Year 8		
Term 1	Term 2	Term 3
<b>Biology</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> What is DNA and where is it found? How is DNA extracted from fruit?</li> <li><input type="checkbox"/> How does the structure of animals allow their movement?</li> <li><input type="checkbox"/> How are organisms adapted to their environment?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How can different factors affect the health of a human body?</li> <li><input type="checkbox"/> Can all diseases be spread from person to person?</li> <li><input type="checkbox"/> How are microorganisms used to make food?</li> <li><input type="checkbox"/> How can conditions be controlled to support enzyme activity?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How can we reduce our carbon footprint to support ecosystems around us?</li> <li><input type="checkbox"/> How do plastics affect the food chain?</li> <li><input type="checkbox"/> What role do microorganisms play in the decay of materials?</li> <li><input type="checkbox"/> What is the effect of acid rain on living organisms?</li> </ul>
<b>Chemistry</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> How can different dyes/paints/colourings be compared using chromatography?</li> <li><input type="checkbox"/> What does conservation of mass mean and is it always observed?</li> <li><input type="checkbox"/> What makes a good fuel? How can we investigate fuels?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What physical properties can materials possess?</li> <li><input type="checkbox"/> Why and how are certain materials selected for particular jobs?</li> <li><input type="checkbox"/> Are there energy changes during chemical reactions? How are these utilised in everyday life?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do all chemical reactions occur at the same rate?</li> <li><input type="checkbox"/> How can we investigate the affect certain factors have on the rate of a chemical reaction (specifically concentration and surface area)?</li> </ul>
<b>Physics</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> How do physical processes transfer energy between stores? (specifically between elastic potential, gravitational potential and kinetic energy)</li> <li><input type="checkbox"/> What is electrical resistance and what affects it?</li> <li><input type="checkbox"/> How does immersion in water affect the weight of an object?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is electromagnetism and what affects the strength of the magnetic field?</li> <li><input type="checkbox"/> Which laws affect the angle that light reflects from objects?</li> <li><input type="checkbox"/> What affects how sound travels?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How can we measure and record motion?</li> <li><input type="checkbox"/> Why, how and what affects the rate of flow of thermal energy?</li> </ul>



Year 8 Art		
Term 1	Term 2	Term 3
<p>Project Theme: Structures/Architecture</p> <p>Students will explore the formal elements in art &amp; design: TONE, TEXTURE, SHAPE, COLOUR, PATTERN, LINE, FORM</p> <p>To develop understanding &amp; appreciation of Architecture, work of other times and cultures.</p> <p>How would you describe Architecture?</p> <p>Looking at other artists/designers working in a similar vein should be encouraged including historical, contemporary and abstract artists using architecture to inspire</p> <p>What is a sketchbook?</p> <p>How do you make links with own ideas to other artists/designers/cultures artwork?</p> <p>What are the differences between different 3D/2D construction materials?</p> <p>How to develop skills and understanding of working in two/ three dimensions?</p> <p>Key tasks:</p> <p>Mood board-research page, Tonal studies, colour studies, mark making studies, artist responses</p> <p>Drawing materials explored:</p> <p>pencil, fine liner pen, colour pencil, oil pastel, felt tip pens</p> <p>ARTISTS:</p> <p>Delaunay, Piranesi, Jim Edwards, Julian Opie, Hundertwasser, Yin Xiuchen etc.</p>	<p>Project Theme: Structures/Architecture</p> <p>Students will continue project into Spring term.</p> <p>Knowledge –</p> <p>History of Art, craft, design &amp; architecture-. Students research artists/designers who have used architecture as inspiration., analysing their composition and use of layering and selection. They should discuss the work and try to identify the artistic objectives.</p> <p>Making Skills- either:</p> <ol style="list-style-type: none"> <li>1. One-point perspective and two-point perspective drawings explored. Create towers/ word compositions, room compositions.</li> <li>2. Designing their own 2D/3D city linking to an artist. They will need to select the most interesting pieces of architecture that represent their city and produce a series of quick initial sketches from their research and personal studies. They will create buildings using a range of 2D/3D materials and processes, and assemble them. Including drawing, painting textiles, found objects, cardboard sculpture, papier mache etc. They will need to consider texture and surface finish/detail.</li> </ol> <p>Ideas-</p> <p>Students should be asked to study a range of architectural landmarks/ architectural features from photographs. They will produce detailed tonal drawings. Students will research architecture from around the world initially, and then focus on a particular city/country when developing their 2D/3D work.</p> <p>EVALUATE-</p> <p>Presentation:</p> <p>Students will plan and present sketchbook pages with all of the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.</p>	<p>Project Theme: Still Life (FOCUS IDEAS: SHOES, FAST FOOD, FRUIT, BOTTLES, EVERYDAY OBJECT, or FLOWERS)</p> <p>KNOWLEDGE:-</p> <p>Students research artists who have explored still life in their work They should discuss the work and try to identify what the artistic objectives were in producing these images. Students should also be asked to investigate the work of 3D artists who produce artwork using Still Life for inspiration.</p> <p>MAKING-Skills-</p> <p>Still life drawing can be developed using following tasks:Tonal shading, Mark making describing textural surface qualities of objects, Coloured Pencil- colour blending &amp; burnishing. Felt Tip Pens/sharpies- building tone &amp; colour.. Pastels/use of paint- blending &amp; building up of tone/colour through smudging, layering.</p> <p>IDEAS--</p> <p>Introduction to still-life drawing. Discuss composition &amp; its importance &amp; significance to the successful design of an image. Relate to the drawn, camera &amp; TV image. E.g. Make a viewfinder &amp; demonstrate its use in choosing a section of the still life/object to draw. Relate the choice of section to the frame of both viewfinder &amp;paper.</p> <p>EVALUATE-Presentation:</p> <p>Students will plan and present sketchbook pages with all of the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.</p> <p>ARTISTS:</p> <p>Matisse, Dutch 17th century still-lives, Seurat, Cezanne, Michael Craig Martin, Cubism, Morandi, Degas &amp; contemporary still life e.g. Burton Morris, Ron Magnes, Wayne Thiebaud, Gordon Smedt, Patrick Caulfield, Claes Oldenburg, Joel Penkman, Laura Manfre, Carolee Clark</p>

# Computer Science

## Year 8 Curriculum



Year 8 Computer Science		
Term 1	Term 2	Term 3
<p>Computational Thinking (Decomposition, Abstraction, Pattern Recognition, Algorithms); using Computational thinking for problem solving</p> <p>Students look at the principles of computational thinking - the 4 cornerstones of computer science. They look at decomposition, algorithms, pattern recognition and abstraction. Students look at the underlying principles and practice with a range of computer and paper based activities to help establish an understanding of computational thinking skills.</p>	<p>History of Computing (Alan Turing &amp; Codebreaking; Tim Berners-Lee &amp; WWW; George Boole &amp; Logic; Charles Babbage &amp; Problem solving); HTML</p> <p>Visiting famous CS pioneers and exploring their work: - George Boole – Boolean Logic - Tim Berners-Lee – HTML and WWW - Charles Babbage – The Difference Engine and problem Solving - Alan Turing – Code Breaking combined with Introduction to HTML: Basic Tags - Heading - Horizontal Rule- Paragraphs - Fonts -Body (and its properties) - Images - Hyperlinks</p> <p>Data Representation including Numbers, characters, images and sound.</p>	<p>Programming techniques using Python; Games design</p> <p>Students are brought back to computational think in the form of programming and they are to be introduced to text-based programming. They look at computer programming basics, input, outputs variables, selection and iteration</p> <p>Students look at the concepts of game design using a Event based GUI Games Factory where they look at events editors to create the mechanics of gaming.</p>

# Design Technology

## Year 8 Curriculum



Year 8 Design Technology - Carousel System		
Textile Technology	Cooking and Nutrition	Materials
<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn about different fashions styles throughout the decades.</li> <li><input type="checkbox"/> Demonstrate sewing skills and a range of decorative techniques.</li> <li><input type="checkbox"/> Learn how to use mathematical skills to create repeat pattern.</li> <li><input type="checkbox"/> Understand the wider consequences of the textile industry.</li> <li><input type="checkbox"/> Learn about what influences fashion design.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is CAD design, laser cut lid linked to industry.</li> <li><input type="checkbox"/> Sources of timber.</li> <li><input type="checkbox"/> Use of technical drawings, maths and algebra within a practical task.</li> <li><input type="checkbox"/> Woodworking joints.</li> <li><input type="checkbox"/> Using CAD and CAM.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To understand health, hygiene and safety rules in a food room.</li> <li><input type="checkbox"/> To identify macro and micronutrients, their sources and functions.</li> <li><input type="checkbox"/> To understand the variety of special/different diets for individuals with nutritional or personal needs.</li> <li><input type="checkbox"/> To identify a variety of cuisines from different cultures.</li> <li><input type="checkbox"/> To understand food processing and provenance.</li> </ul>



Year 8 French		
Term 1	Term 2	Term 3
<p>Unit 1:</p> <p>Description of town</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Free time activities in town</li> <li><input type="checkbox"/> Giving directions</li> </ul> <p>Unit 2:</p> <p>Arranging to go out</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clothes &amp; weather</li> <li><input type="checkbox"/> Hobbies depending on weather</li> </ul> <p>Grammar studied:</p> <p>Il y a/ il n'y a pas de</p> <p>Connectives : mais, par contre</p> <p>Prepositions : au/ à la/ à l'/ aux</p> <p>Subordinate clauses</p> <p>Il y a... où on peut + infinitive</p> <p>Imperatives : tournez/ traversez/ etc.</p> <p>Vouloir/ pouvoir</p> <p>Prepositions</p> <p>Use of du/ de la/ de l'/ des</p>	<p>Unit 2 (continued):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Music and national events</li> </ul> <p>Unit 3: Types of holiday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Packing for a holiday</li> <li><input type="checkbox"/> Dream destinations</li> <li><input type="checkbox"/> Description of a past holiday</li> <li><input type="checkbox"/> Festivals</li> </ul> <p>Grammar studied:</p> <p>Reflexive verbs (present tense)</p> <p>Expressions of time</p> <p>Possessive adjectives - all</p> <p>Present tense-regular -ir verbs.</p> <p>Opinions and reasons</p> <p>J'aimerais/ Je voudrais + infinitive</p> <p>prendre - present tense</p> <p>near future tense the perfect tense of verbs with avoir, including irregular past participles</p> <p>perfect tense of verbs taking être + agreement of past participle</p>	<p>Unit 4: Sports</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parts of body – sports injuries</li> <li><input type="checkbox"/> Sports personalities</li> <li><input type="checkbox"/> Comparing towns</li> <li><input type="checkbox"/> Daily routine, including in the past</li> </ul> <p>Unit 5:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> French-speaking Africa</li> <li><input type="checkbox"/> Comparing France and other French-speaking countries</li> <li><input type="checkbox"/> Helping others</li> </ul> <p>Grammar studied:</p> <p>Depuis + present tense</p> <p>avoir mal + au/ à la/ à l'/ aux + parts of body</p> <p>Je peux/ je ne peux pas + infinitive</p> <p>Comparisons using plus/ moins que</p> <p>Perfect tense with être.</p> <p>Use of connectives for contrast.</p> <p>Reflexive verbs</p> <p>Time including 24 hour clock</p> <p>Sequencers</p>



Year 8 Geography		
Term 1	Term 2	Term 3
<p>Is anywhere in the world still wild and untouched by people?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ecosystems</li> <li><input type="checkbox"/> Biomes</li> <li><input type="checkbox"/> Desert</li> <li><input type="checkbox"/> Tundra</li> <li><input type="checkbox"/> Rainforest</li> <li><input type="checkbox"/> Temperate Deciduous Forests</li> <li><input type="checkbox"/> Mountains</li> <li><input type="checkbox"/> Oceans</li> <li><input type="checkbox"/> Coral Reefs</li> <li><input type="checkbox"/> Savannah</li> <li><input type="checkbox"/> Mediterranean</li> <li><input type="checkbox"/> Eco tourism</li> <li><input type="checkbox"/> Indigenous tribes (Rainforest and Tundra)</li> </ul>	<p>If one country was to take over the world who might it be and why?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Political sphere of Influence</li> <li><input type="checkbox"/> Military Might</li> <li><input type="checkbox"/> Global spread of culture</li> <li><input type="checkbox"/> GDP</li> </ul> <p>Which global conflict affects me the most?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resources               <ul style="list-style-type: none"> <li>o food, water, energy</li> </ul> </li> <li><input type="checkbox"/> Syria</li> <li><input type="checkbox"/> Migration causing conflict</li> <li><input type="checkbox"/> Land borders (Pakistan and India)</li> <li><input type="checkbox"/> Ocean territory (South China Sea)</li> <li><input type="checkbox"/> African Resources (colton)</li> </ul>	<p>How much is water responsible for shaping the land?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rivers, Coasts</li> <li><input type="checkbox"/> Ice processes</li> <li><input type="checkbox"/> local vs global</li> <li><input type="checkbox"/> River Tees Vs River Nile</li> <li><input type="checkbox"/> Holderness Vs Sunderbans</li> <li><input type="checkbox"/> Lake District Vs Iceland</li> </ul> <p>Can technology solve the problems of the 21st Century?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate Tech</li> <li><input type="checkbox"/> Mega Fix</li> <li><input type="checkbox"/> Individual actions</li> <li><input type="checkbox"/> Hive mind</li> <li><input type="checkbox"/> Global voice</li> </ul>



Year 8 History		
Term 1	Term 2	Term 3
<p>Slavery and civil rights</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> British empire, slave trade triangle, conditions during the Middle Passage.</li> <li><input type="checkbox"/> Life on the plantations</li> <li><input type="checkbox"/> Abolition movement in Britain and America- American civil war and the Emancipation Proclamation</li> <li><input type="checkbox"/> Why did a civil rights movement develop?</li> <li><input type="checkbox"/> Jim Crow laws, WW2, civil rights organisations and individuals (Black Panthers, Martin Luther King Jr, Malcolm X)</li> <li><input type="checkbox"/> Impact of migration- British civil rights movement</li> <li><input type="checkbox"/> Modern day situation/case studies- impact of Stephen Lawrence, Black Lives Matter campaign.</li> </ul>	<p>The Industrial Revolution and its impact on democracy in Britain</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Agricultural revolution- enclosure, development of new techniques and inventions. Impact.</li> <li><input type="checkbox"/> The domestic system to the factory system.</li> <li><input type="checkbox"/> Impact of changes to the Railways. Local History section.</li> <li><input type="checkbox"/> Living conditions in towns- slum areas, Cholera case study. Public Health Act</li> <li><input type="checkbox"/> Working conditions in factories and child labour.</li> <li><input type="checkbox"/> Conditions in the mines. Local History section. Burns Pit disaster.</li> <li><input type="checkbox"/> The Poor Law Amendment Act, impact of the workhouses.</li> </ul> <p>Democratic reform</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Causes and impact of 1832 Reform Act.</li> <li><input type="checkbox"/> Chartism- impact and failure</li> <li><input type="checkbox"/> Women's suffrage, methods and impact.</li> </ul>	<p>Causes and events of WW1 and WW2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WW1: Causes LT and ST, trench conditions, key battles e.g. the Somme, different areas of fighting. New weapons, Impact on the Home Front</li> <li><input type="checkbox"/> WW2: Causes, LT and ST, changing tactics e.g. Blitzkrieg- the Blitz, Poland, Battle of Britain, Aerial Bombing, Dunkirk, Impact on the Home Front- evacuation, Hiroshima and Nagasaki</li> </ul>

# Music

## Year 8 Curriculum



Year 8 Music		
Term 1	Term 2	Term 3
<p>Blues Music</p> <p>Christmas Music</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and write blues music using basic notation. Recognise and identify the key features of blues music and understand how it is relevant to popular music today.</li> <li><input type="checkbox"/> Compare and contrast a range of blues inspired music including those of a traditional blues, jazz and rock music styles.</li> <li><input type="checkbox"/> Read and write music for Christmas occasions using basic notation.</li> <li><input type="checkbox"/> Recognise and identify the key features of the used by composers to write 'Christmas' music.</li> <li><input type="checkbox"/> Compare and contrast a wide range of Christmas music including carols, classical music and pop songs.</li> </ul>	<p>Latin Music</p> <p>Film Music</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and write Latin music using basic notation.</li> <li><input type="checkbox"/> Recognise and identify the key features of Latin music and understand how it developed through the colonial fusion of Latin and native musical traditions.</li> <li><input type="checkbox"/> Compare and contrast a wide range of Latin music from around the World, (particularly, flamenco, samba, Andean, tango and Cubano music).</li> <li><input type="checkbox"/> Read and write music from film styles using basic notation.</li> <li><input type="checkbox"/> Recognise and identify the way that composers use music to create atmosphere and enhance action in films.</li> <li><input type="checkbox"/> Compare and contrast music in a wide range of Film Music and Classical Music styles, (particularly music from epic films, westerns, action films and the specific use of instruments to suggest country/ period).</li> </ul>	<p>Fusion Music</p> <p>Independent performance projects.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and write Fusion music using basic notation.</li> <li><input type="checkbox"/> Recognise and identify the way in which different musical genres are combined to create fusion styles.</li> <li><input type="checkbox"/> Compare and contrast a wide range of fusion styles including samba, club-dance and bhangra</li> </ul>

# PE

## Year 8 Curriculum



Year 8 PE		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• RUGBY</li> <li>• FUTSAL</li> <li>• NETBALL</li> <li>• BASKETBALL</li> <li>• TABLE TENNIS</li> <li>• FITNESS</li> <li>• HOCKEY</li> <li>• TRAMPOLINE</li> </ul>	<ul style="list-style-type: none"> <li>• BASKETBALL</li> <li>• BOXERCISE</li> <li>• DANCE</li> <li>• FUTSAL</li> <li>• CROSS COUNTRY</li> <li>• TRAMPOLINE</li> <li>• HOCKEY</li> <li>• TABLE TENNIS</li> <li>• FITNESS</li> </ul>	<ul style="list-style-type: none"> <li>• ATHLETICS</li> <li>• CRICKET</li> <li>• TENNIS</li> </ul>

# PSHE

## Year 8 Curriculum



### Year 8 PSHE

**In Year 8 students follow a carousel where they will experience 4 weeks looking at each of the topics outlined below. Each carousel will be broken into 8 sessions lasting 25 minutes each.**

The carousel will consist of the following topics –

- Relationships and Sex Education
- First Aid
- Other Cultures
- Finance
- British Values
- Personal Safety
- Drugs and Smoking
- Resilience
- Citizenship
- IAG