

Westley Curriculum Long Term Plan

Year 8

	Autumn	Spring	Summer
Art	<p>Imaginary fruit Looking at drawing 3d peppers using pencil skills to create depth and form. Working from these studies students create a 3d form in clay. Students continue to work recording textures and patterns and then use these to create an imaginary fruit. Progressing onto to group work working on a much larger scale to create a joint Imaginary fruit, working in different mediums. Evaluating.</p>	<p>Colour Indian miniatures Recording images used in Indian Miniatures students explore colour and colour mixing working towards creating a 3d Indian Miniatures. A great contrast in scale from the previous project. Skills used: research drawing, colour mixing, using craft knives, constructing a 3D model. Alternative project using the same skills but looking at the Expressionist art movement and artists. Learning the grid method to accurately draw an image, student will create their own Expressionist 3d painting.Evaluating</p>	<p>Recording the Outdoor Environment Looking at a selection of artists students will draw landscapes and outdoor scenes Using drawings pupils will experiment with different print techniques to create artwork. Investigate using the iPad apps Express and Ipastels. Students begin by studying mark making. Then go outside to draw in the outdoor environment. Using the app S Express children work in the style of David Hockney to draw using the iPad. evaluating.</p>
DT Please note that the Technology Curriculum is taught in 12 week blocks rather than termly.	<p>12 weeks of Workshop</p> <p>Electronic Egg Timer Quite a complex 555 timer circuit, built and calibrated by pupils. It is operated with a simple rocker switch fed from a 9v battery. The circuit is housed in an M.D.F. box having an acrylic top and bottom and decorated sides.</p>	<p>12 weeks of Food Studies</p> <p>Basic recipes from around the world and how to develop them. Developing correct planning with timings, understanding the principles of health, hygiene and safety when planning and producing their dishes. Considering the cost, air miles and food origin when planning recipes. Organisation and allocation, preparation of meat/poultry/fish, chopping, weighing, measuring. Asian, South America, Europe, vegetarian around the world.</p>	<p>12 weeks of Textiles</p> <p>Knapsack This project also has a fashion theme. Pupils design and develop a bag/knapsack based on today's trends and themes.</p>
English	<p>Narrative Poetry We start the year by studying post-1914 narrative poetry, investigating how poets construct stories and use poetic techniques to carry their meaning and purpose.</p> <p>The Boy in the Striped Pyjamas Our main course of study for this term is John Boyne's The Boy in the Striped Pyjamas. While on the surface, this is an easily accessible narrative, through this text we look at not only the story of the two boys and their opposing views of the situation, but also of the perspectives of other characters within the novel and of course, learn a lot about the Second World War. This module has a number of creative outcomes as well as formal essays.</p>	<p>Autobiography Pupils study extracts from a number of different autobiographies and are encouraged to read those of the people who interest them. Following on from this, they reflect on what they have learnt and on their own lives before writing their own autobiography.</p> <p>Macbeth Developing our study of A Midsummer Night's Dream in year 7, we go to the opposite end of the Shakespearean cannon with Macbeth. Through a variety of drama, film, theatre and text extracts, we explore and demystify the Shakespearean language in order to understand exactly what drives Macbeth to pursue the course he does.</p>	<p>Of Mice and Men This accessible, yet complex text is always a popular text with our year 8s. It gives our pupils an insight into depression-era America and allows opportunities to explore issues including gender, race and disability.</p> <p>Jaws Through this film study, our pupils learn how to analyse director's intentions by watching 3 key scenes from 'Jaws'. The scenes are analysed for sound and visual elements using a series of analysis grids which break sequences down into shots or groups of shots to enable detailed interrogation. Classwork includes a lot of discussion, encouraging students to offer extended contributions to the analysis.</p>

Geography	<p>Our place in the UK.</p> <p>What are the features that make up our island home? – Identifying and location of human and physical features. Climate and national variations Migration – history and impact on our cities Inequality in our nation and reasons behind it.</p>	<p>What is the role of transnational corporations in the fashion industry?</p> <p>Globalisation - driven by the activities of the TNC's – transnational corporations. TNC's move around the world in the quest for lower labour costs and new markets. Many TNC's are more powerful than many countries. Globalisation benefits and negative points. The clothing industry is a good example to use to illustrate globalisation.</p>	<p>Coastal Landscapes and Into Africa.</p> <p>How are coastal features formed? The effect of coastal processes Protection methods Case study – Dunwich should it be protected? Sustainability issues Study of African countries in the context of a LEDC Interdependence of MEDC's and LEDC's</p>
History	<p>The Making of the United Kingdom – Church and State: The conflict between Crown and Parliament.</p> <p>Charles I and Parliament: The conflict of Divine Right Civil War: Church, Crown and State The people of the Civil War Local Case Study: (Part 1) The coming of Cromwell – Lord Protector The cost of Victory, the Commonwealth and the Interregnum Local Case Study: (Part 2) Cromwell – Hero or Villain?</p>	<p>The Making of the United Kingdom – Church and State: The conflict between Crown and Parliament.</p> <p>Charles I and Parliament: The conflict of Divine Right Civil War: Church, Crown and State The people of the Civil War Local Case Study: (Part 1) The coming of Cromwell – Lord Protector The cost of Victory, the Commonwealth and the Interregnum Local Case Study: (Part 2) Cromwell – Hero or Villain?</p>	<p>The Triangular Trade:</p> <p>What was the triangular trade? Who profited and who paid? – The cost of slavery The Middle Passage and life on a slave ship A Life in Chains Campaigning against slavery The Abolitionists Case Study: Thomas Clarkson Does slavery still exist?</p>
ICT	<ul style="list-style-type: none"> Using Typing Club to continue to develop touch typing skills Review logging in procedures and cloud printing on multiple devices Understand responsible and safe use of technology both in and outside of school Explore the roles of hardware and software in computer systems through game creation Demonstrate an understanding of binary and show that they can convert between denary and binary number systems Through Gamemaker, design, use and evaluate games of their own, and their peers, creation Explore different types of networks used in different computer systems Through Code Studio, design, write and debug programs and solve problems by decomposing them into smaller parts Take part in an international 'Hour of Code' event 	<ul style="list-style-type: none"> Using Typing Club to continue to develop touch typing skills Understand a range of ways to use technology (in particular social media) safely, respectfully, responsibly and securely, including protecting their online identity and privacy Recognise inappropriate content, contact and conduct, and know how to report concerns Create a film which educates others about responsible use of social media Understand how search engines work and how to use them effectively Use HTML and CSS through Code Club to develop web projects 	<ul style="list-style-type: none"> Using Typing Club to continue to develop touch typing skills Use knowledge gained in ICT to support work on the 'Tenner Challenge' by creating branding and publicity for their chosen product or idea Explore the variety of computational languages and try programs which use javascript and python among others Summative tasks in ICT will include creative projects that involve selecting, using, and combining multiple applications to achieve a specified goals across a range of devices as well as collecting and analysing data. Students will also create a reflective product which demonstrates what Westley has meant to them, utilizing a variety of skills gained throughout their years in ICT.
Maths	<p>1 Working with numbers Multiplying and dividing negative numbers, factors and highest common factors (HCF), lowest common multiples (LCM), powers and roots, prime factors</p>	<p>7 Graphs Graphs from linear equations, gradient (steepness) of a straight line, graphs from quadratic equations, real-life graphs</p>	<p>13 Proportion Direct proportion, graphs and direct proportion, inverse proportion, comparing direct proportion and inverse proportion</p>

	<p>2 Geometry Angles in parallel lines, the geometric properties of quadrilaterals, rotations, translations, constructions</p> <p>3 Probability Probability scales, mutually exclusive outcomes, using a sample space to calculate probabilities, experimental probability</p> <p>4 Percentages Calculating percentages, calculating percentage increases and decreases, calculating a change as a percentage</p> <p>5 Sequences Using flow diagrams to generate sequences, the <i>n</i>th term of a sequence, working out the <i>n</i>th term of a sequence, the Fibonacci sequence</p> <p>6 Area of 2D and 3D shapes, area of a triangle, area of a parallelogram, area of a trapezium, surface area of cubes and cuboids</p> <p>The exact content of each unit is dependent upon the group your child is in.</p>	<p>8 Simplifying numbers Powers of 10, large numbers and rounding, significant figures, standard form with large numbers, multiplying with numbers in standard form</p> <p>9 Interpreting data Pie charts, creating pie charts, scatter graphs and correlation, creating scatter graphs</p> <p>10 Algebra Algebraic notation, like terms, expanding brackets, using algebraic expressions, using index notation The exact content of each unit is dependent upon the group your child is in.</p> <p>11 Congruence and scaling Congruent shapes, enlargements, shape and ratio, scales</p> <p>12 Fractions and decimals Adding and subtracting fractions, multiplying fraction and integers, dividing with integers and fractions, multiplication with large and small numbers, division with large and small numbers</p> <p>The exact content of each unit is dependent upon the group your child is in.</p>	<p>14 Circles The circle and its parts, circumference of a circle, formula for the circumference of a circle, formula for the area of a circle</p> <p>15 Equations and formulae, equations with brackets, equations with the variable on both sides, more complex equations, rearranging formulae</p> <p>16 Comparing data, grouped frequency tables, drawing frequency diagrams, comparing data, which average to use?</p> <p>The exact content of each unit is dependent upon the group your child is in.</p>
<p>MFL French</p>	<p>'Famille et Domicile' <i>Salut!</i> - Talking about yourself - Using the pronouns 'je' and 'tu' <i>Mon album de famille</i> - Talking about families - Using the pronoun 'il/elle' <i>Au boulot</i> - Talking about jobs people do - Using masculine and feminine nouns <i>Où habitent-ils?</i> - Talking about where people live - Using 'depuis' <i>Quels temps fait-il?</i> - Describing the weather - Using the pronoun 'on'</p>	<p>'Temps Libre' Le week-end - Talking about what you like doing - Using 'j'aime + infinitive' Que fais-tu comme sport? - Talking about what sports you do - Using 'je joue' and 'je fais' La télé - Talking about tv programmes / films you have watched - The perfect tense with 'regarder' Le week-end dernier - Saying what you and your friends did -The perfect tense with more '-er' verbs -The perfect tense with être -Giving opinions</p>	<p>'Les Sorties' Making and reacting to invitations Using the verb 'vouloir' Making excuses Using the verbs 'pouvoir' and 'devoir' Talking about clothes Adjectival agreement Buying clothes Using comparative adjectives Understanding a longer text including mixed tenses</p> <p>Short Revision Unit – Preparation for Year 9 Revision of personal information Key grammar and structures including tenses Classroom language</p>

<p>MFL German</p>	<p>Greetings and introducing yourself The alphabet Numbers and giving your age Dates and birthdays Saying where you live Simple compass points Classroom objects and instructions</p>	<p>Talking about pets Using plurals Likes and dislikes Using colours Talking about your family Describing self and others</p>	<p>Sports Talking about what you like doing Musical Instruments Places Saying where you like to go Talking about films and television Arranging to go to the cinema</p>
<p>Music</p>	<p>Ground Bass: - What is a 'Ground Bass'? - Listen and describe sounds accurately - Imitate sounds - Compose own ground bass and develop a composition around the ground bass - Group performance – live or using ICT</p> <p>Advert Music - Watch adverts and identify the main features that make the music successful in the advert - Explore creating music for given adverts - Create an original product and the advert music to match it</p>	<p>Expressive Vocal Music - What is expression? - Use of voice to explore graphic and picture scores - Compose sounds to fit the picture - Manipulate vocal sounds using ICT to make the music more expressive</p> <p>Samba - Develop understanding of the uses, influences and musical features of Samba - Understand what syncopation is - Create a syncopated call and response - Rehearse and perform a structured Samba performance with a syncopated call and response, a groove and solo sections - Develop ensemble skills</p>	<p>Samba (Continued from the spring term) then:</p> <p>Anthem - What is an Anthem - Identify musical features of Anthems - Write suitable lyrics based on school vision - Compose melodies and accompanying parts to match the lyrics - Structure the anthem and record, using live sounds and/or ICT - Evaluate learning</p>
<p>PE</p>	<p>PE Football / netball / rugby / basketball Focus of the learning is recap basic fundamental hand and eye coordination / invasion games knowledge and apply this into a larger sided game.</p> <p>OAA The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p> <p>Dance The focus of learning is to create group movements selecting and applying choreography into a routine.</p> <p>Pupils will be able to use their bodies to perform technical movements with control and rhythm.</p> <p>Gymnastics Pupils will develop a greater understanding of how to control their body and move it into different shapes. They will explore this through the medium of floor, Vault, ropes and trampette.</p>	<p>PE Tchoukball / handball / volleyball / Recap basic rules and shots for all sports. Pupils Will use correct shot selection to outwit opponents In a full sided game. Pupils will be expected to use Correct terminology throughout their lessons.</p> <p>Fitness The focus of the learning is to take pupils through 4 health related assessments.</p> <p>Pupils will record their scores, ready to compare them against their scores recorded at the end of the programme in week 6.</p>	<p>PE Rounders / Longball / cricket / Pupils will recap striking and fielding skills. Y8 Pupils will play in full sided games.</p> <p>Focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.</p> <p>Focus = Team work</p> <p>Athletics Focus of the learning is to explore how we can use our bodies to make us run as fast as possible. Pupils will learn the correct technique used for sprinting and for long distance.</p> <p>Pupils will recap basic track and field events.</p> <p>Track: 50m, 60m, 100m, 200m, 500m, Hurdles</p> <p>Field: Javelin, shot putt, Discus, Long jump, Triple jump</p>

<p>PSHE</p>	<p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p> <p>Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>Discrimination Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p>
<p>RE</p>	<p>Global Issues Christianity</p> <p>Inter-faith dialogue Christianity</p>	<p>Revisit Hinduism</p> <p>Revisit Judaism</p>	<p>Authority Christianity, Buddhism and Sikhism</p>
<p>Science</p>	<p><u>Food and Digestion</u></p> <ul style="list-style-type: none"> - Food groups and their functions in the body. - Food tests: testing for sugars, starch, fat and protein. - Balanced diet: consequences of imbalances in the diet. - Energy requirements in a healthy diet. - Digestion: what happens to food when we eat it? - The importance of bacteria in the digestive system. - Enzymes: what do they do? Investigate the action of amylase on starch. <p><u>Elements and Compounds</u></p> <ul style="list-style-type: none"> - Properties of solids, liquids and gases using the particle model. - Changes of state in terms of the particle model. - How do materials change when heated or cooled? Heat transfer, conduction etc. - Periodic Table. - Atoms/ Elements/ Compounds define with examples.(Chemical reactions of compounds). - Chemical symbols, formulae and equations. - Is it a pure substance? How can we tell? (Investigate the melting/ boiling point of compound and mixture). - Separating mixtures: what is a mixture? - Investigate diffusion of a chemical (if time) 	<p><u>Light and Sound</u></p> <ul style="list-style-type: none"> - The speed of light v speed of sound. - Properties of light. - The law of reflection. - The human eye. - Focusing using convex/concave mirrors and lenses - Refraction. - The light spectrum and colour. - The ear: how we hear. - Amplitude and frequency of sound. - Speed of sound in different mediums. <p><u>Respiration</u></p> <ul style="list-style-type: none"> - What is respiration? - burning sugar/ tin can bomb. - Respiratory system/ lung model. - Investigate lung capacity. - Breathing and gas exchange. - The impact of exercise, asthma and smoking on gas exchange. - The skeletal and muscular systems. - The heart. - Heart and lung dissection. 	<p><u>Magnets and Electromagnets</u></p> <ul style="list-style-type: none"> - Magnetism basics. - What does magnetism work though? - Earth's magnetic field, compasses and navigation. Making a magnet/ compass. - Magnetic fields: plotting them using a compass. - Investigate electromagnets by making and testing one. <p><u>Rocks</u></p> <ul style="list-style-type: none"> - The composition and structure of the Earth. - Rock classification. - Types of weathering of rocks. - The Rock Cycle. - Igneous rocks: growing crystals and investigating the size of crystals. - Sedimentary rocks: Fossils and making one using plaster. - The Earth's atmosphere/the Carbon Cycle