


### Year 8 Autumn Term Curriculum 2025

<b>Y8 Aut Term</b> 	<p>Our curriculum develops creativity, problem-solving, and technology skills for success, aligned with our values: Inspiring, Caring, and Enriching. We inspire students through a knowledge-rich curriculum that prepares them for future opportunities, while fostering values like tolerance and respect.</p>	<b>MFL</b>	<p><b>French:</b> What food and drink they like and why. The grammar aim is to use both future and present tenses together.</p> <p><b>German:</b> Introductions, describing people. Saying what you have and who you are. Using Sein/ Haben</p> <p><b>Spanish:</b> Greetings, Introductions, age, birthday, family and pets. Describing personality. Using some forms of Ser/ Tener</p>
<b>Art</b>	<p><b>Ceramic Form:</b> lessons 6-9: Students will continue to broaden their knowledge and understanding of this theme by researching ceramic form past and present and then creating a visual and written response.</p>	<b>Maths</b>	<p><b>Number Algebra</b></p> <p>Students learn about: percentages (including percentage change); money; indices; equations; sequences; and ratio (including scale diagrams).</p>
<b>Computing</b>	<p><b>Digital Literacy and Online Safety</b></p> <p>Students in Year 8 study eSafety, digital manipulation using an online platform (such as pixlr), the authenticity of news media, image types, binary and cryptography.</p>	<b>Music</b>	<p><b>Understanding the Blues</b></p> <p>Students are learning about development of the Blues and developing instrumental skills, including left hand piano, ukulele, and bass guitar. Students then use these skills to explore improvisation and song writing.</p>
<b>Design and Technology</b>	<p><b>Workshop skills</b></p> <p>Students will continue to develop their practical skills, working with wood to construct and adapt a device for passively amplifying sound.</p>	<b>Performing Arts</b>	<p><b>One lesson of Dance/Drama a week (swapping over at half term)</b></p> <p><b>Dance:</b> <i>Matthew Bourne's, The Nutcracker!</i> Focus on choreography skills: students develop motifs and apply choreography techniques.</p> <p><b>Drama:</b> Focus on character development, interaction, reaction, and script analysis to interpret scenes from <i>Matilda</i>.</p>
<b>English</b>	<p><b>Is Society Fair?</b></p> <p>Through studying <i>The Hunger Games</i> by Suzanne Collins, we explore how characters survive and reveal social injustices. We reflect on the morality of social media and gain insight into how writers convey ideas through symbolism, perspective, and themes.</p>	<b>PE</b>	<p><b>Developing understanding in invasion games and individual sports</b></p> <p>Further exploring skills and tactics in a range of activities, including: rugby, capture the flag, gymnastics.</p> <p>Knowledge Organiser: Applying muscle movements to sporting actions.</p>
<b>Food and Nutrition</b>	<p><b>International Cuisine</b> - students study nutrition and food provenance in their theory lessons, as well as developing their practical skills by cooking recipes from around the world.</p>	<b>PSHE</b>	<p><b>Healthy relationships, social media and mental health</b></p> <p>Maintaining healthy relationships, including online. How stigmas around mental health develop and the impact language can have on this.</p>
<b>Geography</b>	<p><b>Coasts and Australia</b></p> <p>We study the processes and landforms that occur at our coastline. We will then move onto looking at Australia as a country including bushfires, invasive species and the Great Barrier reef.</p>	<b>REP</b>	<p><b>How do people experience the divine?</b> Exploring ideas of the divine and transcendent. Students explore different religious experiences from a range of religious traditions. Students investigate a range of experiences such as visions, dreams, numinous experiences, and miracles.</p>
<b>History</b>	<p><b>England in the 17th century and Britain as a global superpower</b></p> <p>Topics covered: The English Civil War, the Glorious Revolution, the development of the British Empire and the experiences of the working classes in the Industrial Revolution</p>	<b>Science</b>	<p><b>Atomic structure, energy and organisation and bioenergetics</b></p> <p>Students develop core scientific ideas by looking at patterns in the periodic table, the transfer of thermal energy and photosynthesis and respiration.</p>