



Foundation Subjects Curriculum Map – Year 8

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	The Basics Hardware and Software Typing and Keyboard Input and Output devices. Managing files and folders Sending and receiving emails. Security & Software Password Protecting Computer Viruses Types of application software. Choosing the right software.	Searching the Internet and Internet safety Internet Browsers Webpages Search Engines Keyword searching Choosing a website you can trust. E-Safety	Understanding Presentations Presentation Software What PowerPoint looks like Adding slides, Text, Graphics Playing Slide shows Saving and Printing Slides.	Word Processing and formatting Formatting Formal and Informal documents Making leaflets Writing Letters	Formatting Spreadsheets Entering and Editing data Importing Data Rows and columns Bar Charts Labelling Formatting Merge and Unmerge Cells Simple Formulas	E-safety How to evaluate what they see online How to recognise techniques used for persuasion Online behaviour How to identify online risks How and when to seek support
Humanities Topic 1 Topic 2	Rivers and the hydrological cycle Physical geography. Visit to the bridges.	Romans What did the Romans' do for us? Including field trip to Sycamore gap and roman sites. To identify uses of	Coastal landscapes Physical geography including field trips to local coastal areas of NE Coasts. Be able to describe a	WW2 External visit to care home to interview people who were children during WW2. Pupils show	Tourism Human geography. To understand the	Changes in sport, leisure and tourism The UK through time.



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<p>Topic 3</p>	<p>Interpret and evaluate rivers to show erosion, transportation and deposition.</p> <p>Know how rivers show erosion, transportation and deposition against velocity and particle size.</p>	<p>Roman artefacts. To explain ways in which Roman artefacts can be useful to historians.</p>	<p>range of coastal processes, name effects of coastal erosion on populated coastlines and suggest appropriate defence methods.</p>	<p>understanding of global nature of the war through map work.</p> <p>Pupils understand level of sacrifice made by different countries in the war.</p>	<p>different forms that tourism can take and why tourism is so important</p> <p>To be familiar with the range of factors that have led to the rapid growth of the tourism industry</p> <p>To describe the growth of NE Coast as a tourist resort and explain and give reasons for the challenges it has faced in recent years</p>	
<p>Art</p> <p>Topic 1</p> <p>Topic 2</p>	<p>Nature</p> <p>Students will have the opportunity research a range of artists inspired by nature.</p> <p>Student will develop their drawing skills using a wide range of</p>	<p>Illustration</p> <p>Students will have the opportunity research a range of illustrators.</p> <p>Students will develop their drawing and watercolour painting</p>	<p>Pop Art</p> <p>Students will have the opportunity research a range of artists inspired by nature.</p> <p>Students will develop their composition skills by looking at</p>	<p>Food</p> <p>Students will have the opportunity research a range of artists inspired by food.</p> <p>Students will develop their drawing, scale and tonal shading</p>	<p>Creatures</p> <p>Students will have the opportunity to research a range of artists inspired by monsters and creatures.</p> <p>Students will develop their tonal shading and drawing skills</p>	<p>Dragons</p> <p>Students will have the opportunity to research a range of artists inspired by mythical creatures and Dragons.</p> <p>Students will develop their drawing and painting texture skills.</p>



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	media, with a focus on line, pattern, shape, tone and colour. The drawings will act as a basis for insect poly board print.	skills throughout this project. Students will take inspiration from illustrators such as Fran Evans and Quentin Blake. Students will develop and refine their tonal watercolour skills.	historical and contemporary pop art images to create a personal response related to their theme. They will produce tonal pencil illustrations to assist in the development of their own ideas.	skills. The food project has a personal response which is a large scale illustration reflecting different styles and techniques studied.	further in this project. Students will experiment with a range of media such acrylic paint.	Students will explore the theme of dragons through producing illustrations, large scape paintings and large scale collaborative pieces of work.
Food Technology	<p>Introduction to food hygiene and safety.</p> <p>Implement theory work and how this would relate to a qualification. The students will make the ground work now for completion and submission at the end of year 9. Students will begin by producing basic recipes that they can practice at home.</p>	<p>Further develop safety skills</p> <p>In particular knife safety- theory tasks, to understand the importance of kitchen “rules” and practical tasks to explore the use of knives e.g. vegetable preparation for stir fry, simple soups and cottage pie etc.</p>	<p>Develop knowledge and understanding cooking processes</p> <p>How they link to health and well-being. Cooking processes will be extended by the additional use of specialist equipment, this term it will be non-electrical items. Theory work is supported by relevant practical tasks with students making positive choices about their food prep.</p>	<p>Reflection on the cultural sources of our daily diet</p> <p>Linking to heritage of particular countries and how dishes have evolved to become part of our culture. Practical lessons to include appropriate dishes e.g. vegetable curry, spaghetti bolognaise etc.</p>	<p>Developing an understanding of seasonal availability</p> <p>How we may adapt recipes cooked previously to suit the current availability. Links will be made to humanities / science study e.g. carbon footprint, food miles etc.</p>	<p>Reflections on skills learnt and planning for the following year</p> <p>Students will complete the Btec qualification. Self- assessment by students as to the potential for them to achieve this qualification.</p>
RE	<p>Christianity</p> <p>1/11/20: All Saint’s Day</p>	<p>Christianity</p> <p>14/2/21: St Valentine’s Day</p>	<p>Islam</p> <p>9/5/21: Laila Al-Qadr</p>			



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	<p>1/12/20: Advent 25/12/20: Christmas Day</p> <p>Judaism 19-20/9/20: Rosh Hashanah 28/9/20: Yom Kippur 3/10/20: Sukkot 11/10/20: Simchat Torah 10-18/12/20: Hanukkah</p> <p>Sikhism 20/10/20: Gur-Gaddi Guru Granth Sahib 30/11/20: Guru Nanak Dev Ji's Birthday</p> <p>Islam 29/10/20 or 3/11/20: Mawlid Al-Nabi</p> <p>Hinduism 17-25/10/20: Navaratri 25/10/20: Dussehra/Dassera 14/11/20: Diwali</p> <p>Buddhism 8/12/20: Buddha's</p>	<p>16/2/21: Shrove Tues 17/2/21: Ash Wednesday (Lent begins) 17/3/21: St Patrick's Day 28/3/21: Palm Sunday 2/4/21: Good Friday 4/4/21: Easter Sunday 23/4/21: St George's Day</p> <p>Judaism 28/3/21: Passover 8/4/21: Holocaust Memorial Day</p> <p>Islam 13/4/21-11/5/21: Ramadan</p> <p>Hinduism 29/3/21: Holi</p> <p>Buddhism 8/4/21: Buddha's Birthday</p>				
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	Enlightenment Day					
PE	<p>Health and Fitness</p> <p>Gym induction – intro to cardiovascular exercises.</p> <p>Accurately follow fitness testing procedures.</p> <p>Can recall guidelines to a healthy lifestyle <i>(5 fruit & veg per day, 1hr exercise per day)</i></p> <p>Can participate in circuit and interval training.</p> <p>Select appropriate exercises for a given area fitness.</p> <p>Can participate safely in warm up and cool down exercises.</p>	<p>Invasion Games</p> <p>Accurately send/strike a ball to score.</p> <p>Follow the rules of modified/small sided games.</p> <p>Accurately send and receive an object. Throwing and catching.</p> <p>Dribble/run with object under control.</p> <p>Using space effectively.</p> <p>Passing and control.</p>	<p>Gymnastics</p> <p>Students will replicate basic balances, rotation and flight movements.</p> <p>Can demonstrate correct take-off and landing technique, showing a clear body shape while airborne.</p> <p>Students will select and combine simple techniques to produce a sequence <i>(using simple apparatus)</i></p>	<p>Net Games</p> <p>Show some variety in shot selection e.g. forehand and backhand.</p> <p>Follow the rules of a modified/simple game.</p> <p>Can recall scoring systems for different net games.</p> <p>Serve using an effective technique.</p> <p>Show control over the direction of an object.</p> <p>Use space effectively.</p>	<p>Striking and Fielding Games</p> <p>Can bowl a ball accurately using a simple bowling technique.</p> <p>Can demonstrate a variety of fielding techniques including throwing, catching and stopping a ball.</p> <p>To strike a ball using accurate batting techniques.</p> <p>Follow the rules of a modified/simple game.</p>	<p>Athletics</p> <p>Demonstrate simple, techniques in throwing events aiming for distance.</p> <p>Demonstrate simple, yet accurate techniques in jumping events aiming for height/distance.</p> <p>Can replicate an efficient sprinting technique.</p> <p>Develop strategies for sustained running.</p> <p>Accurately measure times and distances.</p>



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<p>Creative Art</p>	<p>Theme: British Values</p> <p>Exploration of theme and the work of three artists.</p> <p>Three workshops based on Applique, Batik and Machine Embroidery.</p> <p>Reflection on practice and health and safety in the classroom.</p>	<p>Theme: Carnival</p> <p>Exploration of theme and the work of three artists.</p> <p>Three workshops based on the painting, drawing techniques and 3D design.</p> <p>Design and manufacture of final piece based on learnt techniques and theme.</p>	<p>Theme: Cityscapes</p> <p>Observational drawing based around theme using different media and techniques.</p> <p>Two workshops focusing on print and dye techniques.</p> <p>Application of learnt skill in the design manufacture of an outcome.</p>	<p>Theme: Industry</p> <p>Observational drawing based around theme using different media and techniques.</p> <p>Independent selection of techniques to design an outcome.</p>	<p>Theme: Under the Sea</p> <p>Observational drawing based around theme using different media and techniques.</p> <p>Three workshops focusing printing techniques exploring different techniques.</p> <p>Independent research into artists and techniques to encourage experimentation.</p>	<p>Theme: Under the Sea</p> <p>Independent research into artists and techniques to encourage experimentation.</p> <p>Design and sampling of final piece using independently selected techniques relevant to outcome.</p> <p>Manufacture of a final outcome.</p>
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