

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.</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.</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.</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>Drama: Shakespeare: For example, Much Ado About Nothing or Macbeth This unit of work will be based around various drama activities alongside a focus on producing different written responses to situations within the play. Pupils will have the opportunity to explore the world of Shakespeare and make connections between different parts of the story.</p> <p>Autobiography A range of extracts, including poetry, will be studied to identify successful techniques for recount. Written responses will comprise a selection of events from pupils' own autobiographies, offering considerable independent choice.</p>	<p>Media: Jaws - an analysis of the classic film from the 1970s, extending knowledge of media studies and culminating in a critical essay.</p> <p>Novel or short stories: For example, Face, Animal Farm or Monster Myths. Texts are selected to extend the reading of each class and work will include discussion of issues raised and critical reading techniques. Writing outcomes will include essays and creative tasks.</p>	<p>Novel or short stories: For example, Face, Animal Farm or Monster Myths. Texts are selected to extend the reading of each class and work will include discussion of issues raised and critical reading techniques. Writing outcomes will include essays and creative tasks.</p> <p>Non-fiction: Writing speeches: exploration of speech writing and delivery techniques and the production of a individual speech.</p>

<p>Geography</p>	<p>British or European?</p> <p>Who do you think you are? – Investigating the role of the EU and its purpose in Europe. What affect does the EU have on our lives? How European are we?</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 ar 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>
<p>History</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 Making of the United Kingdom: Church and State After the Civil War</p> <p>Charles II and the Restoration Merry Old England: Fact or Fiction? The Great Plague The Great Fire The rebuilding of Stuart England</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</p>	<p>The Triangular Trade:</p> <p>A Life in Chains Campaigning against slavery The Abolitionists Case Study: Thomas Clarkson Does slavery still exist?</p>
<p>ICT</p>	<p>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</p>	<p>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 Explore the variety of computational languages and try programs which use javascript and python among others Use knowledge gained in ICT to support work on the 'Tenner Challenge' by creating branding and publicity for their chosen product or idea</p>	<p>Summative tasks in ICT will include creative projects that involve selecting, using, and combining multiple applications to achieve a specified goal across a range of devices as well as collecting and analysing data. Students will also create a reflective product that demonstrates what Westley has meant to them, utilizing a variety of skills gained throughout their years in ICT.</p>
<p>Maths</p>	<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>2 Geometry Angles in parallel lines, the geometric properties of quadrilaterals, rotations, translations, constructions</p>	<p>7 Graphs Graphs from linear equations, gradient (steepness) of a straight line, graphs from quadratic equations, real-life graphs</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>13 Proportion Direct proportion, graphs and direct proportion, inverse proportion, comparing direct proportion and inverse proportion</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 15 Equations and formulae, equations with brackets, equations with the variable on both sides, more complex equations,</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 nth term of a sequence, working out the nth 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>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>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 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</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 Classroom language Opinions</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>

Music	<p>Ground Bass:</p> <ul style="list-style-type: none"> - 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>Advert Music</p> <ul style="list-style-type: none"> - 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>Expressive Vocal Music</p> <ul style="list-style-type: none"> - 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>Power Ballad</p> <ul style="list-style-type: none"> - What is a Power Ballad - Identify musical features of Power Ballads - Write a bassline for a Power Ballad - Write suitable lyrics - Compose melodies for the verse and chorus - Structure the Power Ballad and record, using live sounds and/or ICT 	<p>Power Ballad (Continued from the spring term) then:</p> <p>Samba</p> <ul style="list-style-type: none"> - 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
PE	<p>PE</p> <p>Gymnastics – Combined Forces Dance: The Body OAA: Group challenges / problem solving</p> <p>Games</p> <p>Invasion Games: Football, Rugby, Basketball, Netball, Hockey & Tchoukball.</p>	<p>PE</p> <p>Gymnastics – Combined Forces Dance: The Body OAA: Group challenges / problem solving</p> <p>Games</p> <p>Invasion Games: Football, Rugby, Basketball, Netball, Hockey & Tchoukball.</p>	<p>PE</p> <p>Athletics: ESSA Award Scheme</p> <p>Games</p> <p>Striking Games: Ccricet, Rounders, Softball Net Games: Tennis & Badminton</p>
PSHE		<p>Citizenship</p> <p>British values (law)</p> <p>STI's, contraception, healthy relationship/, drugs</p> <p>Money</p> <p>Inspirational people</p>	
RE	<p>Holocaust</p>		<p>Humanism</p> <p>Sikhism</p>
Science	<p>Food and Digestion</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>Light and Sound</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>Magnets and Electromagnets</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>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? - 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 	<p><u>Respiration</u></p> <ul style="list-style-type: none"> - What is respiration?- burning sugar/ tin can bomb. - Respiratory system/ lung model. - Breathing and gas exchange. - The impact of exercise, asthma and smoking on gas exchange. - The skeletal and muscular systems. - (The heart). 	<p><u>Rocks</u></p> <ul style="list-style-type: none"> - The composition and structure of the Earth. - Rock classification. - 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
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