

## Year 7 Subject Overview Statements

Subject	Year 7 Semester 1	Year 7 Semester 2	Year 7 Semester 3	Year 7 Semester 4
<b>Art</b>	Students will learn how to record through drawing and note taking; recording shape, form and texture of natural objects from direct observation.	Students will collect ideas and learn from other artists. Student will be introduced to different artists from around the world, who use or capture 'Natural Objects' in their artwork.	Students will experiment with artistic materials and techniques to express detail about natural objects, communicate their ideas visually and develop their practical skills. They may explore printing making, collage, drawing or three-dimensional making skills during this semester.	Students will create their final piece, in conclusion to all the recording, researching and experimenting they have conducted throughout the year. These final pieces will be completed ready to present to their class.
<b>Art Assessment</b>	Student's sketch book work showing evidence of their recording work will be assessed.	Student's artist research will be assessed.	Student's evidence of exploring materials in their sketch books will be assessed.	Student's final piece which embodies the skills they have developed in Year 7 will be assessed.
<b>Computing</b>	<b>Digital Citizenship</b> Technology has changed almost every aspect of life. However, it must be used responsibly. By the end of this programme of study, students will present rules to follow to become a "Digital Citizen".	<b>The World Wide Web</b> In this semester students will learn how information is transferred between devices. Students will look at the differences between the Internet and World Wide Web and understand the different methods to get online.	<b>Games Concept</b> In this semester, students will use industry design techniques to produce a game concept. Ideas must be original and decisions will inform game development which will take place during the next semester.	<b>Algorithmic Thinking in Scratch</b> In this semester, students will create a fully functioning computer game. Through completing this topic, students will develop problem solving skills and learn the fundamentals of computational thinking.
<b>Computing Assessment</b>	Students will create a presentation which highlights the dangers of technology and shows the dos and don'ts to educate Year 7 students.	A formal assessment which assesses knowledge recall, understanding and problem solving skills.	A collection of pre-production documents that demonstrate creativity, explanation skills and originality.	A formal assessment which assesses knowledge recall, understanding and problem solving skills.
<b>D&amp;T – Product Design</b>	Students carry out a number of designing and making projects, including metal megabugs and designer clocks. Students will learn how to select the best material for a project along with a range of skills when working with wood, metals and plastics. Each project will involve completing research, generating imaginative design ideas, before developing their chosen idea into a finished product. Evaluation skills are taught throughout the projects to help students reflect on their learning and how their completed project could be improved.			
<b>Product Design Assessment</b>	Students are assessed against the following six key performance indicators; investigating, specification, designing, modelling, making and evaluation. Students complete a specific task for each indicator.			
<b>D&amp;T - Food &amp; Nutrition</b>	Students will have the opportunity to cook a wide range of products, such as Stir Fry and Tacos. Students will observe a demonstration of how to produce each product and then create the dish themselves. Students will evaluate their dishes to help reflect on their learning and consider how dishes could be improved or adapted for a variety of dietary requirements. Students will also research nutrients and healthy eating.			
<b>Food &amp; Nutrition Assessment</b>	Students are assessed against the following four key performance indicators: identifying stages of a recipe, describing nutrients, making and evaluation.			
<b>D&amp;T – Textiles Technology</b>	Students will access these KPIs through a range of projects including Tie Dye T-Shirts and Batik Cushions. Students will learn to complete a design project from start to finish, they will gain an increased awareness of the importance of research and testing in the design process. Students will develop their creativity with the help of carefully written briefs. Throughout the project students will learn how to evaluate their work and adapt accordingly.			
<b>Textiles Assessment</b>	Students are assessed against the following six key performance indicators; investigating, specification, designing, modelling, making and evaluation. Students complete a specific task for each indicator. Students will access these KPIs through a range of projects including Block Printed Lampshades and Drawstring Bags.			

Subject	Year 7 Semester 1	Year 7 Semester 2	Year 7 Semester 3	Year 7 Semester 4
<b>English</b>	<b>A Midsummer Night's Dream</b> Students will study Shakespeare's comedy A Midsummer Night's Dream, focusing on the theme of Magic and how it is presented. They will learn detailed context of Shakespeare's time period and will read and analyse a number of extracts from the original play.	<b>Viewpoints</b> Students will begin exploring how viewpoints are conveyed in a range of literary and non-literary texts with the theme of war and conflict. They will analyse texts to explore the writer's method and consider how effects are achieved. These texts will then lead into developing the skills of persuasive writing.	<b>The Hobbit</b> This term, students will focus on the theme of journeys and exploration in JRR Tolkein's 'The Hobbit'. This text will be used to develop reading comprehension and analysis and provide students with a stimulus for developing their own creative writing skills.	<b>Oliver Twist</b> In this scheme of work students will learn about the context and style of a nineteenth-century novel, Oliver Twist. Students will read an abridged version of the novel and will develop their reading and analytical skills.
<b>English Assessment</b>	<b>Reading:</b> To produce a written response to a question on the set text (A Midsummer's Night Dream). <b>Writing:</b> To produce a piece of creative writing based on an image.	<b>Reading:</b> To analyse a piece of writing expressing a viewpoint. <b>Writing:</b> To produce a piece of persuasive writing, expressing a clear viewpoint.	<b>Reading:</b> To analyse an extract from the novel The Hobbit. <b>Writing:</b> To produce a piece of creative writing based on an image.	<b>Reading:</b> To analyse an extract from the novel Oliver Twist. <b>Writing:</b> To produce a piece of non-fiction writing, expressing a clear viewpoint.
<b>French</b>	<b>Myself</b> This topic focuses upon being able to talk about likes and dislikes, and describing both yourself and other people.	<b>School</b> This topic focuses upon being able to talk about your school day, including subjects, opinions, times of lessons and your daily routine.	<b>Hobbies</b> This topic focuses upon students being able to talk about hobbies and activities they like and dislike.	<b>My Local Area</b> This topic focuses upon students being able to talk about what there is to do in their town and holidays.
<b>French Assessment</b>	<b>Reading and writing assessment.</b> Students will need to show their understanding of familiar words and phrases in a short text. They will then write their own short text in French talking about themselves, their likes and dislikes.	<b>Listening, reading and translation assessment.</b> Students will need to show their understanding of familiar words and opinions they hear. They will complete a reading where they need to show their understanding of main points and opinions in a text. Finally they will translate familiar words and short phrases from French into English.	<b>Speaking assessment.</b> Students will be asked some short questions and they must try to answer them using short phrases.	<b>1. Speaking assessment.</b> Students will be asked some short questions and they must try to answer them using short phrases, including opinions and reasons. <b>2. Translation and writing assessment.</b> Students will have simple sentences to be translated into both French and English. They will also produce a piece of writing in French on the topic of holidays.
<b>Geography</b>	<b>Map and Atlas Skills</b> This topic focuses upon the application of key geographical skills in relation to Ordnance Survey maps, graphs and tables.	<b>Development</b> In this topic students will study what the term development means, how it is measured and using the garment industry as an example, why there is inequality in the world.	<b>Coasts</b> This topic focuses on the processes that occur at the coast and the features that they can create. Students will also investigate ways in which the coastline can be managed.	<b>Population and Migration</b> In this topic students will study the population of the UK, how it is made up, and how it is changing regionally. Students will also investigate what migration is and the conditions which cause people to move countries.
<b>Geography Assessment</b>	To answer an extended answer in response to issues and themes investigated during the semester.	To complete a test based on the skills developed throughout the last two semesters.	To complete an extended answer in response to issues and themes investigated during semester 3.	To complete a test based on the knowledge and skills developed throughout semesters 3 + 4.
<b>History</b>	<b>How did William the Conqueror take control of England?</b> This enquiry includes the Battle of Hastings, the Bayeux Tapestry, Castles and the Feudal System.	<b>How fair was life in the Middle Ages?</b> This enquiry focuses on social aspects of the medieval period including the Peasant's Revolt, the Black Death and the changing relationship between Monarch, Church and the people.	<b>Who were the Tudors and how did they change England?</b> This enquiry includes the English Reformation, Henry VIII and the impact of Elizabeth I's reign on the course of English History.	<b>How did the Industrial Revolution affect Cornwall?</b> This enquiry explores the technological, political and social developments of the period and the impact on peoples' lives. Students will specifically focus on how the Industrial Revolution affected Cornwall, by investigating the rise and decline of mining in our county.
<b>History Assessment</b>	To complete an extended piece of writing which uses knowledge and explanation to answer the question: <i>Explain how William controlled England?</i>	A formal assessment which assesses knowledge recall, explanation skills and source analysis to assess the topic of <i>1066 and Life in Medieval England</i> .	An extended piece of writing which combines knowledge recall with source analysis to answer the question: <i>How useful are these sources to a historian studying why England defeated the Spanish Armada.</i>	A formal assessment which assesses knowledge recall, explanation skills and source analysis to assess the topics of <i>the Tudors and the Industrial Revolution</i> .

Subject	Year 7 Semester 1	Year 7 Semester 2	Year 7 Semester 3	Year 7 Semester 4
<b>Maths</b>	In this semester, students will be consolidating their numerical and mathematical capability from Key Stage 2 to extend their understanding of the number system and place value to include decimals. They will be developing their problem solving skills by using appropriate calculation strategies to solve increasingly complex problems.	In Semester 2, students will be developing skills to multiply and divide integers and applying this to deriving formulae to calculate and solve problems involving perimeter and area. Students will also be improving their mathematical knowledge, in part through solving problems and evaluating the outcomes, but also by attempting multi-step problems and generalising their results.	In Semester 3, students will be building on their knowledge of angles, applying these to the properties of 2-D shapes and generalising angle facts. Students will be encouraged to interchange between different numerical and diagrammatic representations, as well as build on their use of a variety of manipulatives to demonstrate the underlying structure of concepts.	In this semester, students will be adding to their knowledge of multiplicative relationships with percentages, building links with ratios and fractions. They will apply this knowledge to solve real-life problems and use bar modelling to represent these concepts. Students will also be exploring a variety of methods of presenting data, with an emphasis on interpretation as well as production.
<b>Maths Assessment</b>	A formal written non-calculator assessment which assesses knowledge of the four main mathematical operations with integers and extending this to decimals.	A formal written non-calculator assessment which assesses knowledge of multiplying and dividing integers and extending this to negative integers and generalisations using algebra.	A formal written non-calculator assessment which assesses the recall of angle rules and skills used in calculating missing angles and constructing triangles.	A formal written non-calculator assessment which assesses knowledge of multiplicative relationships and their application.
<b>Music</b>	<b>Performance</b> Semester 1 will focus on performing with opportunities to develop singing and keyboard skills. Performance pieces will include 'Yonder Come Day' and 'Heart and Soul'. This semester will also provide opportunities for developing knowledge and understanding of the musical elements, basic music notation and for composing additional material based on these songs.	<b>World Music</b> During Semester 2 students will examine how music is used and performed in non-Western cultures. Students will develop knowledge of the key features and instruments of Indian and Chinese music, and their understanding of these countries cultural and historical backgrounds. Students will listen to and perform music from India and China and explore their use of scales and tonality (including Indian ragas and the Chinese pentatonic scale). They will then apply these features to their own Indian or Chinese style improvisation.	<b>Ground Bass Composition</b> During Semester 3 students will explore the Baroque period and develop their knowledge of its key features and composers including Pachelbel, Bach and Vivaldi. Students will explore how composers have used ground bass in a selection of music from different times and places including popular song. They will perform Pachelbel's Canon and use its ground bass as a starting point for their own compositions adding their own layers above the given bassline using suggested chords and/or melody notes.	<b>Popular Songs</b> Semester 4 will focus on the genre of popular song, with students performing 'My Heart Will Go On' and 'Love Yourself'. Students will examine how popular songs are organised, analysing structure, form and texture. They will also develop knowledge of different styles of western popular music and explore what makes a hit pop song. This semester will allow students to develop their singing and guitar skills and technique. They will also develop aural skills, singing by ear, and notation skills, learning to read and interpret guitar tablature.
<b>Music Assessment</b>	Students will complete a vocabulary test on the key words and definitions for this semester and be assessed on their performance of 'Heart & Soul'.	Students will complete a vocabulary test on the key words and definitions for this semester and be assessed on their performance and/or improvisation of an Indian or Chinese song.	Students will complete a vocabulary test on the key words and definitions for this semester and be assessed on their own composition based on Pachelbel's Canon.	Students will complete a vocabulary test on the key words and definitions for this semester and be assessed on their performance of a pop song.
<b>PE</b>	Developing physical literacy and fundamental movement skills.  These skills will then be implemented and applied within team sports such as Rugby and Netball.  The importance of a warm up and cool down and how to perform these effectively.	Basic skills and tactics within invasion games such as Football, Hockey, Handball and Tag Rugby.  Communicating effectively with others as part of a team.  How sports and activities support injury prevention through the use of protective equipment and rules.	Gymnastics, Outdoor Adventurous Activities, Cricket and Badminton focusing on skill development and co-ordination.  Long and short term effects of exercise, and the adaptations to the body that occur over time.	Reaching personal bests in a wide range of athletic activities.  How data can be used to improve performance and how data is used for scoring systems within sports.  Hand-eye co-ordination through Cricket, Tennis and Rounders activities.
<b>PE Assessment</b>	Students will be assessed practically on the following each semester during an assessment challenge lesson: Fundamental movement skills, effective communication with others, decision making and problem solving, resilience when faced with challenges, and understanding healthy active lifestyles.			

Subject	Year 7 Semester 1	Year 7 Semester 2	Year 7 Semester 3	Year 7 Semester 4
<b>Performing Arts</b>	Students will complete a semester understating the basic actions, relationships, dynamics and spacing required when choreographing. The theme of their first semester is Dance through the movies which includes creating choreography based on movement from films such as Step Up. Hairspray and Mamma Mia.	In this semester students will develop a basic understanding of theatre and the skills and qualities involved in Drama. They will develop reading and writing skills whilst exploring a range of scripts whilst also devising their own original work.	In this semester students develop the skills they have learnt previously. They undertake choreographic tasks based around 'The Greatest Showman'. Students will choreograph and develop their writing skills when considering a range of both Dance and Drama skills and qualities.	In the final semester students get given a brief to work from. Students decide whether they want to create a piece of work based solely on the Dance skills or Drama skills. This semester links directly to the BTEC offered for KS4 therefore they will develop leadership and creativity skills whilst devising their own original work.
<b>Performing Arts Assessment</b>	<p>Students will be assessed practically on the following:</p> <p>Outline the roles, responsibilities and skills of practitioners, using limited examples from one or more performance styles.</p> <p>Outline the interrelationships between components used in performance, with reference to basic examples of repertoire.</p> <p>Identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples of repertoire.</p> <p>Identify own application of skills and techniques, strengths and areas for improvement in performance, with use of basic examples.</p> <p>Identify own development of skills and techniques, strengths and areas for improvement, with use of basic examples.</p> <p>Identify own application of skills and techniques in performance with use of limited examples.</p> <p>Demonstrate limited application of technical, stylistic and interpretative skills during performance of existing repertoire.</p> <p>Apply limited technical skills during rehearsal when reproducing repertoire.</p> <p>Be able to perform basic dance actions and link them together fluently.</p> <p>To be able to use a range of unison, canon and mirroring within their choreography.</p>			
<b>RPE</b>	In the first semester, students explore the key beliefs about God in Christianity, Islam and Hinduism.	In semester 2, students investigate the religion of Islam in contemporary society.	In semester 3, students explore pre-Christian religion in Cornwall, and analyse the impact of these in contemporary Cornwall.	In semester 4, students investigate Christianity in Cornwall, and the influence of key figures in developing Christianity.
<b>RPE Assessment</b>	Extended writing response focussed on key skills of knowledge, understanding, analysis and evaluation. This will assess concepts studied this Semester: beliefs in God.	Formal assessment focussed on key skills of knowledge, understanding, analysis and evaluation. This will assess topics, concepts and themes studied in Semesters 1 and 2: beliefs in God and Islam in contemporary society.	Extended writing response focussed on key skills of knowledge, understanding, analysis and evaluation. This will assess topics and themes studied this Semester: religion in pre-Christian Cornwall.	Formal assessment focussed on key skills of knowledge, understanding, analysis and evaluation. This will assess topics, themes and concepts studied in Semesters 1-4: Beliefs in God; Islam in contemporary society; Curriculum Kernewek (religions in Cornwall)
<b>Science</b>	<p><b>Introduction to Science:</b> Basic lab safety and hazards, as well as gaining their Bunsen burner licence!</p> <p><b>Cells:</b> The smallest living unit that make up plants and animals.</p> <p><b>Particles and their behaviour:</b> Solids, liquids and gases, evaporation, condensation, melting and freezing.</p> <p><b>Preparation for Life:</b> Throughout all units, students will learn about possible careers and further study in the scientific fields of that topic.</p>	<p><b>Forces:</b> How forces interact and affect objects.</p> <p><b>Acids and Alkalis:</b> Acid, alkali or neutral solutions and how to identify them.</p> <p><b>Elements, Atoms and compounds:</b> Periodic table and the difference between elements, atoms and compounds.</p> <p><b>Preparation for Life:</b> Throughout all units, students will learn about possible careers and further study in the scientific fields of that topic.</p>	<p><b>Structure and Functions of Body Systems:</b> All body systems and how they work together.</p> <p><b>Reactions:</b> chemical and physical reactions as well as word and symbol equations.</p> <p><b>Space:</b> Planet, asteroids, and the solar system including the phases of the moon and seasons.</p> <p><b>Preparation for Life:</b> Throughout all units, students will learn about possible careers and further study in the scientific fields of that topic.</p>	<p><b>Sound:</b> Waves, pitch and how ultrasound works</p> <p><b>Light:</b> Reflection and refraction including the structure of the eye.</p> <p><b>Reproduction:</b> Reproductive systems of animals and plants and changes during puberty.</p> <p><b>Preparation for Life:</b> Throughout all units, students will learn about possible careers and further study in the scientific fields of that topic.</p>
<b>Science assessment</b>	To complete a test based on the skills developed throughout the semester.	To complete a test based on the skills developed throughout the semester.	To complete a test based on the skills developed throughout the semester.	To complete a test based on the skills developed throughout the semester.

## Year 8 Subject Overview Statements

Subject	Year 8 Semester 1	Year 8 Semester 2	Year 8 Semester 3	Year 8 Semester 4
<b>Art</b>	Students will learn how to record through drawing and note taking; recording shape, form and texture of objects and surfaces from direct and secondary observation.	The focus for this semester is all about collecting ideas and learning from other artists. Student will be introduced to different artists from around the world, who use the theme of 'The Manmade World' in their artwork.	Students will experiment with artistic materials and techniques to create illustrations and other artwork of their own ideas. They will develop their visually communication and practical skills through a range of technical processes.	Students will create their final piece, in conclusion to all the recording, researching and experimenting they have conducted throughout the year. These final pieces will be completed ready to present to their class.
<b>Art Assessment</b>	Student's sketch book work showing evidence of their recording work will be assessed.	Student's artist research will be assessed.	Student's evidence of exploring materials in their sketch books will be assessed.	Student's final piece which embodies the skills they have developed in Year 8 will be assessed.
<b>Computing</b>	<b>Digital Detective</b> In this semester, students will learn how different types of data are stored by computer systems. This will lead to an understanding of binary arithmetic, ASCII, and digital images.	<b>Advent Window</b> Students will learn design and production techniques used for creating digital graphics. This festive unit will cover visualisation diagrams, sourcing images and using complex graphics techniques.	<b>Ai-Kea</b> In this semester, students will be designing algorithms that create isometric CAD drawings. Students will learn how programming constructs such as decomposition can help to solve problems using the syntax based language, Python.	<b>Design a Business Proposal</b> Students will be introduces to Business Studies during this semester. Market research tools will be used to gain the views of others in order to design a product and business proposal.
<b>Computing Assessment</b>	<b>A formal assessment which assesses knowledge recall, understanding and numeracy skills.</b>	<b>A collection of pre production documents, as well as an interactive graphic submitted by the end of the semester.</b>	<b>A formal assessment which assesses knowledge recall, understanding and problem solving skills.</b>	<b>A written report to demonstrate and evidence how the use of market research tools formed a business plan.</b>
<b>DT - Food &amp; Nutrition</b>	Students will have the opportunity to cook a wide range of products, such as Fajitas and Garlic Bread. Students will observe a demonstration of how to produce each product and then create the dish themselves. Students will evaluate their dishes to help reflect on their learning and consider how dishes could be improved or adapted for a variety of dietary requirements. Students will also research nutrients and healthy eating.			
<b>Food Assessment</b>	Students are assessed against the following four key performance indicators: identifying stages of a recipe, describing nutrients, making and evaluation.			
<b>DT – Textiles Technology</b>	Students will access these KPIs through a range of projects including Block Printed Lampshades and Drawstring Bags. Students will develop their research skills and be taught the importance of this in a wider design context. Each project will encourage them to develop an iterative approach to designing and making, they will learn resilience through a modelling and testing phase. Students will use creativity skills in a series of new mediums so that they can communicate their ideas effectively.			
<b>Textiles Assessment</b>	Students are assessed against the following six key performance indicators; investigating, specification, designing, modelling, making and evaluation. Students complete a specific task for each indicator.			
<b>DT – Product Design</b>	Students carry out a number of designing and making projects which build on their experiences in Year 7. Typical projects include designer jewellery and night lights. Students will learn how to select the best material for a project, giving clear reasons for their choice. They will also develop their skills when working with wood, metals and plastics. Each project will involve completing research, generating imaginative design ideas, before developing their chosen idea into a finished product. Evaluation skills are taught throughout the projects to help students reflect on their learning and how their completed project could be improved.			
<b>Product Design Assessment</b>	Students are assessed against the following six key performance indicators; investigating, specification, designing, modelling, making and evaluation. Students complete a specific task for each indicator.			

Subject	Year 8 Semester 1	Year 8 Semester 2	Year 8 Semester 3	Year 8 Semester 4
English	<b>The Tempest</b> Following on from Year 7, students will study a second Shakespeare texts in its entirety: The Tempest. They will develop their reading, comprehension and analytical skills, as well as building on the knowledge of Shakespearean styles and context covered in Year 7. Alongside this, students will be assessed on their creative writing skill as they practise writing stories and descriptions from a picture stimulus.	<b>Poetry from Different Cultures</b> This unit focuses on diversity; students will study a range of poetry from other cultures to explore relevant themes and ideas. They will explore different devices, both linguistic and structural, and will investigate how a poet has used these techniques for a particular effect on the reader.	<b>Crime through the ages</b> Students will explore crime writing from the 19 <sup>th</sup> century to the present day. We will cover texts from Sherlock Holmes to Dan Brown. We will also explore a number of texts in different Media formats. Students will hone their writing skills and develop imaginative ideas to match purpose, audience and form.	<b>History: non-fiction</b> Students will be exploring the past and developing their understanding of a range of texts from different historical periods. Students will be asked to develop an understanding of archaic language and grammatical forms and to enhance analytical skills when applied to non-fiction texts.
English Assessment	<b>Reading:</b> To analyse a short extract from the play The Tempest <b>Writing:</b> To produce a piece of creative writing based on an image.	<b>Reading:</b> To analyse a poem studied in class <b>Writing:</b> To produce a piece of non-fiction writing based on a given stimulus.	<b>Reading:</b> To analyse an extract from a piece of fiction studied in class <b>Writing:</b> To produce a piece of creative writing based on a given theme.	<b>Reading:</b> To analyse an extract from a piece of non-fiction studied in class <b>Writing:</b> To produce a piece of non-fiction writing based on a given stimulus.
French	<b>My interests</b> This topic focuses upon being able to talk about TV, films, reading and using the internet.	<b>Holidays</b> This topic focuses upon describing a past holiday, including where you went, what you did and how you travelled.	<b>Myself</b> This topic focuses upon students being able to describe their personality and talk about friendships, music and clothes. They also learn how to describe their home and where they live.	<b>French Culture</b> This topic focuses upon students talking about food and meals and an event using three tenses. Students also extend their cultural awareness and learn more about France and French speaking countries.
French Assessment	<b>Listening, reading and translation assessment.</b> Students will need to understand information and opinions in one tense in texts they hear and read. They will be given simple sentences to translate into French.	<b>Listening, reading and writing assessment.</b> Students will need to understand opinions and details in a text they hear containing two tenses. They will read authentic French texts and answer questions about them. They will then produce a piece of writing in the past tense about a trip to Paris.	<b>Speaking assessment.</b> Students will be asked short questions and need to answer using two tenses and giving their opinion. They will also need to ask questions.	<b>Reading, translation and writing assessment.</b> Students will be tested on their understanding of information in shorter and longer texts. They will have sentences containing two tenses to translate into French and English. They will produce a piece of writing about their talents and opinions, including opinions and two tenses.
Geography	<b>Tectonics</b> This topic focuses on understanding the theory of plate tectonics and then recognising the causes, effects, and responses of associated tectonic hazards.	<b>Urbanisation</b> This topic focuses on cities in LICs (lower-income countries); looking at their growth, the inequalities within them and how they can be improved to become more sustainable.	<b>Environments</b> This topic focuses on the tropical rainforest environment and will investigate its ecosystem, structure, adaptations and how it can be used as a resource in a sustainable way.	<b>Weather and Climate</b> In this topic students identify the factors that influence weather in the UK and across the globe and also assess the impacts and responses to extreme weather. Students also investigate evidence for climate change and assess the potential responses needed.
Geography Assessment	To complete an extended answer in response to issues and themes investigated during lessons in semester 1.	To complete a test based on the knowledge and skills developed throughout the last two semesters.	To complete an extended answer in response to issues and themes investigated during lessons in semester 3.	To complete a test based on the knowledge and skills developed throughout semesters 3 & 4.
History	<b>Why was slavery allowed to happen?</b> This enquiry looks at the reasons how and why slavery became accepted and investigates the the consequences and legacy of slavery in the USA.	<b>What was the real cause of World War One?</b> This enquiry studies the causes of World War One and explores what life was like for soldiers and their relatives at home.	<b>How could the Holocaust happen?</b> This enquiry looks at how the Nazis came to power and the corresponding development of anti-semitic policies in Germany, before an investigation into the Holocaust.	<b>Why did the Allies win World War Two?</b> Combined with the previous semester, this topic covers the causes of World War Two and looks at specific key events that defined the war's outcome including Pearl Harbour and D-Day.

Subject	Year 8 Semester 1	Year 8 Semester 2	Year 8 Semester 3	Year 8 Semester 4
<b>History Assessment</b>	To complete an extended piece of writing which uses knowledge and explanation to answer the question: <i>Explain why the Civil Rights movement was successful.</i>	A formal assessment which assesses knowledge recall, explanation skills and source analysis to assess the topic of <i>Slavery and the 1<sup>st</sup> World War.</i>	An extended piece of writing which combines knowledge recall with source analysis to answer the question: <i>How useful are these sources to a historian studying why the Holocaust was able to happen.</i>	A formal assessment which assesses knowledge recall, explanation skills and source analysis to assess the topics of <i>the Holocaust and the 2<sup>nd</sup> World War.</i>
<b>Maths</b>	In this semester, students will consolidate their numerical and mathematical capability from year 7 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots. They will make connections between different numerical representations and use language and properties precisely to analyse numbers.	In semester 2, students will continue to explore the concept of algebra. They will develop algebraic methods to solve linear equations in one variable whilst exploring key concepts and vocabulary. Students will begin to reason deductively in number and algebra by making conjectures about patterns and relationships.	In this semester, students will be exploring geometry with a greater level of sophistication. They will be finding unknown angles in geometrical figures by applying mathematical theorems. Students will be encouraged to use language and properties precisely. Students will be improving their ability to select and use appropriate calculation strategies to solve increasingly complex problems.	Students will conclude this year by discovering and proving the formulae for the circumference and area of a circle. This will be linked to work on formulae, measure, ratio and approximation from earlier in the year. The primary focus for this term is on consolidating their work with area whilst developing an understanding of volume.
<b>Maths Assessment</b>	A formal written non-calculator assessment which assesses the skills of calculating with fractions and working with prime numbers.	A formal written non-calculator assessment which assesses knowledge of equations and expressions, and applying their knowledge of calculating with negative numbers.	A formal written calculator assessment which assesses the recall of angle facts and then applying them to solve problems.	A formal written calculator assessment which assesses the recall of circle formulae and then applying them to solve problems.
<b>Music</b>	<b>Freedom, Protest and Peace Songs:</b> Semester 1 will explore the history and genres of African American music focusing on Freedom Songs, Spirituals and the Blues. Students will continue to develop their singing skills and perform songs including 'Freedom Train' and 'Steal Away'. Students will also learn about popular songs that promote peace including 'Imagine', 'Blowin' In The Wind' and 'Where Is The Love?' and have a go at composing their own 'Peace Song' using the 12 bars Blues chord sequence as a starting point. There will be opportunities for students to make significant contributions to performances including leading others, taking a solo part or holding a harmony line.	<b>Film Music:</b> During Semester 2 students will examine the history of film music and its key composers. They will listen to and perform popular pieces of film music, including extracts from 'The Good, The Bad and The Ugly', 'Star Wars' and 'Forest Gump'. Students will also explore character motifs and how they can be used to represent certain characters in films, composing a motif for a character of their choice. Students will learn how the elements of music and musical features are used by film composers to create different moods, effects and a sense of time and place in music. They will also develop notation skills and their ability to read treble and bass clef notation.	<b>Classical and Romantic Music:</b> During Semester 3 students will learn about Ludwig Van Beethoven who is considered one of the world's greatest composers. Students will learn about his extremely challenging upbringing and life, how this impacted on his music, and how he brought about an entirely new style of music and the Romantic period. Students will also learn about other key composers of the Classical and Romantic periods and these periods key features. Students will have the opportunity to learn and perform Beethoven's famous 'Für Elise'. This will allow students to develop their keyboard skills, ability to read treble and bass clef notation, and to perform with two hands together. For students who are more confident keyboard players there will be the opportunity to learn and perform the full piece including two more challenging (Grade 5 standard!), contrasting sections.	<b>Music and Identity:</b> For their final semester students will explore how music can influence and express an individual's identity. They will listen to and analyse a selection of music from different countries, as well as fusions of musical styles. They will explore how location, religion and culture can impact the music people listen to and develop their own personal relationship with music. This will culminate in a performance or composition of their choice.
<b>Music Assessment</b>	Students will complete a vocabulary test on the key words and definitions for this semester and be assessed on their composition and performance of their own 'Peace Song'.	Students will complete a vocabulary test on the key words and definitions for this semester and be assessed on their performance of a piece of film music.	Students will complete a vocabulary test on the key words and definitions for this semester and be assessed on their performance of 'Für Elise'.	Students will complete a vocabulary test on the key words and definitions for this semester and be assessed on a performance or composition of their choice.

Subject	Year 8 Semester 1	Year 8 Semester 2	Year 8 Semester 3	Year 8 Semester 4
<b>PE</b>	<p>Components of skill related fitness and their application to invasion games such as Rugby and Netball.</p> <p>Bones and muscles within the body and how they work together to bring about movement.</p>	<p>Improving individual components of fitness.</p> <p>Activities such as Gymnastics, Climbing, Badminton and Football with a focus on developing movement techniques.</p>	<p>Nutrition and the importance of a healthy, balanced diet.</p> <p>Football, Cricket, Badminton and Fitness with a focus on the role of nutrients within the body.</p> <p>How to motivate and influence others when acting as a coach or captain within a team.</p>	<p>Athletics activities, developing performance through use of goal setting and self-improvement skills.</p> <p>Psychological factors that affect exercise and how to harness these in order to achieve maximal performance.</p> <p>Activities such as Tennis, Cricket and Rounders.</p>
<b>PE Assessment</b>	<p>Students will be assessed on the following each semester:            Movement skills, understanding of components of fitness, effective communication and collaboration with others, evaluation and problem solving, and self management and responsibility</p>			
<b>Performing Arts</b>	<p>In this semester students develop the skills they have learnt previously. They undertake choreographic tasks based around 'The Greatest Showman'. Students will choreograph and develop their writing skills when considering a range of both Dance and Drama skills and qualities.</p>	<p>In this semester students will develop a basic understanding of theatre and the skills and qualities involved in Drama. They will develop reading and writing skills whilst exploring a range of scripts whilst also devising their own original work. This is a practical unit exploring a range of skills.</p>	<p>In this semester students have the opportunity to develop their knowledge of a different Dance technique – urban dance. They explore group work studying professional companies such as Diversity and Boy Blue Entertainment. This topic looks to develop a range of dynamic and spacing skills to ensure students are creative and develop their communication and decision making skills.</p>	<p>In the final semester students get given a brief to work from. Students decide whether they want to create a piece of work based solely on the Dance skills or Drama skills. This semester links directly to the BTEC offered for KS4 therefore they will develop leadership and creativity skills whilst devising their own original work.</p>
<b>Performing Arts Assessment</b>	<p>Students will be assessed practically on the following:</p> <ul style="list-style-type: none"> <li>Outline the roles, responsibilities and skills of practitioners, using examples from one or more performance styles.</li> <li>Outline some stylistic qualities of practitioners' work, using examples of performance from one or more performance styles.</li> <li>Identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire.</li> <li>Outline the interrelationships between components used in performance, with reference to basic examples of repertoire.</li> <li>Demonstrate basic development of physical and interpretative skills for performance during the rehearsal process.</li> <li>Demonstrate appropriate development of physical and interpretative skills for performance during the rehearsal process.</li> <li>Apply basic technical skills during rehearsal when reproducing repertoire.</li> <li>Demonstrate basic application of technical, stylistic and interpretative skills during performance of existing repertoire.</li> <li>Identify own development of skills and techniques, strengths and areas for improvement, with use of basic examples.</li> <li>Identify own application of skills and techniques, strengths and areas for improvement in performance, with use of basic examples.</li> <li>To be able to perform basic actions that use a range of levels and link together fluently.</li> <li>To use a range of unison, canon and mirroring within their choreography.</li> <li>To show clear dynamic changes within their choreography.</li> <li>They show accuracy with their technique with fluency and control</li> </ul>			
<b>RPE</b>	<p>In the first semester, students investigate and explore the life and teachings of the Buddha, and evaluate the relevance of these in today's society.</p>	<p>In semester 2, students investigate key concepts and beliefs in Buddhism, and evaluate the influence of Buddhism on people in contemporary society.</p>	<p>In semester 3, students explore some key beliefs of ancient civilisations, and evaluate how these helped to shape major world religions today.</p>	<p>In the final semester, students study a Christology unit, investigating and analysing the life and teachings of Jesus.</p>
<b>RPE Assessment</b>	<p>Extended writing response focussed on key skills of knowledge, understanding, analysis and evaluation. This will assess concepts studied this Semester: the life and teachings of the Buddha.</p>	<p>Formal assessment focussed on key skills of knowledge, understanding, analysis and evaluation.            This will assess topics, concepts and themes studied in Semesters 1 and 2: lives and teachings of the Buddha and key concepts and beliefs in Buddhism</p>	<p>Extended writing response focussed on key skills of knowledge, understanding, analysis and evaluation.            This will assess topics and themes studied this Semester: key beliefs in ancient civilisations</p>	<p>Formal assessment focussed on key skills of knowledge, understanding, analysis and evaluation.            This will assess topics, themes and concepts studied in Semesters 1-4: Buddhist beliefs; beliefs in ancient civilisation and Christology.</p>

Subject	Year 8 Semester 1	Year 8 Semester 2	Year 8 Semester 3	Year 8 Semester 4
Science	<p><b>The Periodic Table:</b> Groups and trends in the periodic table.</p> <p><b>Adaptation and Inheritance:</b> Genetics and natural selection.</p> <p><b>The Earth:</b> Rock cycle and carbon cycle and the atmosphere.</p> <p><b>Preparation for Life:</b> Throughout all units, students will learn about possible careers and further study in the scientific fields of that topic.</p>	<p><b>Energy:</b> Energy and energy calculations.</p> <p><b>Separation Techniques:</b> Distillation, evaporation and chromatography.</p> <p><b>Preparation for Life:</b> Throughout all units, students will learn about possible careers and further study in the scientific fields of that topic.</p>	<p><b>Health and Lifestyle:</b> Balanced diet and the food groups that contribute towards this. The digestive system and how drugs affect the body.</p> <p><b>Electricity and Magnetism-</b> Electricity and electromagnets.</p> <p><b>Preparation for Life:</b> Throughout all units, students will learn about possible careers and further study in the scientific fields of that topic.</p>	<p><b>Metals and Acids:</b> Reactions between metals and acids and word equations for these.</p> <p><b>Motion and Pressure:</b> Speed equation and motion graphs.</p> <p><b>Ecosystem processes:</b> The environment including photosynthesis and respiration</p> <p><b>Preparation for Life:</b> Throughout all units, students will learn about possible careers and further study in the scientific fields of that topic.</p>
Science assessment	A literacy task in each module and then an end of semester test comprised of short and long answer questions.	A literacy task in each module and then an end of semester test comprised of short and long answer questions.	A literacy task in each module and then an end of semester test comprised of short and long answer questions.	A literacy task in each module and then an end of semester test comprised of short and long answer questions.