



TERM	ENGLISH	MATHS
<p><b>Autumn</b></p>	<p><b>Shakespeare Studies</b> A play or the poetry of Shakespeare may be explored History of the English language Reading for meaning Play script writing Comprehension exercises/Grammar exercises Spellings</p> <p><b>Response to a whole text</b> Produce a considered and thoughtful response to a whole text Analysis of plot, characters and themes Review writing</p>	<p><b>Fractions 2</b> Multiply and divide proper and improper fractions and mixed numbers both positive and negative Find a fraction of an amount Find the whole amount given a fraction of the amount Find a fractional increase and decrease Number – Percentages Interpret percentages as a fraction or decimal Define percentage as ‘number of parts per hundred’ Interpret diagrams as a percentage Express one quantity as a percentage of another Compare two quantities using percentages Solve problems involving percentage change Ratio, Proportion &amp; Rates of Change Ratio notation, change between units Divide given quantity in a ratio Use compound units Solve problems involving direct and indirect proportion Draw and interpret pie charts</p>
<p><b>Spring</b></p>	<p><b>Poetry</b> Examine a wide range of poetry Create and share poems Poetic techniques Critical analysis of poetry Comprehension exercises Grammar exercises Spellings</p> <p><b>Public Speaking</b> Team competition Advertising Writing for a target audience Persuasive techniques</p>	<p><b>Algebra 2</b> Substitution Simplification Solving Inequalities Re-arranging</p> <p>Shapes – Circles and Area Covert between units Derive and apply formulae for circles composite shapes and trapeziums</p>



<b>Summer</b>	<p><b>Exam Preparation and Revision</b></p> <p><b>End of year assessment</b></p> <p><b>GL SWST, NGRT, PTE</b></p> <p><b>AR STAR -reading test</b></p>	<p><b>Shape – 3d Shapes</b></p> <p>Use properties of faces surfaces edges and vertices of cubes cuboids prisms cylinders pyramids cones and spheres to solve problems in 3d</p> <p>Convert between 3d units</p> <p>Calculate and solve problems involving volume and surface area</p> <p>Construct and interpret plans and elevations of 3d shapes</p> <p>Revision</p> <p><b>CCE/ACCE exams</b></p>
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TERM	BIOLOGY	CHEMISTRY	PHYSICS
<b>Autumn</b>	<p><b>Human Reproduction</b> Human life cycle and puberty The menstrual cycle Fertilisation and the fetus Pregnancy and birth Genetics V Environment</p> <p><b>Plant and Reproduction</b> Parts of a flower Pollination and fertilisation Seed dispersal Germination Selective breeding</p> <p>Term 4 Assessment</p>	<p><b>Acids and Alkalis</b> Making indicators Indicators and pH scale Neutralisation reactions Bases Acid Rain</p> <p><b>Chemical Reactions</b> Making oxygen Oxides Metal properties Corrosion Reactivity series Displacement reactions Reduction</p> <p>Term 4 Assessment</p>	<p><b>Energy</b> Forms of energy and energy changes Temperature and energy Conservation of energy Energy resources Fossil fuels Electricity generation</p> <p>Term 4 Assessment</p>
<b>Spring</b>	<p><b>Classification and Microbes</b> The five kingdoms Vertebrates and invertebrates Microbes Disease and immunity The carbon cycle Evolution</p> <p>Term 5 Assessment</p>	<p><b>Gases</b> Fire triangle and safety Combustion Composition of air Carbon dioxide Pollutant gases</p> <p><b>Rocks</b> Limestone reactions Uses of limestone</p> <p>Term 5 Assessment</p>	<p><b>Solar System</b> The Moon and eclipses Artificial satellites and space exploration Beyond the Solar system</p> <p><b>Waves</b> Light sources and rays Shadows Reflection and Refraction Dispersion Vibrations Loudness and pitch Sound waves Echoes Hearing and protection</p>



			Term 5 Assessment
<b>Summer</b>	<b>Heart and Lungs</b> Heart and Lungs Circulation (and dissection) Respiration Smoking and fitness Alcohol and drugs  Revision CCE/ACCE Exams	<b>Rocks</b> Weathering and erosion Rock groups The rock cycle  Revision CCE/ACCE Exams	Revision



Term	GEOGRAPHY	HISTORY	RS
Autumn	<p><b>Coasts</b> What is the coast? What can you do there? Coastal processes – erosion, transportation, deposition Coastal landforms <b>Field trip</b> – Lulworth Cove / Durdle Door. How has the sea shaped the coastline? The impact of tourism Coastal management</p> <p><b>ASSESSMENT 1:</b> Fieldwork project</p> <p>Location Knowledge and mapping skills – ongoing. Resources also available on the Xtranet.</p>	<p><b>Unit 1</b> The Hundred Years’ War Topic a Introduction Topic b Weapons and Warfare Topic c Source evaluation Topic d Henry V &amp; the Battle of Agincourt Topic e The life of Joan of Arc End of unit assessment</p>	<p><b>Philosophy of religion</b> ‘being independent thinkers’ <b>Focus on:</b> Investigation, interpretation, reflection, empathy, Evaluation, Analysis, Synthesis, application, expression and self-understanding</p> <ul style="list-style-type: none"> <li>• What is religion?</li> <li>• Debating skills</li> <li>• Why do people believe in God?</li> <li>• Why don’t they? – what is an atheist, humanist etc</li> <li>• Study of Secular Humanists today</li> <li>• Study of a prominent atheist</li> </ul> <p>Other topics: Children in need/ Remembrance day and the holocaust/ WW1 100 years</p>
Spring	<p><b>Transport</b> How do we get around Britain? Different types of transport. The congestion and 'T' charge in London.</p> <p><b>ASSESSMENT 2:</b> Trial exam in February. Case Study: High Speed 2 (HS2) Case Study: Heathrow Airport – a third runway.</p> <p><b>Industry</b> Classification of different types of industry. Industrial location. The differences between jobs in developed and developing countries. Choosing the best site – location factors. The impact of industry on the environment. Location Knowledge and mapping skills – ongoing. Resources also available on the Xtranet.</p>	<p><b>Unit 2</b> The Black Death &amp; Peasants’ Revolt Topic a Origins &amp; spread Topic b Causes /symptoms /cures Topic c – Peasant’s Revolt/causes/ events/ consequences End of unit assessment</p>	<p><b>Evil and suffering in the world</b></p> <ul style="list-style-type: none"> <li>• Moral/natural evil</li> <li>• Forgiveness – Stephen Lawrence case study</li> </ul> <p>Other topics: International women day - Feminism – #metoo campaign, gender equality and inequality / Anti Bullying</p>



<b>Summer</b>	<p><b>Globalisation</b> What is globalisation? Case Study: Nike</p> <p>Revision of Year 8 topics – coasts, transport, industry, globalisation.</p> <p>Reinforcement of location knowledge and Ordnance Survey map reading skills.</p> <p><b>ASSESSMENT 3:</b> Final Year 8 exam.</p>	<p><b>Unit 3 Henry VIII</b> Topic a – Henry VIII’s problems Topic b –The King’s Great Matter Topic c – The Dissolution of the Monasteries</p> <p><b>Revision/ final exam</b></p>	<p><b>Leadership – what makes a good leader?</b></p> <ul style="list-style-type: none"> <li>• Personal study on a religious leader of their choice.</li> <li>• Preparation for CCE/ACCE exam</li> </ul> <p><b>Year 8 Scholarship</b></p> <ul style="list-style-type: none"> <li>• Why did religion start?</li> <li>• Five arguments – ontological, cosmological, teleological, moral and experience</li> <li>• Remembrance Day and the white poppy</li> <li>• The problem of evil – C S Lewis</li> <li>• Crime and punishment and Religious beliefs</li> <li>• Capital punishment Debate</li> <li>• Stephen Lawrence and forgiveness</li> </ul>
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TERM	FRENCH <small>*Differentiated according to ability</small>	SPANISH <small>*Differentiated according to ability</small>	LATIN <small>*Differentiated according to ability</small>
<b>Autumn</b>	<p>Introduction and Setting Revision of Topic A (self) Revision of Topic B (school) Revision of Topic C (free time) Speaking test</p> <p>Module 5 Unit 1 – Holidays Unit 2 – Getting ready Unit 3 – At the café Unit 4 – Future holidays Unit 5 – Dreams Assessment on Module 5 Christmas</p>	<p>Introduction and Setting Revision of Topic A (self) Revision of Topic B (school) Revision of Topic C (home) Speaking test</p> <p>Module 5 Unit 1 – Free time Unit 2 – Time Unit 3 – Sports Unit 4 – “I like + infinitive” Unit 5 – Future activities Assessment on Module 5 Christmas</p>	<p><b>Scholarship candidates (8E):</b> N.B. pupils in 8E follow a much broader syllabus at an accelerated rate to cover the following: Verbs (4 conjugations) in the Indicative Active and Passive in present, future, imperfect, perfect and pluperfect tenses. Subjunctive voice of 4 conjugations of verbs Irregular verbs: esse, ire, posse, velle, nolle, ferre Trial Scholarship exams</p> <p><b>CCE/ACCE candidates (8D &amp; G):</b> Cambridge Latin Course Book 1 stages 9-12 Revision of Y7 work</p>



			<p>Trip to either Roman baths in Bath or Corinium museum and Chedworth Roman villa</p> <p>Stage 9 thermae</p> <p>Dative case: singular and plural for 3 declensions</p> <p>Verbs in present, imperfect and perfect tenses</p> <p>Prepositions</p> <p>Roman baths</p> <p>Language test</p> <p>Stage 10 rhetor</p> <p>Comparative adjectives</p>
<p><b>Spring</b></p>	<p>Book 2 Module 1</p> <p>Unit 1 – TV</p> <p>Unit 2 – Cinema</p> <p>Unit 3 – Books</p> <p>Revision for trial exams</p> <p>Trial exams: Speaking, Listening, Reading, Writing</p> <p>Assessment for Learning</p> <p>Unit 4 – Internet</p> <p>Unit 5 – Activities</p> <p>End of module assessment</p>	<p>Module 6</p> <p>Unit 1 – Town description</p> <p>Unit 2 – Places in town</p> <p>Unit 3 – Going out</p> <p>Revision for trial exams</p> <p>Trial exams: Speaking, Listening, Reading, Writing</p> <p>Assessment for Learning</p> <p>Unit 4 – Weather</p> <p>Unit 5 – Weekend</p> <p>End of module assessment</p>	<p><b>Scholarship candidates(8E):</b></p> <p>Indirect statements, commands and questions</p> <p>Ablative absolutes</p> <p>4 declensions of nouns all cases</p> <p>Scholarship examinations</p> <p>8E pupils then complete an extended project while continuing to study for the CCE exam in June</p> <p>8E extended project: ‘What have the Romans done for us?’</p> <p><b>CCE/ACCE candidates (8D &amp; G):</b></p> <p>Stage 10 contd.</p> <p>Roman schools</p> <p>Language test</p> <p>Revision</p> <p>Trial exams</p> <p>Stage 11 candidati</p> <p>Questions</p> <p>Local government and elections</p>



<b>Summer</b>	Module 2 Unit 4 – Past holidays Unit 5 – Activities in the past Revision for CCE/ACCE exams Exams Y8 Post exam programme	Past weekend Past activities Revision for CCE/ACCE exams Exams Y8 Post exam programme	Stage 12 Vesuvius Revision of all topics Practice exercises Practice past papers End of year exams: CCE/ACCE Project work: CCE/ACCE: the eruption of Vesuvius and destruction of Pompeii
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TERM	ART	DESIGN TECHNOLOGY	ICT
Autumn	<p><b>Unit 1</b> <b>Natural Form</b></p> <p>Observational drawing: Emphasis on form (range of materials/ techniques )</p> <p>Drawing into sculpture:</p> <p>Artists &amp; sculpture: Western/non \Western art</p> <p>Stone carving:</p> <p>Techniques, variety of stones</p>	<p>Room tidy design and make Design process on ipads.</p> <p>Working with woods and plastics, vacuum forming, CAM (3D printing, laser cutting)</p> <p>Evaluation</p> <p>OR</p> <p>Rockets/ Dragster</p> <p>Aerodynamics, testing, graphics, CAM technology, the design process and evaluating.</p> <p>- OR</p> <p>Food</p> <p>Cooking to eat well - cooking a range of savoury meals from scratch to fully understand source, seasonality and the characteristics of a broad range of ingredients. Designing and making a new bread product.</p>	<p><b>Information Superhighway – Searching the internet and collecting information</b></p> <p>Understanding URL’s and reviewing information</p> <p>Finding relevant information</p> <p>Refining search skills</p> <p>Project planning and research</p> <p>Designing a presentation</p> <p>Evaluating and revising a presentation</p> <p><b>Band Manager – Spreadsheet modelling</b></p> <p>Using Goal Seek</p> <p>Creating and interrogating a model</p> <p>Using absolute cell referencing</p> <p>Creating and using charts</p> <p>Extending and formatting a model</p> <p>Presenting work</p> <p>Improving and refining work</p>
Spring	<p><b>Unit 2</b> <b>‘ISMS’ project</b></p> <ul style="list-style-type: none"> <li>- Self-directed project</li> <li>- Creating a major body of research from artists</li> <li>- Experimentation and development of process/techniques</li> </ul>	<p><b>Room tidy</b> design and make Design process on ipads</p> <p>Working with woods and plastics, vacuum forming, CAM (3D printing, laser cutting)</p> <p>Evaluation</p> <p>OR</p> <p><b>Rockets/ Dragster</b></p> <p>Aerodynamics, testing, graphics, CAM technology, the design process and evaluating</p> <p>OR</p> <p><b>Food</b></p> <p>Cooking to eat well - cooking a range of savoury meals from scratch to fully understand source, seasonality and the characteristics of a broad range of ingredients. Designing and making a new bread product.</p>	<p><b>Digital Imagery</b></p> <p>Using a digital camera</p> <p>Enhancing digital images</p> <p>Manipulating digital images</p> <p>Use of layers</p> <p>Use of hue &amp; saturation</p> <p><b>GamePlan IT – Sequencing instructions and game design</b></p> <p>Improving and refining work</p> <p>Game questionnaire</p> <p>Handling movement</p> <p>Game play</p> <p>Maintaining player interest</p> <p>Game distribution</p>



<b>Summer</b>	<p><b>Unit 2 (cont) 'ISMS' Project</b></p> <p>Development of a major finished outcome based on artists' work and/or movements in Art</p>	<p><b>Room tidy</b> design and make Design process on ipads. Working with woods and plastics, vacuum forming, CAM (3D printing, laser cutting) Evaluation OR <b>Rockets/ Dragster</b> Aerodynamics, testing, graphics, CAM technology, the design process and evaluating. OR <b>Food</b> Cooking to eat well - cooking a range of savoury meals from scratch to fully understand source, seasonality and the characteristics of a broad range of ingredients. Designing and making a new bread product.</p>	<p><b>Mind Your Own Business! – Planning, marketing, podcasting and video editing</b></p> <p>Building the team Project planning Packaging a product Holding a Flash Meeting Creating a podcast in Audacity® Making movies! Handling media in Movie Maker Finishing touches</p>
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TERM	Music	PE
<b>Autumn</b>	<p><b>Term theme: Music for Occasions</b></p> <p><b>Unit Content:</b> Pupils will be introduced to the importance of music in religious and cultural ceremonies from around the world.</p> <p><b>Pupils Will:</b></p> <ul style="list-style-type: none"> <li>• Explore the history, origins and various uses of Fanfares – performance of the Last Post</li> <li>• Perform a selection of songs sung during the war.</li> <li>• Explore nationalism through national anthems</li> <li>• Understand the use of music at weddings and funerals</li> </ul> <p>To finish the unit, pupils will compose a piece of music/song that can be used at a school event. It will begin with a fanfare and explore the musical aspects studied during the unit.</p>	<p><b>Two of the following on rotation</b></p> <p><b>Swimming</b> <b>Stroke building, water polo</b></p> <p><b>Gymnastics</b> <b>Flight, video analysis</b></p> <p><b>HRF (Health related fitness)</b> <b>Heart/Nutrition/Flexibility/Physical Competency</b></p> <p><b>Rackets (badminton and squash)</b> <b>Strokes, match play, tactical play</b></p>



<p><b>Spring</b></p>	<p><b>Term theme: World Music</b></p> <p><b>Unit Content:</b> This unit introduces pupils to the timbres, rhythms, melodies and structure of the Indonesian Gamelan.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Explore the cultural context of Gamelan and</li> <li>• learn about the “interlocking” structure of Gamelan melodies, performing and composing their own “interlocking” melody parts.</li> <li>• Understand the use of timbres and roles of different Gamelan instruments.</li> </ul> <p>To finish the unit, pupils work towards a class Gamelan-style performance of a traditional piece - “Bendrong” - supported by helpful video sequences demonstrating the different parts.</p> <p>Finally, pupils use their learning from the unit to compose their own Gamelan-style piece based on one of the two most commonly used Gamelan scales.</p>	<p><b>Remaining two of the following on rotation</b></p> <p><b>Swimming</b> Stroke building, water polo</p> <p><b>Gymnastics</b> Flight, video analysis</p> <p><b>HRF (Health related fitness)</b> Heart/Nutrition/Flexibility/Physical Competency</p> <p><b>Rackets (badminton and squash)</b> Strokes, match play, tactical play</p>
<p><b>Summer</b></p>	<p><b>Term Theme: Making a Hit!</b></p> <p><b>Unit Content:</b> Pupils explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Learn about different musical devices used in popular songs.</li> <li>• Understand the importance of structure within Popular songs, including Instrumentation, melody, harmony, lyrics and chords</li> <li>• Pupils explore hooks and riffs and learn about their function within popular songs.</li> </ul> <p>The unit ends with a choice of pathways building on skills, knowledge and understanding of learning during the unit. Pupils spend the final two lessons composing their own popular song or creating an arrangement of a popular song in a new style of their own choosing.</p>	<p><b>Athletics</b> Track and Field, multi events, technical instruction, performance recording, video analysis</p> <p><b>Tennis</b> Stroke play, positional play, singles and doubles tactical awareness, mini-tournament play.</p>

