

## Year Eight Overview: Curriculum Skills and Concepts

Curriculum Area	Term One		Term Two		Term Three	
	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)
Mathematics & ICT	<b>Maths:</b> Algebra	<b>Maths:</b> Group Work	<b>Maths:</b> Trial and Improvement	<b>Maths:</b> Group Work	<b>Maths:</b> Circles	<b>Maths:</b> Group Work
	Percentages and Fractions	Communication	Inequalities	Communication	Formulas	Communication
	Statistics	Justifying	Arithmetic Methods Simple Equations	Justifying	Accuracy	Justifying
	Negative Numbers	Working Systematically	Straight Lines	Working Systematically	Algebra	Working Systematically
	Maths Trails (Generalising)	Generalising	Intersecting Lines	Generalising	Estimation	Generalising
	Think of Two Numbers Pair Products	Working Systematically	Pythagoras's Theorem	Working Systematically	Number Properties	Working Systematically
	Reach 100	Reasoning Justifying	nRich What do you see? Arrange the digits Symmetry Challenge	Reasoning Justifying	nRich Hexominoes GeoBoard	Reasoning Justifying
	Number Tricks	Problem Solving	UK Maths Challenge	Problem Solving	Take 3 from 5	Problem Solving
	Number Pyramids	Group Work		Group Work	Tilted Squares	Group Work
	Measurement	Generalising		Generalising	Square It Isometrically	Generalising

	<p>Ratio and Proportion</p> <p>Area</p> <p>Volume</p> <p>Maths Trails (Generalising)</p> <p>More Number Pyramids</p> <p>Sequences and Series</p> <p><b>ICT:</b> Web 2.0</p> <p>Databases</p>	<p>Working Systematically</p> <p>Reasoning</p> <p>Justifying</p> <p>Problem Solving</p> <p><b>ICT:</b> Technical Competencies</p> <p>Evaluation</p> <p>Communication</p> <p>Commitment &amp; Involvement</p>	<p><b>ICT:</b> WIKIS – Good Person WIKI</p>	<p>Working Systematically</p> <p>Reasoning</p> <p>Justifying</p> <p>Problem Solving</p> <p><b>ICT:</b> Planning and Research</p> <p>Technical Competencies</p> <p>Evaluation</p> <p>Fitness for Purpose</p>	<p>Cinema Problem</p> <p><b>ICT:</b> Audio Editing - 30 Second Commercial</p>	<p>Working Systematically</p> <p>Reasoning</p> <p>Justifying</p> <p>Problem Solving</p> <p><b>ICT:</b> Planning and research</p> <p>Technical Competencies</p> <p>Fitness for Purpose</p> <p>Originality and Creativity</p>
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		Working independently					
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English	<p>Research Project</p> <p>Argumentative Writing</p> <p>Shakespeare</p>	<p>Locate and evaluate information, interpret data, utilise persuasive techniques in writing, editing and drafting skills</p> <p>Ability to talk with confidence and analytical accuracy about character.</p>	<p>Novel</p> <p>Ballad</p>	<p>Show understanding of narrative technique, PEA Essay structure, Poetic conventions and devices, editing and drafting skills</p>	<p>Narrative Writing</p>	<p>Recognising and using generic conventions, using a range of language devices, editing and drafting skills</p>

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Languages	<p>First Half Term</p> <p><b>French:</b> Food</p> <p>Food and drinks / meals / like and dislikes</p> <p><b>Spanish:</b> Town</p> <p>asking for + giving directions / description of city/town/weather</p> <p><b>Chinese:</b> Colours Different types of clothes</p>	<p>Oral:</p> <ul style="list-style-type: none"> <li>- Ask and answer more difficult questions</li> <li>- Express opinions with justification</li> <li>- Recognise cognates (euro languages)</li> <li>- Using ppt to make a presentation</li> </ul> <p>R&amp;W:</p> <ul style="list-style-type: none"> <li>- Creative writing</li> <li>- Reading longer extracts for gist</li> <li>- Develop ways to learn rules</li> <li>- creating maps</li> </ul> <p>- Listening:</p> <ul style="list-style-type: none"> <li>- Listen for detail to extracts which include unfamiliar language</li> </ul>	<p><b>French:</b> Projects: countries / transports / immediate future / describe a town and what you can do there / permission</p> <p>At school: describe school and school day / opinions</p> <p><b>Spanish:</b> Skills needed when visiting a Spanish speaking family</p> <p>introductions/asking for things/presents/thank you letters</p> <p><b>Chinese:</b> Hobbies TV/Movies/Sports/Music/Extra curricular activities</p>	<p>Oral:</p> <ul style="list-style-type: none"> <li>- Expressing future projects</li> <li>- Refine presentation skills</li> <li>- Stronger use of questions and answers</li> <li>- Expressing needs</li> </ul> <p>R&amp;W:</p> <ul style="list-style-type: none"> <li>- Understanding articles</li> <li>- Writing articles</li> <li>- Refer to textbooks and exercise books</li> <li>- Continue to develop notes taking</li> <li>- Writing letters</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>- Increased length of extracts</li> </ul> <p>- Continue to develop use of ppt.</p>	<p><b>French:</b> School talk about routines</p> <p>Family: introduce people / perfect tense / staying with a French family</p> <p>Food: Buying snacks and drinks / ordering food</p> <p><b>Spanish:</b> Food</p> <p>daily routine (meals)/food preferences/buying food in the market/ordering a meal (restaurant)/healthy diet</p> <p><b>Chinese:</b> School timetable and subjects</p>	<p>Oral:</p> <ul style="list-style-type: none"> <li>- Develop interactive activities (more than 2 involved)</li> </ul> <p>R&amp;W</p> <ul style="list-style-type: none"> <li>- Understanding and writing timetables</li> <li>- Expressing opinions and justifying them</li> <li>- Indicating likes and dislikes and justifying them</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>- Listening for specific words</li> </ul>

	<p>Second Half Term <b>French:</b> Have fun!</p> <p>leisure activities / 24 hour clock / Chores at home In town</p> <p>French shops / buying something / money - prices</p> <p><b>Spanish:</b> Sports and hobbies</p> <p>sports/leisure activities/weekend activities/arranging a date/future plans/chores</p> <p><b>Chinese:</b> Weather Weather report Four seasons How do people feel in different seasons/How do people wear in different seasons Holidays What people do in holidays</p>	<p>Oral:</p> <ul style="list-style-type: none"> <li>- Making interactive presentations</li> <li>- Confident use of numbers</li> <li>- Justifying opinions</li> </ul> <p>R&amp;W</p> <ul style="list-style-type: none"> <li>- Writing longer, structured passages</li> <li>- Writing a diary</li> <li>- Using conjunctions</li> <li>- Ways to learn rules</li> <li>- Make notes to aid learning</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>-Continue to develop skills of listening for gist / details</li> </ul> <p>Using recording software</p>			<p>School facilities Making telephone calls</p>	
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Curriculum Area	Term One		Term Two		Term Three	
	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)
Creative Arts	<p><b>Music</b> ‘Tuning In’ – How to play the Guitar A music skills based unit in which beginner students learn to play the guitar. Students with previous experience are assessed and an individual plan is devised to extend their skills e.g. learning to sing and play at the same time; learn new chord vocabulary.</p> <p>All students learn to read guitar chord notation. Students with prior experiences learn to write music for guitar using tablature notation. Composition of a chord progression.</p> <p><b>Music</b> ‘I Got the Blues’ – How do musicians manipulate musical elements to</p>	<p>Expression Team work Self Management</p>	<p><b>Music</b> Sight and sound - How do composers manipulate musical sounds to communicate and enhance what we see. A study of film music.</p> <p><b>Art</b> ‘What’s Your View?’ Environment <u>Focus of inquiry:</u> How do artists visually respond to the environment The relationship between art and the environment</p>	<p>Inquiry Creativity Expression Critical Thinking Reflection Team work</p> <p>Inquiry Creativity Expression Critical thinking Reflection Team work Self Management Working independently Effective participants</p>	<p><b>Music</b> Latin America Music <b>Art :</b> ‘Journey’ <u>Focus of inquiry:</u> Cultural images, motifs and symbols Individual and collective stories/dreaming The significance of a ‘journey’</p>	<p>Team Work Expression Inquiry Creativity Expression Critical thinking Reflection Team work Self Management Working independently Effective participants</p>

	<p>express personal emotion? A study of blues music</p> <p><b>Art :</b> 'What's Your View?'</p> <p>Still Life</p> <p><u>Focus of inquiry:</u></p> <p>Artist as Social Critic The genre of 'Still Life'</p>	<p>Critical Thinking Effective participants</p> <p>Creativity Expression Teamwork Working independently Critical thinking Reflection</p>				
Curriculum	Term One	Term Two	Term Three			

Area						
	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)	Focus for Learning (Concepts)	Learning Outcomes (Skills)
Individuals and Societies	<b>Geography</b> Weather & Climate	<p>Inquiry – Data collection and analysis for Microclimate project.</p> <p>Working in group to collect data. Independently analysing results to prove hypotheses.</p>	<b>Geography</b> Coasts	<p>Inquiry - How do the waves shape our coast? How do humans use and change the coast?</p> <p>Creative thinking- Designing an appropriate leisure facility for a busy stretch of Coast.</p>	<b>Geography</b> Geography of Crime	<p>Inquiry – identify types of crimes and their occurrence in Hong Kong.</p> <p>Critical thinking- applying known characteristics of Hong Kong that may explain the occurrence of certain crimes. E.g. Overcrowded nature may lead to conflict and common assault.</p>
	Population & Resources	<p>Inquiry – Why has world population exploded?</p> <p>Critical thinking - identify problems caused by population growth, resource exhaustion, pollution, food shortages etc.</p>				

	<p><b>History</b> Clash of cultures- Native People of North America</p>	<p>Understanding-clash of culture Research and inquiry- surrounding Sioux culture Knowledge- in what ways the cultures clashed Empathy- different points of view Extended writing- Narrative style Evaluating- sources Inquiry Collaborative working Independent working Reflection</p>	<p><b>History</b> Slavery-Black Peoples of America</p>	<p>Debate- for and against slavery Extended writing- Argumentative style Knowledge Empathy Critical thinking Inquiry Reflection</p>	<p><b>History</b> The Rulers and the Ruled- Focus on Hong Kong and British Empire</p>	<p>Critical thinking Inquiry Reflection Empathy Self management Independent work</p>
	<p><b>PRS</b>  God?</p>	<p>Critical thinking  Empathy  Inquiry  Working in pairs and working in a team  Independent Work</p>	<p><b>PRS</b>  Taking Action What is ethics What are different opinions about animal rights, poverty and environmental issues? Should WE take action?</p>	<p>Inquiry  Creative thinking  Critical thinking  Reflection  Working collaboratively  Self management</p>	<p><b>PRS</b>  Moving on Up or Going round in Circles Birth - Islam Coming of Age - Judaism Sikhism - marriage Buddhism- rejection of life,</p>	<p>Inquiry  Creative thinking  Critical thinking  Reflection  Working collaboratively  Self management</p>

		including basic ICT research Skills  Reflection			asceticism, monks, sangha Death - Xianity - Hinduism	
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PE & Sport	Swimming	<ul style="list-style-type: none"> <li>Enhance water safety/confidence</li> <li>-Develop swim technique</li> <li>-develop dives, turns and race strategies</li> <li>-Improve fitness (swim specific)</li> </ul>	Swimming	<ul style="list-style-type: none"> <li>-Enhance water safety/confidence</li> <li>-Develop swim technique</li> <li>-develop dives, turns and race strategies</li> <li>-Improve fitness (swim specific)</li> </ul>	Tag rugby	<ul style="list-style-type: none"> <li>-Enhance hand eye co-ordination</li> <li>-ball awareness</li> <li>-introduce games and rules</li> <li>-attack and defence strategies</li> <li>-Set plays</li> </ul>
	Fitness	<ul style="list-style-type: none"> <li>develop personal fitness</li> <li>-develop understanding of importance of health/fitness</li> </ul>	Gym/dance	<ul style="list-style-type: none"> <li>Enhance body awareness</li> <li>-movement skills</li> <li>-strength, co-ordination, balance</li> <li>-Aesthetic apperception</li> </ul>	Swimming/Water Polo	<ul style="list-style-type: none"> <li>Enhance water safety/confidence</li> <li>-Develop swim technique</li> <li>-develop dives, turns and race strategies</li> <li>-Improve fitness (swim specific)</li> </ul>
	Ball skills	<ul style="list-style-type: none"> <li>Enhance hand eye co-ordination</li> <li>-ball awareness</li> <li>-introduce games and rules</li> <li>-attack and defence strategies</li> <li>-Set plays</li> </ul>	Badminton	<ul style="list-style-type: none"> <li>Enhance hand eye co-ordination</li> <li>-ball/racket awareness</li> <li>-introduce games and rules</li> <li>-attack and defence strategies</li> <li>-Set plays</li> </ul>	Striking and fielding	<ul style="list-style-type: none"> <li>Enhance hand eye co-ordination</li> <li>-ball awareness</li> <li>-introduce games and rules</li> <li>-attack and defence</li> </ul>
	Athletics	<ul style="list-style-type: none"> <li>Track events</li> <li>Field events</li> </ul>				

		Speed Endurance				strategies -Set plays
	Hockey	-Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence strategies -Set plays				
	Basketball	Enhance hand eye co-ordination -ball awareness -introduce games and rules -attack and defence strategies -Set plays				

Learning and teaching in Design and Technology is structured into three distinct areas: textiles technology, resistant materials and food technology. Students take all three subjects throughout the year on a thirteen week rotation.

	Focus for Learning (Concepts)	Learning Outcomes (Skills)
<b>Design and Technology</b>	<b>Textiles Technology</b>	
	<b>Development- Creativity</b> Produce a range of imaginative and abstracted monster design ideas. (minimum of 4 different ideas, including one using the 'rhubarb and custard' method)	Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently
	<b>Development- Final Solution</b> Produce a Final Design idea for your monster, which satisfies the design task. Present your idea in colour with detailed annotated notes.	Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently
	<b>Making Skills- Techniques</b> Have you used a range of construction skills? Including hand stitching, machine stitching and appliqué? Have you used appropriate stitching, fabrics and components to make a fully functional product?	Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently
	<b>Evaluation- Procedures</b> Evaluate your product using the self evaluation questions. Answer in full and think carefully about what you have learnt, in terms of new skills, processes and designing.	Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently
<b>Evaluation- Recommendations</b> Produce a modified drawing of your design. Think carefully about annotating what aspects you would change and improve.	Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently	

## Resistant Materials

### Development- Creativity

Produce an A4 Landscape Design Sheet to show a wide range of ideas for your Clock. Ensure you have annotated your ideas by evaluating (good and bad points about your ideas) and analysed (explaining and justifying how your ideas work and what is unique about the design). Explain which Design Style you have selected to use. Fully render your ideas to a high professional standard.

Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently

### Development- Use of techniques

Produce a scaled 1:1 working drawing of your Design on A4 or A3. Photocopy and use the outlined version for your practical templates. Submit a fully rendered version with the correct colours of Acrylic and Vinyl you have used for your final clock.

Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently

### Development- Final Solution

Take a range of photographs of your finished Clock in use. Present your photographs and detailed annotation of the key features of your Clock design on an A4 Design Sheet.

Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently

### Making Skills- Use of Equipment of techniques

Produce a log of making. You can use the photographs supplied to you or photographs you have taken yourself to show and explain each stage of the making process. You must include the correct terminology for tools, machines and processes. It must fit on one sheet of A4 and ICT program such as PowerPoint is useful to use.

Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently

### Evaluation- Testing, Procedures & Recommendations

On an A4 Design Sheet show how you have Tested, Evaluated and made Recommendations for improvements of your completed fully functional clock.

Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently

## Food Technology

### Research- Data Collection

Complete and print out evidence of research from 3 different sources using the website list provided as a starting point. Highlight on the 3 main arguments for or against the moral/environmental food issue of your choice that you will use in your essay from the research you have collected.

### Research- Analysis of Data

Analyse your research by writing a 300-350 word argumentative essay for or against the moral/environmental food issue of your choice.

### Development- Use of Techniques

Produce a detailed, labelled, coloured ideas sheet for your quiche products which shows an interesting, healthy range of ideas to the design task. Record 1 detailed user opinion for each idea.

### Making Skills- Planning for making

Produce a detailed time plan for the fruit fool task that refers to accuracy and demonstrate independence as you use the plan during the practical lesson. YOU MUST USE THE PLAN in the practical session to get a grade.

### Making Skills- Techniques

Your practical tasks fruit fool and quiche will be graded to assess your level of mastery of different techniques, using a score of 0, 1 or 2.

Enquiry, Creative thinking, Critical thinking, Reflection, Working collaboratively, Self management, Working independently

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