



**GEORGE
SPENCER
ACADEMY**

Our Year 8 Curriculum

A guide for parents and students

ETHOS OF EXCELLENCE

An introduction to our Year 8 Curriculum

Welcome to our Year 8 Curriculum booklet and thanks for taking the time to read and engage with this information.

The overall purpose of this booklet is to share our curriculum with parents so that you are more able to support your children with their learning. At George Spencer Academy, we pride ourselves on providing students with rich learning experiences through a creative and innovative curriculum. Our formal curriculum is built from sequences of topics and lessons which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects. Parents can support their children by discussing this formal curriculum at home, and the information in this booklet will help you do this by summarising key topics and discussion points in each subject.

Alongside the formal curriculum, our wrap-around curriculum aims to provide a holistic approach to the development of each child. This includes Growth lessons and Form time learning on topics such as well-being, learning strategies and values for life in modern Britain. It also includes opportunities for extending learning outside of the classroom, especially through reading texts, watching films or documentaries and visiting places of interest. As parents, your help with this is much appreciated and this booklet provides ideas for partnership learning at home which will usefully complement what is being taught in school.

Included in this booklet:

- A one-page curriculum summary with half-termly topics and allocated teaching hours in each subject;
- A list of ideas for students to read, watch and visit at home for each subject;
- A calendar of key curriculum dates;
- A page for each subject which includes an intent statement, links between and within subjects, half-termly topics, skills and key questions for discussion, plus information on how students will be assessed.

If you have any queries regarding our Year 8 curriculum, please contact Mr T. Kitson at tkitson@george-spencer.notts.sch.uk. This booklet is also available in the Curriculum section of the school website if you wish to use the hyperlinks that are included in some places.

Our Year 8 Curriculum on one page

		HT1	HT2	HT3	HT4	HT5	HT6
Core subjects	English 4 hours a week	Animal Farm	Animal Farm	Poetry	Poetry	Twelfth Night	Twelfth Night
	Maths 4 hours a week	FDP Equivalence Percentages Ratio	Reverse Percentages Equations Compound Shapes	Shape Properties 3D Shapes Circles Volume	Probability Surface Area Pythagoras Theorem	Basic Graphs Transformations	Statistics Averages Data Handling
	Science 3 hours a week	Biology - Organisms and energy in Ecosystems	Chemistry - Reactions, Periodic Table	Physics - Energy	Physics - Light and Sound	Biology - Reproduction Biology - Health and Disease.	STEM project
	PE 2 hours a week	May include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton, Gymnastics, Dance, Health Related Fitness, Handball		May include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton, Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Tennis, Rounders, Cricket, Track & Field Athletics, Softball.	
MFL	Languages 3 hours a week	Food (French and Spanish)	Town (French) School (Spanish)	Lifestyle (French) My house (Spanish)	Holidays (French) Town (Spanish)	Holidays (French and Spanish)	Sport and leisure (French) Holidays (Spanish)
Social Sciences	Geography 1 hour a week	Our Physical World	Our Physical World; Our Dangerous World	Our Dangerous World	Our Busy World	Our Busy World; India and China	India and China
	History 1 hour a week	English Civil War	Transatlantic enslavement	Industrial Britain	Empire and colonialism	Causes of WW1	First World War
	Philosophy 1 hour a week	World Religions: Hinduism	Introduction to Ethics	World Religions: Judaism	Can we all live together respectfully?	Science & Religion	Environme ntal Ethics
Design and Technology	D&T and Food 2 hrs a week	Cooking and Nutrition (The topics in Technology are taught as specialisms and may not be taught in this order)		Product Design (The topics in Technology are taught as specialisms and may not be taught in this order)		Textile Design (The topics in Technology are taught as specialisms and may not be taught in this order)	
Creative Arts	Art 1 hour a week	Gargoyles Part 1 Observation Skills	Gargoyles Part 2 Clay Sculpting	Art Nouveau Portraiture		Impressionism Colour Theory Extended	Post Impressionism Mark making and Oil Pastel
	Drama 1 hour a week	Rosa Parks	Murder Mystery	Christmas Carol		Scripted theatre - Blood Brothers	
	Music 1 hour a week	Keyboard Skills MU2 Musical Structures MU1 (The topics may be taught in reverse order)		Music of the Caribbean MU Indian Music		20th Century Dance Styles: TECHNO The Blues	
ICT, Business and Computing	ICT 1 hour a week	Using computers safely	Computer crime and cyber security	Python programming	Python programming	Networking	Graphics
Personal Development	Personal Development Two 30-minute slots per week	Drugs and alcohol	Community and careers	Discrimination	Emotional wellbeing	Identity and relationships	Digital literacy

Art, Music, Drama, Geography, History, Philosophy, Maths, English, Technology and ICT are taught in form groups or similar mixed ability groups. Other subjects are taught in sets based on choice of Language (French/Spanish), gender (PE) or ability (Science).

Read, watch and visit - supporting our Year 8 Curriculum at home

Here are some ideas to extend learning outside of the classroom in each subject. There are a lot, but even having a go at one or two each term over the course of Year 8 will help. Students might try to do one for each subject, or one from each of the 'read, watch and visit' categories, or focus on the subjects that hold the most interest. So that we can keep track of participation and reward excellent effort, please log activity at https://docs.google.com/forms/d/e/1FAIpQLSfDxOAEh5snHt1hihiJAjCRau-yGOWFjHQRKLhH82reIV28A/viewform?usp=sf_link

		Read	Watch	Visit
Core subjects	English	The Hunger Games by Suzanne Collins	She's the Man	A local poetry or spoken word event
	Maths	Randall Munroe: What if? Serious Scientific answers to absurd hypothetical Questions	The Monty Hall Problem- Probability and Game Shows explained (BBC iPlayer)	Maths trail at Birmingham Botanical Gardens. Print before you go - https://www.birminghambotanicalgardens.org.uk/wp-content/uploads/2021/12/KS3-maths-trail-new.pdf?x79497
	Science	Stephen Hawking's Life (Little People, Big Dreams)	Blue Planet II	Green's Windmill and Science Centre (greensmill.org.uk)
	PE	Jessica Ennis: Unbelievable	Coach Carter	National Ice Centre
MFL	Languages	Peril in Paris by Katherine Woodfine	Astérix: The Secret of the Magic Potion	Bayeux Tapestry (replica in Reading Museum)
		The Ship of Shadows by Maria Kuzniar	Encanto (Disney +) Spanish audio and English subtitles	Visit Peña Flamenca in London to see a Flamenco show live.
Social Sciences	Geography	Factfulness by Hans Rosling	Slumdog Millionaire	Sherwood Forest
	History	Liberty's Dawn: A People's History of the Industrial revolution by Emma Griffin	Britain's Forgotten Slave Owners (documentary by David Olusoga, BBC)	Imperial War Museum, London
	Philosophy	Ethics in leadership- https://yscouts.com/10-ethical-leadership-characteristics/	What is ethics? https://www.youtube.com/watch?v=u399XmkjeXo	The National Holocaust Centre, NG22 0PA
Technology	Cooking and Nutrition	Science You Can Eat: Putting what we Eat Under the Microscope by Stefan Gates	Inside the Factory , BBC https://www.channel4.com/programmes/food-unwrapped	Breaston farm shop, Stevens Lane Breaston.
	Product Design	100 things to know about inventions by Clive Gifford	George Clarke's Amazing Spaces	Wollaton Hall Industrial Museum
	Textiles Design	Weaving and knitting- https://www.bbc.co.uk/bitesize/guides/z6t26yc/revision/2	Weaving- https://www.youtube.com/watch?v=bLAUqpEi3kA&t=4s	Harry potter studio tour including behind the seams workshop
Creative Arts	Art	The Art Book for Children by Phaidon Editors	Sky Arts- Portrait Artist of the Year Sky Arts - Portrait artist of the year Loving Vincent (2017)	National Portrait Gallery, London National Gallery, London Tate Liverpool,
	Drama	Blood Brothers by Willy Russell	Theatre Royal Nottingham	Lakeside Arts
	Music	World Music overview https://www.bbc.co.uk/bitesize/guides/zq4hb82/revision/1	Pump up the Bhangra https://youtu.be/d1b-K3anInc	Bonington Theatre, Arnold
ICT, Business and Computing	ICT	Computer Coding Python Games for Kids By Carol Vorderman	The Social Network	DNA VR Virtual Reality Arcade in Manchester

Our Year 8 Homework Offer – supporting our Year 8 Curriculum at home

Homework is an integral part of students' learning that has numerous benefits to their progress and achievement at George Spencer Academy. For example, research suggests that effective homework can have the following benefits:

- It deepens and extends students' knowledge and understanding of topics covered in class;
- It allows students to practise key skills that each subject will seek to develop as well as transferable study skills e.g. revision, quizzing, research;
- It develops key personal attributes that are vital to continued education, study and employment e.g. organisation, independence, self-motivation;

At George Spencer Academy, homework that students are set throughout the academic year will be closely linked to the curriculum maps and the topics that they will study in each subject, allowing them to know more and remember more over time.

Teachers will set homework in each subject at least **every 6 lessons*** which may take one or more of the following forms:

- Practice questions/tasks
- Structured revision tasks for tests or assessments
- Extended writing tasks
- Self-quizzing of key words or other knowledge
- Further reading
- Research tasks
- Creative tasks e.g. drawing, practising performance

*Some subjects may set homework more frequently where it supports the ongoing, lesson-by-lesson delivery of the curriculum e.g. learning new vocabulary in Languages.

Parents can support their children in the completion of homework by checking their planner to view homework that has been set and recorded, discussing and clarifying homework tasks where possible and ensuring homework is completed in a quiet environment with few distractions. These supportive steps can help to ensure that homework is valued, worthwhile and it is completed in a timely manner.

Further information regarding homework clubs and other in-school support will be available through the 'extra-curricular' section of the school website. Should you have any queries regarding specific homework tasks please contact the relevant subject teacher in the first instance.

Key dates in our Year 8 Curriculum

Here is a list of key dates, all of which are designed to keep you informed about our curriculum and about how your child is progressing at George Spencer Academy. For other dates, such as term dates and INSET days, please see the school website or the student planner.

Wednesday 13/09/23	Year 8 Information Evening
Week beginning 18/12/23	Assessment point 1 information available to parents
Thursday 7th March 2023	Year 8 Progress Evening - P half (Form Groups GMN, MWD, AHG, JBA, HMD)
Tuesday 12th March 2023	Year 8 Progress Evening - S half (Form Groups ZJN/RTR, LWE, CCA, JWB, PMN)
Week beginning 25/03/24	Assessment point 2 information available to parents
Week beginning 22/07/24	Assessment point 3 information available to parents

Assessment point information is collated by teachers three times a year and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for effort and behaviour, any concerns over homework or deadlines, as well as a target grade and a predicted grade in each subject. The predicted grade is the GCSE grade that a teacher believes the student is most likely to achieve in that subject if they continue to make normal progress from this point up to the end of Year 11. Predictions are based on teacher assessments, including in-class tests and homework pieces.

Our Year 8 English Curriculum

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches us something about the world we live in and supports both our academic achievement and our personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 8 English

Twins, pigs, revolutionaries and poets: Year 8 English is brimming with adventure and heartache. In this second year, students will study texts by: Shakespeare, Orwell and a diverse range of poets. We will focus on responding to literature texts and creating our own creative and non-fiction pieces. These texts are interleaved with a breadth of poetry, non-fiction, context and short stories, designed to fully immerse us in these worlds.

Making Connections

Our Year 8 English Curriculum will build on our Year 7 curriculum in which we grew to love Shakespeare, studied texts in their contexts and started to analyse poetry. We also started our wordsmith journey: crafting both creative and persuasive pieces.

Our Year 8 English Curriculum prepares students for a more in depth understanding of Shakespeare which is integral for Year 9 study and beyond. They will further develop their ability to analyse literary texts in their contexts and strengthen their ability to both analyse and craft language effectively. These skills will be further developed in Year 9, GCSE and A Level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Animal Farm	Animal Farm	Poetry	Poetry	Twelfth Night	Twelfth Night
Knowledge	Social and political literary context. How to write an effective newspaper article.	Social and political literary context. How to construct a literature essay.	Poetry terminology Knowledge of grammar and vocabulary.	Poetry terminology Knowledge of grammar and vocabulary.	Shakespeare's language, dramatic techniques and context.	Shakespeare's language, dramatic techniques and context.
Skills	Transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.	Inference, language analysis, structure analysis and writing skills. Consolidate and build knowledge of grammar and vocabulary	Writing a poem and commentary. Creative writing and explaining creative decisions. Consolidate and build knowledge of grammar and vocabulary	Creative writing. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.
Key questions	How does the writer use language to present battles between characters?	What ideas does George Orwell's novel present about equality?	Which poem from the collection studied could have the strongest impact on the reader?	What importance does the structure of a poem have? What structural features are you aware of?	How does Shakespeare want his audience to feel about Viola and/or Malvolio?	Which characters in the play use disguise and deception and why?
Assessment	Write a newspaper article on the 'Battle of the Cowshed'	How does Orwell present Boxer?	Poetry comparison task	Write a poem and a commentary	Write a description suggested by a picture	How is Viola presented in the extract and across the play?
Cross Curriculum Connections			Music - (Year 9) Popular Music HT1 & 2- also pop sonnets in A Midsummer Night's Dream satellite booklet term 1 - Year 7 HT2			

Our Year 8 Mathematics Curriculum

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics, relish the challenge that studying mathematics provides and believe that by working hard at mathematics they can succeed.

Big Ideas in Year 8 Mathematics

Setting strong foundations! In year 8, we cover some key and fundamental topics required both in the higher and the foundation GCSE. This includes the key skills surrounding number, algebra and being able to manipulate shapes and transform them. We look at iconic mathematicians such as Pythagoras and explore his theorem around triangles. Now more than ever we live in a data driven world, the data analysis and the presentation of data is key in the world of work. Whether you are using charts for personal finances or addressing the nation with an iconic "Next slide please" these skills are transferable in our personal lives and across all employment sectors.

Making Connections

Our Year 8 Mathematics Curriculum will build on the concepts of number, proportion, shape algebraic manipulation and equations covered in year 7.

Our Year 8 Mathematics Curriculum will build towards the concepts covered in year 9 which are assessed across both tiers of the GCSE. The key skills surrounding algebra learnt in year 8 will be vital towards to content covered in year 9 and beyond.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Number Ratio and Proportion	Algebra Geometry and Measure Ratio and Proportion	Geometry and Measure	Geometry and Measure Probability and Statistics	Algebra Geometry and Measure	Probability and Statistics
Knowledge	FDP Equivalence Percentages Ratio	Reverse Percentages Equations Compound Shapes	Shape Properties 3D Shapes Circles Volume	Probability Surface Area Pythagoras Theorem	Basic Graphs Transformations	Statistics Averages Data Handling
Skills	Extend and formalise knowledge of ratio and apply to increasingly difficult problems.	Rearrange and simplify expressions, and solve equations.	Use language and properties precisely to analyse 2-D and 3-D shapes.	Select concepts, methods and techniques to apply to unfamiliar and nonroutine problems.	Formulate mathematical relationships between number and graphical representations.	Model situations mathematically and express results using a range of formal mathematical representations
Key questions	Can I work out how much something will be in a sale?	Can I find an unknown variable? Can I find the area of a space?	Can I manipulate and use properties of shapes?	Can I work out a probability? Can I find a missing side of a triangle?	Can I transform shapes based on a set of instructions?	Can I use a range of different charts to display data?
Assessment	Trust assessment	Low stakes assessment	Trust assessment	Low stakes assessment	Trust end of year assessment	Data Handling Task
Cross Curriculum Connections			D&T Y7 HT3&4 Product Design - Design Communication (drawing in 2D and 3D)	Maths and Art - Portraits links with Maths Measures	Art Y7 H6 - Biscuits Observational Drawings with Enlargements in Maths	ICT Y8 HT3&4 Spreadsheet Modelling

Our Year 8 Science Curriculum

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion;
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers;
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum.

Big Ideas in Year 8 Science

From a virus to a whole ecosystem, we learn the complexities of life and the interactions with other species. Interactions with other chemicals is the cornerstone of chemistry this year and all of this is underpinned by the Energy topic. Energy which is transferred to light and sound, energy which is converted into kinetic and thermal energy in organisms and energy which is given out or absorbed during reactions.

Making Connections

Our Year 8 Science Curriculum will build on the Cells and Tissues topics to look at specialist cells and the reproductive system in more detail. Fundamental chemistry skills from year 7 will be developed in the Reactions topic. The universal concept of energy flows throughout year 8 topics.

Our Year 8 Science Curriculum will provide knowledge to support students learning deeper and broader concepts in Year 9. For example, the periodic table topic in Year 8, links with the patterns in the periodic table in Year 9. The spiral curriculum ensures that links can be made between topics and previous knowledge will allow students to approach concepts more confidently.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Biology - Organisms and energy in Ecosystems.	Chemistry - Reactions, Periodic Table	Physics - Energy	Physics - Light and Sound	Biology - Reproduction Biology - Health and Disease.	STEM project
Knowledge	Photosynthesis Interdependence in ecosystems Reproduction in plants Interdependence in ecosystems	Chemical Reactions Energetics The Periodic Table Working Scientifically	Particles and energy stores Working Scientifically Calculation of fuel costs and costs in domestic settings	Observed Waves Sound Waves Energy and Waves Light Waves Working Scientifically	Nutrition and digestion Health Working Scientifically Reproduction in animals, menstrual cycle and birth	Working Scientifically Knowledge retrieval from prior learning
Skills	Basic statistical analysis and sampling techniques	Identification of trends and patterns, presentation of data	Make and record observations and measurement	Safe and precise practical skills measuring angles. Accurate predictions.	Making accurate measurements in the seed dispersal investigation Aseptic Technique.	Collaborative work, time management, organisational skills
Key questions	How can a whole tree be made from a gas (CO ₂) and a liquid (H ₂ O)?	Why don't all chemicals react in the same way?	If energy cannot be created or destroyed how does a car work?	How could you describe an electrical storm using your knowledge from this topic?	What are the differences between plant and animal reproduction - AND WHY? Why can't I get antibiotics to treat the flu?	How can results gathered be reliable?
Assessment	End of Topic Test					End of Year Test
Cross Curriculum Connections	Y7 Geography - our green world		Y9 Geography - our warming world	Y7 Music - HT1 - keyboard skills	Y7 Personal Development HT4 - Puberty Y7 D&T - Healthy eating Y8 D&T - Impact of food on diet Y10 H&S Care - Stages of development	

Any questions? Please contact Mr B Walpole, bwalpole@george-spencer.notts.sch.uk

Our Year 8 PE Curriculum

We aim to develop Physical Education students who:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents;
- Develop a range of life and employability skills in order to be effective members of society;
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 8 PE - Have you ever thought about what happens inside your body when you exercise? Discover how your body responds and the importance of leading a healthy lifestyle. This year our focus is to provide students with the opportunity to further develop key skills needed for lifelong learning. There will also be the chance to try out some new activities.

Making Connections

Our Year 8 PE Curriculum will build on the knowledge of sporting activities taught in Year 7, offering a further development in our understanding about the sports and be able to apply this in a practical setting.

Our Year 8 PE Curriculum will build towards not only developing our fitness and ability to partake in varying sporting activities, but also the key skills required to demonstrate good sportpersonship. Students will build confidence in the application of key skills in a variety of conditioned situations.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Football	Netball	Basketball	Rugby	Tennis	Rounders
This is a typical year. Activities and order of delivery may vary.	Health Related Fitness	Gymnastics	Dance	Badminton	Athletics	Cricket
Knowledge	Year 8 - Build confidence in the application of key skills in a variety of conditioned situations. Begin to develop knowledge of key tactics and strategies to bring about success.					
Skills	Character	Leadership	Problem Solving	Communication	Teamwork	Mindset
Key questions	When have you demonstrated resilience?	What can you do to motivate others?	What strategies can you implement to overcome a challenge in a game situation?	How can you demonstrate both verbal and nonverbal forms of communication?	Why is trust important when working as a team?	How can you overcome setbacks?
Assessment	End of Topic Assessment					
Cross Curriculum Connections	Links to Personal development - Developing Skills and Aspirations Links to Biology at KS3 - Year 7 - Cells, Tissues Organs & anatomy					

Any questions? Please contact Mr M Powell mpowell@george-spencer.notts.sch.uk

Our Year 8 French Curriculum

We aim to develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 8 French

“Avoir une autre langue, c’est posséder une deuxième âme.” – Charlemagne (To have another language is to possess a second soul)

The next time you find yourself in France, you’ll be able to order your food or ask for directions in French!

Being able to communicate using a range of tenses and complex structures. In Year 8, we will develop our grammatical awareness through using three tenses (the past, present and future). We will also incorporate complex structures such as the comparative form and modal verbs in our writing and speaking.

Making Connections

Our Year 8 French Curriculum will build on grammatical structures visited in Year 7 such as the present tense, adjectival agreement and opinion phrases.

Our Year 8 French Curriculum will build towards using three tenses confidently as this is required at both Foundation and Higher level at GCSE. Topics covered in Year 8 will then be revisited later in the French Curriculum. Reflexive verbs are reviewed in the Year 9 topic of ‘Me, my family and friends’ in greater detail. In Year 10, students will continue to develop their knowledge of the perfect tense in the ‘Travel and Tourism’ topic.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Food	Town	Lifestyle - hobbies, clothes and daily routine	Holidays	Holidays and Festivals	Sport and leisure
Knowledge	<u>Vocabulary</u> : Types of food and drink, numbers, adjectives <u>Grammar</u> : Present tense of regular and irregular verbs, partitive article, negative form, infinitive constructions <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : Facilities in town, directions <u>Grammar</u> : Prepositions, opinion verbs, present tense of ‘to be able to’ and ‘to want’, definite vs indefinite article <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : Clothes, weather, adjectives, free time activities, numbers, opinion verbs, music genres, weather <u>Grammar</u> : Present tense of regular and some irregular verbs, adjectival agreement, present tense of reflexive verbs <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : countries, accommodation, holiday activities, opinion verbs, frequency words <u>Grammar</u> : Present tense of regular and some irregular verbs, prepositions, perfect tense, near future tense, infinitive constructions <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : countries, accommodation, holiday activities, opinion verbs <u>Grammar</u> : Present tense of regular and some irregular verbs, prepositions, perfect tense, near future tense, infinitive constructions <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : sports, frequency words, body parts, time phrases <u>Grammar</u> : Present tense, perfect tense, negative form, depuis + time, prepositions, infinitive constructions <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7
Skills	Comparing and contrasting ideas	Making comparisons Complex structures	Finding and using synonyms Asking questions	Varying language Understanding cultural differences	Varying language Understanding cultural differences	Developing confidence in Speaking Using complex structures Literary text
Key questions	Can I order food and drink in a restaurant in French?	Can I describe my local area in French?	Can I tell the time in French?	Can I talk about my favourite holiday in French?	Can I talk about my favourite holiday in French?	Can I talk about illnesses in French?
Assessment	Writing and Listening assessments	Speaking and reading assessments	Writing and Listening assessments	Speaking assessment	Reading assessment	
Cross Curriculum Connections						

Any questions? Please contact Miss Khirodhur, rkhirodhur@george-spencer.notts.sch.uk

Our Year 8 Spanish Curriculum

We aim to develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing;
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary;
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 8 Spanish

"Learning another language is not only learning different words for the same things, but learning another way to think about things." - **Flora Lewis**
 As you continue your language journey into Year 8, your ability to speak, write, talk and listen in Spanish will develop beyond your expectations. This year, we will explore exciting new topics: from talking about school, to giving directions in town, to describing tasty food and drinks! Grammatically, you will communicate in the past, present and future tenses and will also learn and use complex structures - such as comparative sentences and high-level verb phrases.

Making Connections

Our Year 8 Spanish Curriculum will build on the wealth of grammatical structures and bank of vocabulary learned in Year 7. From giving opinions to recalling names of people, objects and places, Year 8 students will expand upon their previous knowledge and produce more complex written and spoken language. Opportunities for listening to more advanced language through listening activities will engage and improve students' auditory skills.

Our Year 8 Spanish Curriculum will build towards increasing students' listening, reading, writing and speaking skills through the delivery of varied and interesting lessons. Students' capacity for understanding more authentic texts will be increased through exposure to more complex language and vocabulary. In addition, students will revisit topics covered in Year 8 in later years, such as '*Education Post-16 & Career Choices and Ambitions*' in Year 9 (school); '*Healthy Living*' (food and lifestyle) in Year 10; and '*Travel and Tourism*' (holidays) in Year 10.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Food	School, routine and future plans	My house	Town	Holidays	Holidays and Festivals
Knowledge	<u>Vocabulary</u> : types of food and drink, adjectives, frequency words, numbers <u>Grammar</u> : Present tense, negative form, subordinate clauses, adjectival agreement <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : school subjects, adjectives, numbers, school facilities, school rules, jobs <u>Grammar</u> : Present tense, present tense of reflexive verbs, opinion verbs, modal verbs, adjectival agreement, subordinate clauses <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : types of house and location, rooms, furniture, chores <u>Grammar</u> : Present tense, es vs. está, adjectival agreement, prepositions, conditional tense, adjectival agreement <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : places in town, adjectives, frequency words, directions <u>Grammar</u> : adjectival agreement, present tense, para + infinitive, near future tense, comparatives, imperfect tense <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : countries, opinion verbs, transport, accommodation, weather, activities <u>Grammar</u> : present tense, preterite tense, near future tense, subordinate clauses, comparatives, adjectival agreement, infinitive constructions <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7	<u>Vocabulary</u> : countries, opinion verbs, transport, accommodation, weather, activities <u>Grammar</u> : present tense, preterite tense, near future tense, subordinate clauses, comparatives, adjectival agreement, infinitive constructions <u>Phonics</u> : Introduction of key sounds and consolidation of sounds taught in Y7
Skills	Justified opinions Dealing with unknown questions Literary text	Varying language Understanding cultural differences Literary text	Reading comprehension Making comparisons Complex structures Literary text	Finding and using synonyms Asking questions	Comparing and contrasting ideas	Comparing and contrasting ideas
Key questions	Can I order food and drink in a restaurant?	Can I talk about school subjects, school facilities and school rules confidently?	Can I talk about what rooms and objects there are in my house accurately?	Can I talk about what there is in my town and give directions to different places?	Can I talk about my holidays using three tenses?	Can I talk about some typical festivals which are celebrated?
Assessment	Speaking assessment	Writing and listening assessment	Reading assessment	Writing and listening assessments	Speaking and reading assessments	
Cross Curriculum Connections		Growth Y7 Summer 1 Futures Personal Development - Y7 HT1 - Transition and Safety				

Our Year 8 Geography Curriculum

We aim to develop all students into geographers who:

- Have a detailed knowledge of places, human and physical processes and the relationships between them at local, national and global scales;
- Develop and apply the skills of geographical enquiry including fieldwork, numerical skills, data analysis, evaluation and effective written and verbal communication;
- Have an awareness and understanding of being a global citizen including environmental futures, diversity and sustainability.

Big Ideas in Year 8 Geography

The awe and wonder of the natural world, expanding mega-cities, killer natural hazards and the growing influence of the emerging economies of India and China, Year 8 Geography is an eye-opening insight into the dominant physical and human processes that shape our world. From erosion to migration, from the impact of tourism to the 'global shift' you will discover how quickly the world is evolving in the 21st century.

Making Connections

Our Year 8 Geography Curriculum will build on knowledge of the human and physical environment and how diverse our world is. Students will develop their skills in order to interpret geographical information. Having a good understanding of the uneven nature of our world will help students understand the inequality in global cities.

Our Year 8 Geography Curriculum will build towards the connection between the physical world and the human world explored in detail in Year 9 through studies in global warming, extreme weather, globalisation and the Middle East. Students will be well prepared to consider issues facing our world both now and in the future.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Our Physical World	Our Physical World; Our Dangerous World	Our Dangerous World	Our Busy World	Our Busy World; India and China	India and China
Knowledge	Physical geography - key features of river drainage basins.	Physical geography - processes in the formation of a waterfall.	Physical geography - plate tectonic theory and continental drift.	Location knowledge - identifying regional patterns of urban growth from world maps.	Place knowledge - case study of Makoko in Lagos showing consequences of rapid urban growth.	Human geography - impact of international trade and globalisation on emerging economies.
Skills	Drawing diagrams Image interpretation	Map skills Graphical skills	Numerical skills Using photographs	Using maps Statistical skills	Graphical skills Using secondary data	Geographical enquiry
Key questions	How have physical processes shaped the earth's landscape?	Why do we not have any volcanoes or earthquakes in the UK?	Why might tectonic hazards be considered to be man-made?	How does urban growth vary in different countries?	Is the growth of megacities sustainable?	How are India and China connected to the rest of the world?
Assessment	Our Physical World knowledge assessment	Our Physical World topic assessment	Our Dangerous World knowledge assessment	Our Dangerous World topic assessment	Our Busy World topic assessment	
Cross Curriculum Connections				<i>Link to History: early settlement development</i>		

Any questions? Please contact Miss McCool, cmccool@george-spencer.notts.sch.uk

Our Year 8 History Curriculum

We aim to develop all students into historians who:

- Have a coherent framework of knowledge about the history of the local area, of Britain and of the wider world;
- Have the ability to deploy historical skills, including analysis, investigation, communication and evaluation of interpretations;
- Have a passion for learning about the past and understanding how this can help us make sense of our own identity and place in the world.

Big Ideas in Year 8 History

Year 8 History addresses predominantly three major substantive concepts - slavery, industry and empire - and how they are intertwined. From the cotton grown on slave plantations used to power Britain's Industrial Revolution, to Britain's colonial past as a catalyst for the First World War, students will understand the connected nature of our collective past. Students will further develop their understanding of the process of history: how historians use evidence to substantiate their interpretations of the past, and how historians construct claims when the evidence is scarce.

Making Connections

Our Year 8 History curriculum will build on Year 7 by consolidating their understanding of the limits of monarchical power from their previous study of King John. Their study of transatlantic enslavement through the lens of enslaved Africans adds to their emerging story of Africa from the medieval world, and Year 8 builds skills further in addressing questions based on change, causation and significance.

Our Year 8 History curriculum will build towards our Year 9 study of Civil Rights in the USA by linking conceptualisations of race to transatlantic enslavement, for example why Malcolm X chose 'X' as his surname. Students' skills in analysing competing interpretations of the past, developing causal arguments and evaluating sources for utility will be enhanced further in Year 9 and at GCSE level.

	HT1	HT2	HT3	HT4	HT5	HT6	
Topics	English Civil War	Transatlantic enslavement	Industrial Britain	Empire and colonialism	Causes of WW1	First World War	
Knowledge deepened and skills developed	<p><u>Causation:</u> Causes of the CW</p> <p><u>Similarity and difference:</u> Why did Parliament win the war</p> <p><u>Source analysis:</u> Causes of CW</p>	<p><u>Change and continuity:</u> Triangular Trade</p> <p><u>Source analysis:</u> Middle Passage</p> <p><u>Significance:</u> Haiti Abolition</p> <p><u>Interpretations of the past:</u> Abolition</p> <p><u>Local History:</u> Nottingham's legacy</p>	<p><u>Change and continuity:</u> What was the IR</p> <p><u>Source analysis:</u> Children at work</p> <p><u>Local History:</u> Nottingham's legacy</p> <p><u>Interpretations of the past:</u> Liberty's Dawn</p>	<p><u>Source analysis:</u> Thirteen Colonies Native Americans</p> <p><u>Similarity and difference:</u> Thirteen Colonies</p> <p><u>Consequences:</u> India</p> <p><u>Interpretations of the past:</u> Why is it difficult to find out more</p>	<p><u>Cause and consequence:</u> Imperialism, Militarism, Nationalism and Alliances Assassination</p> <p><u>Source analysis:</u> Alliances</p>	<p><u>Interpretations of the past:</u> Trench warfare Empire</p> <p><u>Significance:</u> Somme</p> <p><u>Source analysis:</u> Empire</p> <p><u>Change and Continuity:</u> Technology</p> <p><u>World History:</u> Empire</p>	
Key questions	Why did the English kill their King?	How did Africans resist enslavement?	Was the Industrial Revolution "Liberty's Dawn"?	How similar were experiences of colonialism in the 19th century, and how can we know?	Why did the world go to war in 1914?	Why were there so many deaths in the First World War?	
Assessment	Knowledge quiz and extended writing on the causes of the English Civil War	Knowledge quiz and extended writing on resistance to enslavement	Knowledge quiz and extended writing on interpretations of the Industrial Revolution	Knowledge quiz and extended writing on similarities and differences of experiences of empire	Knowledge quiz and extended writing on causes of the First World War	Knowledge quiz and extended writing on the significance of the First World War	
Cross Curriculum Connections	Politics Year 12, HT5: Parliament and the constitution today	Geography Year 7, Term 2: Impact of colonialism and slavery on development Philosophy: Year 8, Term Spring HT2 Being a Global Citizen Geography: Year 8, Term 2: urbanisation and development of settlements					

Any questions? Please contact Miss Coell-Pemberton, scoell@george-spencer.notts.sch.uk

Our Year 8 Philosophy Curriculum

We aim to develop all students into philosophers who:

- Develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- Build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- Develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

Big Ideas in Year 8 Philosophy

That's not right! That's not fair! - Let's debate and speak out! In Year 8 you will begin looking at human rights and injustice in the world developing your ethical and moral stance on a range of different topic areas. This is after gaining even more knowledge of the six main world religions. If that's too much for you, don't worry; you can learn about meditation and calm your mind, preparing for it to be blown again when doing the topic of Science and Religion!

Making Connections

Our Year 8 Philosophy Curriculum will build on knowledge of religious beliefs systems from the six main world religions studied at Year 7 (Islam and Sikhism). Students will also build upon their experience of Ultimate/Big Questions of life.

Our Year 8 Philosophy Curriculum will build towards further development of the student's moral and ethical code throughout the year with different life situations including Rules, Abortion and Euthanasia. Philosophical areas covered include an introduction of Buddhism for a potential GCSE option.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	World Religions: Hinduism	An Introduction to Ethics	World Religion: Judaism	Can we all live together respectfully?	Science & Religion	Environmental Ethics
Knowledge	How the beliefs and teachings of Karma bring meaning to Hindus in the way they live their lives.	Understand what is studied within ethics. Looking at how ethics can vary across religion and culture.	Beliefs of Judaism, teachings, ways of living including Shabbat, food laws and traditions.	Looking at how society is made up of many different belief systems and whether or not we can live together in harmony.	To know and understand the different debates that take place between religion and science.	Studying environmental issues from religions, moral and secular viewpoints
Skills	Beliefs of Hinduism - including deities and ways of living.	Understand what is studied within ethics. Looking at how ethics can vary across religion and culture.	Evaluating. Understanding	Comparing faiths and lifestyles	To compare and reconcile the different ideas between science and religion	Debate, empathy and constructing an argument
Key questions	What do Hindus believe when people die?	What human rights do others lack compared to me?	What are some of the basics of the beliefs of Judaism?	Do we have more in common or more differences as a society?	Can religious people believe in the Big Bang?	How should we treat animals?
Assessment	Hinduism - Knowledge Assessment	Ethics - Assessment	Judaism - Knowledge Assessment	Assessment with mini essay answer	Science & Religion - Knowledge Assessment	
Cross Curriculum Connections	Link to Geography year 8 Summer HT2 - India		Link to History year 9 Spring HT1 - Judaism and persecution of Jews through History		Link to Science Year 9 Autumn HT 2 - Evolution, Adaptation & Inheritance	

Any questions? Please contact Mrs Parr, eparr@george-spencer.notts.sch.uk

Year 8 Technology and Food Curriculum

We aim to develop students of Design and Technology who:

- Have a coherent framework of knowledge about past and present design, understanding its impact on daily life and the world around them;
- Develop the skills needed to design and make prototypes that solve real and relevant contexts;
- Benefit from the opportunity to develop creative, technical and practical expertise.

We aim to develop students of Cooking and Nutrition who:

- Gain knowledge and understanding of the importance of healthy eating and the principles of nutrition;
- Build the skills to cook a wide range of predominantly savoury dishes;
- Benefit from the opportunity to explore flavours and textures whilst using a variety of techniques and processes.

Big Ideas in Year 8 Design and Technology

Can you work safely and confidently in a range of environments? Do you want to know how things work? Have you ever thought about why some products are easier and more comfortable to use than others? Our Year 8 Design and Technology and Food Curriculum will build upon developing the knowledge and skills to answer these questions and more whilst working in a range of practical environments.

Making Connections

Year 8 will build upon Year 7, providing students with opportunities to explore different foods and preparation skills, through cooking of a variety of dishes. Students will use the iterative design process to develop products that meet the needs and wants of specific clients. Students will also work in Textiles and be introduced to CAD/CAM.

Our Year 8 Design and Technology and Food Curriculums lay the foundations for students to further develop their practical skills whilst using a wider range of different materials. Greater knowledge and understanding of drawing skills, decorative techniques and materials to enhance their independence for Year 9 and beyond.

Topics Covered	Cooking and Nutrition	Product Design	Textile Design
Knowledge	<p>Review of Hygiene and Safety for Cooking and Nutrition Review of nutrition and a balanced diet Food preference and choice Different dietary groups Where our food comes from Safe and hygienic food storage and preparation Food science - functions of fats</p> <p>Design process Planning and following a method - safety and hygiene</p>	<p>Review of Health and Safety for Product Design Further understanding of materials An introduction to material properties Further understanding of manufacturing</p> <p>Design Process Writing a design brief and specification, Ergonomics and Anthropometrics, Product analysis Design communication: Producing design ideas, Further knowledge of manufacturing</p>	<p>Review of Health and Safety for Textiles Design Introduction to more advanced decorative techniques</p> <p>Design Process Design communication: introduction to Computer Aided Design (CAD) Fabric construction: knitted, woven and felted, Introduction to standard components. Sustainable and ethical manufacturing</p>
Skills	<p>Development of Hygiene and Safety practice for the Cooking and Nutrition kitchen Using equipment - hand and electrical Development of Knife skills Development of presentation skills Safe handling of raw meat Following a recipe independently</p>	<p>Development of Health and Safety practice for the Product Design workshop Gathering, analysing and using data Product analysis More advanced design communication skills More advanced manufacturing skills including machinery Assessing quality</p>	<p>Development of health and safety practice for the Textile Design workroom More advanced decorative techniques including Computer Aided Design and Manufacture More advanced construction techniques</p>
Key questions	What impact does food have on our health and the environment?	How do ergonomics and anthropometrics affect the design of products?	What are standard components? What are decorative techniques?
Assessment	Practical / theory & HWK teacher assessment. End of topic test.	Practical / theory & HWK teacher assessment. End of topic test.	Practical / theory & HWK teacher assessment. End of topic test.
Cross Curriculum Connections	Science: HT5 Health & Disease H&S - Factors affecting growth	ICT: HT3&4 Programming	Art: HT1 Observation skills, HT5 Colour theory extended Maths: HT 1-6 Problem solving

Any questions? Please contact Ms S Juniper, sjuniper@george-spencer.notts.sch.uk

Our Year 8 Art Curriculum

We aim to develop all students into artists who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts;
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures);
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 8 Art

Impressionists, gargoyles, portraits and protest art! How do we paint like an impressionist? What is the purpose of a Gargoyle? How do we draw a portrait realistically? Why do people protest and how is art used to help us make statements? Some more big questions to get us thinking. Mark-making will be explored through new media and students will have the opportunity to create their own 3D clay Gargoyles this year.

Making Connections

Our Year 8 Art Curriculum will build on the basic skills from year 7 and continue to embed them. Students will apply their knowledge of colour theory to a range of new projects whilst developing a deeper understanding of the choices they make as artists.

Our Year 8 art curriculum builds towards Year 9 where students will continue to develop and refine a range of media skills. Students will have the opportunity to develop projects in independent directions and select preferred media choices for creative final outcomes. Students will explore the themes of sweets and figure drawings, plus one of our most popular KS3 Art projects, 'The Day of the Dead'.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Art Period - Gothic Key Concept - Observation Skills	Art Period - Gothic Key Concept - Clay Sculpting	Art Period - Pre Raphaelite Key Concept - Portraiture		Art Period - Impressionism Key Concept - Colour Theory Themes	Art Period - Post Impressionism Key Concept - Mark making and Oil Pastel
Knowledge	Gothic Gargoyles -what they are -purpose -what they look like Tonal shading -Pencil -Pen	Using clay -3D shapes -Moulding -Attaching clay	Pre-Raphaelite - Who the Pre Raphaelite Brotherhood were. - Raphael and Joshua Reynolds (and why the Brotherhood rallied against them) - Loomis Method theory - Shape in portraiture. - Face features		Impressionism - Monet, Pissaro and Renoir. - Loosening Artistic style -expressive marks Applying colour theory/themes	Post-impressionism - Van Gogh and how he changed Impressionism. - How to plan out a landscape piece. - Working from back to front. - Oil Pastel theory.
Skills	Observation Skills Creating more refined Pencil studies. Creating Tones with a Pen.	Sculpting Feature Sculpting Pinch Pots Creating Detail with Clay	Portraiture Loomis Method Contouring Features Face Proportions Features		Colour Theory Extended Hot and cold colours. Creating and using Tertiary colours.	Mark making and Oil Pastel Oil Pastel blending, mark making and sgraffito.
Key questions	How do we draw accurately and in proportion?	How do I create more complex 3d shapes and marks with clay?	How do you draw a portrait in proportion?		How do I use colours using colour themes?	How do I work like a post impressionist?
Assessment	Gargoyle tonal studies	Clay outcome	HT3 - Loomis studies HT4 - Final Portrait		Tertiary Colours study	Oil Pastel Landscape
Cross Curriculum Connections		Science - Year 7 - HT1 Particles	Science - Year 7 - Half Term 3 Organs and Organ systems		Science - Year 8 - Half Term 5 - Light and Sound	Science - Year 8 - Half Term 5 - Light and Sound

Any questions? Please contact Mr Solly jsolly@george-spencer.notts.sch.uk

Our Year 8 Drama Curriculum

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches;
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self-confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation;
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

Big Ideas in Year 8 Drama

As you return to your entry level skills, you will develop more complex and interesting performances using new styles and approaches to your work. Communicating key historical stories and working on building atmosphere will be a focus of this year. We will have fun with creating a farce style murder mystery before a final challenge - developing our ideas of how to think creatively and develop emotive character-based work using a world-famous musical as a basis for your script work.

Making Connections

Our Year 8 Drama Curriculum will build on securing the application of year 7 techniques for making and performing Drama work and developing the confidence for self-presentation and performance.

Our Year 8 Drama Curriculum will build towards students' ability to work as a more independent practitioner. You will continue to work as a performer but will be introduced to the Theatre design skill set within the year 9 curriculum.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Rosa Parks	Murder Mystery	Christmas Carol		Scripted Theatre: Blood Brothers	
Knowledge	Historical and cultural context as stimuli Key Drama conventions, intro of Conscience alley Performance techniques Character development Developing a performance structure	Character development Understanding 'stereotypes' within a style Developing stories/plot lines Performance techniques	Historical context as stimuli Developing use and understanding of production components such as sound Developing use and understanding of production components such as lighting Performance techniques How to develop mood and atmosphere Introduction to physical theatre		How to read and understand a script Character development Developing stories/plot lines Performance techniques and staging Introduction to principles of set design Line learning	
Skills	Empathetic approach to historical events and devising own elements in performance assessment.	Melodramatic Exaggeration and stylised character development with confidence building.	Focus on mood and atmosphere creation. Advanced Physical theatre exploration with the introduction of Soundscapes, Alienation and Conscience Alley practical techniques.		Naturalistic acting with focus on character development from set text.	
Key questions	How can we recreate a moment from history with empathy?	How can we develop stylised characters?	How can we create a dark and intense mood and atmosphere?	How can we incorporate new Drama conventions into an atmospheric performance?	How can we make our characters believable?	How can we create a naturalistic performance when line learning?
Assessment	Devised performance assessment.	Devised performance assessment.	Practical devised performance based on Ghost Story	Practical devised performance based on the Christmas Carol story	Naturalistic performance assessment with focus on character development.	Naturalistic performance assessment with focus on character development.
Cross Curriculum Connections	History Y8 HT4 Civil Rights movement. Personal Development HT3 Y8 Discrimination Personal Development HT3 Y7 - Diversity		Music Y7 HT3/4 Play and Perform Music	History Y8 HT4 Civil Rights movement. Personal Development HT3 Y8 Discrimination Personal Development HT3 Y7 - Diversity		Music Y7 HT3/4 Play and Perform Music

Any questions? Please contact Miss Skitt, nskitt@george-spencer.notts.sch.uk

Our Year 8 Music Curriculum

We aim to develop all students into musicians who:

- Perform, listen to and evaluate music across a range of musical periods and genres, historical periods, styles and traditions, including the works of the Great Composers and musicians throughout time. Students will develop confidence as performers through a range of performance opportunities;
- Use their voices as a tool for both composition and performance in solo and group contexts. Singing will be encouraged as part of the composition process and they will have opportunities to learn a variety of musical instruments in and out of the classroom;
- Understand 'how' music is created through the Elements of Music. They will listen to, discuss and analyse music from a breadth of genres, styles and cultures - understanding 'how' music fits into context.

Big Ideas in Year 8 Music

That's an unusual instrument. Where does that come from? How is a Steel Pan constructed? I didn't know Bhangra was a dance, as well as a style of music, where East meets West? Through the exploration of a wealth of music from different times, places and cultures, we can open our minds to new genres, whilst continuing to develop our skills as Performers, Composers, Listeners and Appraisers of music. Working as a band or ensemble with other musicians can be fun, as well as rewarding. Music builds the skills of resilience, tolerance and understanding of others which are just some of the vital skills needed throughout life.

Making Connections

Our Year 8 Music Curriculum will build on the basics of performance, composition and listening explored in Year 7. We will continue to develop our keyboard, percussion and vocal skills, as well as exploring a variety of music from other times, places and cultures. Music Technology will be used.

Our Year 8 Music Curriculum will build towards developing confident and competent performers. Students will perform in a classroom setting and some will explore extra-curricular opportunities. As musicians, we will look at *Music of the Caribbean and India* and write and perform Blues Songs. We will listen and respond to a wealth of musical artists, composers and styles in preparation for Year 9 and beyond.

	HT1	HT2	HT3	HT4	HT5	H T6
Topics Covered	Keyboard Skills	Musical Structures	Music of the Caribbean	Indian Music (Bhangra)	20th Century Dance Styles (Techno)	The Blues
Knowledge	A revision of the keyboard and its functions. Music notation and rhythm values. How to compose How to perform	How to perform as a group Listening and analysing music for musical features and structures	Caribbean culture as a stimuli How to perform	Bhangra music/culture as a stimulus How to compose Different musical structures	How to perform How to compose Different musical structures	Blues music/culture as a stimuli Different musical structures How to compose
Skills	A revision of the keyboard and its functions. Basic music notation and Performance	Small group /Whole class Ensemble Performance pieces	Performing melody and chords on a keyboard as solo, pairs & whole-class ensemble.	Learn and develop a Bhangra Beat using Indian music as a stimulus.	Performance of Techno Riffs. Own Composition based on Ostinato Patterns.	Write and develop a Blues song within the expectations of a Blues structure.
Key questions	What are the correct hand positions?	What makes a Good Ensemble?	Where did steel drums come from?	What is a Tala Rhythm?	How can I structure a piece of music?	What is the 12-Bar Blues?
Assessment	Booklet work Own Choice Performance	Tuned Percussion performance	Performance of 'Yellow Bird'	Percussion Performance	Keyboard Techno Composition	Performance of own Composition
Cross Curriculum Connections				Philosophy Y8 HT 1, Hinduism		History Y8 half-term 2, Slavery

Any questions? Please contact Mrs Brown, jbrown@george-spencer.notts.sch.uk

Our Year 8 Computing Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- are prepared for the demands of Computing and IT in the world today;
- benefit from a programme that supports progression into GCSE work while also incorporating wider skills and context to prepare for the world of work;
- develop a love for the subject that is embedded into each and every one of our students' lives on a day-to-day basis.

Big Ideas in Year 8 ICT

In year 8 we will begin to develop our understanding of how technology works in the world by exploring networking basics such as LANs, WANs and the internet, app design and development using Python and App Lab, developing a website using and modelling and presenting data using spreadsheets. These will enable us to develop key work-related skills for the new IT based job roles of the future.

Making Connections

Our Year 8 ICT Curriculum will build on our understanding of computers and how they work, we will use this knowledge when exploring networking. We will also be building on the skills developed when using professional software's when we begin creating applications, websites and spreadsheets

Our Year 8 ICT Curriculum will build towards a core selection of skills that will prepare students for their rotation curriculum to help them decide on the correct KS4 path to take. Their IT software skills will serve them across all GCSE subjects. Their skills developed in application and web design will also support them when developing applications/ solutions in the IT and Computer Science pathways

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Using computers safely and effectively	Computer crime and cyber security	Python programming,	Python programming	Networking	Graphics
Knowledge	The importance of creating a file and folder structure How to say safe online Recognise how social media safety impacts our lives How Password protection works identify the implications of hacking Identify ways to add encryption	Profiling Data Protection Act Computer Misuse Act Hacking Malware Protection methods such as firewalls, anti-malware, and password authentication	What we mean by user Inputs Different data Types & casting Identify different data Structures (Lists/Arrays) How repetition affects a program	The use of For Loops in Python Programming Advanced Selection (If Else Statements in Python Application of Python in real world project	What the Internet does define the uses of LANs, WANs & Networking Hardware Identify different methods of Connection (Wired and Wireless) Factors affecting network performance and network security Networks, the internet, and associated technology (network, hub, server, router, ISP, protocol, mainframe, personal computer, stand-alone, HTTP, wired, wireless, 3G, 4G, 5G, WiFi, bandwidth	The difference between Vector Graphics and Bitmap Graphics Planning and creating vector graphics. Key ideas of layering, grouping, and combining objects are introduced. You should be familiar with how markup is used to describe and store vector images and the key reasons why vector images can be scaled without loss of image quality.
Skills	File management E Safety & Social networking Keeping your data safe and secure Using email Searching the web	Phishing Emails, Comprehension and Critical Thinking Security Methods and Critical Thinking Methods to Protect Data and Critical Thinking Copyright and Comprehension Health and Safety Prevention Comprehension Critical Thinking	User Inputs Data Types & Casting Problem Solving Selection Data Structures (Lists/Arrays) Repetition Reflection	Computational Thinking Problem Solving Selection Reflection Programming	The internet LAN & WAN Wireless and wired Network performance Network security	Vector Graphics Bitmap Graphics Photoshop Skill
Key questions	How can you minimise the danger of having your computer infected by a virus?	How would you spot a phishing email?	What do we mean by a syntax error?	What do we mean by computational thinking?	If you were to design a network for your school, what would it look like?	What is the difference between a vector and bitmap graphic?
Assessment	Pre assessment	End of term assessment	Pre assessment	End of term assessment	Pre assessment	End of term assessment
Cross Curriculum Connections	E-Safety - Links to Y8 Personal Development HT3/4 - Cyberbullying		Programming - Links to Y8 D&T HT3/4 Internet Safety Day - Links to Y8 Personal Development HT3/4 Spreadsheet Modelling - Links to Y8 Maths in HT6			

Any questions? Please contact Miss H Whalley: hwhalley@george-spencer.notts.sch.uk

Our Year 8 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding and attitudes to live safe, healthy, and productive lives;
- Can demonstrate important life skills such as empathy, compassion to respectfully acknowledge the views of others, to try to understand them and use them to challenge their own views;
- Become responsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain.

Big Ideas in Year 8 Personal Development

We learn about concepts and topics that are hugely important in developing confident, responsible and tolerant global citizens who can make positive contributions to society. Specific topics under the umbrellas of 'Living in the wider world', 'relationships', and 'health and wellbeing' are explored and provide opportunities for students to express their thoughts, views and opinions in these areas.

Making Connections

Our Year 8 Personal Development Curriculum will build on knowledge developed in Year 7 by starting to explore strategies linked to the three main units. For example, students will explore strategies to challenge misconceptions associated with mental health concerns and coping strategies to promote positive mood and wellbeing.

Our Year 8 Personal Development Curriculum will build towards further development and application of communication, discussion, and reflective skills in preparation for Year 9 topics. Topics within the 'Relationships' unit are explored more deeply including consent and forming and maintaining respectful relationships

	HT1	HT2	HT3	HT4	HT5	HT6
Topics Covered	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination , including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Knowledge	How to manage influences in relation to substance use.	How to set aspirational goals for future Careers and challenge expectations that limit choices.	How to recognise and challenge homophobia and biphobia; How to recognise and challenge racism and Religious discrimination.	How to challenge misconceptions. Stigma.	How to demonstrate positive behaviours in healthy relationships.	How to use social networking sites safely.
Skills	Discussion, strategies to manage influence, risk management	Discussion, reflection, agency and decision making,	Reflection, empathy, assertive communication, support seeking skills,	Reflection, empathy, compassion, communication, coping strategies.	Reflection, discussion, empathy	Discussion, application, risk management
Key questions	What are the risks linked to alcohol, drugs and tobacco?	What are different types and patterns of work?	What is the impact of stereotyping, prejudice and discrimination	Why is there a stigma linked to mental health? How can we develop resilience and coping strategies?	How is consent established?	What is financial exploitation? What are the risks and opportunities that the internet can provide?
Cross Curriculum Connections			History - Y9 (HT5) Holocaust Civil Rights Movement 1950-1970 History - Y9 HT6 History of Terrorism History - Y11 HT2 Weimar and Nazi Germany	Psychology Y10 HT 5 Defining mental health. H&S - Y11 Health and Wellbeing		

Any questions? Please contact Mrs I'anson: rianson@george-spencer.notts.sch.uk