

Year 8

Curriculum Map



SALE HIGH SCHOOL

Yr8 SOL 2026 2027 Spanish Overview

term	topic	<i>Grammar focus</i>	Assessment
Aut 1 8 weeks	Holidays Present Future PAST	<i>present</i> <i>future</i> <i>conditional</i> <i>preterite 'ir'</i>	Reading and writing assessment
Aut 2 7 weeks	Holiday PAST Freetime PROJECT CHRISTMAS	<i>Preterite- regular verbs</i> <i>Present continuous</i> <i>Preterite opinions</i> <i>3 tenses</i> <i>Narrations</i>	Speaking- 3 tenses
Spring 1 6 weeks	TV/film/music Going out Routine Food / eating habits	<i>Plural opinions</i> <i>Interrogatives</i> <i>Reflexives present/preterite</i> <i>Comparisons</i>	Mid Year exam Reading, Listening and writing
Spring 2 5 weeks	Health Illness/doctor PROJECT EASTER	<i>Suelo</i> <i>Hay que/se debe</i>	Listening assessment
Sum 1 7 weeks	School Uniform and rules Jobs Future plans	<i>Tengo que/ hay que/ (no) se debe</i> <i>Conditional</i>	Reading assessment
Sum 2 6 weeks	Future ambitions Marriage/ relationships	<i>Future</i> <i>conditional</i>	End of Year exam

PSHE Curriculum 2026-27

Intent:

As a school, we strive to see all of our students grow, thrive and achieve both academically and personally. Whilst this does require our students to build and foster their own personal virtues, through our Sale High School Values, we ensure that all students understand their role as individuals, both within our school community and the wider communities in which we live. Our PSHE curriculum is just one of the ways in which we aim to support our students to become the best they can be throughout this important phase of personal and moral development.

Our PSHE (Personal, Social, Health, and Economic Education) curriculum encompasses key aspects of personal development, including emotional health and well-being, physical health, relationships, citizenship, financial literacy, and careers education. It is designed to encourage students to reflect on their values and beliefs, cultivate self-awareness, and foster respect for others. Sequenced expertly to build knowledge and personal skills, this PSHE curriculum is designed with keen focus on our Sale High School Values to ensure that our curriculum is both positive and meaningful, equipping teachers to give guidance that develops the character of each student, allowing them to flourish in their education and their life.

The PSHE Curriculum has been carefully planned to ensure that students from Year 7 – 11 will be focusing on building **key competencies** across a range of difference topics. Our key competencies are:

- Independence and aspiration
- Autonomy and advocacy
- Choices and influences.

This competencies-based model ensures that students are given key opportunities to build the skills needed to go on to be confident, resilient and ambition individuals, keeping in line with our Sale High School values (**Respect, Diversity, Community, Aspiration, Resilience, Achievement**). All students across the school will be focusing on the same competencies at the same time. Assemblies will also build on these key competencies so that students from Y7 to 11 will be receiving a similar message at the same time. Therefore, staff can refer to topics/key concepts/themes in their own subject areas and embrace opportunities for cross-curricular teaching and learning. It also allows the staff at Sale High School to be aware of the values/messages that are being shared so that PSHE can become embedded in the wider school curriculum through interactions with students.

PSHE Lessons will be taught in a Timetabled hour once per fortnight, allowing for consistency and encouraging students engage in meaningful discussions around the PSHE content.

Lessons in Years 10 and 11 will also **incorporate elements of core Religious Education to help us meet the Statutory Requirements for RE**, enabling students to be adequately prepared to be accepting and tolerant individuals in an ever-increasing multifaith society. Students will be encouraged to consider the worldviews of those of faith and of none, thus giving them a broad and balanced understanding of the world in which we live.

2026 / 27	Autumn 1 Independence and Aspirations	Autumn 2 Autonomy and Advocacy	Spring 1 Choices and Influence	Spring 2 Independence and Aspirations	Summer 1 Autonomy and Advocacy	Summer 2 Choices and Influences
Character Taught	Aspiration & Achievement	Resilience, Diversity, Community	Respect & Community	Aspiration & Achievement	Resilience & Diversity	Respect & Community
7 UL Curriculum	Valuing myself and others: - Sharing perspectives - Respecting differences - Factors affecting relationships - Mental & Emotional Health - Risky Behaviour - Presenting myself well	Responsibilities and Values: - Who am I? - Balance & responsibility - Qualities & behaviours - Familial roles & responsibilities - Financial Ethics - Values & boundaries	Amplifying Voices - Stereotyping & language around ill mental health - Social media & diverse perspectives - Social comparison & beauty standards - Authentic relationships - Online risks	Making Safe Choices: - Presenting self online - Sharing images - Reducing risk online - Managing personal safety - First aid & common injuries - Establishing personal values and boundaries	Growing and Thriving: - What is FGM? - Triggers & unhealthy coping strategies - Strategies for managing puberty - Gender & sexuality - Recognising bullying - Peer influence & consent	Healthy Futures: - Recipe for physical health - A balanced diet - Positive uses of drugs - Negative uses of drugs - Employment
8 UL Curriculum	Building Perspectives: - Seeking perspectives & assessing evidence - Discussing issues respectfully - Stereotypes, prejudice, discrimination - Building resilience - Managing stress - Goal setting	Everyday Safety: - Resisting influences & pack mentality - Strategies for calming conflict - Safe travel - Managing everyday risks - Fire safety	Changing Bodies: - Brains in transition - Understanding sleep - Breast changes - Male body changes - Menstrual Health - Understanding Vaccines	Water Safety: - Hidden dangers - Coastal safety - Water safety organisations - Wild swimming & Water quality - Alcohol, cold water & emergency awareness - Rescue skills	Responding to Risk: - Connection, choice & risk - Hidden online risk - Friendship or exploitation - Criminal exploitation - Knife crime - Safe family relationships & protecting rights	Intimate Relationships: - Relationship boundaries - Healthy intimacy - Choice and consequences - Commitment & values - Marriage: rights & legalities
9	Developing self-confidence, risk management & strategies to manage influence: - Friendship challenges. - Gangs and violent crime - Drugs and alcohol - Assertive communication	Developing goal-setting, analytical skills and decision making: - Employability skills - Transferrable skills - Careers advice	Developing empathy, compassion and strategies to access support: - Mental health (including self-harm and eating disorders) - Change, loss, bereavement - Healthy coping strategies.	Developing risk management skills, analytical skills and strategies to identify bias and manage influence: - Financial decisions - Saving and borrowing - Gambling, financial choices and debt.	Developing assertive communication, clarifying values and strategies to manage influence: - Healthy/Unhealthy relationships - Consent - Relationships and sex in the media	Developing decision making, risk management and support-seeking skills: - Sexually transmitted infections (STIs) - Contraception - Cancer awareness - First aid

PE CURRICULUM MAP

		Fit to Perform		Fit to Lead		Fit for Life
To be achieved across at least one individual sport and one (different) team sport						
Year	KPI		KPI		KPI	
7	1	Effectively performs a range of actions, skills, and techniques with control, combining them appropriately both in isolation and small group settings.	4	Successfully leads a partner in a simple activity showing respect, empathy, and good cooperation skills in doing so.	7	Demonstrates appropriate strength, stamina, and suppleness across activities, including being able to complete short periods of sustained exercise.
	2	Successfully employs simple tactics or creative processes in practical settings.	5	Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.	8	Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.
	3	Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.	6	Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.	9	Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.
8	1	Selects, combines, and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.	4	Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.	7	Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being.
	2	Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.	5	Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.	8	Demonstrates good functional knowledge of basic anatomical structures.
	3	Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.	6	Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.	9	Accurately explains the importance of nutrition and hydration for either success in sport or general physical and mental well-being.
9	1	Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.	4	Confidently undertakes leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.	7	Consistently meets the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness, and speed to excellent effect.
	2	Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.	5	Sensitively adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed.	8	Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.
	3	Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.	6	Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.	9	Knows and can explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being
Exceeds Year 9 Age Related Expectations		Performs and applies advanced skills and tactics to positively influence a competitive team/group performance and	Fulfils leadership roles in their own time that support the PE department in improving the provision for other students.		Uses knowledge of health and fitness to plan, implement and monitor a physical activity programme for themselves and/or others.	

PE CURRICULUM MAP

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7
			Autumn Term																Spring Term										Summer Term												
	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6
YEAR 7		Block 1 (Core rules + skills)												Block 2 (Core rules + skills)										Block 3 (Core rules + skills)																	
		Half Term 1						Half Term 2						Half Term 3					Half term 4					Half Term 5					Half term 6												
	Boys 1	Groupings	Football	Rugby	Gymnastics		Basketball		Inter Form	Fitness		OAA		Lacrosse		Handball		Inter Form	Athletics		Cricket		Softball		Badminton																
	Girls 1		Netball	Dance	Rugby		Gymnastics			Badminton		Lacrosse		OAA		Football			Rounders		Athletics		Cricket		Fitness																
	Boys 2		Rugby	Gymnastics	Basketball		Football			Lacrosse		Handball		Fitness		OAA			Badminton		Softball		Athletics		Cricket																
	Girls 2		Dance	Badminton	Netball		Rugby			OAA		Fitness		Football		Lacrosse			Handball		Rounders		Athletics		Gymnastics																
	KPI's	Warm up						Muscles						Effects of exercise					Training zones					Components of fitness					Skeleton												
KPI's assessment matrix to underpin each lesson																																									
Wet	Boys 1	Weather Lessons	Indoor football	Badminton	Fitness		Leadership/Badminton		Fitness		Badminton		Leadership		Handball		Badminton		Fitness		Leadership		Handball																		
Girls 1	Benchball		Dance	Badminton/Leadership		Fitness		Badminton		Fitness		OAA		Dance		Fitness		Leadership		Fitness		Fitness																			
Boys 2	Indoor football		Gymnastics	Fitness		Leadership/Badminton		Fitness		Badminton		Leadership		Handball		Badminton		Fitness		Leadership		Handball																			
Girls 2	Dance		Badminton	Dance/Leadership		Fitness		Dance		Fitness		Leadership		Fitness		Dance		Leadership		Fitness		Dance																			

[illegible]

		Wk beg		3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7		
		Autumn Term												Spring Term												Summer Term																		
Week		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
		Block 1 (Tactics, Outwitting opponents)												Block 1 (Tactics, Outwitting opponents)												Block 1 (Tactics, Outwitting opponents)																		
		Half Term 1						Half Term 2						Half Term 3						Half term 4						Half Term 5						Half term 6												
YEAR 9	Boys 1	Football		Rugby		Gymnastics		Basketball		Inter Form		Fitness		OAA		Lacrosse		Handball		Inter Form		Athletics		Cricket		Softball		Badminton																
	Girls 1	Netball		Dance		Rugby		Gymastics				Badminton		Lacrosse		OAA		Football				Rounders		Athletics		Cricket		Fitness																
	Boys 2	Rugby		Gymnastics		Basketball		Football				Lacrosse		Handball		Fitness		OAA				Badminton		Softball		Athletics		Cricket																
	Girls 2	Dance		Badminton		Netball		Rugby				OAA		Fitness		Football		Lacrosse				Handball		Rounders		Athletics		Gymnastics																
	KPI's	Warm up						Muscles						Effects of exercise								Training zones						Components of fitness						Skeleton										
		KPI's assessment matrix to underpin each lesson																																										
Wet	Boys 1	Indoor football		Badminton		Fitness		Leadership/Badminton				Fitness		Badminton		Leadership		Handball				Badminton		Fitness		Leadership		Handball																
Weather	Girls 1	Benchball		Dance		Badminton/Leadership		Fitness				Badminton		Fitness		OAA		Dance				Fitness		Leadership		Fitness		Fitness																
Lessons	Boys 2	Indoor football		Gymnastics		Fitness		Leadership/Badminton				Fitness		Badminton		Leadership		Handball				Badminton		Fitness		Leadership		Handball																
	Girls 2	Dance		Badminton		Dance/Leadership		Fitness				Dance		Fitness		Leadership		Fitness				Dance		Leadership		Fitness		Dance																

YEAR 10	Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7
	Autumn Term																Spring Term										Summer Term													
	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6
	Block 1 (Sports Education/Leadership Model)																Block 1 (Sports Education/Leadership Model)										Block 1 (Sports Education/Leadership Model)													
	Half Term 1						Half Term 2						Half Term 3					Half term 4					Half Term 5					Half term 6												
	Boys 1	Groupings	Football			Basketball			Handball			Inter Form	Rugby			HRF			Badminton			Inter Form	Cricket			Athletics			Softball											
	Girls 1		Netball			Dance			HRF				Lacrosse			OAA			Tag Rugby				Rounders			Athletics			Badminton/Multi											
	Boys 2		Basketball			Rugby			Football				HRF			Badminton			OAA				Athletics			Softball			I											
	Girls 2		Dance			OAA			Netball				Badminton			Lacrosse			HRF				Badminton/Ath			Rounders			Multi Sports											
	Girls 3		Tag rugby			Netball			Dance				OAA			Football			Lacrosse				Rounders			Multi			Athletics											
KPI's	Groupings	Warm up			Muscles			Fitness components			Aerobic/Anaerobic			Effects of exercise			Training zones			Cardiovascular			Respiratory			Skeleton														
KPI's assessment matrix to underpin each lesson																																								
Wet	Boys 1	Weather Lessons	Indoor football			Basketball			Leadership			Fitness			Badminton/Leadership			Badminton/Leadership			Fitness			Leadership			Handball													
	Girls 1		Benchball			Dance			Fitness			Dance			Benchball			Benchball			Dance			Fitness			Dance													
	Boys 2		Indoor football			Basketball			Leadership			Fitness			Badminton/Leadership			Badminton/Leadership			Fitness			Leadership			Handball													
	Girls 2		Dance			Fitness			Fitness			Badminton			Benchball			Fitness/Leadership			Badminton			Fitness			Fitness													
	Girls 3		Dance			Fitness			Leadership			Badminton			Dance/Leadership			Fitness/Leadership			Badminton			Leadership			Fitness													

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7	
			Autumn Term														Spring Term										Summer Term															
YEAR 11	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6
		Block 1 (Healthy Participation)														Block 1 (Healthy Participation)										Block 1 (Healthy Participation)																
		Half Term 1 (Healthy Participation)							Half Term 2							Half Term 3					Half term 4					Half Term 5					Half term 6											
	Boys 1	Football		Basketball		Handball		Inter Form		Rugby		HRF		Badminton		Inter Form		Cricket		Athletics		Softball																				
	Girls 1	Netball		Football		HRF				Lacrosse		OAA		Tag Rugby				Rounders		Athletics		Badminton/Multi																				
	Boys 2	Basketball		Rugby		Football				HRF		Badminton		OAA				Athletics		Softball		I																				
	Girls 2	Football		OAA		Netball				Badminton		Lacrosse		HRF				Athletics		Rounders		Multi Sports																				
KPI's	Warm up		Muscles		Fitness components		Aerobic/Anaerobic		Effects of exercise		Training zones		Cardiovascular		Respiratory		Skeleton																									
KPI's assessment matrix to underpin each lesson																																										
Wet	Boys 1	Indoor football		Basketball		Leadership		Fitness		Badminton/Leadership		Badminton/Leadership		Fitness		Leadership		Handball																								
Weather	Girls 1	Benchball		Dance		Fitness				Dance		Benchball				Benchball		Dance		Fitness		Dance																				
Lessons	Boys 2	Indoor football		Basketball		Leadership				Fitness		Badminton/Leadership				Badminton/Leadership		Fitness		Leadership		Handball																				
	Girls 2	Dance		Fitness		Fitness				Badminton		Benchball				Fitness/Leadership		Badminton		Fitness		Fitness																				

**Intent:**

The Sale High Mathematics department will provide lessons which are both challenging and stimulating. Our aim is for all students to enjoy mathematics and to achieve their potential. A variety of teaching styles cater for all students' learning needs and staff are always available to support all students both in and out of the classroom. There are ample opportunities for students to learn maths in a variety of enriching ways including after school clubs and entering national competitions. Students who wish to go beyond the National Curriculum will be able to Study Level 2 further mathematics.

The combination of developing fluency and mathematical understanding in tandem will enable students to use their learning accurately, efficiently and flexibly to reason mathematically and solve routine and non-routine problems, so meeting the aims of the national curriculum and GCSE AQA Mathematics specification. It will enable students to solve problems efficiently in later life and students who pursue further studies in mathematics will have sufficient breadth and depth to enable success.

Why I study Maths?

"I learn mathematics because:

- It helps me solve everyday problems,
- Improves my communication skills,
- Make me better at managing my money,
- Opens up more future career options."

Cultural capital/enrichment

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

In year 8 some students participate in the UK maths challenge.

OVERVIEW

In the Year 8 curriculum, students study topics from five key strands of mathematics: Number, Algebra, Geometry, Statistics & Probability, and Ratio & Proportion. Each strand builds on their prior learning from Year 7 and the primary curriculum. We focus on developing knowledge and skills in each of the five strands which students will then build on to solve problems and exhibit their mathematical reasoning.

Autumn

- 8.01: Powers and Roots** – Index form, square and cube numbers, square and cube roots and working with powers
- 8.02: Prime Factorisation** – Prime factors and prime factor decomposition
- 8.03: Rounding to Significant Figures** – Significant and non-significant zeros, rounding integers to significant figures and rounding decimals to significant figures
- 8.04: Fractions** – Equivalent fractions, simplifying fractions, add/subtract fractions with like/unlike denominators, multiplying fractions and dividing fractions
- 8.05 Negative Numbers** – Adding/subtracting negative numbers with double signs and multiplying negative numbers
- 8.06: Solving Linear Equations** – Solving linear equations with four operations, solving multistep equations, solving equations with negative unknowns and equations with unknowns on both sides.
- 8.07: Forming Expressions** – Forming one/two step expressions, forming expressions involving area/perimeter/angles and forming expressions with unknowns on both sides.

Assessment:

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight with a focus on key skills as well as literacy.

Spring

- 8.10: Angles in Parallel Lines** – Alternate angles, corresponding angles, co-interior angles, vertically opposite angles, solving multistep problems involving all four rules and algebra.
- 8.11: Interior & Exterior Angles** – Interior/Exterior angles of regular polygons, interior/exterior angles of irregular polygons and problem solving with interior/exterior angles.
- 8.12: Circumference** – Properties of a circle, circumference, revolutions, perimeter of parts of a circle, equal perimeters
- 8.13: Proportional Reasoning** – Unitary/Non-unitary method, best buys, recipes
- 8.14: FDP** – Converting between FDP, ordering FDP, percentages of amounts (non calc/calc), percentage change, reverse percentages
- 8.15: Ratio** – Writing ratios from diagrams, writing in the form 1:n, simplifying ratios, completing ratios, share into a given ratio, working between two ratios.

Assessment:

Mid-Year assessments will take place in January.

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight with a focus on key skills as well as literacy.

Summer

8.16: Area of Composite Shapes – Area of a trapezium, area of a circle, area of parts of circles, calculating shaded areas, comparing areas, compound area, determining the radius and diameter, area and circumference.

8.17: Statistical Diagrams – Data tables frequency and interpreting, bar charts, line graphs, reading and drawing pie charts

8.18: Averages and Range – calculating the mean, reversing the mean, calculating the median, changing the median, mode and range, and problem solving

8.20: Volume – Volume of cubes/cuboids, volume of basic prisms, compound volume, volume of cylinders

Assessment:

Students will be informally assessed every lesson using questioning, mini whiteboards and marking of independent work.

Pupils will be assessed with a KPI at the end of each unit.

Pupils sit formative in-class fluency tests every fortnight with a focus on key skills as well as literacy.

End of Year assessments will take place in June.

Useful resources for supporting your child at home:

Videos on Sparx (www.sparxmaths.uk)

Videos on Corbett Maths ([Videos and Worksheets – Corbettmaths](#))

CGP KS3 revision guides/workbooks ([KS3 Maths | CGP Books](#))

Homework:

Homework will be set on Sparx (www.sparxmaths.uk).

Homework will be set once a week and students are expected to complete 100% of their homework each week. Homework is bespoke for all students depending on their performance in previous weeks.

Should your child be struggling to access their homework – please encourage them to speak to their teacher.



Intent:

Our Year 8 Art and Design curriculum for the topic "Sweet Treats" is designed to provide students with a dynamic and comprehensive artistic journey. This scheme of work centres on colour theory, advertising techniques for sweet treats, and the exploration of hyperrealism through the works of renowned artists. Our intent is to foster creativity, critical thinking, and a deep understanding of the visual arts, while also encouraging students to engage with contemporary themes and media. Through the theme of "Sweet Treats," students will delve into the world of colour theory, understanding how to manipulate colours to evoke emotions, create visual impact, and enhance the aesthetics of their artworks. This skill is integral to effective artistry. The project will guide students in exploring the world of advertising, specifically focusing on sweet treats such as chocolate bars. They will learn how to effectively communicate the desirability and allure of these products through visual media and aid in their development of probing questions through their understanding of consumerism. Students will be introduced to the concept of hyperrealism, an art style that emphasizes extreme detail and precision. Through the study of hyperrealist artists, they will learn how to achieve an almost photographic level of realism in their artwork, paying attention to intricate details, textures, and accuracy. While students will explore hyperrealism, they will also be encouraged to develop their unique artistic interpretations, bringing their individual style and creativity to the sweet treats theme, ensuring their artworks stand as both original and personal expressions.

Why I study Art?

I study Art because:

- *It helps me find meaning in the world.*
- *It helps me express my identity.*
- *It helps me explore culture and ideologies.*

Cultural capital/enrichment

The cultural capital that Year 8 Art students gain from studying the theme "Sweet Treats" is invaluable in several ways. First and foremost, it provides them with a profound understanding of the cultural significance of food, especially sweet treats, in our society. The study of sweet treats goes beyond mere indulgence; it delves into the historical, social, and even psychological aspects of how these confections have shaped our culture. This knowledge empowers students to explore the intricate relationship between art, food, and consumer culture. It also fosters an appreciation for the rich history of visual representations of sweet treats in art, from classical still-life paintings to contemporary advertising and graphic design. Furthermore, this cultural capital enables students to critically analyse the impact of marketing and advertising on their own lives, promoting media literacy and a deeper awareness of consumer choices. Overall, the study of "Sweet Treats" in Year 8 Art broadens students' horizons, making them more culturally aware and visually literate individuals, better equipped to engage with the world as informed and critical thinkers.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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AUTUMN	Observation and hyperrealism	Students will begin the ‘Sweet treats’ project by completing a baseline test to gauge their initial art skills when entering year 8. Their baseline test will be a pencil study of a chocolate bar which they will draw from direct observation, giving them the experience to draw from life and compare this to drawing from imagery. Students will further develop their knowledge of the formal elements; line, shape, form, texture, colour, value and shape through the use of a variety of materials and techniques such as pen, pencil and coloured pencil with a clear focus on building their observational drawing skills.	1. Observational Skills: Students will develop the ability to keenly observe the details and characteristics of sweet treats, paying close attention to shapes, textures, colours, and light and shadow. 2. Precision and Detailing: They will learn to work with precision and meticulous attention to detail to capture every intricacy of the subject, whether it's the frosting on a cupcake or the texture of chocolate. 3. Proportional Accuracy: Ensuring that their drawings accurately represent the size and proportions of the sweet treats is a fundamental skill. 4. Hyperrealism Techniques: Students will explore hyperrealism techniques, including the use of layers, blending, and fine details to achieve a photographic level of realism in their drawings. 5. Texture Rendering: Learning to depict a variety of textures such as glossy icing, crumbly cookies, and smooth chocolate, through a combination of techniques like stippling, hatching, and blending. 6. Light and Shadow: Understanding how light and shadow interact with the subject to create the illusion of three-dimensionality, and effectively incorporating these elements into their artwork. 7. Patience and Endurance: Hyperrealism demands a high level of patience and persistence, as students often spend extended periods perfecting minute details. 8. Self-Critique and Reflection: Encouraging students to critically evaluate their own work and make iterative improvements, developing their self-critical thinking and problem-solving skills.	Baseline assessment (study of a chocolate bar from life) on the second Art lesson of the year. First homework and any key writing pieces will be marked.
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			9. Artistic Interpretation: While striving for hyperrealism, students will still be encouraged to infuse their individual artistic interpretations and personal style into their drawings. By mastering these skills, Year 8 Art students will not only create highly detailed and lifelike drawings of sweet treats but also develop a strong foundation for advanced drawing techniques and an understanding of the principles of hyperrealism. These skills can be applied to various subject matters and artistic styles, fostering their growth as artists.	
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The realist artist Sarah Graham will be used to inspire the students this term as her focus on accuracy and colour application will assist them in achieving their overarching goal of skill building in preparation for choosing their GCSE options in year 9. Students are challenged to learn and use effective blending and rendering techniques to help them develop their personal responses to the artist. The students also learn how to successfully collage through layering and being able to spot the main shapes and build up to the intricate details.

When Year 8 students focus on understanding a range of artistic techniques, including collage, the application of coloured pencils, colour theory, and the work of hyperrealist artist Sarah Graham, they will acquire a diverse set of skills. These skills encompass various artistic mediums and concepts. Here are the key skills they will learn:

1. **Collage Techniques:** Students will develop skills in selecting, cutting, and arranging different materials to create visually compelling collage compositions.
2. **Mixed Media Application:** Learning to integrate various materials and techniques to create textured and multidimensional artworks, expanding their creative possibilities.
3. **Colour Pencil Application:** Developing proficiency in using coloured pencils to achieve smooth gradients, vibrant colours, and fine details in their drawings.
4. **Layering and Blending:** Understanding how to layer coloured pencil to create different shades and hues and effectively blend colours for a seamless transition.
5. **Colour Theory Proficiency:** Gaining knowledge of colour theory, including complementary colours, warm and cool colour palettes, and colour harmonies, to create visually engaging and balanced artworks.
6. **Understanding Texture:** Learning how to create the illusion of different textures, from the glossy surface of candy wrappers to the roughness of sweet treats, using coloured pencils and mixed media.
7. **Hyperrealism Techniques:** Exploring hyperrealist techniques such as precision detailing, capturing intricate textures, and creating lifelike representations of sweet treats.
8. **Observational Skills:** Developing the ability to carefully observe details and features of sweet treats, which is essential for capturing them accurately in their artwork.

Coloured pencil assessment using skills learnt from the influence of artist Sarah Graham.

Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

			9. Artistic Interpretation: While focusing on hyperrealism, students will also be encouraged to infuse their unique artistic interpretations and personal style into their work. 10. Critical Thinking: Encouraging students to analyse and critically assess their own work and the work of Sarah Graham, considering the role of hyperrealism in art and its impact on viewers. 11. Research and Art History: Gaining insights into the work of hyperrealist artist Sarah Graham and understanding her contribution to the art world. 12. Self-Reflection: Cultivating the ability to reflect on their own artistic progress and make improvements based on self-evaluation and feedback from peers and teachers.	
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In the final term the students begin to collate and refine their colour theory skills, developing their understanding of complementary, analogous and harmonious colours. Students will take part in a series of painting workshops which focus on the 3 main elements of painting, colour mixing, blending and layering, and colour theory. The skills learnt in these workshops are replicated in their watercolour paintings of chocolate bars, the skills are then refined further before the completion of a mixed media final piece.

Year 8 art students, when studying colour theory in advertising for sweet treats, gain a valuable set of skills. These skills are not only applicable to understanding the visual aspects of advertisements but can also be transferred to their watercolour painting skills.

1. **Colour Mixing:** Students will learn how to mix and create a wide range of colours, a fundamental skill in both colour theory and watercolour painting.
2. **Colour Relationships:** Understanding the relationships between colours, such as complementary, analogous, and triadic colour schemes, allows students to create harmonious and visually engaging artworks in both advertisements and watercolour paintings.
3. **Emotion and Mood:** They will grasp how different colours can convey specific emotions and moods, enabling them to make conscious colour choices in their artwork to evoke desired feelings.
4. **Contrast and Visual Hierarchy:** Understanding the importance of contrast and visual hierarchy in colour theory helps students create attention-grabbing advertisements and guides viewers through watercolour paintings with focal points and depth.
5. **Colour Harmony:** Learning how to achieve colour harmony and balance in advertisements will help students create aesthetically pleasing and visually impactful watercolour compositions.
6. **Audience Engagement:** Understanding how colours can attract and engage the target audience in advertisements can also be applied to watercolour paintings to make them more relatable and compelling to viewers.
7. **Colour Symbolism:** Students will recognize the symbolic meanings associated with different colours, which can be utilized in both advertising and storytelling in watercolour paintings.
8. **Application of Colour:** They will acquire skills in applying and layering watercolours effectively, taking into consideration the principles of colour

Watercolour chocolate bar section (should show understanding of watercolour application).

Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

			theory to create depth and vibrancy in their artwork. 9. Transparency and Opacity: Understanding the transparency and opacity of watercolours and how these qualities can be used to create various visual effects, adding depth and dimension. 10. Blending and Gradients: Students will develop the ability to blend and create smooth colour transitions in both advertising graphics and watercolour paintings, adding subtlety and realism. 11. Personal Expression: While following colour theory principles, they will also learn how to infuse their unique artistic expressions and creative interpretations into their work. 12. Visual Problem-Solving: Skills developed through colour theory can help students solve visual problems, whether in the context of understanding advertisements or crafting captivating watercolour compositions.	
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	accurately reflects on their contribution.		
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Curriculum Map Year 8: Food Technology

Intent

Food Technology in Year 8 builds on the practical routines and healthy-eating foundations developed previously. Students deepen their understanding of food safety, microorganisms, nutrition and food science while becoming more independent and accurate in practical work. They investigate raising agents, heat transfer and the effect of heat on protein, then apply this knowledge through a progressive range of practical dishes. The curriculum also develops informed decision-making through healthy menu design, recipe adaptation, multicultural food, staple foods, provenance, sustainability and food security.

Why I study Food Technology

Studying Food Technology helps me understand not only how to cook safely and successfully, but why ingredients and cooking methods behave as they do. I learn how nutrients support health, how heat changes food, how recipes can be adapted for different needs and how food choices connect to culture, provenance and the environment. Practical work develops independence, organisation, accuracy, teamwork, problem solving and evaluation skills.

Cultural capital / enrichment

Year 8 students explore the influence of multicultural Britain on the food we eat, traditional British foods and staple foods from different parts of the world. They consider where food comes from, food miles, local and imported produce, life-cycle analysis, food security and food waste. Careers in food science and culinary industries are revisited, while practical dishes expose students to a wider range of ingredients, techniques and food traditions.

Year 8 Food Technology – Curriculum Content

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Practical routines, food safety & microorganisms	- Recall and careers in the food industry - Mise en place and practical-room routines - Personal hygiene, contamination and cross-contamination - Microorganisms: bacteria, viruses, yeasts and moulds - Useful microorganisms in food production and pathogenic microorganisms - Conditions for growth (FATTOM) and key food-safety temperatures	- Apply established food-room routines with increasing independence. - Explain how food poisoning and cross-contamination can occur. - Distinguish useful and harmful microorganisms. - Recall conditions needed for microbial growth and use temperature knowledge to control risk.	- Baseline “what I already know” checkpoint - Personal-hygiene and key-term tasks - Microorganism questions and temperature recall - Whiteboard retrieval and plenaries	- Practical-rules agreement and mise en place task - Food-safety definitions and hazard scenarios - Microorganisms in food investigation / written responses
Soda bread & food science: raising agents	- Soda bread ingredients and method - Chemical, mechanical and biological raising agents - Bicarbonate of soda, baking powder, steam/air and yeast - Fermentation and carbon dioxide production - Strong flour, gliadin, glutenin and gluten formation - Conditions affecting yeast activity	- Weigh, knead, shape and use the oven safely. - Classify raising agents and explain how they work. - Make predictions, observe experiments and draw conclusions. - Explain the functions of flour, yeast and water in bread making using food-science terminology.	- Soda bread practical evaluation and RAG reflection - Raising-agent knowledge questions - Yeast experiment checkpoint assessment - GCSE-style gluten questions and written conclusion	- Soda bread practical - Raising-agent experiments - Yeast investigation: hypothesis, observations and conclusion - Pizza wheel practical and sensory evaluation
Diet, health & nutrients	- Eight guidelines for healthy eating - Eatwell Guide and energy balance - Diet-related health concerns including obesity - Macronutrients and micronutrients - Functions and sources of carbohydrate, protein, fat, vitamins and minerals - Fibre and water - Deficiency conditions including rickets, scurvy, anaemia and night blindness	- Evaluate a diet and justify healthier alternatives. - Classify nutrients and explain their functions and sources. - Link nutrient deficiencies to missing nutrients and food sources. - Apply healthy-eating guidance to real food choices using subject terminology.	- Amy’s diet analysis and healthier swaps - Eatwell Guide checkpoint assessment - Nutrient questions / 46-mark task - Retrieval questions and plenaries	- Diet and health written assessment - Nutrient identification and deficiency tasks - Application to healthier meal choices
Heat transfer & effect of heat on protein	- Reasons for cooking food: safety, digestibility, flavour, texture and appearance - Maillard reaction - Conduction, convection and radiation - Moist, dry and fat-based cooking methods	- Identify and explain methods of heat transfer in cooking. - Link cooking methods to changes in food and food safety. - Use scientific vocabulary to explain	- Heat-transfer questions and diagrams - Research table on effects of heat on nutrients - GCSE-style chicken / heat-	- Egg cooking / observation activity - Stir-fry practical: conduction and high-risk food safety

	• Microwave heating • Effect of heat on nutrients • Protein denaturation and coagulation	denaturation and coagulation. • Apply knowledge to GCSE-style questions and practical observations.	transfer questions • Egg observation and protein-change questions	• Cheese & onion triangle: pastry skills and shortening
Healthy menu development & adapting recipes	• Nutritional needs of teenagers • Healthy school-meal guidance • Analysing and improving menus • Nutritional analysis of a dish • Recipe modification and justification • Functions of ingredients in cupcakes • Sugar and alternative sweeteners • Creaming and all-in-one methods	• Research and explain nutritional needs. • Annotate menus using positives, negatives and justified improvements. • Design a balanced school menu to a brief. • Adapt a recipe and predict how ingredient changes affect sensory and functional properties. • Conduct rating tests and calculate/plot averages.	• Developing a Healthy Menu checkpoint assessment • Annotated menu comparison and designed school menu • Cupcake investigation: prediction, sensory testing, graph and conclusion • Reflection against assessment criteria	• Healthy school-menu design task • Cupcake recipe-adaptation investigation • Sensory analysis and evaluation • Apple crumble practical
Practical progression & multicultural food	• Continued application of hygiene, mise en place and safe equipment use • Kofta preparation and shaping • Multicultural Britain and the influence of different cultures on UK food • Traditional British foods and international influences • Sensory qualities, ingredients and food choice	• Work with increasing independence and time control. • Apply shaping, knife, hob and oven skills safely. • Evaluate finished dishes using sensory vocabulary. • Explain how migration and cultural diversity influence foods eaten in Britain.	• Practical observation and self-evaluation • Multicultural Britain research / response tasks • Retrieval starters and reflective plenaries	• Apple crumble practical • Koftas practical • Multicultural Britain activities and menu exploration
Staple foods, provenance & sustainability	• Meaning and importance of staple foods • Examples of staple foods in Britain and around the world • Why staple foods vary by geography and culture • Food provenance: grown, reared and caught • Local versus imported food and food miles • Life-cycle analysis, environmental impact and packaging • Food security and food waste	• Interpret maps, charts and information about staple foods. • Explain how climate, geography and culture affect food choices. • Trace food from source to consumer and consider food miles. • Evaluate environmental and social impacts across a food life cycle. • Suggest realistic ways to reduce food waste.	• Staple Foods checkpoint assessment • Provenance questions and food-mile investigation • Life-cycle analysis task • Food-security and food-waste questions / plenary	• Staple-food research and data interpretation • Provenance “farm to fork” activities • Home food-mile investigation • Life-cycle analysis and sustainability tasks
Final practical application & review	• Consolidation of heat transfer, nutrition, food safety and provenance • Applying knowledge to a more complex savoury dish • Combining preparation, cooking and organisational skills • Reflection on progress across the Year 8 curriculum	• Select and use equipment safely and efficiently. • Manage ingredients, timing and high-risk foods independently. • Explain cooking methods and heat transfer within a finished dish. • Evaluate practical performance and identify precise next steps.	• Practical teacher observation • Self-assessment / RAG reflection • Retrieval of key knowledge across the unit • End-of-unit test and final grade	• Spinach, potato and chickpea curry practical • Final practical evaluation • “What I now know” reflection and end-of-unit review

Curriculum Map Year 8: Computer Science



Intent:

Our curriculum allows a deep understanding of Computer Science to enable young people to make informed choices in their digital world. This will enable them to prepare for life in the modern world and take advantage of opportunities presented to them. The Computer Science curriculum is designed to equip students with knowledge, understanding, skills and a desire to learn more about the three disciplines within Computing: IT, Digital Literacy and Computer Science. Our broad curriculum allows students to develop transferable skills including the ability to program in various languages, and use of a wide range of hardware and software and devices.

Why I study Computer Science?

Pupils are encouraged to challenge themselves by demonstrating an array of different computing competencies. Our KS3 curriculum reflects the required skills and techniques students need to be confident and independent in a range of Computing skillsets. In school we present and allow opportunities for enrichment such as promoting Computing for girls, code clubs and trips to workplace visits. By the end of KS4 the students will have the skillset and tools to tackle the ever-changing digital landscape.

I learn Computer Science because:

- It allows me to be a critical and lateral thinker.
- It develops my computational thinking and problem-solving skills.
- It increases my digital skills needed for any career path.

Cultural capital/enrichment

We provide students with opportunities to explore beyond the national curriculum in Computer Science. During lessons throughout KS3 we have multiple opportunities for students to display their entrepreneurial skills and creative flair in conjunction with our curriculum which will spark an interest and love of the world of computing. Students will have multiple lessons which will link to real life case studies which we delve deeper in to so that students can see what the digital landscape looks like.

Half Term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
CS Rotation1	8.1 Computer Systems 6 lessons	- Describe how computers receive commands and data - Describe the components that make up a computer - Explain how a computer follow input-process-output to run and execute a program - Identify hardware and software components of a computer - Identify 3 logical operators and logic gates – AND, OR, NOT and associate these with logical operators and expressions - Define artificial intelligence and machine learning	- To develop an understanding of this unique characteristic, learners will compare calculating machines from the past to modern general-purpose computers. They will go over the importance of input, process, and output. - Learners will look at what is classed as a computer and what is not. - Relate work to computing systems that learners see and use every day. The abstract descriptions of how the processor, memory, storage, and communication components interact with each other and function as a system will now be embedded in concrete, familiar scenarios that the learners will investigate. - Computing hardware - look at the architecture used and how devices use similar. - Learners will learn logic gates: NOT, AND, and OR logical operators from programming. Through practice, learners can master the use of logical expressions in software, but it is a different story altogether to uncover the connection between logic and computing hardware.	- Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. - There will also be 2 DIRT assessed written pieces. 2 Spelling Bees per rotation - Test at the end of rotation

			By the end of this topic, students should be able to understand the ins and outs of a computer system.	
	8.2 Binary bits and bobs 6 lessons	- Able to recognise binary code – converting binary to denary and back again - Add 2 binary number together and identify how this has been done - Describe how a character is represented in a computer as a binary number - Explain how binary code is used in images - Explain how binary code is used in digital sound	- Learn the basics of why binary is use and how to convert it to normal numbers. They will try conversions on their worksheets to practice – binary to denary and denary to binary. - Learners will understand that binary is not just for use with numbers. They will learn how to convert binary to denary and into ASCII code - Explore how images and sounds use binary code and represented in many different ways - By the end of this topic, they will learn the basics of converting binary to denary and the other way round. They will identify a number of uses for binary including, audio, videos, images etc.	
	8.3 HTML 5 lessons	- Looking at what makes a good website and how to design a good one - Describe and implement how to use HTML and other components - Design own HTML code using a template	- Learners will begin by considering the power of automation for repetitive tasks, before delving into some practical web page formatting activities using HTML tags. - Learners will begin by recapping the important fundamentals of web page design, specifically the use of tags and their modification. They will explore the structure and operation of the img tag and	

		Feedback and make improvements on their final website	understand how they can be used to 'add' images to web pages. - Learners will start to experiment with using CSS to format tags in a HTML document. They will then progress on to applying their own formatting schemes to work they have already created - Learners will self and peer assess their work. This is proof of their assessment, they will complete a feedback sheet for this. Learners will also make changes using the feedback received. - By the end of this topic, learners will have a functioning website using HTML	
CS Rotation 2	8.4 Introduction to Python	- What is coding - How to create shapes using text based coding - Identify and demonstrate how to use variables and data types in Python - Identify selection in Python - Correct errors effectively in text based coding	- Learners will be introduced to what algorithms and programs are, and how they are different. - Learners will be introduced on why we should learn how to code. They will have the opportunity to design and create their own complex shapes. - Paired programming to allow selection, variables and data types to be demonstrated - Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution. - Proficiency in these fundamentals empowers programmers to create robust Python applications.	- Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. - There will also be 2 DIRT assessed written pieces. 2 Spelling Bees per rotation

	8.5 App development	• What is decomposition • How apps are used in day to day life • Design a solution to a real life problem • Apprentice style presentation	• Learners will decompose the app project that they started last lesson into more manageable steps. Using pair programming they will start to develop their app by working through their decomposed steps. • They will derive the concept of event-driven programming and applying to the app. They will be shown the coding environment and the first steps will be taken using live coding. • They will be proficient in identifying flaws of their design, pros/cons of their code.	• Test at the end of rotation
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Curriculum Map Year 8: Design & Technology



Intent

- Design & Technology encourages students to make informed technological choices, considering global, cultural, ethical, environmental, political, and economic factors.
- Students learn to innovate by combining traditional and modern technologies, focusing on the iterative design cycle to develop creative solutions to everyday challenges.
- The subject integrates mathematics, science, engineering, computing, geography, business, and art.
- It goes beyond practical skills, developing Creative Thinking & Innovation, Problem-Solving, Practical & Technical Skills, Collaboration & Teamwork, Project Management, Analytical & Research Skills, Resilience & Adaptability, Entrepreneurial Thinking, and Attention to Detail.

Why I study DT

Studying Design & Technology provides foundational knowledge in various technology areas in KS3. Progressing to KS4, students delve deeper into a chosen area, gaining confidence, skills, and insight into potential careers. It encourages risk-taking, resourcefulness, innovation, and good citizenship. Emphasising cultural understanding, it explores local, national, and international works and addresses real challenges faced by communities or businesses.

I learn Design & Technology because:

- It allows me to be creative and innovative.
- It develops my problem solving and evaluation skills.
- It increases my understanding of how the world around me has been created.

Cultural capital/enrichment

In year 8 students have the opportunity to participate in extra-curricular clubs with a focus on developing their design, making, electronics and problem-solving skills. Students are encouraged to connect classroom learning to careers in product design, engineering, textiles and manufacturing, and to participate in internal and external design challenges where available.

	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Project: Candy Skull Felt Toy Textile sources and properties Textile properties and uses Textiles and sustainability Task analysis ACCESSFM / prioritising needs Design specification Initial design ideas and development Prototyping and peer feedback Final design / technical drawing Construction methods Manufacturing plan Manufacture –	Understand the difference between natural and synthetic fibres and the sources, properties and uses of common textiles including cotton, wool, silk, polyester, nylon and elastane. Understand environmental and social issues associated with textiles, including fast fashion, Fairtrade and approaches to improving sustainability. Understand how a design context, ACCESSFM and prioritisation can be used to identify user needs and create a measurable design specification. Understand how cultural and visual research can inspire a range of creative design ideas and how iterative development, modelling and peer feedback improve a solution. Understand how final designs and 1:1 technical drawings communicate dimensions, construction and design intent.	Students will identify and compare natural and synthetic fibres and justify textile choices using relevant properties and intended uses. Students will explain environmental and social impacts of fast fashion and describe how more sustainable approaches can reduce these impacts. Students will analyse the Candy Skull felt-toy context, identify the target market and Day of the Dead inspiration, and write measurable ACCESSFM specification points. Students will generate and annotate a range of ideas, develop selected concepts and make two 1:2 scale prototypes to gather and respond to peer feedback. Students will produce a resolved final design and an accurate 1:1 technical drawing with relevant dimensions.	Assessment opportunities are provided throughout the rotation through retrieval questioning, quizzes, verbal feedback, practical observation, self and peer assessment, whole-class feedback, AFL and reflective activities. Key assessed pieces: Candy Skull Felt Toy: • Textile knowledge / checkpoint questions • Design specification • Final felt toy / practical manufacture • Evaluation • End-of-unit assessment Electronics – Portable Light: • Product analysis • Design brief • Final lamp design / 1:1 technical drawing

felt toy Evaluation Reflection / end-of-unit assessment Project: Electronics – Portable Light Design process and iterative design Electrical control systems Electronic components Tinkercad circuit prototyping / Ohm's Law Product analysis Design problem / task analysis Writing a design brief Initial design ideas / mood boards Isometric and oblique drawing Design development Card prototypes	Understand textile construction methods including running stitch, blanket stitch, embroidery and appliqué, and how manufacture is planned using tools, quality control, health and safety and timings. Understand how a finished prototype is evaluated objectively against its specification. Understand the iterative design process and the importance of avoiding design fixation through research, testing, evaluation and refinement. Understand input, process and output within electrical control systems and recognise the function and symbols of common electronic components. Understand how Tinkercad can be used to model and test circuits before manufacture and understand the relationship between voltage, current and resistance through Ohm's Law. Understand how product analysis using ACCESSFM can identify strengths, weaknesses and opportunities for improvement in existing lighting products.	Students will practise and apply running stitch, blanket stitch, embroidery and appliqué, then plan and manufacture a safe, durable and well-finished felt toy. Students will test and evaluate the completed toy against the specification and identify evidence-based improvements. Students will explain the iterative design cycle and apply research, feedback, prototyping and refinement to improve design ideas. Students will classify electronic components as input, process or output devices, recognise circuit symbols and explain component functions. Students will use Tinkercad to create and test digital circuits, apply Ohm's Law and identify components required for a portable lamp circuit. Students will analyse existing lighting products using ACCESSFM and use findings to inform their own design decisions. Students will analyse the portable-light context and write design briefs for	• Practical soldering and manufacturing planning • End-of-unit assessment Students will have regular opportunities to respond to feedback, reflect on their progress and improve work through directed improvement activities.
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	and peer feedback CAD prototyping Final design / 1:1 technical drawing Soldering Manufacturing plan Reflection / end-of-unit assessment	Understand a design problem for a portable safety light and how different user needs can be translated into an appropriate design brief. Understand isometric and oblique drawing and how technical sketching is used to communicate and develop 3D ideas. Understand how card modelling, CAD and 3D prototyping can be used to test and refine a portable lamp design. Understand safe soldering practice and how a logical manufacturing plan supports accurate, safe manufacture.	different users, including children and pets. Students will generate five initial lamp ideas, use mood boards for inspiration, and communicate ideas using annotation, rendering, isometric and oblique drawing. Students will develop designs in response to user feedback, create scale card prototypes, use CAD to model the lamp casing and produce a final 1:1 technical drawing. Students will practise soldering safely and produce a manufacturing plan that includes processes, tools, quality assurance, health and safety and timings.	
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Curriculum Map Year 8: English



Intent: Across both Key Stages, we aim to ensure that our students are able to learn how to **identify** and **explore** the **impact of language** within a variety of different contexts. We explore various genres, forms, structures and purposes of literary works, in order to emphasise the importance of reading and writing as a way of **successfully engaging with the world**, both within the school context and the wider society. At the core, we strive to inspire our young learners to become **competent and confident communicators**, consciously teaching reading and writing skills within every year group, which enables us to demonstrate the progress students make when accessing a multitude of texts which have been produced across the ages for a variety of different reasons.

Through the Key Stages we have designed the curriculum to help our students both improve and refine their reading and writing skills, with a progressively more demanding set of skills taught and revisited throughout the schemes as students travel from Year 7 to Year 11. Specifically, in Year 8, we increase the difficulty of the analytical skills expected within the reading components to include the understanding and explanation of historical context. Within the writing units, pupils are taught to craft language more effectively, building descriptive and narrative skills to be more fluent and sophisticated.

Furthermore, speaking and listening becomes a real focus in Year 8; pupils will develop key presentation, critical thinking and verbal exploration skills through 'Let's Think' lessons and speaking and listening units. We explore the **etymology** of language and how this correlates to the context from within which it was written, aiding our students' ability to **interpret and infer** with greater confidence.

We want to inspire our students to develop their own **love of language**, to become **critical thinkers**, engaging with moral ideas, and to widen their perspectives when establishing their own impressions and opinions when exploring literary materials. Furthermore, we continue to develop our curriculum content to encourage and enable our students to be empathetic with different points of view, to be understanding when analysing and evaluating character and theme and to be able to both speak and write with clarity and purpose.

Why I study English?

I study English because:

- *It enables me to communicate freely and effectively*
- *I understand more about global culture, thought and literature*
- *Having a love of language and literature transports me to other worlds*

Cultural capital/enrichment: In Year 8, students have the opportunity to attend a variety of different theatre trips with the Theatre Club, which has previously included seeing some of the biggest performances in Manchester's theatre district, such as 'Matilda' and '42nd Street'. They can also take part in the various clubs run by the English department: Japanese club and SPARX Reader. There will also be competitions across the year such as creative writing competitions.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Gothic Fiction with a focus on 'Dracula' by Bram Stoker	Pupils will learn: - Study important historical information about the key conventions of Gothic fiction including important philosophical and literacy concepts such as the 'sublime' and 'damsel in distress'. - They will learn high level vocabulary to analyse the text as well explore their etymology (origin of words). - Pupils will also explore different Gothic settings and themes that are incorporated within the stories.	Pupils will develop their analytical writing skills, evidencing their ability to analyse a quote at both phrase and word level. Pupils will become familiar with the concept of exploring historical context to add depth to their writing. Pupils will be able to explore themes within texts and how these can link to/symbolise wider societal issues. Pupils will become familiar with how to use verbs of inference within their analytical writing, as well as identifying, analysing and utilising explicit and implicit persuasive features.	Assessment – Knowledge Check Test and key conventions Spelling Bees of key word vocabulary twice a half term.
Autumn 2	'Romeo and Juliet', by William Shakespeare.	Pupils will learn: - How to access, interpret and analyse Shakespeare's rich and complex language (as well as taking a close look at his characters and themes), developing an understanding of societal expectations;	Pupils will be able to apply their analytical and comprehension skills developed throughout Year 7 and 8 to a more sophisticated and challenging text.	Assessment - Knowledge Check Test and key conventions

		- Pupils will be exposed to a variety of adaptations, in a variety of forms, and will be exploring the relevance of such themes and ideas in modern day society; - How and why writers create such hyperbolic characters and/or plots and exploring the effect of these on both a Jacobean and a 21st century audience; - How language (including figurative language, structure, form, grammar, organisational features etc.) can have meaning; - Develop an understanding of the interpretive possibilities of Shakespeare's drama, as well as the critical reading skills that studying Shakespeare requires.	Pupils will be able to breakdown new and unfamiliar vocabulary and will be able to apply skills taught through exploration of the etymology of words in order to analyse Shakespearean language. Pupils will be able to discuss the effect of the Shakespeare's choices through applying their understanding of the historical context of the Elizabethan and Jacobean era. Pupils will be able to evidence a full understanding of a character/theme/text through successfully cross-referencing from across the play in their analytical responses.	Spelling Bees of key word vocabulary twice a half term.
Spring 1 Mid-Year exam towards the start of this half term.	Social Justice Poetry	Pupils will learn: - How a variety of poets use their poetry to present their ideas/concerns about society. - To identify language techniques such as metaphor, extended metaphor, similes, emotive language and personification and juxtaposition. - To identify poetic techniques such as: refrains, rhyme schemes, enjambment and symbolism. - How to consider how the use of these techniques create meaning and effects on readers. - How to analyse language at word level, exploring connotations and alternative interpretations.	Pupils will be able to: Read, understand and comment on the poetry they read in class. Explain and analyse the poetic techniques at work in the poems. Explain and analyse the language techniques at work in the poems.	Assessment – Mid Year assessment (Reading and Writing) NGRT reading age test. Spelling Bees of key word vocabulary

NGRT reading age test.		-	Comment on the use of structure in poem and how it helps poets convey their feelings and ideas.	(twice across the half term.
Spring 2	Speaking and Listening linked to social justice.	Pupils will learn: - About activism, civil rights and gender equality and how writers' use their experiences to produce speeches regarding these. - How issues such as racism and sexism can be tackled via the written word. - How to research people in real life who they believe have made a significant difference to the world we live in. - About key figures such as: Emmaline Pankhurst, Harvey Milk, Fredrick Douglass and Martin Luther King. - To identify rhetorical techniques these figures used in their speeches to create meaning for their audiences. - How to structure an interesting and compelling informative speech. - How to prepare for their presentation.	Pupils will be able to: Read, understand and comment on the speeches they read in class. Explain and analyse the effect of rhetorical techniques used by speakers. Write engaging introductions to their own speeches to hook the audience's attention. Sustain the interest throughout their whole speech. Predict questions their audiences may ask them.	Assessment – speaking and listening presentation to their class about their significant figure. Spelling Bees of key word vocabulary.
Summer 1	Dystopian Fiction	Pupils will learn: • About the dystopian genre, its common conventions and the genre's history. • About a wide range of extracts from dystopian stories, some classic examples and more contemporary examples. • About the effective planning of story writing and including a range of interesting techniques to create an engaging narrative.	- Practice using a range of language techniques and analysing their effect in extracts. - Using high-level structural techniques for effect. - Using a wide range of punctuation for effect.	Assessment - Knowledge Check Test on key conventions, themes and writing skills Spelling Bees of key word vocabulary

		- About writer's intent in writing their stories (such as their message to their readers or comment on their own experiences). - About moral and controversial issues in society today which have influenced a lot of the writers and their stories.	- Experimenting using different narrative perspectives and dystopian conventions to create an interesting story. - Online research skills in end of unit scheme.	(twice across the half term.
Summer 2 End of Year exam.	'Pygmalion' by Bernard Shaw	Pupils will learn: - Students are introduced to satire and comedy, exploring how the dramatic form conveys ideas about social hierarchy and class in the early 20th century. Students also develop knowledge of the early 20th century context to fully understand the key ideas and themes of the text. They are supported to explore Shaw's authorial purpose and the presentation of themes. - Students should be taught to read critically through knowing how language presents meaning. - Students explore the differences between Standard and non-standard English, and how Shaw uses different forms of English to convey meaning. - Students will produce a response to the presentation of a theme across the full text	Students will be able to: -Write about a text as a construct -Develop their critical and analytical skills and deepen their understanding and ability to write academically - Describe a writer's perspective and the message conveyed through a text, or how a text relates to societal concepts or exploration of the human condition. -Identify and explain the difference between Standard and non-standard English.	Assessment – end of year exam (Reading and Writing) Spelling Bees of key word vocabulary (twice across the half term.

Curriculum Map Year 8: Geography



Intent: Geography at Sale High School is intended to provide a wealth of knowledge about the world. We investigate topics on various scales, in locations close to home and far away. This helps us to appreciate the beauty, excitement, wonder, and problematic nature of the world we live in. Geography lessons encourage students to apply their own knowledge, understanding and judgement of theories studied in class. We also gain knowledge from practical experiences and at times we debate critical issues. From this we hope that each student can gain their own unique but well-informed understanding of how they are shaping the world around them, and how it shapes them in return.

In Year 8 students develop their ability to explain process in different contexts. In doing so they begin to understand the forces that drive change on Earth and can make sense of them. Recognising that change is inevitable helps us to overcome fear of change and prepares us for our futures in an increasingly dynamic world. Layers are added to topics studied in Year 7, when we build on *Development* to look at *Population*. The erosive processes we studied in *Rivers* are applied to *Coasts* and we wonder at how the power of tectonic events and weather systems affect the lives of people.

Why do I study Geography?

I study Geography because:

- It helps me to understand the wider world.
- I can better appreciate diversity.
- I will become a global citizen who can make a positive change.

Cultural capital/enrichment

Fieldwork opportunities – Trip to Delamere Forest to study ecosystems.

Read – News stories about current tectonic hazards and weather events.

Watch – *Coast* and *Planet Earth* on BBC iPlayer.

Do – Write a weather diary every day for two weeks and see how high- and low-pressure systems are affecting the conditions over time.

Visit the coast and consider how the sea is affecting the landscape and the lives of people who live and work in that area.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Population	- How populations are distributed around the world - The significance of birth rate and death rate in creating ageing population and youthful populations - Different types of migration and its causes - A case study of migration to the UK	- Completing population pyramids - Analysing population pyramids to describe age and gender structure - Use graphs to identify trends in changes to birth rate, death rate and population change.	Checkpoint Assessment: Short answers to test the knowledge gained in this half term's Geography lessons.
Autumn 2	Coasts	- Natural process of weathering and erosion at the coast - Features of erosion at the coast - Beaches and the processes that affect them - Ways of managing erosion at the coast - Other issues and challenges at the coast	Drawing and annotating diagrams to illustrate different stages of a process.	Extended writing task to decide which management strategies are most suitable for a coastal area.
Spring 1	Tectonics	- The structure of the Earth and the significance of tectonic plates - The ways that tectonic plates move and the reasons why they move - The impacts of different tectonic events - The reasons why people choose to live in tectonic zones	- Using maps to identify patterns of instances of tectonic events and plate margins. - Categorising effects and responses of tectonic events.	Mid-Year Exam: A range of question types to test the knowledge and understanding of topics studied so far this year.
Spring 2	Fieldwork	- Deciding on suitable hypotheses - Considering risks - Designing suitable data collection methods - Carrying out fieldwork in a local ecosystem	- Following the sequence of investigation. - Presenting data in the form of graphs, maps and/or annotated images. - Analysing information to come to a conclusion.	Checkpoint Assessment: Short answers to test the knowledge gained in this half term's Geography lessons.

Summer 1	Ecosystems	• The link between climate and global biomes • The features of different biomes • Threats to different biomes • How biomes can be managed	• Using bar charts and line graphs to analyse data. • Creating a scale drawing to show features of an ecosystem.	• Extended writing task to decide if the management of a local ecosystem has been successful.
Summer 2	Weather Systems and Climate	• Factors affecting climate • The impact of air pressure • The causes and impacts of extreme weather events in the UK and elsewhere	• Recognising features on synoptic charts. • Using skills to identify features of the weather.	• Summer Exam: A range of question types to test the knowledge and understanding of topics studied throughout Y8.



Intent:

The History Department aims to develop **curious, knowledgeable** and **critical thinkers** who can **understand** the complexities of the past, **evaluate** historical evidence, **appreciate diverse perspectives**, and **engage thoughtfully with the world around them**.

The History Department is committed to developing knowledgeable, thoughtful and intellectually curious young people who can understand the complexities of the past and make informed judgements about the present. Through a rich and diverse curriculum, we aim to equip students with the substantive knowledge, disciplinary understanding and literacy skills needed to succeed academically and engage confidently with the wider world.

As a diverse department, we value the different experiences, perspectives and expertise that our staff bring to our teaching. We believe that all students, regardless of background, deserve access to a challenging and ambitious history curriculum that inspires curiosity, develops critical thinking and promotes high achievement.

We are committed to excellence in historical scholarship, enquiry and understanding. Through a rigorous and engaging curriculum, students will develop both substantive historical knowledge and the disciplinary skills needed to think, read, write and argue as historians.

Year 8: In Year 8, we begin with the **Tudors**, exploring how monarchs such as Henry VIII and Elizabeth I transformed England through religious change, political challenges and powerful leadership.

We then investigate the **English Civil War**, a period of conflict that divided the country and challenged the power of the monarchy, raising important questions about authority and government.

Next, we examine the growth of the **British Empire** and the **transatlantic slave trade**, considering Britain's global influence, the experiences of enslaved Africans, and the campaigns that eventually led to abolition.

We then explore the **Industrial Revolution**, discovering how new inventions, factories and industries transformed Britain's economy, society and everyday life. By the end of Year 8, students will have developed a deeper understanding of how power, conflict, empire and change have shaped Britain and the wider world, while continuing to build the historical skills needed to analyse evidence, assess interpretations and construct well-supported arguments.

Why I study History?

I study History because:

- It helps me to develop a clear sense of identity
- I will appreciate the accomplishments of previous generations
- Learning from the past helps create a better future

Cultural capital/enrichment:

History encourages students to question, debate and evaluate a wide range of historical issues. Throughout Year 8, students continue to develop their ability to analyse causes and consequences, assess significance, evaluate interpretations and use historical evidence to construct well-supported arguments. These disciplinary skills are embedded throughout each topic, helping students to think critically about how individuals, groups and events have shaped the world around them.

To support learning beyond the classroom, we encourage students to engage with a variety of age-appropriate historical resources that broaden their understanding of the past. Educational programmes such as *Horrible Histories* can provide an engaging introduction to key people and events, while channels such as *Simple History* (recommended for students aged 13+ due to some graphic content) can help reinforce and extend classroom learning. Websites such as BBC Bitesize also offer useful summaries, knowledge organisers and revision activities linked to many of the topics studied throughout the year.

Our Year 8 curriculum explores some of the most significant periods of change in British and global history. Students begin with the Tudors, investigating how religious conflict, political power and influential monarchs reshaped England. They then examine the English Civil War, considering competing ideas about authority, monarchy and government. As the year progresses, students explore the British Empire and the transatlantic slave trade, investigating Britain's global influence alongside the experiences of enslaved people and the campaigns for abolition. Finally, students study the Industrial Revolution, analysing how technological innovation transformed industry, society and everyday life.

To enrich classroom learning, Sale High School offers a range of Humanities opportunities that encourage students to engage with history beyond their lessons and make meaningful connections between the past and the present. Through the study of a diverse range of sources, experiences and perspectives, students develop a deeper understanding of themes such as power, conflict, empire, change and social justice.

By the end of Year 8, students will have built a secure understanding of how Britain and the wider world changed between the sixteenth and nineteenth centuries, providing a strong foundation for the modern history topics they will encounter in Year 9.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	The Tudors	Students will be able to: • Explain the causes and consequences of the Protestant Reformation in England. • Assess the impact of religious change under the Tudor monarchs. • Evaluate the challenges faced by Tudor rulers and how they responded to them. • Investigate the diversity of Tudor England and assess the experiences of different groups within society. • Reach supported judgements about whether Elizabethan England was a "Golden Age".	Students will know: • The criticisms of the Catholic Church and the role of Martin Luther in the Protestant Reformation. • The reasons Henry VIII broke with Rome, including the desire for a male heir and challenges to papal authority. • Religious changes under Edward VI, Mary I and Elizabeth I. • The Pilgrimage of Grace and reactions to religious reform. • The diversity of Tudor England, including the experiences of people from Africa living in England. • The challenges Elizabeth I faced, including religion, legitimacy, marriage and foreign threats. • The Religious Settlement, Catholic plots and the Spanish Armada. • Features of Elizabethan society, including theatre, leisure, poverty and exploration.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments

Autumn 2	The English Civil War	Students will be able to: • Explain the causes of the English Civil War. • Analyse the experiences of different individuals and groups during the conflict. • Evaluate the significance of key events and individuals during the Civil War period. • Assess the impact of political and religious change on England between 1625 and 1707. • Reach reasoned judgements about the extent of change during the seventeenth century.	Students will know: • The problems faced by James I and Charles I, including religious and political tensions. • The causes of the English Civil War, including the role of Parliament, taxation and religion. • The experiences of ordinary people during the war, including the Verney family. • The role and effectiveness of Cromwell's New Model Army. • The causes of the rise in witchcraft accusations during the Civil War. • Different interpretations of Oliver Cromwell's rule as Lord Protector. • The causes and consequences of the Restoration and Glorious Revolution. • How and why the United Kingdom was formed in 1707.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
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Spring 1	Transatlantic Slave Trade	Students will be able to: • Explain how the transatlantic slave trade operated. • Analyse the experiences of enslaved people during transportation and enslavement. • Assess the different forms of resistance used by enslaved people. • Evaluate the role of individuals and groups in campaigns to abolish the slave trade. • Reach supported conclusions about why Britain abolished the slave trade in 1807.	Students will know: • The stages and operation of the Triangular Trade. • The conditions experienced by enslaved Africans during the Middle Passage. • The experiences of enslaved people on plantations in the Americas. • The different ways enslaved people resisted slavery, including cultural resistance and rebellion. • The contributions of individuals such as Olaudah Equiano, Mary Prince, Thomas Clarkson, William Wilberforce and Granville Sharp. • The economic and religious arguments that contributed to abolition.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
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Spring 2	The Industrial Revolution	Students will be able to: • Explain the causes of the Industrial Revolution. • Assess the impact of industrialisation on transport, work and living conditions. • Analyse the experiences of different social groups during the Industrial Revolution. • Evaluate whether industrialisation represented progress for all people. • Use evidence to make supported judgements about the significance of industrial change.	Students will know: • The causes of the Industrial Revolution, including agricultural developments, technological innovation, population growth and urbanisation. • How transport changed through the development of railways, roads and canals. • The contributions of key individuals such as James Watt, George Stephenson and Isambard Kingdom Brunel. • The role of protest movements such as the Chartists, Tolpuddle Martyrs or Match Girls. • The experiences of women during industrialisation. • The experiences of children and the impact of child labour. • The social, economic and political consequences of industrial change.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
Summer 1	The British Empire	Students will be able to: • Describe the features of medieval West African kingdoms. • Explain why Mali became one of the wealthiest empires in the medieval world. • Assess the significance of Mansa Musa and his rule. • Evaluate the impact of trade, religion and	Students will know: • The reasons Britain built a global empire, including trade, industrialisation, naval power and military strength. • How Britain acquired and governed territories in India and Africa. • The experiences of indigenous populations living under British rule. • The social consequences of empire, including healthcare developments and racial divisions.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments

Summer 2		leadership on the development of Mali.	• The political consequences of empire, including resistance movements and demands for independence. • The economic consequences of empire for Britain and its colonies. • The military significance of empire and the use of force to maintain control. • Different historical perspectives on the legacy of the British Empire.
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Curriculum Map Year 8: Religion and Ethics



Intent:

At Sale High School, our aim for Religion & Ethics is to provide students with an academically rigorous study of religious beliefs and practices, and broader ethical questions. Our curriculum empowers students to thrive in a diverse, multi-faith society by fostering a deep understanding of different religious and non-religious worldviews. Students will gain a strong disciplinary knowledge, enabling them to explore, critically, different religions and worldviews and fully analyse and evaluate different teachings and practices. This equips students to address moral and ethical dilemmas and become well-rounded individuals who are academically proficient, culturally sensitive, and morally responsible.

Sequencing:

At KS3, students will begin by exploring the fundamental philosophical inquiries such as “What is a worldview?”, leading into an in-depth examination of various religious traditions, such as the Abrahamic Religions in Year 7 and the Dharmic Religions in Year 8. Students will also receive an opportunity to engage with moral philosophy, considering different ethical theories and their application to topics such as fast fashion, abortion, euthanasia, capital punishment, and more. These ‘big questions’ encourage students to use the disciplinary knowledge that is acquired across other humanities subjects to analyse and examine contemporary topics. This will also allow students to critically explore the significance and impact that different interpretation of scripture can bring to different worldviews and religious practices. At KS4, students can opt to complete the Religious Education GCSE course through the AQA exam board. This GCSE course builds upon students’ knowledge of Islam and Christianity, whilst also continuing to develop the disciplinary knowledge to critically analyse scripture and examine the influences of religious belief on human behaviour. It also encourages students to develop skills of empathy and cultural understanding, preparing them for thoughtful and inclusive engagement in an increasingly diverse world.

I study RE because:

- I learn more about spirituality, faith, diversity, and belief
- I feel empowered to make a positive contribution and make informed moral choices
- I learn more about how beliefs and values affect current issues and cultures.

Cultural capital/enrichment

RE provides opportunities for authentic interfaith dialogue, spending time considering the religious make-up of Great Britain, Greater Manchester and Sale, understanding the ways in which we can celebrate diversity in our local communities. The focus in year 7 is on understanding the disciplines of philosophy, theology and sociology. Pupils are encouraged to read texts for meaning and use contextual knowledge to build a deeper understanding of the meaning being conveyed. This provides cross-curricular skills which can enhance understanding in History, Geography, Literature and Languages. Pupils use statistical skills to understand data about social attitudes and religious affiliation, this provides an opportunity for the practical application of skills from mathematics. The study of religions also provides opportunities to link with MFL and geography in enhancing pupils understanding of the culture and traditions of different places. Students also benefit from an interfaith club where they can explore other cultures and traditions and celebrate the diversity of the school.

Unit	Topic (Lens)	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative)
Unit 1	Religious Authority (Theology, Sociology)	Students will be able to: - Describe the origins of Judaism from Abraham to Moses. - Describe Jesus' role as prophesised Messiah and founder of Christianity. - Analyse and compare the Jewish and Christian approaches to sharing the messages of God. - Analyse and interpret the form, context, language and influence of holy texts, such as the Torah, Talmud, Bible. - Describe the leadership structure of Judaism and Christianity, including denominational differences.	Students will know - Stories of the life of Abraham as the founder of Judaism, including the covenant with God. - Stories of the life of Moses as a descendent of Abraham, including the Exodus from Egypt and the receiving of the 10 Commandments. - Stories of the life of Jesus, including his upbringing in Jewish tradition and his understanding of Jewish law. - Jews don't accept Jesus as the messiah, while Christians see him as the fulfilment of prophecies. - Sources of authority, including the Torah (central holy text containing laws), Talmud (records of discussions about applying the Torah to daily life) and Bible and Church leadership (development through apostolic succession and protestant reformation).	Independent Practice. Keywords and Definitions quiz.

Unit 2	Study of Islam (Theology, Sociology)	Students will be able to: - Describe Muslim beliefs about the nature of Allah. - Describe the form and context of sources of authority, such as the Qur'an and the Sunnah. - Explain the importance and influence of the Prophet Muhammad's life, including the events of the Hijrah and the Conquest of Mecca. - Explain the division between Sunni and Shi'a Muslims. - Consider the sociological study of various aspects of Islam, such as festivals (e.g. Eid ul-Fitr), Sharia Law, and Gender roles.	Students will know: - The place of Islam is an Abrahamic faith, sharing roots with Judaism and Christianity, and recognising shared prophets including Adam, Noah, Abraham, Moses, and Jesus. - Allah through the concept of tawhid (Allah is the one God), eternal, all-powerful, and creator and judge of the world and humanity. - Stories of the life of Prophet Muhammad, including the revelation of the Qur'an, the Hijrah and conquest of Mecca, the Final Sermon). - Sources of authority, such as The Qur'an (believed to be the literal word of Allah) and the Sunnah (Muhammad's teachings and actions). - The Five Pillars of Islam are: Shahada (faith), Salah (prayer), Zakat (charity), Sawm (fasting during Ramadan), and Hajj (pilgrimage to Makkah). - The diversity within Islam, including Sunni and Shia traditions and their origins. - Different schools of thought and interpretations of Sharia, while contemporary discussions continue around gender equality and the role of women in Islam.	Independent Practice. Keywords and Definitions quiz. Winter Exam
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Unit 3	Introductions to the Dharmic Faiths (Theology, Sociology)	Students will be able to: - Explain the origins of the Dharmic traditions to the ancient traditions of the Indian Subcontinent. - Explain the common geographical origins between the Dharmic faiths and the shared core beliefs (e.g. Samsara, karma and liberation) - Explain the concepts of cyclical and linear time and how they apply to Abrahamic and Dharmic traditions. - Examine the impact of migration, the British Empire, and expulsion from Uganda have had on the population of the Dharmic faiths in Britain.	Students will know - The concept of Dharma (duty) and its influence on human behaviours, justice, and living in harmony with the world. - The three main Dharmic traditions in the world (Hindu Dharma, Buddhism and Sikhi). - The impact of British colonial rule on the Dharmic faiths, particularly Hindu Dharma. - The concept of Ultimate Reality as a source of truth, something to be realised within oneself, and a goal to understand or connect to reality. - The concept of Cyclical Time, through Samsara and the understanding of reincarnation and liberation (moksha, nirvana or mukti).	Independent Practice. Keywords and Definitions quiz.
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Unit 4	Study of Hindu Dharma (Theology, Sociology)	Students will be able to: - Understand the concept of Brahman as ultimate reality and analyse how it differs from the ideas of God in other religions. - Describe the role of the Trimurti and how symbolism in murtis can help Hindus connect to aspects of the divine. - Describe the concepts of Sanatana Dharma and Varnashrama Dharma and how they help Hindus live meaningful and responsible lives. - Use form, language and context to understand sources of authority, such as The Vedas and Bhagavad Gita. - Examine the impact of worship, festivals and rituals on the believer, including Puja, pilgrimage, Diwali, Namakarana, etc.	Students will know: - The Hindu belief that Brahman is the ultimate reality that transcends creation and the atman (soul) is considered eternal and identical to Brahman. - That Hindu Dharma accommodates monotheistic, polytheistic and pantheistic perspectives as it acknowledges one supreme reality while revering multiple deities. - The significance of Hindu worship, including Murtis, Mandirs, shrines, puja. - The significant sociological impact of rituals (Namakarana and funerals), festivals (Diwali) and pilgrimage (The Kumbh Mela) as ways to connect with the Hindu community and with Ultimate Reality. - The concept of Ahimsa (non-violence) and the ways in which this principle informs daily life.	Independent Practice. Keywords and Definitions quiz.
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Unit 5	Study of Buddhism (Theology, Sociology, Philosophy)	Students will be able to: - Describe the origin of Buddhism from within a Hindu society. - Explain the importance of the Four Sights. - Explain what the Four Noble Truths teach Buddhists about suffering. - Explain and evaluate the influence of the Five Precepts and the ways in which they help to reduce suffering. - Explain how Metta and Karuna help Buddhists achieve Nirvana, describing the link between actions and consequences. - Examine the concept of monastic life in Theravada Buddhism. - Explain the importance of Bodhisattvas within Mahayana Buddhism.	Students will know: - Stories of Siddhartha Gautama who became the Buddha or 'enlightened one', including the Four Sights, the rejection of the caste system, and his extreme asceticism. - The nature of the Buddha's authority as derived from his own personal experience of enlightenment, which he shared with others as a path to liberation from suffering, including the four noble truths. - The Eightfold Path as providing practical guidelines for ethical conduct, mental discipline and wisdom. - The nature of the Three Jewels (Buddha, Dharma, Sangha) which guide Buddhists on the right spiritual path. - The nature of Theravada Buddhism, prominent in Sri Lanka and Southeast Asia, which emphasises personal enlightenment through monastic life and meditation. - The nature of Mahayana Buddhism, practised in East Asia, which emphasises compassion and the role of the Bodhisattvas: enlightened beings who help others to attain nirvana. - An appreciation of how Buddhism has adapted to different cultures, resulting in diverse practices and traditions across regions.	Independent Practice. Keywords and Definitions quiz. Summer Exam
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Curriculum Map Year 8: Science

Science Intent Statement - The Science department at Sale High School follows a 5 year in depth, knowledge rich Science curriculum which covers all aspects of the National Curriculum, supported by using the United Learning Year 7 – 9 structure. At Key Stage 4 we offer both Combined and Triple Science GCSEs through the AQA exam board.

Practicals play a key role in developing pupil's skills, practicals will be used to develop scientific enquiry skills collecting, recording and processing data. The Science curriculum is further enriched through Science club, Sale Scholars, Physics Olympiads and Science ambassadors.

We have a high level of pupils opting to take triple Science and great progression onto Science based A levels and University courses, we believe this is due to having high expectations, strong work ethic and most importantly our desire to develop pupils love for Science and thirst for knowledge.

Why study Science?

"I learn science because:

- It develops my analytical and problem-solving skills.
- It increases my fundamental knowledge, linked to real life situations
- It helps me to develop my curiosity about the world around us."

Cultural capital/enrichment - Year 8 students have the additional opportunity of taking part in science club where students get the opportunity to carry out fun experiments that are different to those in lessons.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	8:01 Heating and Cooling	Pupils will learn: Substantive knowledge The unit builds on the students' prior understanding of 'Matter' introduced in Year 7 [7.C1.01 Particle model of matter], where they learnt the physical properties of the three states of matter, using the particle model to explain this. In this unit, students use ideas about the particle model and energy transfer to describe and explain temperature and the cause of any change to it. They develop an understanding of how parts of a system interact to bring about change or maintain a constant temperature, even if external temperatures are very different. They are then introduced to line graphs to show the change in temperature over time, in the first instance testing the effect of energy supplied to matter.	Pupils will learn to: Disciplinary knowledge (Working Scientifically) Students develop their understanding of how high-quality data is planned for, with emphasis on how methods are planned for to reduce measurement error and its impact. Enquiry skills build, to develop skills of measurement of temperature, and ways of identifying paths along which energy has transferred. Analysis skills include the interpretation of rate-graphs.	

		This leads to the notion that the change in temperature can vary across situations, to introduce the concept of rate of change (of temperature). This allows a deep dive into other variables that may affect temperature change: mass, starting temperature, and temperature difference between objects. The unit then begins to explore the energy in thermal stores of matter, to differentiate between this and temperature. They develop an understanding of the effects of mass, temperature and material on the amount of energy bulk matter has in its thermal store and later, how this affects its energy transfer to other objects. Students are introduced to the three (main) processes of thermal transfer; firstly, thermal conduction and the associated ideas of thermal conductivity and thermal insulators. Before continuing to the other processes, internal energy is introduced, to develop a deeper understanding of particle separation during heating and cooling. Sublimation is introduced here. Students then learn the basics of thermal expansion, pressure and density, before meeting convection, including its place in a few real-world examples. The unit continues with thermal transfer by radiation, to explain how surface colour, texture and surface area can affect temperature change. The unit culminates with students exploring STEM design, applying the concepts met.		
	8.02: Earth and the Atmosphere	Substantive Knowledge Building on their prior understanding of particles, mixtures and chemical changes from Year 7, students will explore the dynamic structure and processes of the Earth and its atmosphere. Students will begin by examining the internal structure of the Earth and the theory of continental drift before investigating the formation and characteristics of igneous, sedimentary and metamorphic rocks. Through this, students will develop a deeper understanding of the rock cycle and the processes of weathering and erosion. The unit then transitions to the formation of fossils and fossil fuels, linking chemical changes and energy resources to real-world contexts. Students will evaluate the extraction and use of fossil fuels, considering both scientific and environmental perspectives. Finally, students will study the composition and evolution of Earth's atmosphere and explore the science behind the greenhouse effect and global warming, connecting their learning to current environmental issues.	Disciplinary Knowledge (Working Scientifically) Students explore how scientific theories evolve. By studying the theory of continental drift, students learn how theories are proposed, supported by evidence and refined over time. They also revisit peer review, understanding its importance in ensuring the trustworthiness of scientific claims. Students examine the use of models, particularly in explaining the structure of the Earth. They consider the strengths and limitations of models, recognising that while models help visualise complex systems they are simplifications that may change with new evidence. Students build on Year 7 data skills by interpreting pie charts and qualitative observations. They apply these skills to analyse the composition of Earth's crust and atmosphere, developing their ability to extract and interpret scientific data. Students explore the global impact of scientific research. They consider the benefits and drawbacks of fossil fuel extraction and use and	

		conditions. They examine leaf adaptations and gas exchange through stomata, linking structure to function. The unit then extends to plant growth theories and the movement of water through transpiration, reinforcing key biological processes. Students investigate how plants contribute to atmospheric balance, connecting this to prior learning about changes in Earth's atmosphere. Finally, students consider plants as producers and the role of pollinators, highlighting their importance in food security and biodiversity.	by experiment, and they describe how new evidence has shaped current thinking. Students develop their ability to plan investigations by forming hypotheses and predictions based on research questions. They learn to identify and manage independent, dependent and control variables where possible, and to collect systematic observations when variables cannot be manipulated. Students also consider safety in practical work, recognising hazard symbols and understanding the risks associated with using chemicals. Students process raw data, including calculating frequency, and make accurate qualitative observations, such as drawing biological specimens like leaves and stomata. They evaluate limitations in their data and suggest alternative methods or extensions to improve reliability and scope. Students explore how technological developments, such as recording devices that allow repeated or slowed observation, have expanded scientific knowledge. They also examine how STEM workers apply scientific advances to solve agricultural challenges, linking plant science to real-world challenges and sustainability.	
Spring 1	8.05: Electricity 1	Pupils will learn: Substantive Knowledge Building on their prior understanding of electricity met at KS2, students gain confidence to build complete working circuits and about their components; they learn to relate the real circuit to its circuit diagram and make their own real version of it. Students are introduced to the unfamiliar concept of electrical charge to describe what moves around a circuit when 'electricity' flows. Electrostatic forces explain why there is a net movement of charged particles when an energy source is applied to a circuit. Students then measure current in parts of different series circuits; they learn that current is the same in all parts of the circuit, and that it is affected when the number of components change. Supply voltage, an 'electrical push', and its effects on current are studied, along with components. Energy transfer and how changing the push affects the current, that a higher current transfers energy faster, and adding components resists flow and transfers more energy, reducing current, even at the same voltage. Students measure voltage across components and consider	Pupils will learn: Disciplinary Knowledge (Working Scientifically) Students develop the concept of validity further, adding an understanding of what is meant by precise measurements. They learn how to set up simple series circuits using circuit diagrams and how to measure current and voltage. Students build on data skills by refining their understanding of the presentation of all data and how to do so clearly, ready for peer review. Students consider applications of electricity in the design of domestic appliances for efficiency and of new transport; they explore the effects of the world's increasing demand for electricity, especially on the environment. They continue to build their knowledge of units and formulae, here related to current and power.	

	8.06 Interactions and independence	mechanisms for transfer. Power is formally introduced as the rate of energy transfer, along with its formula. The final section of the unit explains domestic electricity and its appliances. They learn how to calculate the financial cost of appliance use and explore the impact on the environment of household choices, including the use of efficient appliances. Substantive Knowledge Building on prior learning about photosynthesis, leaf adaptations, the role of plants as producers and their understanding of fossil formation, fossil fuels and atmospheric changes, students now explore how living organisms interact and depend on each other for survival. The unit begins with ecosystems, food chains and food webs, showing how energy (biomass) flows through feeding relationships and how changes in one population affects others. Students learn about interdependence and explore how population size changes due to births, deaths, migration and factors such as predation, disease and human activity. Students then examine predator-prey relationships and bioaccumulation, understanding how population changes and toxins impact ecosystems. They also consider human impacts such as fertiliser use, pesticides and conservation efforts, linking these to food webs and bioaccumulation. Students study the role of decomposers in decay and nutrient recycling and investigate how conditions affect decay and how composting supports nutrient recycling. Students then examine the processes involved in the carbon cycle and link this to deforestation and climate change challenges. The unit then moves to classification, competition and adaptations, helping students understand how organisms are grouped and how they survive in different environments. Finally, students explore natural selection, evolution and extinction, learning how advantageous characteristics become more common over generations and how environmental changes and human activities can lead to species loss.	Disciplinary Knowledge (Working Scientifically) Students will explore how scientific models represent unseen processes, like predator-prey interactions, and how scientists use them to make accurate predictions. Students will revisit datalogging in the context of technology used by researchers to monitor populations, to study predator-prey interactions, behaviour, habitats and to support conservation efforts. Students will examine how applying science impacts society and environment, including land use, fertiliser and pesticide demand, and the wider consequences of scientific solutions.	
Spring 2	8.07 Forces and work	Pupils will learn: Substantive Knowledge Motion and Forces - Students build on their practical experience of pulleys, levers and gears and simple forces and are taught about moments and balance; simple machines; work done and Hooke's law. Their knowledge of	Pupils will learn: Disciplinary Knowledge (Working Scientifically) The validity of scientific research can be judged on the validity of conclusions and the evaluation of the research. Students should be able to identify how scientific claims can be judged for their validity.	

		pressure in the context of gas pressure is formalised here with the equation that connects pressure, force and surface area.	Students should be able to describe the extent to which data is valid. Students should be able to comment on the validity of conclusions based on the list above.	
Summer 1	8.08 Acids and Alkalis	Pupils will learn: Substantive Knowledge Building on students' prior understanding of materials and their properties from KS2, as well as their Year 7 learning about particles, pure substances, mixtures and chemical reactions, this unit develops students' knowledge of acids, alkalis and neutralisation. The unit opens with the concept of acids and students learn what makes a substance acidic or alkaline and encounter examples from everyday life. They learn simple indicators, such as litmus and red cabbage indicator, to observe chemical evidence of acidity and alkalinity. Students then develop an understanding of the pH scale, learning how it provides a continuous measure of acidity and alkalinity and how universal indicator (and pH meters) can be used to make more precise observations. Students then apply their developing understanding by investigating a range of household and laboratory acids and alkalis. This leads into the reactions of acids with metals, in which students observe the formation of new substances. They explore patterns in these reactions and link them to evidence of chemical changes, such as gas production and temperature change. Students study neutralisation reactions, learning how acids react with alkalis to form salts and water. This knowledge is applied through a structured antacid investigation, where students evaluate how effectively different antacid tablets neutralise acid. Students then extend their understanding of chemical reactions by examining how acids interact with metal oxides and non-metal oxides. This includes linking non-metal oxides—such as carbon dioxide and sulfur dioxide—to the formation of acid rain. Students draw on their earlier learning from Units 8.01 and 8.02 about the atmosphere, combustion and air quality, allowing them to connect chemical reactions to wider environmental issues such as weathering and pollution.	Pupils will learn: Disciplinary Knowledge (Working Scientifically) Students develop their understanding of laboratory safety by learning to identify hazard symbols such as corrosive, toxic, flammable and harmful to the environment. They apply this knowledge when handling acids and alkalis, considering risks from contact, inhalation or ingestion, and selecting appropriate control measures with guidance. They learn that scientists consult safety services such as CLEAPSS when planning methods. Students also strengthen their measurement skills through the use of pH indicator scales, practising accurate pH readings and using spotting tiles to compare indicator results systematically. They carry out techniques for testing substances with indicators and refine their use of equipment. In the antacid investigation, students identify independent, dependent and control variables and understand how managing these supports valid enquiry. Students construct clear tables in advance of practical work and represent data using suitable charts, including bar charts for discrete or categorical data. They draw basic conclusions that link directly to evidence and evaluate the reproducibility of their findings. Students explore how technology such as pH meters increases accuracy and how scientific knowledge informs industry, including the role of catalytic converters in reducing acid rain.	
	8.09 Nutrition and digestion	Substantive Knowledge Building on students' prior learning at KS2 about balanced diets, food groups and the digestive system, as well as their Year 7 knowledge of cells and organ systems, this unit develops students' understanding of nutrition, digestion and	Disciplinary Knowledge (Working Scientifically) Students consider how scientific knowledge about nutrition and digestion is developed and evaluated. They explore peer review in the	

		how the body obtains and uses energy from food. The unit begins with healthy diets and nutrition, where students explore the components of a balanced diet, consider dietary needs for different individuals and evaluate the consequences of poor diet, including deficiencies and long-term health effects. Students then focus on the chemistry of carbohydrates, proteins and lipids. They link structure to function and revisit ideas about energy stores and transfer, developing their understanding of how energy is released from food through respiration. The unit then moves to digestion, where students distinguish between mechanical and chemical processes and explore the role of enzymes in breaking down large, insoluble molecules into small, soluble ones. They identify key digestive enzymes and extend their understanding by studying the roles of the liver, pancreas and gallbladder, including the function of bile in lipid digestion. Students next explore absorption and transport, explaining how digested nutrients are absorbed and why they must be transported around the body. They link the digestive and circulatory systems, building on their prior knowledge of organ systems. Students then deepen their understanding of enzymes as biological catalysts, examining how enzyme activity is affected by temperature and pH, including the concept of denaturation.	context of dietary claims and study models of digestion and enzyme action, recognising their uses and limitations. Students develop practical skills through food tests, enzyme investigations and enquiries without a fixed hypothesis such as the energy in food investigation. They identify and manage hazards, carry out risk assessments, and use equipment such as water baths to control variables. Students record and present data using tables, charts and graphs, identify patterns, draw simple quantitative conclusions, and recognise how random error can be reduced. Students use appropriate units, including milligrams, ensuring measurements are accurate and suitable for the investigation.	
Summer 2	8.10 Space	Pupils will learn: Substantive Knowledge Students revisit the basics of space physics (KS2) and are taught about a wider range of celestial bodies, their orbits and their groupings (including galaxies). They revisit day and night (KS2) and are taught <i>why</i> day length varies with seasons and why the Sun appears to move across the sky. They are also taught how the Earth's tilt causes seasons. Students also explore the nature of stars and galaxies and the scale of the universe. Motion and Forces - Students build on understanding of gravity force (7.02) to calculate weight, and therefore how weight is different on Earth to on the Moon. They are also introduced to orbits (but, at this stage, are not expected to explain <i>why</i> bodies orbit one another). Waves - Students revisit the transmission of sound and light, in the context of space as a vacuum	Pupils will learn: Disciplinary Knowledge (Working Scientifically) Students should be able to describe an example of how scientific theory has developed over time, transitioning from geocentric to heliocentric models in astronomy. Students should be able to identify possible observer bias (8.10). Students should be able to identify the standard unit and other commonly used units for the quantities.	