

# Year 8 Curriculum



	Curriculum Coverage	Assessment	Careers	Be More	Ways to support at home
English	<p>Across year 8 students study 5 units of work on a theme of <b>community and relationships</b>.</p> <p><b>Unit 1:</b> <i>Relationships poetry</i>. A study of a selection of poems that look at different types of relationships. Analysis of how language structure and form are used to express emotion.</p> <p><b>Unit 2:</b> <i>19<sup>th</sup> Century Ghost stories</i>- 19th century fiction. Reading and understanding how writers use description to develop character, setting and narrative. Identifying how context affects a narrative and writing to describe</p> <p><b>Unit 3:</b> Oracy scheme- <i>Community</i>. Reading, writing and understanding a variety of spoken texts and how they persuade people to contribute towards a common goal.</p> <p><b>Unit 4:</b> Novel study on <i>The Giver</i> by Lois Lowry. Developing descriptive skills and investigating how writers use description to drive story telling.</p> <p><b>Unit 5:</b> Shakespeare study- <i>Much Ado About Nothing</i>. Reading and understanding a Shakespearean comedy, understanding contextual details and how to apply them to a text, identifying how Shakespeare uses language to create the comedic relationship in the play. Essay writing skills.</p> <p><b>Unit 6:</b> <i>Media Charity project</i>. Introduction to Media studies and how the media persuades us to do things</p>	<p><b>Unit 1:</b> Assessment of reading skills- essay writing and language analysis skills. Peer assessment of writing skills</p> <p><b>Unit 2:</b> Assessment of reading skills- language and structural analysis. Peer assessment of writing skills</p> <p><b>Unit 3:</b> Assessment of speaking skills. Peer assessment of writing skills.</p> <p><b>Unit 4:</b> Assessment of descriptive writing skills. Peer assessment of reading skills</p> <p><b>Unit 5:</b> Written exam on descriptive writing skills. Peer assessment of reading and speaking skills</p> <p><b>Unit 6:</b> Assessment of group speaking skills</p> <p><b>Homework:</b> Students are required to read an extract out loud to develop their reading of a variety of different texts</p> <p><b>Across the year:</b> Weekly quizzes assessing knowledge gained and retained throughout the year</p>	<p>Various author talks and work shops dependent on availability</p>	<p>English clinic every Monday from 3-4pm</p> <p>HUB lessons focusing on using our library and improving reading for pleasure</p> <p>Summer Poetry Season</p> <p>Hygge Christmas in the HUB</p>	<ol style="list-style-type: none"> <li>1) Encouraging students to read and write as much as possible</li> <li>2) Making sure that students complete home learning tasks</li> <li>3) Watching films and TV programs with links to the texts that are being studied in class</li> <li>4) Talking to students about the work they are completing in class</li> <li>5) Reading the texts that the students are reading in class</li> <li>6) Pair reading- choose a book with your child and read the same one so you can talk about it</li> <li>7) Making sure that students have access to good quality non-fiction such as newspapers and other regular publications</li> </ol>
Maths	<p>Students continue to build on their knowledge in Year 7 and start to explore topics in more depth.</p> <p><b>Autumn</b> – Percentages, Money, Indices, Equations (Linear), Sequences, and Ratio</p> <p><b>Spring</b> – Rounding, Area and Circumference of Circles, Standard Form, Nets, and Surface Area &amp; Volume</p> <p><b>Summer</b> – Linear Graphs, Transformations, Angles, Statistical Diagrams, Inequalities, Expanding Double Brackets, and Algebraic Fractions</p>	<p>Sparx Lesson Quizzing every two weeks to assess retention of homework.</p> <p>A 50-mark assessment takes place in January (Autumn Content), April (Spring Content) and July (End of Year assessment testing all content).</p>	<p>References to different careers in each topic where relevant, including both everyday skills and specific careers:</p> <p>Civil Engineering (angles, measurement, scale drawings)</p> <p>Plumbing &amp; Electrical Trades (ratio, proportion, units)</p>	<p>Maths Clinic Every Tuesday from 3-4pm</p> <p>Axiom Maths Circles; Invite Only</p>	<ol style="list-style-type: none"> <li>1) Encourage use of the Sparx Maths homework platform.</li> <li>2) For extra work, they can do further work on Sparx with the XP Boost or Target homework.</li> <li>3) Encourage use of Sparx Revision Platform to prepare for Assessments</li> <li>4) Encourage completion of 'Fix Up Tasks' post-assessments to address gaps in knowledge</li> </ol>

			<p>Home improvement and Design (measurement)</p> <p>Data Administration (spreadsheets, data handling)</p> <p>Catering &amp; Nutrition (ratios, scaling recipes)</p> <p>Health &amp; Safety Roles (risk calculations, measurements)</p>		
Science	<p>In year 8, we build on the foundations laid in year 7 and introduce new concepts. We also continue to build on the science skills needed for GCSE. The topics covered are: Periodic table, variation, speed, digestion, Earth structure, types of reaction, pressure, breathing, energy costs, heating and cooling, chemical energy, climate, inheritance and evolution, magnetism, sound, photosynthesis and respiration, health and interdependence.</p>	<p><b>Knowledge quizzes:</b> Every topic ends with a knowledge quiz with multiple choice questions, to check for understanding. This is self-assessed in the class.</p> <p><b>Curriculum learning assessments:</b> After 3 topics, the teacher will set a curriculum learning assessment, which will look at some of the skills learnt as well as to check for understanding. These are open questions.</p> <p><b>Summative assessment:</b> Twice a year, the classes have a summative assessment where multiple topics are tested as well as the skills learnt. The questions are a combination of open questions as well as questions checking for understanding of practical skills (how science works).</p>	<p>Brooklands Innovation trip – We take a group of 12 year 8 students to Brooklands to participate in workshops, challenges and lectures.</p> <p>Science week in the Spring term</p>	<p>Science club every Monday after school.</p> <p>Science clinic every Wednesday 15:00-16:00</p>	<p>Ensuring homework is done will help your child make good progress in their literacy skills and their experimental skills in science. Homework consists of 40 minutes of online Sparx Science questions</p>
Religious Education	<p>In Year 8, students explore more philosophical themes to find both contrasts and similarities between the religions. They also explore Christian martyrs such as Jesus and Joan of Arc. For their PSHCE units, students will learn about finances and how money works and also explore the concept of social justice and equality.</p> <ul style="list-style-type: none"> <li>• Comparisons and Holy Places</li> <li>• Jesus, Heroes and Martyrs</li> <li>• Managing Money</li> <li>• Social justice and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Homework set every term for each unit.</li> <li>• Quiz at the beginning of each unit to assess what students already know.</li> <li>• Quiz in the middle of each unit to assess what students have learned up to that point.</li> <li>• Quiz at the end of each unit to assess what students have learned throughout the unit.</li> </ul> <p><b>Exam-style assessment (33 Marks)</b></p> <ul style="list-style-type: none"> <li>• Assessment 1 – Comparisons and Holy Places</li> <li>• Assessment 2 – Jesus, Heroes and Martyrs</li> </ul> <p>Students will be assessed on their knowledge, ability to describe analyse and explain.</p>	<ul style="list-style-type: none"> <li>• Educator (teacher/lecturer)</li> <li>• Charity worker</li> <li>• Diplomat</li> <li>• Lawyer</li> <li>• Youth worker</li> <li>• Social worker</li> <li>• Human Resources</li> <li>• Equality, diversity &amp; Inclusion officer</li> <li>• Management</li> <li>• International Aid work</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation: Is sport like a religion?</li> <li>• Contextualise: Sainthood</li> <li>• Contextualise: The King of Kings</li> <li>• Analyse: Elemental</li> </ul>	<ol style="list-style-type: none"> <li>1) Watch and read the news regularly to maintain up to date knowledge of current affairs to provide examples.</li> <li>2) Support with completion of homework and revision using Seneca / Microsoft Teams</li> <li>3) Quiz students on what they've learned in school and ask them to discuss their own opinions on the topics shared, as well as the beliefs of others.</li> </ol>

History	<p>Y8 history students cover British and world history from the 16th century through to the early 20th century:</p> <ul style="list-style-type: none"> <li>- The English Civil War</li> <li>-The Industrial Revolution</li> <li>-The British Empire</li> <li>- The Trans-Atlantic Slave Trade</li> <li>- American Civil Rights</li> <li>- Women and the Vote</li> </ul>	<p>Assessments consist of knowledge quizzes (one per half term), end of topic tests (one per half term), a mid-year and end of year assessment. The end of topic tests and assessments are made up of short-answer knowledge questions along with extended writing answers.</p>		<p>KS3 history club every Wednesday</p>	<ol style="list-style-type: none"> <li>1) Encourage your child to read - this can be history-related or unrelated! It helps develop literacy and broaden vocabulary.</li> <li>2) Support completion of home learning tasks and revision prior to assessments.</li> <li>3) Watch the news and discuss this with your child - there are numerous links between current affairs and the past</li> </ol>
Geography	<p>The year 8 geography curriculum dives deeper into physical and human geographical processes, covering topics:</p> <ul style="list-style-type: none"> <li>- Coasts</li> <li>- Rainforests</li> <li>- Population</li> <li>- Tectonic Hazards</li> <li>- Natural Resources</li> </ul>	<p>End of topic written assessments for all topics.</p> <p>Quizzes once in the middle of each topic, called The Big Do Now. Marked out of 10</p>	<p>Careers in:</p> <ul style="list-style-type: none"> <li>- Geology</li> <li>- Environmental management and conservation</li> <li>- Statistics and data analysis</li> <li>- NGOs</li> <li>- Construction and engineering</li> <li>- Sustainability</li> </ul>	<p>Eco-cub every other Monday.</p> <p>Complete the project homework</p> <p>Give some wider reading a go using this link for inspiration:  <a href="#">Wider Reading in Geography - Internet Geography</a></p>	<ol style="list-style-type: none"> <li>1) Check they are doing (and help them if needed) with homework and revision.</li> <li>2) Encourage your child to keep up to date with geography in the News. Listening to the news will expose your child to key geography terms and ideas every day and make the geography they are learning in class more relatable.</li> <li>3) Ask your child to verbalise what they have learnt in lesson. Test them on any new key words they have learnt so they are embedded in their long-term memory.</li> </ol>
French	<p>In year 8, students continue their focus on key words and get introduced to key grammar concepts. They will study the following topics:</p> <ol style="list-style-type: none"> <li>1. Family and home</li> <li>2. Free time</li> <li>3. Going out</li> <li>4. Eating and drinking</li> <li>5. Trips and holidays</li> <li>6. Friends</li> </ol>	<p>Students will be assessed every half term on the topics and skills covered. The assessment will test their reading, listening and writing skills, with each skill weighted equally.</p> <p>In Spring term 1, students will have two mid-year exams on the topics covered this year so far. They will be tested on their Listening and Writing skills.</p> <p>In Summer 2, students will have two end-of-year exams on the topics covered throughout the year. They will be tested on their Speaking and Reading skills.</p>	<p>2 side projects on the careers of “Fashion designer” and “Travel agent”</p>	<p>European day of languages competition and tutor quiz</p>	<ol style="list-style-type: none"> <li>1) Remind students to revise regularly for in class fortnightly vocab tests.</li> <li>2) When possible, test students on their vocab sheet or speaking answers.</li> <li>3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet)</li> <li>4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.</li> </ol>
Spanish	<p>In year 8, students continue their focus on key words and get introduced to key grammar concepts. They will study the following topics:</p> <ol style="list-style-type: none"> <li>1. My friends</li> <li>2. Invitations</li> <li>3. Holidays</li> <li>4. Food</li> <li>5. Fashion</li> <li>6. Cities / Barcelona</li> </ol>	<p>Students will be assessed every half term on the topics and skills covered. The assessment will test their reading, listening and writing skills, with each skill weighted equally.</p> <p>In Spring term 1, students will have two mid-year exams on the topics covered this year so far. They will be tested on their Listening and Writing skills.</p> <p>In Summer 2, students will have two end-of-year exams on the topics covered throughout the year. They will be tested on their Speaking and Reading skills.</p>	<p>2 side projects on the careers of “Travel blogger” and “Stylist”</p>	<p>European day of languages competition and tutor quiz</p>	<ol style="list-style-type: none"> <li>1) Remind students to revise regularly for in class fortnightly vocab tests.</li> <li>2) When possible, test students on their vocab sheet or speaking answers.</li> <li>3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet)</li> <li>4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.</li> </ol>

Art	<p>In Year 8, students continue to develop the core skills established in Year 7 while exploring more advanced techniques and creative processes. Each term, they complete a project inspired by an artist or art movement, allowing them to refine their abilities in drawing, painting, printmaking, collage, 2D relief, and 3D sculpture. Alongside these, students begin to experiment with new approaches and materials, encouraging greater confidence, independence, and personal expression in their work.</p> <p>Term 1 - Portraiture drawing (Mark Powell) &amp; Pop Art Portraits  Term 2 – Cardboard Masks – Hew Locke &amp; Sri Lankan Masks  Term 3 – Fileteado signs – Traditional Argentine sign writing technique</p>	<p>Work is assessed holistically taking into account sketchbook content, practical work and homework.</p> <p>The art projects tend to focus on four key areas: researching and explaining the work of artists, experimenting with a variety of materials and techniques, recording ideas through drawings and simple notes, and creating a final piece that reflects your child’s learning and creativity.</p>	<p>Looking at the roles of;</p> <p>Artists  Designers  Art Dealers  Advertising and Media  Commercial Designers  Illustrators  Studio Assistants</p>	<p>KS3 Art Club on Mondays  KS3 Photography Club on Wednesdays  Annual Christmas Card Competition and others throughout the year</p>	<p>1) Support with completion of homework set termly on Microsoft Teams  2) Discuss project themes and support in practicing of techniques learned in school  3) Visit Art Galleries – most of the Art Galleries in London are free to visit and have excellent resources for children.  4) Look out for examples of Art and Design in everyday life</p>
Drama	<p>Autumn 1: Melodrama – exploration of stock characters, plot and performance style  Autumn 2: Appleby Murder Mystery – Exploration of characters, plot, flashback, narration  Spring 1: Appleby Manor Murder Mystery – development and refinement of skills. Devised performance.  Spring 2: Teechers by John Godber – Exploration of text and characters  Summer 1: Teechers by John Godber – Interpretation of a scene, development of character and performance skills  Summer 2: Devising – Development of creative response to a various stimulus.</p>	<p>Autumn 1: Performance assessment  Autumn 2: Creating assessment  Spring 1: Performing assessment  Spring 2: Responding Assessment  Summer 1: Performance Assessment  Summer 2: Creating assessment</p>	<p>The role of the director  The role of an actor  Technical Theatre design  Any job that requires public speaking and teamwork  The role of a detective  The role of an estate agent</p>	<p>Key stage 3 drama club with public performances termly.  Christmas Carol concert performance opportunities  LAMDA acting classes Summer productions</p>	<p>1) Support with completing half-termly homework projects  2) Encourage students to sign up to an extra-curricular club- i.e. Drama club or the annual production  3) Take your child to the theatre - any exposure to live performance is excellent to build student's repertoire  4) Support with line-learning and script work</p>
Music	<p>Autumn 1: Film Music - To explore the use of music within film and to compose music to accompany a film clip.  Autumn 2: Guitar - To learn to play chords on the guitar and to use chord charts to play a song.  Spring 1: Pachelbel's Canon - To learn to perform this piece, learning how melodies and chords can be put together using the keyboard.  Spring 2: Djembe Drumming - to perform a piece of drumming music using polyrhythms and call and response.  Summer 1: Steps/Leaps Keyboard – To improve keyboard skills and develop melody writing skills.  Summer 2: Pachelbel Remix – To learn how to make an arrangement of Pachelbel’s Canon and bring a modern twist to your remix.</p> <p>(Term modules made be completed in different order due to rooming allocations)</p>	<p>Half termly assessment of keywords linked to Knowledge Organisers.  Half termly assessment of Performance or Composition skills.</p>	<p>Performers  Technicians  Event Planners  Composers  Singer/Songwriters</p>	<p>KS3 Band Thursdays afterschool.  Singing Club Tuesday lunchtimes  Esher Ensemble Wednesday Lunchtimes  Support for Theory/Performance Exams as requested.  Coming soon DJ club</p>	<p>1.) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production  2.) Listen to a wide range of music at home, this is an excellent way to build student's repertoire  3.) Encourage the take up of instrumental or vocal lessons.  4.) Look for opportunities to develop music theory knowledge through use of knowledge organisers.</p>

<b>Physical Education</b>	<p>In year 8, students will participate in two different activities every half-term.</p> <p>Autumn and Spring activities include:</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Dance</li> <li>• Fitness</li> <li>• Gymnastics</li> <li>• Handball</li> <li>• Football</li> <li>• OAA</li> <li>• Rugby</li> <li>• Table Tennis</li> </ul> <p>Summer activities include:</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> <li>• Rounders</li> <li>• Tennis</li> </ul>	<p>Students are assessed across three key concepts in each activity:</p> <ol style="list-style-type: none"> <li>1. <b>Physical</b> - the progress students make based on the practical skills required in each activity <i>e.g. skills and techniques in badminton.</i></li> <li>2. <b>Emotional</b> - the progress students make based on their feelings and mental health, <i>e.g. improved confidence and self-esteem.</i></li> <li>3. <b>Social</b> - the progress students make based on how they interact with others, <i>e.g. cooperation and teamwork.</i></li> </ol> <p>A best fit approach is implemented across the three key concepts.</p>	<p>Sports coach PE teacher Personal trainer Fitness instructor Physiotherapist Performance analysis</p>	<p>Weekly extra-curricular clubs Monday to Friday.</p> <p>Interschool competitions in a range of activities.</p> <p>House competitions in range of activities.</p>	<p><b>Healthy lifestyle</b> – students should aim for an average of at least 60 minutes of physical activity per day across the week. Students should try and join a club in any activity to access physical, emotional and social benefits.</p> <p><b>Balanced diet</b> – students should maintain a healthy balanced diet throughout the week. Males should consume 2500 calories and females should consume 2000 calories every day. A combination of carbohydrates, proteins and fats alongside a range of vitamins, minerals and fibre. Consume between 6-8 cups of water per day. Avoid high quantities of sugary foods.</p> <p><b>Sleep</b> – students should be achieving 8 to 10 hours of sleep each night, as tiredness can lead to lack of concentration and irritability.</p>
<b>Design and Technology</b>	<p>Our Year 8 DT projects build on skills developed in Year 7, introducing more advanced techniques and materials while encouraging creativity and precision:</p> <ul style="list-style-type: none"> <li>• <b>Design – Pewter Cast Keyring</b> Students learn about casting and metalwork by designing and producing a unique pewter keyring using mould-making and finishing processes.</li> <li>• <b>Textiles – Felt Wallet</b> This project develops practical sewing skills and introduces functional design as students create a felt wallet with secure fastenings and decorative elements.</li> <li>• <b>Resistant Materials (RMT) – Wood Joinery Box</b> Students explore traditional woodworking techniques, focusing on accurate measuring, marking, and joinery to construct a high-quality wooden box.</li> <li>• <b>Systems &amp; Controls – Clock</b> Combining CAD/CAM and electronics, students design and manufacture a custom clock face and assemble a working timepiece, reinforcing principles of systems and control.</li> </ul>	<p>Assessment is ongoing on the practical skills. End of year design test.</p>	<p>Creative Design Problem-Solving Practical Making Craftsmanship Textile Techniques Customization</p>	<p>KS3 Textile Club on Mondays</p>	<ol style="list-style-type: none"> <li>1) Encourage <b>Creativity</b>: Provide opportunities for sketching, doodling, or simple craft activities to build design confidence.</li> <li>2) <b>Discuss Design in Everyday Life</b>: Talk about how products around the home are designed and made, focusing on materials, function, and aesthetics.</li> <li>3) <b>Promote Problem-Solving</b>: Ask questions like “How could this be improved?” when looking at household items.</li> </ol>

Food	<ul style="list-style-type: none"> <li>• Functional properties of raising agents (biological, chemical, mechanical)</li> <li>• Preparation of baked products (bread, cakes, tart)</li> <li>• Factors affecting food choice (health, cost, availability, religion, culture)</li> <li>• Exploration of food culture and traditions</li> <li>• Continued development of practical skills and safe working practices.</li> </ul>	<p>Combination of theory quizzes (raising agents, food choice, food culture) and practical performance (bread making, cake baking, pastry preparation, safe use of equipment).</p>	<p>Early awareness of careers in catering, hospitality, bakery, food product development, nutrition, and food science.</p>	<p>Opportunities throughout the year to make food for the school community</p> <ul style="list-style-type: none"> <li>• Open Evening</li> </ul> <p>Christmas themed cooking to share with friends and family.</p>	<ul style="list-style-type: none"> <li>• Encourage baking practice at home (bread, cakes, simple pastries)</li> <li>• Discuss family food choices and cultural traditions</li> <li>• Support organisation of ingredients/equipment</li> <li>• Promote safe kitchen habits</li> <li>• Watch cookery programmes together to broaden food culture awareness.</li> </ul>
Computing	<p>In Year 8 the students study the following topics:</p> <p><b>1. Computer Systems: Input/Output/Storage</b> Introduction to computer systems - Understanding the components Input Devices – Purpose and examples Output Devices – Purpose and Examples Storage devices and media – Types and uses</p> <p><b>Data representation:</b> 8 Bit conversions - Binary to Denary and Denary to Binary Extension: binary addition and binary subtractions Lossy/Lossless/Images/Colour Bit Depth/Metadata</p> <p><b>Developing from the Web:</b> Fundamentals of websites and development</p> <p><b>Programming:</b> Python Moving into Python (Using Thonny) - Outputs (print command) strings, concatenation) Variables + outputs + Mathematical Operators</p> <p><b>App creation:</b> Using APPshed to create functioning applications for phones and other devices Pupils learn how to build their own apps using App Shed.</p>	<p><b>End of topic assessments</b> – These are online and multiple-choice style questions <b>Knowledge quizzes</b> – Done in class to check understanding throughout the year. <b>Summative assessment:</b> Twice a year</p>	<p>Looking at roles of:</p> <p>Office Administration Marketing Graphic Designer Cybersecurity Games Developer Software developer Web Developer</p>		<ul style="list-style-type: none"> <li>• <b>Explore favourite websites together</b> – Ask your child what makes them easy or difficult to use.</li> <li>• <b>Talk about online safety and reliability</b> – Discuss what makes a website trustworthy.</li> <li>• <b>Encourage creativity</b> – Let your child sketch their own website idea for something they’re interested in.</li> <li>• <b>Let them demonstrate their app</b> – Encourage your child to show you the app they’re building.</li> <li>• <b>Discuss app features</b> – Ask questions like: <ul style="list-style-type: none"> <li>• Who is the app for?</li> <li>• What problem does it solve?</li> <li>• What could you improve?</li> </ul> </li> <li>• <b>Encourage real-world thinking</b> – Suggest ideas based on hobbies (sports tracker, revision app, recipe app).</li> <li>• <b>Explore apps on their phone</b> – Analyse good and bad design features of apps they already use.</li> </ul>