

Year 8 Curriculum

Subject Booklet

The subject booklet that follows helps parents and students understand the wider context of their studies at Turton. Each subject area is split into two sections: (1) the **subject narrative**- that includes links to the relevant knowledge organisers detailing all the knowledge taught in that subject, and (2) **topic links**- that includes carefully selected webpages that enable students to revisit topics in which they need to develop further, as indicated on their reports.

To assist you with navigating this document, there are **quick links** below to jump between sections and a **return link** on each page to come back to the quick links.

Quick Links:

Art	Narrative	Curriculum	Geography	Narrative	Curriculum
Computing	Narrative	Curriculum	History	Narrative	Curriculum
Design & Technology	Narrative	Curriculum	Mathematics	Narrative	Curriculum
Drama	Narrative	Curriculum	Music	Narrative	Curriculum
English	Narrative	Curriculum	Physical Education	Narrative	Curriculum
Faith & Ethics	Narrative	Curriculum	Science	Narrative	Curriculum
French (scholars only)	Narrative	Curriculum	Spanish	Narrative	Curriculum
Latin (scholars only)	Narrative	Curriculum			

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Art Narrative

"We all know that Art is not truth. Art is a lie that makes us realize truth." (Pablo Picasso)

In Year 8, pupils study Impressionism and Post-Impressionism with specific reference to landscapes and still life (1865 – 1910). We look at how artists recreated landscapes during the Impressionist/Post-Impressionist period, considering movement, line and mark making. Pupils are introduced to the work of Monet, Cezanne, and Van Gogh, with the specific reference to the way light can be depicted within a painting and how each artist used colour.

Students are then introduced to the concept of perspective and a link back to the renaissance when the idea was first conceived by artists such as Raphael. Techniques of linear perspective are mastered which leads effectively into a range of personalised outcomes.

To conclude year eight, we delve into the unusual world of Surrealism and its diverse meaning. Salvador Dali and Rene Magritte form the basis for our exploration into the way dreams and subconscious thoughts can be conveyed through art. We use formal drawing exercises, observational studies and imaginative thinking using a range of materials to turn the real into the surreal. Students are encouraged to push the boundaries of creativity and develop their own surreal outcomes.

Knowledge Organiser Links:

(1) [Cubism](#) (2) [Impressionism](#)

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Art Topics

Art History	Impressionism:	https://www.youtube.com/watch?v=nesTk_6j-0c https://kids.kiddle.co/Claude_Monet Scholars Pathway https://www.tate.org.uk/art/artists/edgar-degas-988 https://www.ducksters.com/history/art/postimpressionism.php
	Post Impressionism:	https://www.ducksters.com/history/art/postimpressionism.php
	Linear perspective	https://www.invaluable.com/blog/understanding-linear-perspective-in-art/ https://www.youtube.com/watch?v=bjhkxFDvD78
	Surrealism	https://www.tate.org.uk/kids/explore/what-is/surrealism Scholars Pathway https://www.artsy.net/article/artsy-editorial-what-is-surrealism
	Describing artists' work	https://www.kitchentableclassroom.com/artist-study/ https://artclasscurator.com/how-to-and-why-look-at-art-with-children/
Art Practice	Colour Theory	https://www.youtube.com/watch?v=L1CK9bE3H_s
	Painting styles and techniques	https://www.youtube.com/watch?v=xICl4l3P57k https://www.youtube.com/watch?v=MbafYVQWGgY https://www.youtube.com/watch?v=Ik2gwIAgS1U
	Accuracy of drawing	https://thevirtualinstructor.com/blog/7-drawing-techniques-for-accuracy
	Using tone to create realism	https://www.youtube.com/watch?v=XdugSONKyVI https://www.youtube.com/watch?v=c7wtOz5EAeQ https://www.youtube.com/watch?v=RkQzQTPX_8o
	Advancing drawing	https://www.youtube.com/watch?v=soD15layR3s
	Advancing painting	https://www.youtube.com/watch?v=bNo_La9V9Fs
	Annotating to describe the formal elements	https://www.wikihow.com/Annotate-Art

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Computing Narrative

'Never before in history has innovation offered promise of so much to so many in so short a time.'
(Bill Gates)

In Year 8 students study data representation by a computer system at its deepest “bit-level”. Number bases are introduced and conversions between binary, denary and hexadecimal values are understood. We build on students’ knowledge of the internet by looking at how it is created, the hardware behind it, and the various different types of networks. Cyber Security is an important topic; how we keep computer systems safe from hackers and malicious software.

Subsequently students continue to enhance their programming skills. The concept of abstraction is introduced, and the use of simple data structures are explored. Finally, we learn about image manipulation and user interfaces. Students will undertake creative projects, developing assets for specific real-world scenarios but also investigating legal and ethical issues such as airbrushing, false images and copyright.

Knowledge Organiser Links:

(1) [Networks](#) (2) [Data](#) (3) [Python Programming](#)

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Computing Topics

Conversions between Binary and Denary	https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/2
Binary Addition	https://www.bbc.co.uk/bitesize/guides/zifqjxs/revision/2
Representing Images in Binary	https://teachwithict.weebly.com/binary-representation-of-images.html
Understanding user interfaces and graphics	https://www.computerhope.com/jargon/g/gui.html
Copyright/Ethical Issues	https://www.bbc.co.uk/bitesize/guides/zchcwmn/revision/1
Types of Networks (LAN/WAN)	http://www.teachict.com/gcse_computing/ocr/215_communications_networking/networks/miniweb/index.php
Network Topologies	http://www.teachict.com/gcse_computing/ocr/215_communications_networking/networks/miniweb/index.php
Python Programming	https://www.tutorialspoint.com/python/index.htm YouTube tutorials are a fantastic place to learn programming.
Conversions between Binary and Denary and Hexadecimal (SCHOLARS)	https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/2
Sound representation (SCHOLARS)	https://www.bbc.co.uk/bitesize/guides/zpfdwmn/revision/1
Web Interfaces (SCHOLARS)	https://www.w3schools.com/html/default.asp
Social Engineering (SCHOLARS)	https://www.webroot.com/gb/en/resources/tips-articles/what-is-social-engineering

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Design & Technology Narrative

'DT is logical, creative and practical.' (Sir James Dyson)

Students have been developing concepts of designing, making and materials through the three crafts of Textiles, Resistant Materials and Food Technology. Year 8 Food technology explores combining flavours using different ingredients and consider how taste and texture is created through different making and cooking techniques such as baking bread, making a roux sauce and different pastries. Students develop the skills to create a variety of food dishes, setting them up for an independent adult life. In addition, students gain an appreciation of the components of a balanced diet, how to prepare food hygienically and the impact of food production on the environment.

The textiles unit ensures awareness that products form a part of everyday life; students broaden their knowledge of a range of techniques such as pattern design, screen printing, batik and embellishment by learning to use a variety of specialist textile equipment. Alongside practical knowledge, students gain a deeper understanding of the World of Textiles considering current and relevant issues regarding the environment and the sustainability of fibres and fabrics.

In Resistant Materials students develop practical expertise using both hand tools and specialist saws and machinery. As well as gaining an understanding of how machinery works, they will develop an understanding of how to maintain machines within the workshop. Using isometric and orthographic drawings students design and make a wooden frame using a variety of wood joints, aspiring to high quality craftsmanship, including expert finishing techniques.

Knowledge Organiser Links:

(1) [Resistant Materials](#) (2) [Food](#) (3) [Textiles](#)

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Design & Technology Topics

Resistant Materials

Recap – Knowledge organiser yr. 7 Understanding Health & Safety and how to apply it.	http://www.technologystudent.com/saftyflsh/safety1.html http://www.technologystudent.com/pdf16/poster_maintenance1.pdf https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Tech-RM-All-Terms.pdf
How to remove the blade from the fret saw for maintenance and to cut an inset	http://www.technologystudent.com/equip1/fretsw1.htm
How to remove the blade from the coping saw for maintenance and to cut an inset	http://www.technologystudent.com/equip1/coping1.htm
Hand tools skills	http://www.technologystudent.com/joints/joints3.htm http://www.technologystudent.com/joints/crsh1.htm
Drawing in isometric	https://www.youtube.com/watch?v=uWYI51QJ0Zw http://www.technologystudent.com/despro_flsh/stencil2.html
Industrial revolution: Richard Arkwright, Samuel Crompton, James Watt, Edmund Cartwright and Henry Cort	https://www.history.com/topics/industrial-revolution/industrial-revolution https://www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/7
The life and impact of Brunel	https://www.youtube.com/watch?v=zovFQQ2SwBc
Understanding Design Heroes	https://www.designweek.co.uk/issues/27-march-2-april-2017/dieter-rams-alan-fletcher-designers-design-heroes/
The importance of Shell and Frame structures	http://msfriess.weebly.com/uploads/4/0/7/9/40799617/classifying_structures.pdf
What are Forces and loads	http://www.technologystudent.com/forcmom/force1.htm
Generating design ideas	http://www.technologystudent.com/struct1/strut1.htm
What is seasoning wood	http://www.technologystudent.com/joints/forest4a.html http://www.technologystudent.com/joints/forest5a.html
Drawing in orthographic	https://www.youtube.com/watch?v=ytwEDvX-l44
Knowledge organiser	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Tech-RM-All-Terms-1.pdf

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Textiles

Recap – Knowledge organiser yr. 7	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Tech-Textiles-All-Terms.pdf
Understanding Health & Safety in the working environment	http://devrytechnology.weebly.com/health-and-safety-in-textiles.html https://www.bbc.co.uk/bitesize/guides/zdqdghv/revision/4
Understanding the history of dying	http://kws.atlantia.sca.org/dyeing.html https://www.bbc.co.uk/bitesize/guides/zjc3rwx/revision/9
What are natural dyes and where they are used	https://www.diynatural.com/natural-fabric-dyes/
What are synthetic dyes and where they are used	https://www.open.edu/openlearn/history-the-arts/history/history-science-technology-and-medicine/history-science/the-birth-synthetic-dyeing
Influential and Important Designers:	https://www.theartstory.org/artist/mackintosh-charles-rennie/ https://www.britannica.com/biography/William-Morris-British-artist-and-author https://www.britannica.com/biography/Gustav-Klimt
What is quilting and how to complete it	https://www.bbc.co.uk/bitesize/guides/zfr3rwx/revision/6
How to create basic seams	https://www.youtube.com/watch?v=ODoLrCTxp5o https://www.youtube.com/watch?v=qmhEjm3sNGs
Methods to neaten seams	https://www.youtube.com/watch?v=Hi0jN4wIUbA
Types of and how to complete printing techniques	https://www.youtube.com/watch?v=xY8QoWl_SdI https://www.youtube.com/watch?v=zcSBx6aucAw
Types of fastenings and there use	https://www.bbc.co.uk/bitesize/guides/zjc3rwx/revision/6
Understanding a range of pattern repeats	http://www.artyfactory.com/repeat-patterns/repeat-patterns-2.html
Types of patchwork techniques and how to create them	https://www.youtube.com/watch?v=-TyihOEjJ8E https://www.threadedquilting.com/quilting-examples
Knowledge organiser	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Tech-Textiles-All-Terms.pdf yr8 https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Tech-Textiles-All-Terms.pdf yr7

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Food

Understanding of fats in pastry and the method of making short crust pastry	https://www.mybluprint.com/article/types-fat-baking
Understanding gelatinisation and coagulation	https://opentextbc.ca/modernpastryandplateddesserts/chapter/gelatinization/ https://opentextbc.ca/modernpastryandplateddesserts/chapter/coagulation/
Stir fry Practical skills and understanding of preparing meat hygienically and frying using the hob	https://www.nidirect.gov.uk/articles/preparing-food-safely https://www.youtube.com/watch?v=nyiaPDYhnYg
Potato Practical skills and understanding of using spices to add flavour and using the hob to prepare potatoes using boiling, simmering and straining	https://www.lovepotatoes.co.uk/hints-and-tips/how-to-boil-potatoes/
Bread making practical skills mixing, kneading, dividing and flavouring dough using the oven	https://demuths.co.uk/our-blog/article/bread-making-basics https://www.finecooking.com/article/yeasts-crucial-roles-in-breadbaking
Macaroni cheese Practical skills creating a roux sauce using the hob	https://www.bbcgoodfood.com/recipes/white-sauce
Pastry Practical for jam tarts, quiche and pie skills and understanding of the rubbing in method, making dough, rolling, dividing, lining, crimping and using the oven	https://www.bbcgoodfood.com/recipes/basic-shortcrust-pastry
Cottage pie Practical skills and understanding of frying, boiling, simmering and straining	https://www.cookinglight.com/cooking-101/techniques/cooking-class-boiling-and-simmering
Curry Practical skills and understanding of frying, boiling, simmering and straining	https://www.cookinglight.com/cooking-101/techniques/cooking-class-boiling-and-simmering
Pasta Practical skills and understanding of boiling, simmering, straining and using the hob and oven	https://www.delallo.com/blog/how-to-cook-perfect-pasta/
Knowledge organiser	https://www.turton.uk.com/ks3revision/Select year 8 food

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Drama Narrative

"I can take any empty space and call it a bare stage. A man walks across this empty space, whilst someone else is watching him, and this is all that is needed for an act of theatre to be engaged."
(Peter Brook)

Shakespeare, the 'soul of the age' (Jonson), is the focus at the start of this year. From the influence of royalty on theatre, to the importance of the Globe, looking at new genres, critical themes and character driven plot. We study Shakespeare's Elizabethan play *Macbeth*, experiencing the fire and ice of his villains and heroes, and all things in-between. We cannot go on until we have analysed and performed *Macbeth's* iconic soliloquies and the beauty and power of iambic pentameter. Students evaluate various live theatre recordings including National Theatre and Splendid Productions. We use this opportunity to develop pupils as evaluative critics through written theatre review. Shakespeare's dramatic aims and intentions are critiqued alongside a contextual understanding of the role of women in Elizabethan times, before students progress to create and justify their own dramatic aims and intentions. Students then utilise the dramatic design techniques of soundscapes, and physical theatre to create the atmospheric apparitions of the Weird Sisters upon the heath. In contrast, we then explore Brecht's work, the main proponent of epic or dialectical theatre. He tells us that 'Art is not a mirror with which to reflect reality but a hammer with which to shape it.' Students experience his work on breaking down the fourth wall and the denial of a climactic catharsis through watching the live theatre recording of Splendid Theatre's *Macbeth*; evaluating how far his audiences were to recognise social injustice and endeavour to effect change in the world outside. Through The National Theatre's *Curious Incident of the Dog in the Night-Time*, students are able to recognise and apply Brechtian verfremdungseffekts such as spaß, narration, direct address, multi role-play and split-role in order to make the familiar strange, and provoke a social-critical audience response. Developing work from the page to the stage is refined to produce more dynamic and ensemble driven performances, whilst also considering design elements to further communicate meaning by analysing and evaluating the sublime work of designer Bunny Christie.

Knowledge Organiser Links:

[\(1\) Curious Incident](#) [\(2\) Macbeth](#) [\(3\) Brecht](#)

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Drama Topics

TOPICS COVERED	LINKS TO DEVELOP THIS LEARNING
Elizabethan theatre	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Macbeth.pdf https://www.bbc.co.uk/bitesize/guides/zpscng8/revision/3
William Shakespeare's Macbeth	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Macbeth.pdf
Evaluating live theatre	https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1
Bertolt Brecht and Epic Theatre	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Theme-2-Brecht.pdf https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1
Curious Incident of the Dog in the Night-Time	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/Drama-Curious-Incident.pdf https://www.curiousonstage.com/
Frantic Assembly	https://www.franticassembly.co.uk/
Improvisation	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/01/Devising-Drama-Year-8-The-Night-Bus-Anthony-Horowitz-8T1.pdf
From page to screen – film studies	https://www.studiobinder.com/blog/ultimate-guide-to-camera-shots/
Alice in Wonderland – design	https://www.britannica.com/art/mask-face-covering/Theatrical-uses https://www.storyberries.com/bedtime-stories-alice-in-wonderland-by-lewis-carroll/
Staging design	https://www.bbc.co.uk/bitesize/guides/zjwp2sq/revision/1

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English Narrative

'Language shapes the way we think and determines what we can think about.' (Benjamin Lee Whorf)

Continuing our adventure through the ages, we begin Year 8 in the Renaissance period, with the influential playwright, William Shakespeare. Linking back to our study of Aristotle, we now consider *Othello* as a Tragic Hero. We also continue our exploration of Language Change by examining how Shakespeare influenced the English Language we use today and the importance of the King James Bible. It is here that we meet our first female writer when we study the plays of Aphra Behn. Moving into the 16th Century, we explore the Neo-Classical period and how the novel genre developed, starting with the first English novel, *Robinson Crusoe*. We delve into how this influenced later works, including William Golding's novel *Lord of the Flies*, which explores ideas close to the Neo-Classicists' hearts, such as order and reason. From there, we study the opposing ideology of the Romantics, particularly in Romantic Poetry made noteworthy by Wordsworth, Blake, Coleridge, Byron, Shelley and Keats, who placed a greater emphasis on emotions and nature. We use this opportunity to re-engage with the importance of influential female writers by studying the life and works of the Romantics writer Mary Shelley and the contemporary poet Carol Ann Duffy.

Building on the bedrock of the analysis paragraph, we are then able to explore the analysis of language, structure and form. To further develop creative and functional writing, we explore the impact of tenses and vocabulary choice, and then learn a formal approach to planning, drafting and proofreading. This is underpinned by the English grammar of more advanced word types, continuous tenses, and sentence types.

Knowledge Organiser Links:

1. [Flawed Self KO](#)
2. [Civilised Society KO](#)
3. [Dissenting Voices KO](#)

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English Topics

Othello	https://www.shmoop.com/study-guides/literature/othello https://www.youtube.com/watch?v=BMkuUADWW2A&feature=emb_title https://www.youtube.com/watch?v=wVF8Q-zZz00
Analysing Language	https://www.bbc.co.uk/bitesize/guides/zcrpycw/revision/4
Structure/Form	https://www.bbc.co.uk/bitesize/guides/zcrpycw/revision/4
Writing Non-Fiction	https://www.bbc.co.uk/bitesize/guides/zgr2xnb/revision/1 https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/zx8kng8 https://www.bbc.co.uk/bitesize/guides/zqjsyrd/revision/2 https://www.bbc.co.uk/bitesize/guides/zxxbr82/revision/2 https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4
Grammar	https://www.fluentu.com/blog/english/english-adjectives/ https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwX http://www.bbc.co.uk/worldservice/learningenglish/youmeus/learnit/learnitv231.shtml https://www.evergreen.edu/sites/default/files/writingcenter/handouts/grammar/compoundcomplex.pdf https://grammar.yourdictionary.com/parts-of-speech/nouns/noun-phrases.html https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqsgxfr
Lord of the Flies	https://www.shmoop.com/study-guides/literature/lord-of-the-flies
Speeches	https://orai.com/blog/famous-speeches/
Creative writing	https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1
Making inferences	https://www.bbc.co.uk/bitesize/guides/z89p34j/revision/3
Finding quotations	https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zdq8hbk
Language/structure	https://www.bbc.co.uk/bitesize/guides/zphwnbk/revision/1
Analysing form	https://www.bbc.co.uk/bitesize/guides/z7jf7nb/revision/2
Using punctuation	https://www.bbc.co.uk/teach/skillswise/punctuation/z7b247h
Impressive vocabulary	https://describingwords.io/
Using paragraphs	https://www.bbc.co.uk/bitesize/guides/zphc9j6/revision/1
Sentence types	https://www.bbc.co.uk/bitesize/guides/zxqnfq8/revision/1

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Using techniques	https://www.wordy.com/writers-workshop/english-writing-techniques/
SCHOLARS ONLY	
Romeo & Juliet	Romeo and Juliet Introduction Shmoop
The Great Gatsby	The Great Gatsby Introduction Shmoop
Tragedy	Tragedy - Theory, Catharsis, Aristotle Britannica

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Year 8 Curriculum

Faith & Ethics Narrative

‘The unexamined life is a life not worth living.’ (Socrates)

Year 8 Faith and Ethics pushes our developing Philosophers and Theologians to contextualise their knowledge and construct rational arguments based around practical, ethical dilemmas and issues. We begin with a thematic study of Justice where we study the history of segregation, protesting and key figures in campaigns for equality. As well as acquiring new grammar, students start constructing detailed, logical arguments concerning the nature of equality and methods of protest by investigating figures such as Mohandas Gandhi.

In our study of the changing world, we look at the history of religious prejudice, focusing on anti-Semitism and Islamophobia and the impact this belief has on world culture. We debate issues surrounding the refugee crisis and potential solutions. Students use more advanced dialectic and rhetoric to construct convincing arguments with which they both agree and disagree. We complete the year with informed debate on the origins of our Universe, using knowledge from the three disciplines of religion, science and philosophy.

Knowledge Organiser Links:

Radical Jesus	(Link 1 , Link 2)
Can't change the world	(Link 3 , Link 4)
Justice	(Link 5 , Link 6)

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Faith & Ethics Topics

Key figures in the fight for justice- Gandhi	https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/z4fwy9q https://www.youtube.com/watch?v=hpZwCRLnrqo
Key figures in the fight for justice- Martin Luther King Jr.	https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zknmrj6 https://www.youtube.com/watch?v=xabWOU6tU-M
Key figures in the fight for justice- Malcolm X	https://www.bbc.co.uk/bitesize/guides/zwy4jxs/revision/3 https://www.youtube.com/watch?v=-fPo8kX-CFM
Understanding poverty	https://www.bbc.co.uk/bitesize/guides/z4g9mp3/revision/1 https://www.youtube.com/watch?v=U5qiq9HIJ7k
Introduction to religious charities that help those in need- Tearfund	https://www.tearfund.org/ https://www.youtube.com/watch?v=RxhZbNyHR2s
Introduction to religious charities that help those in need- Islamic Relief	https://www.islamic-relief.org/ https://www.youtube.com/watch?v=6qdPPViDTYU
Understanding religious teachings about justice- Christian beliefs	https://www.bbc.co.uk/bitesize/guides/zcb42hv/revision/7 (Page 6 and 7)
Understanding religious teachings about justice- Sikh beliefs	https://www.bbc.co.uk/bitesize/guides/zffbwmn/revision/4#:~:text=Si%20believe%20that%20everyone%20is,a%20way%20of%20serving%20God. (Page 4)
Understanding religious teachings about justice- Muslim beliefs	https://www.bbc.co.uk/bitesize/guides/z3vrq6f/revision/6 (Page 6)
What is Islamophobia ?	https://www.bbc.co.uk/newsround/40324678
Introduction to Lesser Jihad	https://www.bbc.co.uk/bitesize/guides/zfnv87h/revision/5 https://www.youtube.com/watch?v=AmcCrq6flr0
Where does Islamophobia come from- Crusades	https://www.bbc.co.uk/bitesize/guides/zjbj6sq/revision/1 https://www.youtube.com/watch?v=KaqQ9eYB2KE
Understanding anti-Semitism	https://www.bbc.co.uk/bitesize/guides/zyfbwmn/revision/7
Christian response to religious prejudice	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/FAE-Term-2-Change-the-World.pdf https://www.youtube.com/watch?v=aSfm2xdKau4
Introduction to the different images of Jesus	https://www.popularmechanics.com/science/health/a234/1282186/

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Explaining Jesus' teachings	https://www.bbc.co.uk/bitesize/guides/z43f3k7/revision/3#:~:text=Christians%20believe%20that%20God%20has,mission%20was%20based%20on%20agape. (Page 3)
Understanding the history of Jesus	https://www.bbc.co.uk/bitesize/guides/ztm24qt/revision/9 (Page 8 onwards)
Understanding why a humanist may follow Jesus	https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn
Understanding the importance of Agape love	https://www.bbc.co.uk/bitesize/guides/zwxm97h/revision/5

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What is Ethics ?	http://www.bbc.co.uk/ethics/introduction/intro_1.shtml https://kids.kiddle.co/Ethics
Who was Jeremy Bentham and What is Act Utilitarianism ?	http://encyclopedia.kids.net.au/page/je/Jeremy_Bentham http://www.bbc.co.uk/ethics/introduction/consequentialism_1.shtml#:~:text=Utilitarianism,-Evaluating%20each%20decision&text=The%20classic%20form%20of%20results,the%20largest%20number%20of%20people.
Who was John Stuart Mill and what is Rule Utilitarianism ?	https://kids.kiddle.co/John_Stuart_Mill http://www.bbc.co.uk/ethics/introduction/consequentialism_1.shtml#:~:text=Utilitarianism,-Evaluating%20each%20decision&text=The%20classic%20form%20of%20results,the%20largest%20number%20of%20people.
Who was Immanuel Kant and what is Deontology ?	https://www.youtube.com/watch?v=nsqAsw4XGvU https://academickids.com/encyclopedia/index.php/Deontology#:~:text=From%20Academic%20Kids&text=In%20moral%20philosophy%2C%20deontology%20is,lies%20in%20contrast%20with%20teleology. https://wiki.kidzsearch.com/wiki/Deontological_ethics
Strengths and Weaknesses of Utilitarianism	https://getrevising.co.uk/grids/strengths_and_weakness_of_utilitarianism https://unkantrolablerpe.wordpress.com/2017/01/24/strengths-and-weaknesses-of-utilitarianism/
Strengths and Weaknesses of Deontology	https://getrevising.co.uk/grids/strengths-and-weaknesses-of-kants-deontology http://www.bbc.co.uk/ethics/introduction/duty_1.shtml

Year 8 Curriculum

Faith & Ethics Topics (Scholars)

What is Philosophy of Mind ?	http://encyclopedia.kids.net.au/page/ph/Philosophy_of_mind https://www.youtube.com/watch?v=3SJROTXnmus
Who was Descartes ?	http://www.philosophyslam.org/11_04.html https://academickids.com/encyclopedia/index.php/Rene_Descartes https://www.youtube.com/watch?v=CAjWUrwvxs4
The Cogito “I think therefore I am”	https://www.khanacademy.org/partner-content/wi-phi/wiphi-history/wiphi-early-modern/v/philosophy-descartes-cogito-argument https://academickids.com/encyclopedia/index.php/Cogito_ergo_sum
Who was David Hume ?	https://kids.britannica.com/students/article/David-Hume/274985 https://academickids.com/encyclopedia/index.php/David_Hume
Hume's Scepticism and The Problem of Induction	http://academickids.com/encyclopedia/index.php/Hume%27s_fork https://www.youtube.com/watch?v=-QpUrSn3cWU Part 1 https://www.youtube.com/watch?v=dPINsyXI-0c Part 2
What is Capitalism ?	https://kids.britannica.com/students/article/capitalism/273506#:~:text=Capitalism%20is%20an%20economic%20system,with%20other%20companies%20for%20business. https://www.youtube.com/watch?v=dluaW9YWqEU
What is Communism ?	https://kids.britannica.com/kids/article/communism/352989 https://www.youtube.com/watch?v=fSQgCy_ilcc https://www.youtube.com/watch?v=FrtdZ-LOXFw
Who was Karl Marx ?	https://academickids.com/encyclopedia/index.php/Karl_Marx https://www.youtube.com/watch?v=fSQgCy_ilcc
Strengths and Weaknesses of Capitalism	https://www.economicshelp.org/blog/5002/economics/pros-and-cons-of-capitalism/ https://www.thebalance.com/capitalism-characteristics-examples-pros-cons-3305588
Strengths and Weaknesses of Communism	https://www.thebalance.com/communism-characteristics-pros-cons-examples-3305589 https://futureofworking.com/6-advantages-and-disadvantages-of-communism/

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Year 8 Curriculum

French Narrative

Goethe said, "Those who know nothing of foreign languages know nothing of their own".

Building on the tools of communication from Year 7, students are taught the sound-spelling links in French through explicit teaching of phonics. Students quickly become confident in their ability to pronounce correctly new or unfamiliar vocabulary and become adept at reading out aloud in the classroom. Grammar is an intrinsic feature of language learning, and initially students are introduced to high-frequency language and structures in the first person, which mimics natural language acquisition. This enables students to communicate their opinions and answer questions that seek information about themselves. The high-frequency language is introduced through 'chunks' to help the internalisation of language without consciously processing the grammatical rules. Students quickly progress from answering questions in the first person to asking questions of others and reporting back in the third person. The topics which are chosen to enable this language acquisition and to deliver the content and structures are: myself, free time, my school, my house, my town. As students' language develops the range of vocabulary and grammar available to them increases. Piece by piece, the full conjugation of verbs – both regular and irregular- is taught and the range of tenses is increased to speak in the different time frames (past, present and future). Students are taught to recognise patterns in order for them to be able to apply the rules independently as they progress in their studies. As students become more able to communicate in different contexts, the topics become broader and more universal. Students are exposed to vocabulary and dialectic learning opportunities that help them to practise, review and re-use language. Language is presented in context and is practised both receptively and productively, aiming for greater accuracy and independence as their learning journey continues.

Knowledge Organiser Links:

[\(1\) Key Phrases](#) [\(2\) Chez Moi](#) [\(3\) Routine](#) [\(4\) En Ville](#)

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Year 8 Curriculum

French Topics

Being able to develop your knowledge of vocabulary relating to the topic of school including subjects and your routine both before school and during the school day.	https://www.memrise.com/course/428297/studio-1-french-course/33/ https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/bd4e8b84-9c0c-4013-9790-e9c6538d2464/session https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/9522e21c-31e1-40f1-97c6-cc4180074d56/session
Being able to develop your knowledge of vocabulary relating to the topic of family including physical descriptions, personality, and family members.	https://www.memrise.com/course/142115/y7-tricolore-total-1/10/ https://quizlet.com/180586499/french-personality-flash-cards/ https://quizlet.com/167214223/french-physical-descriptions-flash-cards/
Being able to develop your knowledge of vocabulary relating to the topic of town to describe the things you can do in a town and transport.	https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/49e1c96e-c9b8-4c6c-b7fc-d66002b85cb2/session https://quizlet.com/gb/386162087/le-transport-french-transport-flash-cards/ https://www.memrise.com/course/428297/studio-1-french-course/30/
Being able to develop your knowledge of vocabulary relating to the topic of food and drink practising types of food and questions relating to eating and drinking.	https://www.memrise.com/course/428297/studio-1-french-course/14/ https://quizlet.com/303887691/french-kids-eating-drinking-flash-cards/
Being able to develop your knowledge of vocabulary relating to the topic of holidays in both the past and future.	https://quizlet.com/gb/187214967/french-holidays-future-proche-flash-cards/ https://quizlet.com/gb/348397797/french-talking-about-recent-trip-flash-cards/
Being able to develop your knowledge of vocabulary relating to the topic of making plans	https://quizlet.com/23822937/french-arranging-to-meet-someone-flash-cards/ https://quizlet.com/386504043/french-clothing-flash-cards/
Being able to develop your knowledge of vocabulary relating to giving opinions	https://www.memrise.com/course/428297/studio-1-french-course/9/
Being able to correctly make adjectives agree with a noun in gender and quantity	https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/3241de07-ebd0-4a81-9dd0-48ea450ed47b/session

Year 8 Curriculum

as well as knowing where to position adjectives in a sentence in French.	https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/55c627da-d315-44f8-894a-1449d3a6204c/session
Being able to develop your listening skills by listening to songs	https://lyricstraining.com/fr/play/stromae/papaoutai/HA9pBOe17A#b7w
Being able to recognise, form and use the common irregular present tense French verbs <i>to have, to be, to do</i> and <i>to go</i>	https://www.memrise.com/course/428297/studio-1-french-course/39/ https://www.memrise.com/course/428297/studio-1-french-course/40/
Being able to use a range of regular present tense verbs to talk about what you and others do	https://quizlet.com/gb/339719880/french-regular-er-verbs-flash-cards/ https://quizlet.com/ca/410220637/french-regular-ir-verbs-flash-cards/ https://quizlet.com/146521510/french-regular-re-verbs-flash-cards/
Being able to use the verb <i>aller</i> to help form the future tense to say what you are going to do	https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/c927bbcf-2a0c-4d6d-89fa-367eb911bb4d/session
Being able to use a range of verbs in the conditional tense to say what you would do	https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/81f91b82-4efe-471d-b436-ff5937d6c677/session https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/37242557-5ca9-496e-9557-f9a975ce2daa/session https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/6f0cf80a-3829-4fa5-9499-9e46bdc5d02a/session
Being able to use the verbs <i>avoir</i> and <i>être</i> to help form the perfect tense (past tense) to say what you and others did	https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/83c9f377-96e8-42b7-b335-0c1eb6a79cbb/session https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/7fc21e10-de05-4eff-9223-103dad3a22cb/session
Being able to develop your understanding of French sounds and practise the phonics through listening and repeating.	https://www.youtube.com/watch?v=uwnckX6AJGs https://quizlet.com/127445782/french-phonics-flash-cards/

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Year 8 Curriculum

Geography Narrative

'The peculiar value of geography lies in its fitness to nourish the mind with ideas and furnish the imagination with pictures.' (Charlotte Mason)

Turton's journey through Geography and around our planet starts as most explorers do, with a map. Maps are a fundamental of Geography for they allow us to see the patterns made by physical and human processes across the surface of the planet. Whether in an atlas or produced by the Ordnance Survey, maps are an essential geographical tool. Beginning in the UK and moving progressively further afield our geographical journey looks at the many geomorphic processes that shape our landscapes, creating the patterns we see in river and glaciated valleys and along our coastlines. We look at how biological processes interact with the physical to create the diverse biomes of Africa and ecologically rich coral reef systems.

We investigate how people have interacted with the natural world whether in choosing original sites for our settlements or coping with the impacts of river flooding. We investigate how physical factors of climate, geology and ecology create the global pattern of successful economies alongside regions struggling with poverty and underdevelopment. These themes are understood through a variety of scales in a range of places, from the towns and cities of the United Kingdom to the villages and megacities of Africa.

Through these journeys, we celebrate the success of people in utilising the natural world from farming to energy use. At the same time we investigate the environmental damage that has often accompanied these advances, be it in the damage to ecosystems or the threat of climate change. By the end of Year Nine, our students will have gained the foundational knowledge to become thoughtful and engaged global citizens.

Knowledge Organiser Links:

[Terminology;](#)

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Year 8 Curriculum

Geography Topics

Woodlands	https://www.bbc.co.uk/iplayer/episodes/p0f0t5dp/wild-isles
British Ecosystems	https://www.bbc.co.uk/bitesize/topics/ztgw2hv
African Biomes	https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1 https://www.bbc.co.uk/bitesize/articles/zkbmt39
Climate change	https://www.nationalgeographic.com/magazine/2017/04/seven-things-to-know-about-climate-change/
Scholars: The Biosphere <i>When you first visit the site you will need to select Country of Origin and curriculum (Select: United Kingdom and International (Topic-based)).</i>	https://www.siyavula.com/read/science/grade-10-lifesciences/biosphere-to-ecosystems/08-biosphere-to-ecosystems-01

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Year 8 Curriculum

History Narrative

'A people without the knowledge of their past history, origin and culture is like a tree without roots.'
(Marcus Garvey)

Year 8 builds upon the calls for change, identified in year seven, by focusing on moments of expansion, upheaval and revolution, as we move from the Renaissance into the Enlightenment. We examine the relative importance of human rights against economic and political motivations and finish with the fundamental change caused by the Great War. We begin in the early modern period by learning about the events of the English Civil War. Students explore the causes of the tension between Parliament and the King, as well as the reasons for regicide in 1649. The political consequences of this event were huge, with the execution of the monarch and establishment of a Commonwealth. The Civil War is a key turning point in the development of Britain as a parliamentary democracy, helping students to understand where our current ideas about democracy and the role of monarchy were established. We then learn about the rise of British expansionism and, through the use of evidence, students will evaluate interpretations about the empire's impact and legacy. Students will take time to focus on the role of the British Empire in the development of the slave trade, through ideas such as political power and industry. This leads into a final look at the impact of the rapid industrial and socio-economic changes and their role in and around the period of the First World War. Students will work to build a coherent and comparative picture of the War from both sides of the conflict.

Knowledge Organiser Links:

[\(1\) Civil Rights](#)

[\(2\) British Empire](#)

[\(3\) French Revolution](#)

[\(4\) Medieval](#)

[\(5\) Industrial Revolution](#)

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Year 8 Curriculum

History Topics

The Stuarts – life	https://www.bbc.co.uk/bitesize/guides/zwbj6sq/revision/1
The Stuarts – Oliver Cromwell	https://www.bbc.co.uk/bitesize/guides/z8vdmp3/revision/1
The Stuarts – The Gunpowder Plot	https://www.bbc.co.uk/bitesize/guides/z9fk7ty/revision/1
The Stuarts – Charles I	https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1
The Stuarts – Civil War	https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1
Empire and expansion	https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1 https://www.britannica.com/place/British-Empire
Global Revolutions - Scientific	https://www.britannica.com/science/Scientific-Revolution https://www.history.com/tag/scientific-revolution
Global Revolutions - French	https://www.history.com/topics/france/french-revolution https://www.bbc.co.uk/bitesize/guides/zpwp34j/revision/5
Global Revolutions - Industrial	https://www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/1
The First World War – causes	https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/2
The First World War – steps to war	https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/3
The First World War – battles	https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/4
The First World War – weapons	https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zs666sq
The First World War – consequences	https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/5

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History Topics (additional for scholars)

Year 8 Curriculum

Suffrage - context	https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1
Suffrage – suffragettes	https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/4
Suffrage - impact	https://www.britannica.com/topic/woman-suffrage https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/6

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Year 8 Curriculum

Latin Narrative

“Those who know nothing of foreign languages know nothing of their own”. (Goethe)

Vitam Impendere Vero Audaces Fortuna Iuvat.

Learning a foreign language immerses students into entirely new cultures and world perspectives, inviting them to experience a world beyond their own to help them fully appreciate the language thereby expanding their horizons. Latin was the tongue of the Roman Empire: *the* language at the time when the foundations of our own civilization were being laid. In the Middle Ages, it was the language not only of the Church, but also of almost all learning and philosophy in the West, and of a great deal of record-keeping, international correspondence, and literature. The legacy of the Romans encompasses literature, art, architecture, philosophy, history and language.

Learning Latin provides students with a better understanding of their own native language and culture, not only cultural customs, but of the grammar, vocabulary and pronunciation patterns of their first language.

Latin Topics

Language	
Being able to recognise verbs in the perfect and imperfect tenses in the 3 rd person singular and plural	https://www.cambridgescp.com/files/legacy_root_files/clc/webbooks/book1/index.html?p=74
	https://quizlet.com/gb/500162870/latin-perfect-and-imperfect-tenses-flash-cards/
	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn

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	=sw_uk06_which tense&mn=1485191154
	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk06_sorp&mn=1485191154
Being able to recognise verbs in 3rd person in the perfect and imperfect tenses to translate sentences into Latin	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/5ed/t8player/t8now.html?id=&fn=w4U06PL100&mn=1485191154
Being able to recognise the accusative case (plural) and classify it in declensions	https://www.cambridgescp.com/files/legacy_root_files/clc/w_ebooks/book1/index.html?p=102
	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk08_cases1&mn=1485191156
	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk08_declensions&mn=1485191156
Being able to understand the dative case (singular and plural) and classify it in declensions	https://www.cambridgescp.com/files/legacy_root_files/clc/w_ebooks/book1/index.html?p=118
	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk09_cases1&mn=1485191158
Being able to recognise verbs in 1st and 2nd person plural	https://www.cambridgescp.com/files/legacy_root_files/clc/w_ebooks/book1/index.html?p=136
	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk10_whichperson&mn=1485191161
Being able to recognise the comparatives and the superlative	https://www.cambridgescp.com/files/legacy_root_files/clc/w_ebooks/book1/index.html?p=138
	https://www.clc.cambridgescp.com/sites/www.cambridgescp.com/files/legacy_root_files/singles/sorting3/so.html?id=&fn=sw_uk10_comparison&mn=1485191161
Being able to understand the dative case with the verb placet	https://www.cambridgescp.com/files/legacy_root_files/clc/w_ebooks/book1/index.html?p=150
Being able to ask questions in Latin	https://www.cambridgescp.com/files/legacy_root_files/clc/w_ebooks/book1/index.html?p=154

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Being able to recognise verbs in the perfect and imperfect tenses (full conjugation)	https://www.cambridgescp.com/files/legacy_root_files/clc/w ebbooks/book1/index.html?p=170
	https://www.clc.cambridgescp.com/sites/www.cambridgescp .com/files/legacy_root_files/singles/sorting3/so.html?id=&fn =sw uk12 whichperson1&mn=1485191164
	https://www.clc.cambridgescp.com/sites/www.cambridgescp .com/files/legacy_root_files/singles/sorting3/so.html?id=&fn =sw uk12 whichperson2&mn=1485191164
Being able to recognise verbs in the present, perfect and imperfect tenses (full conjugation)	https://www.clc.cambridgescp.com/sites/www.cambridgescp .com/files/legacy_root_files/singles/sorting3/so.html?id=&fn =sw uk12 whichtense&mn=1485191164
Culture	
Develop your knowledge of vocabulary of slaves and freedmen	https://www.cambridgescp.com/files/legacy_root_files/clc/w ebbooks/book1/index.html?p=78
Develop your knowledge of vocabulary of Roman beliefs about life after death	https://www.cambridgescp.com/files/legacy_root_files/clc/w ebbooks/book1/index.html?p=92
Develop your knowledge of vocabulary of Gladiatorial shows	https://www.cambridgescp.com/files/legacy_root_files/clc/w ebbooks/book1/index.html?p=106
Develop your knowledge of vocabulary of Roman baths	https://www.cambridgescp.com/files/legacy_root_files/clc/w ebbooks/book1/index.html?p=124
Develop your knowledge of vocabulary of Roman schools	https://www.cambridgescp.com/files/legacy_root_files/clc/w ebbooks/book1/index.html?p=141
Develop your knowledge of vocabulary of the Local government and elections	https://www.cambridgescp.com/files/legacy_root_files/clc/w ebbooks/book1/index.html?p=157
Develop your knowledge of vocabulary of the destruction and excavation of Pompeii	https://www.cambridgescp.com/files/legacy_root_files/clc/w ebbooks/book1/index.html?p=172

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Mathematics Narrative

“Beauty is the first test; there is no permanent place in the world for ugly mathematics.” (G.H.Hardy)

We begin our theme of relationships between two or more numbers by exploring ratios and multiplicative change leading into real world scenarios such as currency conversion and recipe scaling. We then build upon this real-world aspect by considering data sets and how they can be manipulated and represented as graphs. We continue our theme of relationships by considering two numbers represented by a fraction and the arithmetic of combining fractions using the four basic operations. We then follow up by considering the algebraic expression of values that are represented in two dimensions on the Cartesian plane, and expressing relationships between two sets of values as a straight-line graph. We go on to explore the relationships between the relationships of two sets of values in the medium of algebra that forms them. We finish our Autumn term with a set of formal examinations. When we return after the Christmas break we start with the pure algebra of expanding brackets, factorising etc, followed by the continuation of the grammar of algebraic knowledge in sequences, introducing n th term for the first time. We also spend some time learning about the grammatical knowledge of algebraic notation of powers, roots and indices in general. We continue with algebra in the context of sequences described as an algebraic expression. Once we have imparted the knowledge of how powers and roots behave in calculations we can then push further on to standard form and the real-world applications of calculating efficiently with very small and very large numbers. We then move on to calculating the area of shapes, which we segue into from working on the cartesian plane by drawing 2D shapes accurately on a grid to begin to calculate the area by counting squares for our weakest students. We then build on this by creating more and more complicated shapes such as trapezia and circles. Continuing our theme of relationships between numbers and sets of numbers, our students then go on to learn about the data handling cycle, learning to draw various charts and graphs (bar/line/pie) as a visual representation of said relationships. Between then and the Christmas break we encourage our teachers to interleave any topics that they wish to revisit, revise or go deeper, perhaps considering CAPD, real life applications etc before recapping all previous topics to give students the best opportunities to perform in a way commensurate with their holistic ability in a formal assessment. After an interleaving week where teachers can consider the next steps bespoke to their classes using formative assessment, we return to concept of relationships between two numbers and consider the dichotomies of something happening or not happening as an introduction to probability and the relationship between the numbers that represent them, continuing to build on this by learning to extract these probabilities from an organised tabled data set. To complete our year 8 course before the exam we finally reach the more advanced geometry

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sections. We begin by recapping and reteaching, if necessary, the grammar of geometry such as 90 degrees in a right angle, 180 on a straight line and so on before moving through a discovery of the relationship between angles in parallel lines and in polygons. After their end of year, students will focus on measures of location as a revisit of the tables they have seen previously but instead of probability or creating a graph from the results they will instead learn to process the data, producing different forms of averages from a group of data. This brings us to the end of the year 8 curriculum with the addition of built-in time during the last few weeks where teachers can, at their discretion, revisit any topics arising from the last assessment and provide feedback so that students know where they stand as they approach the final year of key stage three.

Knowledge Organiser Links:

[Maths Revision](#)

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Mathematics Topics

Students are familiar with Sparx Maths - <https://www.sparxmaths.uk/> If they have any problems logging in – please contact Mr. Howard (Head of Maths)

Fractions	Use common factors to simplify fractions; use common multiples to express fractions with the same denominator. Convert between mixed numbers and improper fractions. Compare and order fractions. Add and subtract fractions.	Sparx Maths Clip: M335 Sparx Maths Clip: M939 Sparx Maths Clip: M601 Sparx Maths Clip: M835 Sparx Maths Clip: M931 Sparx Maths Clip: M645
Statistical Diagrams	Draw and interpret bar charts, pictograms and line graphs. Interpret bar charts, pictograms and line graphs and use them to solve problems. Draw and interpret pie charts. Draw and interpret scatter graphs	Sparx Maths Clip: M460 Sparx Maths Clip: M597 Sparx Maths Clip: M574 Sparx Maths Clip: M769 Sparx Maths Clip: M596
Decimals	Multiply any decimals by one or two digit numbers. Multiply two decimal numbers . Divide decimals by whole numbers. Multiply and divide decimals .	Sparx Maths Clip: M803 Sparx Maths Clip: M262 Sparx Maths Clip: M491
Algebra	Use, simplify and interpret algebraic notation. Substitute numbers into formulae, equations and expressions, including scientific formulae. Simplify and manipulate algebraic expressions by collecting like terms. Expand with single brackets.	Sparx Maths Clip: M813 Sparx Maths Clip: M417 Sparx Maths Clip: M327 Sparx Maths Clip: M795 Sparx Maths Clip: M237
Linear Equations	Use algebraic methods to solve linear equations in one variable. Use algebraic methods to solve linear equations in one variable.	Sparx Maths Clip: M707 Sparx Maths Clip: M634 Sparx Maths Clip: M647

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Inequalities	Understand and use the concept and vocabulary of inequalities (meaning and representation on a number line). Use algebraic methods to solve linear inequalities in one variable.	Sparx Maths Clip: M384 Sparx Maths Clip: M118 Sparx Maths Clip: M732
Angles	Derive and use the sum of angles in a triangle and quadrilateral. Apply the properties of angles at a point on a straight line and vertically opposite angles. Finding angles in parallel lines.	Sparx Maths Clip: M606 Sparx Maths Clip: M679 Sparx Maths Clip: M818 Sparx Maths Clip: M351 Sparx Maths Clip: M163
Ratio	Use ratio notation and cancel ratios to their simplest form. Write each part of a ratio as a fraction of the whole amount. Share an amount into a given ratio. Find the missing share in a ratio given the other.	Sparx Maths Clip: M885 Sparx Maths Clip: M801 Sparx Maths Clip: M267 Sparx Maths Clip: M525
Proportion	Solve problems involving simple direct proportion (recipe and best value problems)	Sparx Maths Clip: M478 Sparx Maths Clip: M681
Percentages	Convert percentages to fractions and decimals. Finding percentages of amounts – non-calculator methods. Percentages: Write one value as a percentage of another. Find the percentage change to a value. Calculate percentage increases and decreases using written methods and a calculator.	Sparx Maths Clip: M695 Sparx Maths Clip: M684 Sparx Maths Clip: M437 Sparx Maths Clip: M905 Sparx Maths Clip: M476
Solving Problems	Use unit pricing to solve problems (e.g. 3 apples cost £1.80, how much do 5 apples cost? Find the price of 1 apple first).	Sparx Maths Clip: M681
Measures	Change freely between related standard units (for example time, length, area, volume/capacity and mass	Sparx Maths Clip: M772 Sparx Maths Clip: M728 Sparx Maths Clip: M924

Year 8 Curriculum

Substituting Numbers	Substitute numbers into formulae, equations and expressions, including scientific formulae.	Sparx Maths Clip: M417 Sparx Maths Clip: M327
Linear Graphs	Complete a table of values for a function and use it to draw linear graphs.	Sparx Maths Clip: M832
Equations/ Expressions	Form expressions and equations from worded problems or diagrams.	Sparx Maths Clip: M957
Sequences	Generate terms of sequences from either a term-to-term or a position-to-term rule.	Sparx Maths Clip: M381 Sparx Maths Clip: M241
Arithmetic Sequences	Recognise arithmetic sequences and find the nth term	Sparx Maths Clip: M991
Problem Solving	Interpreting data with pie charts. Calculate averages and range for non-grouped data in a table.	Sparx Maths Clip: M574 Sparx Maths Clip: M165

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Year 8 Curriculum

Music Narrative

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything"
(Plato)

Year 8 work builds on the students' understanding of the principal ingredients of musical language by adding more depth and including more practical experiences that reinforce learning through practical application. A film music module allows more detailed exploration of *dynamics* and *tempo* in context and Italian terminology facilitates the accurate description of these aspects. Creative composition work involving scoring keyboard tracks to short film clips help students explore the relationship between *rhythm*, *pitch* and *timbre* and how these can be employed and manipulated to create desired effects and styles.

Our journey through musical history continues with the Romantic and C20th periods, where all listening material is chosen to help explain how the principal musical ingredients are employed in different ways to attain a particular style or sound. Tchaikovsky and Bernard Herrmann provide two of the principal study figures and we finish our journey with blues, jazz and film music, giving students a solid overview of their musical heritage. A module on Blues music provides the opportunity to expand their knowledge of *pitch* to involve *pitch* combinations working both vertically and horizontally resulting in harmony and melody. Chord shapes and patterns are explored; melody lines, riffs and improvisation. Students are now able to perform longer melodic lines, create simple harmonies and melodies themselves and analyse these features during study.

Knowledge Organiser Links:

[Musical Terms](#); [Revision](#);

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Year 8 Curriculum

Music Topics

Understanding Blues History	https://www.musical-u.com/learn/blues-music/ https://www.makingascene.org/brief-history-blues/ https://quizlet.com/16392523/blues-music-basics-flash-cards/
Learning how to compose a Blues song	https://www.songstuff.com/song-writing/article/aab-song-form/
Learning how to construct chords	https://www.youtube.com/watch?v=FXbveMxOwcE&list=PLC3566F1870076A94
Performing blues chords on keyboard	Personal practice with backing track: https://www.youtube.com/watch?v=IFV6mqP7rfY https://www.pinterest.co.uk/pin/352617845795445318/ (chord chart)
Performing guitar blues patterns	Personal practice – backing track & chord chart: https://www.youtube.com/watch?v=IFV6mqP7rfY https://nationalguitaracademy.com/blues-guitar/a-blues-chords/
Keyboard Performance of film melodies	Personal practice – eg: Star wars / Wallace&Gromit https://www.youtube.com/watch?v=eiVonYZuzUc https://farfarawayradio.com/2017/09/09/imperial-marching-through-life/ https://musescore.com/mozartandi2/wallace_and_gromit_theme_for_piano
Understanding the history of film music	https://www.film-independent.org/blog/know-score-brief-history-film-music/

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Learning Italian tempo markings	Basic Dynamics in Music Music Theory Tutorial - YouTube https://quizlet.com/208123265/turton-y8-tempo-flash-cards/ https://quizlet.com/208123265/match
Learning to use Italian dynamic markings	https://quizlet.com/207852793/turton-y8-dynamics-flash-cards/ https://quizlet.com/207852793/match
Learning the meaning of specific music terminology & compositional techniques (relating to film)	https://quizlet.com/118589153/turton-y8-film-music-terminology-flash-cards/ https://quizlet.com/119191931/ostinato-pedal-in-notation-flash-cards/
Composing film music	https://www.youtube.com/watch?v=bCpYbSz1KqE
Increasing knowledge on the 5 basic periods of Music History 2.	https://focusonsound.com (log in) - focus on sound / my school / renaissance, baroque, classical, romantic & twentieth century https://www.classicfm.com/discover-music/periods-genres/ https://quizlet.com/394685009/turton-musical-periods-extra-detail-flash-cards/
SCHOLARS: Romantic Period – detailed historical knowledge	https://focusonsound.com (log in) Lessons/history/Romantic period https://quizlet.com/24450750/turton-12-famous-composers-pictures-info-flash-cards/
SCHOLARS: Learning the Note Names in bass clef	https://www.youtube.com/watch?v=PMk-q5LCiAs http://classic.musictheory.net/82 (settings: bass clef) https://www.musictheory.net/lessons/10

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Year 8 Curriculum

Physical Education Narrative

'We don't stop playing because we grow old; we grow old because we stop playing.'
(George Bernard Shaw)

The KS3 journey begins with a theoretical focus centred on five main topics: warm up/cool down; health and well-being; the muscular system; the skeletal system and the components of fitness. Students develop an understanding of how to warm up correctly, linking their knowledge with the location of seven main skeletal muscles and key bones linked to sporting performance. Students learn the key components of fitness that are central to the sports they participate in. Antagonistic muscle pairs are introduced and how they work together to move our skeleton. We explore a variety of joint movements and how joints are constructed. In year nine, we build further understanding of how the body works and how it impacts sporting performance. For the first time we start to introduce the world of socio-cultural factors and the impact they play in modern-day sport. This encompasses ethics as we introduce students to sportsmanship, gamesmanship and deviance within sport. Knowledge is at the heart of what students learn through the medium of physical activity. Anatomy and physiology, alongside healthy lifestyles, are at the core of the curriculum which is taught primarily through a variety of sporting activities. Students learn to plan and implement what needs practicing to be more effective in performance as well as recognising hazards and make decisions about how to control any risks to themselves and others. This knowledge and practice allows students to refine and adapt ideas and plans in response to changing circumstances. Students gain an understanding of how to develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities. They develop their mental determination and resilience to succeed. The understanding of the long-term health benefits and the importance of being involved in lifelong participation is addressed. Students reflect on and analyse performances, identifying strengths and weaknesses.

Knowledge Organiser Links:

[Revision](#)

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Year 8 Curriculum

Physical Education Topics

Health and Performance

Topic 1: Injuries and treatments – How soft tissue injuries occur and how the RICE treatment is effective in speeding up recovery.	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms-1.pdf - Topic 1
Topic 2: Diet for performers – The primary source of energy for a performer comes from carbohydrates in our diet. They store and provide energy.	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms-1.pdf - Topic 2
Topic 3: Antagonist muscles pairs – How do we move and which muscles contract for this to happen? Seeing which muscles move which bones.	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms-1.pdf - Topic 3
Topic 4: Bones and movement - The skeleton allows a variety of movement of the body at each individual joint. How bones create leverage?	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms-1.pdf - Topic 4
Topic 5: Components of Fitness – When planning a well-rounded exercise programme, it is important to understand the how your training affects these.	https://www.turton.uk.com/wp-content/uploads/sites/2/2020/02/PE-All-Terms-1.pdf - Topic 5

Participation and Performance

Activity 1: Table Tennis	https://www.bbc.co.uk/bitesize/topics/z2psp39
Activity 2: Fitness	https://www.bbc.co.uk/bitesize/guides/z734jxs/revision/1
Activity 3: Dance	https://www.bbc.co.uk/bitesize/topics/zsbrbk7
Activity 4: Basketball	https://www.bbc.co.uk/bitesize/topics/zwxtxsg
Activity 5: Badminton	https://www.bbc.co.uk/bitesize/topics/zcj7j6f
Activity 6: Swimming	https://www.bbc.co.uk/bitesize/topics/zyr4rdm
Activity 7: Cross Country	https://teenjumper.com/2019/02/19/14-greatest-benefits-of-cross-country-running/
Activity 8: Football	https://www.bbc.co.uk/bitesize/topics/zqtptyc
Activity 9: Netball	https://www.bbc.co.uk/bitesize/topics/zg8w82p
Activity 10: Rugby Union	https://www.bbc.co.uk/bitesize/topics/z3989qt
Activity 11: Hockey	https://www.bbc.co.uk/bitesize/topics/zcwqwx

Year 8 Curriculum

Science Narrative

“Somewhere, something incredible is waiting to be known.” (Carl Sagan)

In Biology, we look more deeply at the systems that help complex multicellular organisms to stay alive, and our interactions with another kingdom, the unicellular bacteria. Students continue to look at what it is to be alive as an animal, considering the role of cells in the complex body systems of the digestive system, the circulatory system, the respiratory system and the immune system, and in plants we look at the cells in the leaf, the organ of photosynthesis.

We also delve deeper into how particles are arranged in the elements, looking at the role of the periodic table developed by Mendeleev, and how it can be used to make predictions about elements in groups 1, 7 and 0, as well as considering the physical properties and reactions of metals and non-metal elements. Students then look at a specific group of chemicals, the acids and alkalis, and their reactions before moving onto other types of reactions and the flow of energy in combustion, thermal decomposition, exothermic and endothermic reactions. The Earth is unique as it controls the temperature within a range that can support life. We begin by looking at how heating energy is transferred by particles in conduction and convection, as a wave in radiation, and then move onto waves, considering the way light and sound travel on Earth. Finally, we look at electricity, and how, as humans, we utilise electricity, an energy store, to power our daily lives.

Adding to the building blocks from year 7, we increase the complexity of our understanding and begin to make dialectic links between the three big ideas: cells, particles and energy.

Knowledge Organiser Links:

(1) [Nutrition and Digestion](#) (2) [Acids and Alkalis](#) (3) [Electricity](#) (4) [Gas Exchange and Respiration](#) (5) [Metals and Non-Metals](#) (6) [Heat Transfer](#) (7) [Health and Disease](#) (8) [Chemical Reactions](#) (9) [Magnetism](#)

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Year 8 Curriculum

Science Topics

Biology	
Nutrition and Digestion	https://www.bbc.co.uk/bitesize/topics/zf339j6 https://kidshealth.org/en/kids/digestive-system.html
Gas Exchange and Respiration	https://www.bbc.co.uk/bitesize/topics/zvrrd2p https://www.science-sparks.com/what-is-respiration/
The Immune System	https://www.bbc.co.uk/bitesize/guides/zxr7ng8/revision/9 https://kidshealth.org/en/parents/immune.html
Chemistry	
Acids and Alkalis	https://www.bbc.co.uk/bitesize/topics/zn6hvcw https://scienceexplorers.com/teaching-children-about-acids-and-bases/
Metals and Non Metals	https://www.bbc.co.uk/bitesize/guides/zqwmxn timer/revision/1 https://www.bbc.co.uk/bitesize/topics/zv9nhcw
Chemical Energy and Reaction Types	https://www.bbc.co.uk/bitesize/topics/zypsgk7 https://www.ducksters.com/science/chemistry/chemical_reactions.php
Physics	
Heat Transfer	https://www.bbc.co.uk/bitesize/topics/zc3g87h/articles/znw7jsg https://www.factmonster.com/dk/encyclopedia/science/heat-transfer
Magnetism	https://www.bbc.co.uk/bitesize/topics/zrvbkqt https://www.explainthatstuff.com/electricity.html
Electricity	https://www.bbc.co.uk/bitesize/topics/zgy39j6 https://www.explainthatstuff.com/electricity.html

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Year 8 Curriculum

Spanish Narrative

'To have another language is to possess a second soul.' (Charlemagne)

We need to begin with the tools of communication so our initial focus is pronunciation and students are taught the sound-spelling links in Spanish through explicit teaching of phonics. Students quickly become confident in their ability to pronounce correctly new or unfamiliar vocabulary and become adept at reading out aloud in the classroom. Grammar is an intrinsic feature of language learning, and initially students are introduced to high-frequency language and structures in the first person, which mimics natural language acquisition. This enables students to communicate their opinions and answer questions that seek information about themselves. The high-frequency language is introduced through 'chunks' to help the internalisation of language without consciously processing the grammatical rules. Students quickly progress from answering questions in the first person to asking questions of others and reporting back in the third person.

The topics that are chosen to enable this language acquisition and to deliver the content and structures are: myself, free time, my school, my house, my town. As students' language develops, the range of vocabulary and grammar available to them increases. Piece by piece, the full conjugation of verbs – both regular and irregular- is taught and the range of tenses is increased to speak in the different time frames (past, present and future). Students are taught to recognise patterns in order for them to be able to apply the rules independently as they progress in their studies. As students become more able to communicate in different contexts, the topics become broader and more universal. Students are exposed to vocabulary and dialectic learning opportunities that help them to practise, review and re-use language. Language is presented in context and is practised both receptively and productively, aiming for greater accuracy and independence as their learning journey continues.

Knowledge Organiser Links:

(1) [Key phrases](#)

(2) [Town](#)

(3) [Mi Ciudad](#)

(4) [La Moda](#)

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Year 8 Curriculum

Spanish Topics

Being able to develop your knowledge of vocabulary relating to the topic of clothes	https://quizlet.com/125753589/la-ropa-flash-cards/
Being able to develop your knowledge of vocabulary relating to the topic of food and drink	Food - KS3 Spanish - BBC Bitesize
Being able to use a range of regular and irregular present tense verbs	https://quizlet.com/gb/425639778/spanish-verbs-present-tense-flash-cards/ The present tense - KS3 Spanish - BBC Bitesize The verb 'to be' - KS3 Spanish - BBC Bitesize
Being able to use a range of regular and irregular future tense verbs to talk about what you and others are going to do	https://quizlet.com/gb/289181497/voy-a-flash-cards/ The infinitive - KS3 Spanish - BBC Bitesize
Being able to correctly make adjectives agree with a noun in gender and quantity as well as knowing where to position adjectives in a sentence in Spanish.	https://app.senecalearning.com/classroom/course/8f4c33cc-b1b1-4c49-bff7-f2dd6cc12b1f/section/39966067-4ba8-4791-b6b9-841d8ce8fc0c/session Adjectives - KS3 Spanish - BBC Bitesize
Being able to develop your knowledge of vocabulary relating to giving opinions including the use of opinion phrases and adjectives	https://quizlet.com/313325794/spanish-opinions-flash-cards/
Being able to develop your listening skills by listening to songs to identify the missing words and type them in accurately.	https://lyricstraining.com/es/play/luis-fonsi-daddy-yankee/despacito/HvrcQjKnMv#b7w

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