

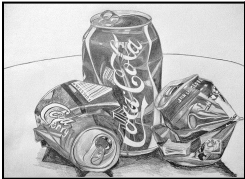








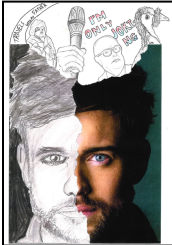


St. Michael's Middle School

Year 8 Curriculum Map*



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Ratio and Scale Manipulative change Multiplying and dividing fractions	Working in the Cartesian plane Representing data Tables and probability	Brackets, equations and inequalities Sequences Indices	Fractions and percentages (link to Ratio problems) Standard Index form Number sense	Angles in parallel line and polygons Area of trapezia and circles Line symmetry and reflections	Measures of location Data Handling cycle Upper school transition - Key components
English	Long Way Down by Jason Reynolds Novel Study	War Poetry	Gothic Horror	Mystery Stories	Transition Unit: Reading	Social Media (Socratic debate)
Science	Chemical reaction (incl. Acid/Alkalis and chemical energy) Genetics - Variation/Inheritance and Evolution Electricity - Static, Current and Voltage		Breathing and Respiration Climate Energy - Cost and work		Photosynthesis Heating and Cooling Magnets and Electromagnets Earth resources Universe	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>Still-life - First and secondhand observational drawing.</p> 	<p>Investigation and comparison of how possessions have been depicted through time. Comparison of drawing/painting styles.</p> <ul style="list-style-type: none"> Picasso  <ul style="list-style-type: none"> Lichtenstien  <ul style="list-style-type: none"> Morandi 	<p>Sculpture - Pop Art inspired earthenware clay sculpture, focusing on both aesthetics and function.</p> 	<p>Portraits - Symbolism behind a self-portrait. Artist research.</p> <ul style="list-style-type: none"> Kathe Kollwitz  <ul style="list-style-type: none"> Frida Kahlo  <ul style="list-style-type: none"> Marc Quinn 	<p>Drawing - First and second hand observational drawing and collage. Accuracy and detailing.</p> <ul style="list-style-type: none"> Ben Heine  	<p>*QE continuity project – artist pastiche. Drawing and/or painting</p>
Computer Science	Spreadsheets	Encryptions, Ciphers & Steganography	Python	Python with Micro:bits	Multimedia Project	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Product Design (Termly cycle)	<p>C.A.D C.A.M - Computer Aided Design, and Computer Aided Manufacture. A real life design and make scenario for an online clock store. From realising the design spec from the company to Ideas/ design through to producing a full size working prototype perspex clock. The first term is spent designing, planning and learning the 2d design program.</p> <p>Term 2 – Perfecting the final design- dividing it into colour sections. Cutting out on the laser cutter. Also a Box/package design is made and assembled.</p> <p>The Design process is then evaluated for the whole project.</p>					
Textiles (Termly cycle)	<p>Best Of British hats - design and make task.</p> <p>Study British milliner Philip Treacy to be inspired to create a top hat using felt.</p> <p>Explore a range of British design themes. Select one and use this to create design inspiration for decorative work.</p> <p>Tools and processes- pattern cutting, hand & machine sewing, construction of seams and hems, applique, embroidery.</p> <p>Testing and modifications.</p>					
Food and Nutrition (Termly cycle)	<p>*Part of the 12-week Dt rotation</p> <p>Hygiene and safety recap.</p> <p>Ethical issues surrounding food including Fairtrade, free range, food miles, eating local.</p> <p>Recipes: fajitas, sweet and sour chicken, puff danish pastries, chicken pie, curry, apple cake, chilli con carne.</p>					

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	<p><u>Free time and holidays</u></p> <p>Classroom language revisited and extended to encourage fluency and spontaneity.</p> <p>Manipulation of high frequency "-ER" verb paradigms embedded in complex sentence structure across the theme of sports The irregular verb "faire"</p> <p>Use of a variety of negative forms - ne....plus; ne ... jamais.</p> <p>European Languages Day.</p> <p>The French speaking world.</p> <p>The exploration of contemporary French music on the theme of being black in France.</p>	<p>Manipulation of high frequency "-ER" verb paradigms embedded in complex sentence structure across the theme of activities.</p> <p>Use of a variety of negative forms - ne....plus; ne ... jamais.</p>	<p>Introduction to the irregular verb "aller", to be able to talk about where we go on holiday, with whom, how we travel and what we usually do there.</p> <p>Construction of the Immediate Future across all pronouns.</p> <p>Mini-modules - Fairtrade Fortnight; Climate Change.</p>	<p>The application and use of two tenses (Present and Future) across all four skill areas focusing on the theme of holidays.</p> <p>Continued use of complex negative sentence construction.</p>	<p><u>Freetime cont- Past tense</u></p> <p>To be able to talk about where we went last weekend and describe what we did.</p> <p>Introduction to the past tense of verbs using 'avoir'.</p>	<p>Introduction to irregular past participles with 'avoir'.</p> <p>The past tense of a few verbs conjugated with 'être'.</p> <p>Question construction and negation.</p> <p>The use of three tenses (Present, Future and Perfect) across all four skill areas.</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	Population	Urbanisation	Settlement	Weather and Climate	Glaciation	Retail
History	Political Turmoil and the English Civil War	The French Revolution	The British Empire	The Industrial Revolution	The Industrial Revolution	Democracy and Women
Music	<u>Jazz and Blues</u> Students deepen their knowledge of Blues and Jazz with increasingly more complex keyboard tasks and musical concepts such as Boogie-Woogie bass line and minor blues chord sequences.	<u>Cover Versions</u> This topic builds on Y7 Band work introducing whole songs with multiple sections including Verses Chorus Bridge. Children further develop their chord playing, using more challenging keys and two handed keyboard techniques.	<u>Songwriting</u> This topic builds on the work done in COVER VERSIONS. The children now compose a chord sequence of their own and create some lyrics to develop a chorus and verses as a band.	<u>Pachabele's Cannon</u> Children learn about ground bass and how this famous chord sequence has been used by many artists over the years. They learn the simple melodies and then create their own variation.	<u>African Drumming</u> Explore Polyrythms through African percussion music. Perform complex rhythms in small groups and develop your skills as a music leader.	<u>Music Tech - iPads Dance Music</u> Children learn about the different styles of Electronic Dance Music and use Garageband to compose their own dance music.
PE	Boys 1 Group Football (6 weeks) <i>Keeping Possession, Denying space, Attacking & Defensive tactics & formations</i> Gymnastics (6 weeks) <i>Sports Acro</i> Girls 1 group Netball (6 weeks) <i>Keeping Possession,</i>	Boys 1 Group Rugby (6 weeks) <i>Keeping Possession, Denying space, Attacking & Defensive tactics & formations</i> Swimming (6 weeks) <i>Front Crawl & Backstroke development</i> Girls 1 group Basketball (6 weeks) <i>Keeping Possession,</i>	Boys 1 Group Basketball (6 weeks) <i>Keeping Possession, Denying space, Attacking & Defensive tactics & formations</i> Health Related Fitness (6 weeks) <i>Agility, Balance & coordination</i> Girls 1 group Water Polo (6 weeks) <i>Keeping</i>	Boys 1 Group Water Polo (6 weeks) <i>Keeping Possession, Denying space, Attacking & Defensive tactics & formations</i> Orienteering (6 weeks) <i>Line orienteering</i> Girls 1 group Dance (6 weeks) <i>Thriller/Diversity theme</i>	Boys 1 Group Cricket (6 weeks) <i>Attacking, Defending and tactical awareness</i> Athletics (6 weeks) <i>Running, jumping & throwing</i> Girls 1 group Rounders (6 weeks) <i>Attacking, Defending and tactical awareness</i> Athletics (6 weeks)	Boys 1 group Tennis/Table Tennis/Badminton (6 weeks) <i>Attacking Defending and tactical awareness</i> Swimming (6 weeks) <i>Breaststroke/Butterfly development & water safety</i> Girls 1 group Tennis/Table Tennis/Badminton (6 weeks) <i>Attacking</i>

	<p><i>Denying space, Attacking & Defensive tactics & formations</i> Orienteering (6 weeks) <i>Line orienteering</i></p> <p>Boys & Girls 2 group FUNdamental Skills (6 weeks) <i>Throwing & catching skills, movement skills, agility, balance, coordination</i> Swimming (6 weeks) <i>Front Crawl & Backstroke development</i></p>	<p><i>Denying space, Attacking & Defensive tactics & formations</i> Gymnastics (6 weeks) <i>Sports Acro</i></p> <p>Boys & Girls 2 group Handball (6 weeks) <i>Keeping Possession, Denying space, Attacking & Defensive tactics & formations</i> Orienteering (6 weeks) <i>Line orienteering</i></p>	<p><i>Possession, Denying space, Attacking & Defensive tactics & formations</i> Swimming (6 weeks) <i>Front Crawl & Backstroke development</i></p> <p>Boys & Girls 2 group Dance (6 weeks) <i>Thriller/Diversity theme</i> Gymnastics (6 weeks) <i>Sports Acro</i></p>	<p>Swimming (6 weeks) <i>Breaststroke/Butterfly development & water safety</i></p> <p>Boys & Girls 2 group Basketball (6 weeks) <i>Keeping Possession, Denying space, Attacking & Defensive tactics & formations</i> Health Related Fitness (6 weeks) <i>Agility, Balance & coordination</i></p>	<p><i>Running, jumping & throwing development</i></p> <p>Boys & Girls 2 group Tennis/Table Tennis/Badminton (6 weeks) <i>Attacking, Defending and tactical awareness</i> Swimming (6 weeks) <i>Breaststroke development & water safety</i></p>	<p><i>Defending and tactical awareness</i> Health Related Fitness (6 weeks) <i>Agility, Balance & coordination</i></p> <p>Boys & Girls 2 group Striking & Fielding games (6 weeks) <i>Attacking, Defending and tactical awareness</i> Athletics (6 weeks) <i>Running, Throwing & Jumping Development</i></p>
PSHE	Health & Wellbeing - Emotional Wellbeing	Living in the wider world - Discrimination. Parliament & Democracy.	Living in the wider world - Community & Careers	Living in the wider world - Digital Literacy.	RSE - Identity & Relationships.	Health & Wellbeing - Drugs & Alcohol.
RE	Islam: How are Muslims represented in the media?	Christianity: What's so radical about Jesus?	Judaism: Where were religion and God in the Holocaust?	Moral Debate: Is it ever right to fight?	Christianity: What do Christians believe about God's kingdom and life after death?	Review and assessment

*(Please note there may be changes throughout the year to facilitate meeting the children's needs)