



Dallam School

Year 8

Curriculum overviews

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# Dallam School

Curriculum overview

Department: Art  
Year Group: 8

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Birds	Theme / Topic Seascapes	Theme / Topic Seascapes	Theme / Topic Printmaking	Theme / Topic Architecture	Theme / Topic Ceramics
By the end of this half term pupils will know ( <i>key knowledge, including tier 3 vocabulary</i> )					
<ul style="list-style-type: none"> <li>➤ The work of artists Leonard Baskin and Olivia Lomenech Gill</li> <li>➤ The different anatomy of birds – beaks, eyes feathers etc</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Charcoal</li> <li>➤ Withy</li> <li>➤ Indian Ink</li> <li>➤ Tone</li> <li>➤ Texture,</li> <li>➤ Line</li> <li>➤ Scale</li> <li>➤ Composition</li> <li>➤ Anthropomorphism</li> </ul>	<ul style="list-style-type: none"> <li>➤ The history and techniques of traditional Chinese ink painting</li> <li>➤ what tone is and how/why to use it in their work</li> <li>➤ how to plot the composition of their piece using the grid method</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ ink paintings</li> <li>➤ tone</li> <li>➤ texture</li> <li>➤ watercolour</li> <li>➤ Seascapes</li> <li>➤ Fineliner</li> <li>➤ composition</li> </ul>	<ul style="list-style-type: none"> <li>➤ the work of artists John Palmer and Peter Rothwell</li> <li>➤ what focal points are</li> <li>➤ ink painting techniques - lightest or the darkest tones first, washes etc.</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ ink paintings</li> <li>➤ tone</li> <li>➤ texture</li> <li>➤ watercolour</li> <li>➤ Seascapes</li> <li>➤ Fineliner</li> <li>➤ composition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mayan culture, the use of symmetry in logo design and the work of contemporary graffiti artists and graphic designers</li> <li>➤ How to transfer your design accurately onto polystyrene</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Symmetry</li> <li>➤ logo</li> <li>➤ flip</li> <li>➤ reverse</li> <li>➤ mirror image</li> <li>➤ embellish</li> <li>➤ exaggerate</li> <li>➤ upper and lower case lettering</li> <li>➤ polystyrene</li> <li>➤ transfer</li> <li>➤ accurately</li> <li>➤ pencil-prick</li> <li>➤ design</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is meant by Architecture</li> <li>➤ The work of architects Hundertwasser and Antoni Gaudi</li> <li>➤ The work of artist Stephen Wiltshire</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ architecture,</li> <li>➤ design</li> <li>➤ façade</li> <li>➤ pattern</li> <li>➤ colour</li> <li>➤ shape</li> <li>➤ context</li> <li>➤ environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ What is meant by Ceramics</li> <li>➤ Key health and safety knowledge when working with clay.</li> <li>➤ How to use paint to decorate ceramic surfaces.</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Slab</li> <li>➤ relief</li> <li>➤ carving</li> <li>➤ construction</li> <li>➤ slip</li> <li>➤ ceramic</li> <li>➤ firing</li> <li>➤ glazing</li> </ul>
They will understand ( <i>key concepts</i> )					

<ul style="list-style-type: none"> <li>➤ how to communicate knowledge in written, visual and verbal forms.</li> <li>➤ The importance of using imagination in creating original representations on the theme of birds.</li> <li>➤ What makes an effective title page – the elements that you would expect to feature and how to balance them out on the page effectively.</li> </ul>	<ul style="list-style-type: none"> <li>➤ what makes an effective research page</li> <li>➤ What are the traditions of Chinese ink painting</li> <li>➤ Tone - why it is important</li> <li>➤ Focal points - why they are important</li> </ul>	<ul style="list-style-type: none"> <li>➤ Similarities and differences in painting with ink and watercolour paints</li> <li>➤ How to describe types of brushmarks</li> <li>➤ the challenges of working to a larger scale</li> <li>➤ The order in which to lay down tones and colours</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to create a successful print?</li> <li>➤ symmetry and how is it used in design</li> <li>➤ How to use symmetry to create an imaginative logo</li> <li>➤ to transfer designs so the mirror image is accurate</li> <li>➤ To transfer a design accurately onto polystyrene</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why architecture is relevant</li> <li>➤ What inspired Hundertwasser/Gaudi and what makes their architecture unique</li> <li>➤ How students could forge a career in architecture by taking their Artistic studies further.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How clay works – drying times, malleability, advantages and disadvantages of the material.</li> <li>➤ How to fit together separate pieces of work to create a collaborative artwork with a consistent style/theme</li> <li>➤ How artwork produced in a series can produce effective outcomes</li> </ul>
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They will know how to (*key skills*)

<ul style="list-style-type: none"> <li>➤ Draw from first hand observation</li> <li>➤ consider composition and page layout in sketchbook.</li> <li>➤ use charcoal, withy and watercolour to create tone and line work.</li> <li>➤ draw from imagination to create larger scale drawings</li> <li>➤ create a 3 dimensional effect including a range of textures, when using charcoal</li> </ul>	<ul style="list-style-type: none"> <li>➤ Draw from secondary source observation</li> <li>➤ Plan and plot out compositions</li> <li>➤ Use ink to produce –washes, brushmarks, details, textures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use Watercolour - washes, brushmarks, details, textures and adding other materials to paint to enhance textures</li> <li>➤ Use Fineliner to create mark-making</li> <li>➤ Evaluate their own work and that of others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create original designs in the style of traditional Mayan patterns</li> <li>➤ Create symmetrical designs accurately using tracing techniques</li> <li>➤ Create a monoprint</li> <li>➤ transfer designs onto polyblock printing plates</li> </ul>	<ul style="list-style-type: none"> <li>➤ draw accurately using biro</li> <li>➤ Work with line</li> <li>➤ use exaggerated colours in the style of Hundertwasser</li> <li>➤ use pattern in the style of Hundertwasser</li> </ul>	<ul style="list-style-type: none"> <li>➤ Carve into clay</li> <li>➤ work in relief</li> <li>➤ apply professional design skills in making collaborative pieces fit together</li> <li>➤ work collaboratively on projects.</li> <li>➤ transfer 2d designs into relief carvings.</li> <li>➤ apply paint to clay surfaces</li> </ul>
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# Dallam School

## Curriculum overview

Department: Biology  
Year Group: 8

Autumn		Spring		Summer	
Breathing (6 lessons)	Digestion (5 lessons)	Evolution (4 lessons)	Inheritance (6 lessons)	Respiration (5 lessons)	Photosynthesis (5 lessons)
Investigate a claim linking height to lung volume	Evaluate how well a model represents key features of the digestive system	Review the evidence for theories about how a particular species went extinct	Model the inheritance of a specific trait and explore the variation in the offspring produced	Use data from investigating fermentation with yeast to explore respiration	Use lab tests on variegated leaves to show that chlorophyll is essential for photosynthesis
By the end of this topic pupils will know ( <i>key knowledge, including tier 3 vocabulary</i> )					
<ul style="list-style-type: none"> <li>➤ In gas exchange, oxygen and carbon dioxide move between alveoli and the blood. Oxygen is transported to cells doing respiration and carbon dioxide, a waste product of respiration, is removed from the body.</li> <li>➤ Breathing occurs through the action of muscles in the ribcage and diaphragm.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Breathing</li> <li>➤ Trachea</li> <li>➤ Bronchi</li> <li>➤ Bronchioles</li> <li>➤ Alveoli</li> <li>➤ Diaphragm</li> <li>➤ Lung volume</li> </ul>	<ul style="list-style-type: none"> <li>➤ The body needs a balanced diet with carbohydrates, lipids, proteins, vitamins, minerals, fibre and water, for its cells' energy, growth and maintenance.</li> <li>➤ Organs of the digestive system are adapted to break large food molecules into small ones which can travel in the blood.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Enzymes</li> <li>➤ Dietary fibre</li> <li>➤ Carbohydrates</li> <li>➤ Lipids</li> <li>➤ Protein</li> <li>➤ Stomach</li> <li>➤ Large intestine</li> <li>➤ Gut bacteria</li> </ul>	<ul style="list-style-type: none"> <li>➤ Natural selection is a theory that explains how species evolve and why extinction occurs.</li> <li>➤ Biodiversity is vital to maintaining populations. Variation helps against environment changes, avoiding extinction and ensures resources are available for other populations, like humans.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Population</li> <li>➤ Natural selection</li> <li>➤ Extinct</li> <li>➤ Biodiversity</li> <li>➤ Competition</li> <li>➤ Evolution</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inherited characteristics are the result of genetic information, in the form of sections of DNA called genes.</li> <li>➤ Chromosomes are long pieces of DNA which contain many genes. Gametes, carrying half the total number of chromosomes of each parent, combine during fertilisation.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Inherited characteristics</li> <li>➤ DNA</li> <li>➤ Chromosomes</li> <li>➤ Gene</li> <li>➤ Gamete</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respiration is a series of chemical reactions, in cells, that breaks down glucose to provide energy and form new molecules.</li> <li>➤ Most living things use aerobic respiration but can switch to anaerobic respiration, which provides less energy, when oxygen is unavailable.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Aerobic respiration</li> <li>➤ Anaerobic respiration (fermentation)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Plants and algae use energy from light, together with carbon dioxide and water to make glucose through photosynthesis. They use the glucose as an energy source, to build new tissue, or store it for later use.</li> <li>➤ Plants have specially-adapted organs that allow them to obtain resources needed for photosynthesis.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Fertilisers</li> <li>➤ Photosynthesis</li> <li>➤ Chlorophyll</li> <li>➤ Stomata</li> </ul>

Autumn		Spring		Summer	
Breathing (6 lessons)	Digestion (5 lessons)	Evolution (4 lessons)	Inheritance (6 lessons)	Respiration (5 lessons)	Photosynthesis (5 lessons)
<b>Investigate a claim linking height to lung volume</b>	<b>Evaluate how well a model represents key features of the digestive system</b>	<b>Review the evidence for theories about how a particular species went extinct</b>	<b>Model the inheritance of a specific trait and explore the variation in the offspring produced</b>	<b>Use data from investigating fermentation with yeast to explore respiration</b>	<b>Use lab tests on variegated leaves to show that chlorophyll is essential for photosynthesis</b>
They will understand ( <i>key concepts</i> )					
<ul style="list-style-type: none"> <li>➤ How the parts of the gas exchange system are adapted to their function.</li> <li>➤ How exercise, smoking and asthma affect the gas exchange system.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to describe possible health effects of unbalanced diets from data provided.</li> <li>➤ How organs and tissues involved in digestion are adapted for their role.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to use evidence to explain why a species has become extinct or adapted to changing conditions.</li> <li>➤ How to explain how a lack of biodiversity can affect an ecosystem.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to use a diagram to show the relationship between DNA, chromosomes and genes.</li> <li>➤ How to explain why offspring from the same parents look similar but are not usually identical.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to use word equations to describe aerobic and anaerobic respiration.</li> <li>➤ How specific activities involve aerobic or anaerobic respiration.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to explain why other organisms are dependent on photosynthesis.</li> <li>➤ How to use a word equation to describe photosynthesis in plants and algae</li> </ul>
They will know how to ( <i>key skills</i> )					
<ul style="list-style-type: none"> <li>➤ Use scientific vocabulary to illustrate ideas with real-life examples and scientific concepts.</li> <li>➤ Accurately list all the facts, scientific ideas, data, or conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ List all the facts, scientific ideas, data, or conclusions that support your opinion.</li> <li>➤ Understand the role of a theory in science.</li> <li>➤ Judge the reliability of a Source.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give evidence to back up everything you claim to be true.</li> <li>➤ Suggest a scientific idea that might explain the observation.</li> <li>➤ Write a scientific description of the observation, using key words.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suggest reasons for differences in repeat readings.</li> <li>➤ Decide the type of chart or graph to draw based on its purpose or type of data.</li> <li>➤ Decide whether the conclusion of the experiment agrees with your prediction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suggest a scientific reason for your findings.</li> <li>➤ Gather sufficient data for the investigation and repeat if appropriate.</li> <li>➤ Identify features of an investigation which are hazardous.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify patterns in data.</li> <li>➤ Justify whether anomalous results can be explained or ignored.</li> <li>➤ Prepare a table with space to record all measurements.</li> <li>➤ Suggest an experiment to test the hypothesis.</li> </ul>



# Dallam School

Curriculum overview

Department: Chemistry  
Year Group: 8

Autumn		Spring		Summer	
<b>Periodic table (6 lessons)</b>	<b>Elements (5 lessons)</b>	<b>Chemical energy (5 lessons)</b>	<b>Types of reaction (5 lessons)</b>	<b>Climate (4 lessons)</b>	<b>Earth resources (6 lessons)</b>
<b>Sort elements using chemical data and relate this to their position in the periodic table</b>	<b>Compare the properties of elements with the properties of a compound formed from them</b>	<b>Investigate a phenomenon that relies on an exothermic or endothermic reaction</b>	<b>Investigate changes in mass for chemical and physical processes</b>	<b>Investigate the contribution that natural and human processes make to our carbon emissions</b>	<b>Predict the method used for extracting a metal based on its position in the reactivity series</b>
By the end of this topic pupils will know ( <i>key knowledge, including tier 3 vocabulary</i> )					
<ul style="list-style-type: none"><li>➤ The elements in the periodic table are grouped to show a patterns in physical properties and reactivity.</li><li>➤ Group 1 contains reactive metals called alkali metals.</li><li>➤ Group 7 contains non-metals called halogens.</li><li>➤ Group 0 contains unreactive gases called noble gases.</li></ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"><li>➤ Periodic table</li><li>➤ Physical properties</li><li>➤ Chemical properties</li><li>➤ Groups</li><li>➤ Periods</li></ul>	<ul style="list-style-type: none"><li>➤ Most substances are compounds or mixtures containing atoms of different elements. They have different properties to the elements they contain.</li><li>➤ The symbols of common elements including hydrogen, oxygen, nitrogen, carbon, iron, copper, sulfur, aluminium, chlorine, sodium, potassium and magnesium.</li></ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"><li>➤ <i>Elements</i></li><li>➤ <i>Atom</i></li><li>➤ <i>Molecules</i></li><li>➤ <i>Compound</i></li><li>➤ <i>Polymer</i></li></ul>	<ul style="list-style-type: none"><li>➤ During a chemical reaction bonds are broken (requiring energy) and new bonds formed.</li><li>➤ Exothermic reactions release heat to the surroundings.</li><li>➤ Endothermic reactions take in heat from the surroundings.</li></ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"><li>➤ Catalysts</li><li>➤ Exothermic reaction</li><li>➤ Endothermic reaction</li><li>➤ Chemical bond</li></ul>	<ul style="list-style-type: none"><li>➤ Combustion is a reaction with oxygen in which energy is shifted to the surroundings.</li><li>➤ Thermal decomposition is a reaction where reactant is broken down by heating.</li><li>➤ Chemical changes can be described by a model where atoms in reactants rearrange to make the products and the total number of atoms is conserved.</li></ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"><li>➤ Fuel</li><li>➤ Chemical reaction</li><li>➤ Physical change</li><li>➤ Reactants</li><li>➤ Products</li><li>➤ Conserved</li></ul>	<ul style="list-style-type: none"><li>➤ Carbon is recycled through natural processes in the atmosphere, ecosystems, oceans and the Earth's crust.</li><li>➤ Greenhouse gases reduce the amount of energy lost from the Earth through radiation.</li><li>➤ Methane and carbon dioxide are greenhouse gases.</li><li>➤ The composition of the Earth's atmosphere.</li></ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"><li>➤ Global warming</li><li>➤ Fossil fuels</li><li>➤ Carbon sink</li><li>➤ Greenhouse effect</li></ul>	<ul style="list-style-type: none"><li>➤ There is a finite amount of any resource on Earth.</li><li>➤ Recycling reduces the need to extract resources.</li><li>➤ Most metals are found combined with other elements, as a compound, in ores.</li><li>➤ Carbon displaces less reactive metals from their compounds, while electrolysis is needed for more reactive metals.</li></ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"><li>➤ Natural resources</li><li>➤ Mineral</li><li>➤ Ore</li><li>➤ Extraction</li><li>➤ Recycling</li><li>➤ Electrolysis</li></ul>

Autumn		Spring		Summer	
Periodic table (6 lessons)	Elements (5 lessons)	Chemical energy (5 lessons)	Types of reaction (5 lessons)	Climate (4 lessons)	Earth resources (6 lessons)
<b>Sort elements using chemical data and relate this to their position in the periodic table</b>	<b>Compare the properties of elements with the properties of a compound formed from them</b>	<b>Investigate a phenomenon that relies on an exothermic or endothermic reaction</b>	<b>Investigate changes in mass for chemical and physical processes</b>	<b>Investigate the contribution that natural and human processes make to our carbon emissions</b>	<b>Predict the method used for extracting a metal based on its position in the reactivity series</b>
They will understand ( <i>key concepts</i> )					
<ul style="list-style-type: none"> <li>➤ How to use data to describe a trend in physical properties.</li> <li>➤ How to use observations of a pattern in chemical reactions to predict the behaviour of an element in a group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to name compounds using their chemical formulae.</li> <li>➤ How to represent atoms, molecules and elements, mixtures and compounds using particle diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to use experimental observations to distinguish exothermic and endothermic reactions.</li> <li>➤ How to use a diagram of relative energy levels of particles to explain energy changes observed during a change of state.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to predict the products of the combustion or thermal decomposition of a given reactant and show the reaction as a word equation.</li> <li>➤ How to use particle diagrams to show what happens in a reaction</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to use a diagram to show how carbon is recycled in the environment and through living things.</li> <li>➤ How human activities affect the carbon cycle.</li> <li>➤ How global warming can impact on climate and local weather patterns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How Earth's resources are turned into useful materials or recycled.</li> <li>➤ How to suggest factors to take into account when deciding whether extraction of a metal is practical.</li> </ul>
They will know how to ( <i>key skills</i> )					
<ul style="list-style-type: none"> <li>➤ Spot a data point that does not fit the pattern.</li> <li>➤ Select a good way to display data.</li> <li>➤ Use scientific vocabulary accurately.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use particle diagrams to classify a substance as an element, mixture or compound and as molecules or atoms.</li> <li>➤ Name simple compounds</li> <li>➤ Identify features of an investigation which are hazardous.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make conclusion and explain it.</li> <li>➤ Choose a suitable range for the independent and dependent variable.</li> <li>➤ Write a question linking variables in the form 'How does...affect...?'</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write word equations from information about chemical reactions.</li> <li>➤ Suggest ways to improve the method.</li> <li>➤ Suggest a scientific reason for your findings.</li> <li>➤ Use the measuring instrument correctly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Record observations using scientific words.</li> <li>➤ List all the facts, scientific ideas, data, or conclusions that support your opinion.</li> <li>➤ Describe possible consequences to animals dependent on these habitats.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Carry out a method carefully and consistently.</li> <li>➤ Identify features of an investigation which are hazardous.</li> </ul>





# Dallam School

## Curriculum overview

**Department: Computer Science**  
**Year Group: 8**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Theme/ topic:</b> App development	<b>Theme/ topic:</b> Thinking like a Computer Scientist - Junior	<b>Theme/ topic:</b> Data representation	<b>Theme/ topic:</b> Algorithms	<b>Theme/ topic:</b> Micro Python	<b>Theme/ topic:</b> Blender
By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):					
<p>– You will use the code.org code lab app to create your own app, which can be accessed on a mobile device.</p> <p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Variable</li> <li>• Iteration</li> <li>• Sequence</li> <li>• Selection</li> <li>• Application</li> <li>• Portability</li> <li>• Platform</li> <li>• Aesthetics</li> <li>• User interface</li> </ul>	<p>Learn to how to think like a Computer Scientist, developing computational thinking approaches; which you can apply across a variety of subjects to become a logical &amp; analytical thinker. You will study existing algorithms and problem solving techniques which govern many aspects of your digital life &amp; begin to evaluate their efficiency.</p> <p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Decomposition</li> </ul>	<p>You will learn about the Binary &amp; hexadecimal number systems underpinning Computer Science as well as the way in which images, sound and video are represented and stored digitally.</p> <p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Number base</li> <li>• Binary</li> <li>• Denary</li> <li>• Hexadecimal</li> <li>• Bit</li> <li>• Byte</li> <li>• Nibble</li> <li>• Kb</li> <li>• Mb</li> </ul>	<p>You will learn about some of the key searching and sorting algorithms that make many of our daily digital interactions possible.</p> <p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Binary Search</li> <li>• Linear Search</li> <li>• Bubble Sort</li> <li>• Insertion sort</li> <li>• Count occurrence</li> <li>• Algorithm</li> <li>• Brute force</li> <li>• Divide and conquer</li> </ul>	<p>You will learn how to program a BBC Micro: bit to communicate with other devices, take digital readings, display results and create images.</p> <p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Variable</li> <li>• Count controlled loop</li> <li>• Condition controlled loop</li> <li>• Sequence</li> <li>• Selection</li> <li>• 2D array</li> <li>• 3D array</li> </ul>	<p>You will learn how to create 3D models and animations using Blender animation software.</p> <p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Render</li> <li>• Tween</li> <li>• Stop frame</li> <li>• Vertex</li> <li>• Face</li> <li>• Edge</li> <li>• Parenting</li> <li>• Organic modelling</li> <li>• Subdivision</li> </ul>

	<ul style="list-style-type: none"> <li>• Pattern recognition</li> <li>• Algorithm</li> </ul>	<ul style="list-style-type: none"> <li>• Gb</li> </ul>		<ul style="list-style-type: none"> <li>• Pixel</li> <li>• Compile</li> <li>• Syntax</li> <li>• Logic</li> </ul>	
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They will understand (key concepts):

How abstraction, decomposition, pattern recognition and algorithmic thinking can be applied to program solutions in a visual language and create mobile apps. The role basic programming structures sequence, selection and iteration play in programming.	How abstraction, decomposition, pattern recognition and algorithmic thinking can be applied to solve problems.	How data is represented in the digital world, why this is the case. How we perform calculations in number bases uses by Computer Scientists. You will learn how to calculate file sizes.	Gain an insight into existing algorithms which govern many aspects of your digital life and learn to evaluate their efficiency.	How to execute our first Python programs on the micro:bit using simple coding patterns. Explore micro:bit hardware components and experiment with examples of using the micro:bit's General-Purpose Input Output (GPIO) pins to connect it to external hardware components, such as LEDs and speakers	The role 3D modelling plays in developing and testing solutions. The importance of planning, design and testing in 3D animation.
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They will know how to ( key skills including speaking, reading and writing in this subject):

The role user interface design plays in app development. The ability to apply computational thinking techniques to the programming of a mobile APP.  The importance of testing.	I can solve simple problems using brute force techniques. I can solve simple problems using trial and error to learn from mistakes. I know an algorithm is a set of steps used to complete a task can	I understand computers consist of transistors.  I understand electrical signals that pass through transistors can are represented in binary as a 1 or 0.I can	I know the three computational thinking techniques: decomposition, abstraction, and algorithmic thinking.  I can apply these techniqueswhen solving a wide range	I can create code, which run in a sequence.  I can create code which makes allows user input and stores this in a variable.	I can point to examples of where 3D animation is used..  I can give reasons for why 3D animation is used.  I can define the term Open Source software.
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<p>be represented as flow charts or as a list of instructions.  I know there are several algorithms that may solve the same problem.  I know some algorithms are more efficient than others.  I can define the term decomposition.  I can define the term pattern recognition.  I can define the term abstraction.  I can define the term algorithmic thinking.  I can systematically test solutions to problems to make sure I am right.  I know the difference between "brute force" &amp; "divide &amp; conquer".  I can use decomposition to break problems down into smaller parts &amp; make them easier to solve.  I can use abstraction to remove unnecessary detail from a problem and make it easier to solve.  I can use algorithmic thinking to come up with a set of steps to solve a problem.  I can use all of the correct symbols of a</p>	<p>convert denary/decimal into 4 bit binary.  I can convert 4 bit binary into denary/decimal. I can convert denary/decimal into 8 bit binary. I can convert 8 bit binary into denary/decimal.  I understand how a bit map is represented.  I can calculate the size of a bit map file.  I understand how sound is represented.  I can calculate the file size of a sound file.  I can convert Hexadecimal number into denary/decimal.</p>	<p>of problems, both computer-based and in their everyday lives  I can develop flow charts using BCS symbols.  I know one of two searching algorithms we need to know about: linear search.  I can carry out a linear search, and perform a linear search in real life and with a sample of data.  I know the second of two searching algorithms we need to know about: binary search  I can carry out a binary search and perform a binary search with playing cards and with a sample of data.</p>	<p>I can define the term variable.  I can create scripts, which make use of iteration to make my coding more efficient.  I can create sensible variable names and use them to store data for later use in a program.  I can define the data types strings, integers and real numbers.  I can predict program output when given basic code examples  I can systematically test my program to eliminate bugs and show it is robust.  I can create programs, which handle strings, integers and real numbers.  I can use operators such as &gt;, = &amp; &lt; to make comparisons between variables and user input within my programs.</p>	<p>I can scale, rotate &amp; move objects in Blender.  I can define the terms face, vertex &amp; edge.  I can describe the relationship between number of faces &amp; power needed for a computer to run an animation.  I can colour objects in Blender.  I can describe how stop frame animation works.  I can give objects in Blender sensible names.  I can create simple animations using key frame animation in Blender.  I can navigate the animation timeline to stop, play and pause animations.  I join multiple objects together using parenting.  I can explain why key frame animation is used rather than stop frame animation.  I can use edit mode, loop cut, face addition &amp; extrude in Blender animations.  I can apply different colours to different parts of the same model.</p>
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flow chart to represent the solution to a problem.  
I can use pseudocode to represent solutions to problems  
I am able to apply computational thinking techniques to new problems and across subjects.  
I can calculate best & worst case scenario comparisons.  
I can compare algorithm efficiency using Big O notation.

I can use selective statements within programs which tests multiple criteria is met before code is run.

I can create programs which join operators with Boolean logic such as AND, OR and NOT.

I know the difference between a count controlled and condition controlled loop and can select the appropriate one for a given problem.

I can use abstraction, decomposition & pattern recognition to design and code my own solutions to simple problems.

I can use complex data structures such as arrays to store multiple pieces of data under one heading.

I can make use of subprograms within my code to make it more efficient.

I understand the principle of organic modelling and the role symmetry plays in this.

I can use the use the knife tool and subdivision to create realistic organic models.

I can alter the lens, lights and set appropriate composition on my animations before I render them.

I can use all of the listed techniques to create my own 3d model.



# Dallam School

## Technology Curriculum Overview

**Department: Design Technology**  
**Year Group: 8**

Rotation 1		Rotation 2		Rotation 3	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Theme/ topic:</b> <b>Picture Frame</b>	<b>Theme/ topic:</b> <b>Picture Frame</b>	<b>Theme/ topic:</b> <b>Nightlight</b>	<b>Theme/ topic:</b> <b>Nightlight</b>	<b>Theme/ topic:</b> <b>Food Tech</b>	<b>Theme/ topic:</b> <b>Food Tech</b>

By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):

<ul style="list-style-type: none"> <li>➤ Research Timber - types, properties and uses</li> <li>➤ Research timber joints</li> <li>➤ Isometric drawing</li> <li>➤ Understand how to use hand tools - Process and Health and Safety</li> <li>➤ How to produce a Plan of Manufacture – Health and Safety, Quality Assurance checks</li> <li>➤ What are the different types of Scales of Production</li> <li>➤ Complete self and peer assessment</li> <li>➤ Evaluation</li> </ul> <p><b>Practical Skills –</b></p> <ul style="list-style-type: none"> <li>➤ Measuring</li> <li>➤ Marking out and use of hand tools</li> </ul> <p><b>Tier 3 Vocabulary:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Half-Lap Mitre Joint</i></li> <li>➤ <i>Scales of Production</i></li> <li>➤ <i>Criteria</i></li> <li>➤ <i>Grain</i></li> <li>➤ <i>Quality</i></li> <li>➤ <i>Mitre</i></li> <li>➤ <i>Mitre square</i></li> <li>➤ <i>Tenon saw</i></li> <li>➤ <i>File</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding Workshop Safety</li> <li>➤ Analysing existing products</li> <li>➤ Research types of timber</li> <li>➤ Timber - Types, Properties and Uses</li> <li>➤ Polymers - Types, Properties and Uses</li> <li>➤ Writing a Specification</li> <li>➤ Using CAD – 2D Design</li> <li>➤ Understanding Electronic Components</li> <li>➤ Why we use Schematic Symbols</li> <li>➤ Designing a Circuit Diagram</li> <li>➤ Evaluation</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Soldering</li> <li>➤ Timber Workshop Skill</li> <li>➤ CAM – Laser cutter</li> </ul> <p><b>Tier 3 Vocabulary:</b></p> <ul style="list-style-type: none"> <li>➤ <i>CAM – Laser cutter</i></li> <li>➤ <i>Solder</i></li> <li>➤ <i>Circuit</i></li> <li>➤ <i>Resistor</i></li> <li>➤ <i>Light Emitting Diode</i></li> <li>➤ <i>Acrylic</i></li> <li>➤ <i>Etch</i></li> <li>➤ <i>Current</i></li> <li>➤ <i>Jig</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ The importance of food hygiene and food safety</li> <li>➤ How to have a healthy Diet and the nutrition it provides</li> <li>➤ The impact of food Miles and how to eat seasonally</li> <li>➤ The meaning of a vegetarian and their diet</li> <li>➤ Job roles in the industry</li> <li>➤ Types of establishments</li> </ul> <p><b>Practical skills:</b></p> <ul style="list-style-type: none"> <li>➤ Development of knife skills</li> <li>➤ How to work with high risk foods</li> <li>➤ Using a temperature probe</li> <li>➤ Marinating</li> <li>➤ Forming a paste</li> <li>➤ Bread making</li> <li>➤ Development of using the cooker including roasting and baking</li> </ul> <p><b>Tier 3 Vocabulary:</b></p> <ul style="list-style-type: none"> <li>➤ <i>Hygiene</i></li> <li>➤ <i>Bridge technique</i></li> <li>➤ <i>Claw technique</i></li> <li>➤ <i>Nutrient</i></li> <li>➤ <i>Protein</i></li> </ul>
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<ul style="list-style-type: none"> <li>➤ Router</li> <li>➤ Measurements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Template</li> <li>➤ Thermosetting</li> <li>➤ Thermoforming</li> </ul>	<ul style="list-style-type: none"> <li>➤ Carbohydrate</li> <li>➤ Fat</li> <li>➤ Vitamin A,B,C,D</li> <li>➤ Mineral- Iron, Calcium</li> <li>➤ Fibre</li> <li>➤ Hydration</li> <li>➤ Seasonality</li> <li>➤ Food miles</li> <li>➤ Marinade</li> <li>➤ Paste</li> <li>➤ Vegetarianism</li> </ul>
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They will understand (key concepts):

<ul style="list-style-type: none"> <li>➤ Understand how to use hand tools - Process and Health and Safety</li> <li>➤ The different type of timber their properties and uses</li> <li>➤ The different type of joints and their uses</li> <li>➤ Why we produce a range of ideas</li> <li>➤ Why products are manufactured in different scales</li> <li>➤ How to complete self and peer assessment and why they help with the development of a product</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understanding Workshop Safety</li> <li>➤ Why we analysis a product</li> <li>➤ The different type of timber their properties and uses</li> <li>➤ The different type of polymers their properties and uses</li> <li>➤ The different type of electrical components and uses</li> <li>➤ The benefits of using CAD and CAM</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the importance of good food hygiene and food safety</li> <li>➤ How to lead a healthy lifestyle and have a healthy balance diet</li> <li>➤ Understand some of the functions and food sources of nutrients</li> <li>➤ The impact of food miles</li> <li>➤ The benefits of buying seasonal and local produce</li> <li>➤ Understand vegetarianism and some protein alternatives</li> <li>➤ The purpose of some jobs roles and the types of establishments they would work in</li> </ul>
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They will know how to ( key skills including speaking, reading and writing in this subject):

<ul style="list-style-type: none"> <li>➤ Produce a range of ideas</li> <li>➤ Write a detailed Plan of Manufacture – Health and Safety, Quality Assurance checks</li> <li>➤ Write a detailed evaluation</li> <li>➤ How to produce a physical model</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identification of different timbers and polymers</li> <li>➤ Produce a range of ideas</li> <li>➤ Draw in 2 point-perspective</li> <li>➤ Write a detailed evaluation</li> <li>➤ How components in a circuit work, and how to solder safely</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read recipes</li> <li>➤ Make a complete dish using high risk food</li> <li>➤ How to create a healthy, balanced meal that is rich in nutrients</li> <li>➤ How to eat seasonally</li> <li>➤ Suggest adaptations to dishes for vegetarians</li> </ul>
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# Dallam School

## Curriculum overview

Department: Drama  
Year Group: 8

### AUTUMN

### SPRING

### SUMMER

#### Half term 1

#### Half term 2

#### Half term 3

#### Half term 4

#### Half term 5

#### Half term 6

#### Script and Genre

#### Victorian Melodrama

#### Elizabethan Theatre

#### Types of Staging

#### Commedia Dell Arte

#### Comedy

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

- Classroom routines to be established and expectations in Drama.
- How to respond to scripts and genres with creativity and understanding.
- Evaluate their own and others' contribution to the work.

#### **Tier 3 Vocabulary:**

- Some analysis of self and performance.
- Evaluation of effectiveness of techniques.
- Devising
- Style
- Reflection of own application of skills.
- Characterisation
- Physicality
- Layout
- Structure
- Stage directions
- Ellipsis
- Context
- Dramatic intentions
- Playwright
- Characterisation

- Key developments in Victorian Melodrama.
- Familiar with the conventions and skills associated with Melodrama.
- Be able to create their own, perform and review their work.

#### **Tier 3 Vocabulary:**

- Melodrama
- Skillset
- Exaggeration
- Comedy
- Tragedy
- Stock characters
- Relationships (between actor and audience).
- Exaggeration
- Artifice
- Sources of performance
- Loop dialogue
- Direction
- Collaboration

- How to acquire and develop scripted performance skills.
- Explore themes of comedy, conflict and the supernatural.
- Progress their physical and vocal skills as a performer.
- Introduced to the language of Shakespeare through practical work.

#### **Tier 3 Vocabulary:**

- Script
- Atmosphere
- Comedy, conflict and supernatural
- Actor/audience relationship
- Storytelling
- Voice
- Characterisation
- Shakespearean language.
- Chorus
- Responding
- Review

- How to recognise the different staging formats (these are influenced by Year 11 GCSE).
- The advantages and disadvantages of each staging format.
- How to tailor their performance work to occupy different stage spaces.

#### **Tier 3 Vocabulary:**

- Interaction with others
- Proscenium arch
- End on
- Apron
- Thrust
- Promenade
- Traverse
- Wings/Backstage
- Audience
- Advantages
- Disadvantages
- Blocking
- Actor/audience relationship.

- The recognisable key conventions of Commedia Dell'Arte
- What is meant by status, stock character, lazzi and scenario and how to apply these to performance.
- How to create a piece of performance work in the style of Commedia.

#### **Tier 3 Vocabulary:**

- Stock characters
- Status
- Improvisation
- Mask
- Comedy
- Scenario
- Slapstick
- Consideration (of own skills and of situation in performance/feedback).
- Evaluation of effectiveness of techniques.
- Basic analysis of self and performance.
- Evaluation of effectiveness of techniques.

- The development of comedy in performance from Slapstick (building on from previous SOW).
- The different types of comedy and their recognisable features/styles.
- How to devise in a comedic style, incorporating playing a comedic character.
- Importance of routines and appropriateness for an audience.

#### **Tier 3 Vocabulary:**

- Black comedy
- Slapstick
- Improvisation
- Stand-up
- Sketch show
- Punchlines
- Timing
- Humour
- Styles
- Variety show
- Basic analysis of self and performance.
- Evaluation of effectiveness of techniques.

They will understand ( <i>key concepts</i> )					
<ul style="list-style-type: none"> <li>➤ Introduction to scripts through short plays in the genres of mystery and horror.</li> <li>➤ Exploration of melodrama and how this translates into performance.</li> <li>➤ Creation of a modern day fable incorporating style into performance work.</li> <li>➤ Uses of a script, how to read it, write one and be able to perform from a script.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How Victorian theatre influenced contemporary theatre.</li> <li>➤ Acquire a range of basic performance skills building on from year 7 in terms of physicality and vocal quality.</li> <li>➤ Historical context of Victorian Theatre.</li> <li>➤ Stock characters associated with this style of performance.</li> <li>➤ Loop dialogues</li> <li>➤ Collaboration with others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The influence of Elizabethan Drama on both contemporary theatre and society.</li> <li>➤ Prominent themes within Shakespeare's plays.</li> <li>➤ A multitude of stories and plays from Shakespeare.</li> <li>➤ Explore comic performance and creation of mood and atmosphere.</li> <li>➤ How to evaluate their work against a set success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How their blocking as an actor has to suit the staging format chosen by a director.</li> <li>➤ How to adapt their skillset to the performance space.</li> <li>➤ Different styles of performance and how these relate to staging formats</li> <li>➤ Work in different styles of theatre.</li> <li>➤ Where the actor is stood on stage (awareness of the stage space).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Acquire an understanding of the historical context of Commedia Dell Arte and appreciate its significance to contemporary Drama and Theatre.</li> <li>➤ Movement, voice, improvisational skills for performance.</li> <li>➤ Status and the relationships on stage.</li> <li>➤ Term 'Lazzi'</li> </ul>	<ul style="list-style-type: none"> <li>➤ How medieval theatre has shaped and evolved.</li> <li>➤ The historical context to this time period and how we can reflect this in performance.</li> <li>➤ The different types of plays from this era, including: morality plays, secular drama, Mummers plays.</li> <li>➤ The significance of this era on modern day theatre and performance.</li> </ul>
They will know how to ( <i>key skills</i> )					
<ul style="list-style-type: none"> <li>➤ Utilise a script for performance, researching character and plot.</li> <li>➤ Be able to successfully attempt to realise the dramatic intentions of the scripted extract.</li> <li>➤ Recognise and incorporate stock characters into the devising process for performance.</li> <li>➤ Recognise the key features of a script, layout, stage directions, and context and characters lines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create their own work in the style of Victorian Theatre in response to a stimulus and success criteria.</li> <li>➤ Be able to construct effective narrative that clarifies the plot to an audience.</li> <li>➤ Effectively offer feedback to other groups on the progression of work and skills in relation to style.</li> <li>➤ Recognise key elements of this style of theatre.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborate with others</li> <li>➤ Attempt to decode and understand Shakespearean language.</li> <li>➤ Work in different style of theatre including comedic, tragic and conflict.</li> <li>➤ Script their own performance in an Elizabethan style.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform in different styles of staging.</li> <li>➤ Assess which type of staging would be best for specific performance.</li> <li>➤ Be able to replicate a staging format within the drama studio</li> <li>➤ Articulate potential draw backs when designing set and lighting for certain staging types.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Incorporate skills in movement, voice and improvisation into a performance piece.</li> <li>➤ Choreograph a movement sequence in a slapstick style.</li> <li>➤ Create a sophisticated mimed improvisation.</li> <li>➤ Create a routine based around 'Lazzi'</li> <li>➤ Perform their devised extract and offer constructive feedback on their peers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform their own version of the Nativity in the style of a Medieval Mystery play.</li> <li>➤ Work collaboratively in this style to create performance. This will then be reviewed and evaluated.</li> <li>➤ Plan and rehearse a final performance using the skills and knowledge throughout the scheme of work.</li> </ul>





# Dallam School

Curriculum overview

Department: English

Year Group: 8

**Overarching Theme: Conflict**

**Focus:**

**Reading: Analysing language and structure**

**Writing: Creative writing and non-fiction text types: Improving vocabulary, punctuation, sentence structure and whole text structure**

**S&L: Group discussion/presenting opinions clearly**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Theme/ topic:</b>  <b>Shared Text: Modern Novel</b>  <b>Analytical Writing: Analysing Structure</b>	<b>Theme/ topic:</b>  <b>Sci-Fi Through the Ages</b>  <b>Creative Writing</b>	<b>Theme/ topic:</b>  <b>Myths and Legends</b>  <b>Analytical Writing: Analysing Structure</b>	<b>Theme/ topic:</b>  <b>Travel Writing</b>  <b>Fiction and Non-fiction Writing</b>	<b>Theme/ topic:</b>  <b>Shakespeare – A Midsummer Night’s Dream Key Scenes</b>  <b>Analytical Writing: Analysing Language and Analysing Structure</b>	<b>Theme/ topic:</b>  <b>Media Taster</b>  <b>Non-fiction Writing</b>

By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):

<ul style="list-style-type: none"> <li>➤ Structural Features – inward/outward perspective, focus shifts, foreshadowing etc.</li> <li>➤ Narrative construction – setting, dialogue, character, description, events</li> <li>➤ <i>Tier 3 vocabulary: plot, vocabulary, extract, quotation, characterisation, action, dialogue, setting,</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ The conventions of the science- fiction genre</li> <li>➤ Context: historical, scientific and political</li> <li>➤ <i>Tier 3 vocabulary: genre, futuristic, imagined, technological. fantastical, apocalyptic, connotations, adjectives, similes, metaphors, personification, adverbs, sensory imagery, main clause, subordinate</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Literary devices</li> <li>➤ Language, structure and form</li> <li>➤ Structural Features – inward/outward perspective, focus shifts, foreshadowing etc</li> <li>➤ Key conventions of genre</li> <li>➤ <i>Tier 3 vocabulary: plot, quotation, prose,</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Genres/hybrid genres</li> <li>➤ Devices used when producing media: mise-en-scene etc</li> <li>➤ Demographics and psychometric profiling</li> <li>➤ <i>Tier 3 vocabulary: Media, publishing, interactive, narrative, genre, review, audience, demographics, psychometrics, mise en scene, storyboard, focus (shift, widened,</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Literary devices</li> <li>➤ Language, structure and form</li> <li>➤ Structural Features – inward/outward perspective, focus shifts, foreshadowing etc</li> <li>➤ Historical context</li> <li>➤ Patriarchy</li> <li>➤ Genre – tragedy, comedy, history etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Genre - conventions of travel writing</li> <li>➤ Literary Devices</li> <li>➤ DAFORESTII</li> <li>➤ Logos, ethos, pathos</li> <li>➤ <i>Tier 3 Vocabulary Creative, imagine, vocabulary, tone, formality, colloquial, humour, sarcasm, persuade, emotive language, alliteration, facts, opinions, rhetorical questions,</i></li> </ul>
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<i>exposition, perspective (narrative, inward, outward), focus (shift, widened, narrowed), foreshadow, withhold, revelation, flashback/forward, theme, inference, deduction</i>	<i>clause, conjunction, direct speech</i>	<i>characterisation, action, dialogue, setting, perspective, focus, foreshadowing, withholding, revelation, audience, atmosphere, tragedy, protagonists, antagonists</i>	<i>narrowed), angle, director's interpretation</i>	<ul style="list-style-type: none"> <li>➤ Key conventions of play scripts</li> <li>➤ Tier 3 vocabulary: plot, quotation, script, prose, poetry, monologue, soliloquy, aside, characterisation, action, dialogue, setting, perspective, focus, foreshadowing, withholding, revelation, audience, atmosphere, stagecraft, irony, comedy, sarcasm, farcical</li> </ul>	<i>repetition, hyperbole, irony, figurative language, autobiographical</i>
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They will understand (key concepts):

<ul style="list-style-type: none"> <li>➤ How writers use linguistic and literary features to shape and influence meaning</li> <li>➤ How to empathise with situations, characters and contexts.</li> <li>➤ How to explore character, focusing on dialogue, action and description</li> <li>➤ How writers make conscious decisions in structuring a text</li> <li>➤ How structure impacts on atmosphere and reader reactions</li> <li>➤ How writer's foreshadow, withhold</li> </ul>	<ul style="list-style-type: none"> <li>➤ Different cultures, identifying key messages and moral lessons from a range of texts.</li> <li>➤ How to empathise with others' experiences.</li> <li>➤ The methods used by an author to convey meaning</li> <li>➤ How punctuation and grammar supports meaning</li> <li>➤ How to build effective settings, characterisation and plot development</li> <li>➤ How to apply key conventions to their own writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ How authors use linguistic and literary features to shape and influence meaning</li> <li>➤ How to empathise with situations, characters and contexts.</li> <li>➤ How to explore character, focusing on dialogue, action and description</li> <li>➤ How authors make conscious decisions in structuring a text</li> <li>➤ How structure impacts on atmosphere and reader reactions</li> <li>➤ How writer's foreshadow, withhold and reveal information intentionally</li> <li>➤ How to craft a critical essay</li> </ul>	<ul style="list-style-type: none"> <li>➤ How the media adapts content for audience and purpose</li> <li>➤ How advertising targets specific audiences</li> <li>➤ How to build 3 part narratives to create effective media footage</li> <li>➤ The benefits of effective planning</li> <li>➤ The links between structural choices in media and in narrative writing</li> <li>➤ How to plan and craft effective narratives</li> </ul>	<ul style="list-style-type: none"> <li>➤ How playwrights use linguistic and literary features to shape and influence meaning</li> <li>➤ How to empathise with situations, characters and contexts.</li> <li>➤ How to explore character, focusing on dialogue, action and description</li> <li>➤ How playwrights make conscious decisions in structuring a text</li> <li>➤ How structure impacts on atmosphere and reader reactions</li> <li>➤ How writer's foreshadow, withhold and reveal information intentionally</li> <li>➤ How to craft a critical essay</li> </ul>	<ul style="list-style-type: none"> <li>➤ The effect of writers' methods and how these influence the reader</li> <li>➤ The use of persuasive techniques and how these affect an audience</li> <li>➤ How other cultures, time periods, context and perspectives have an influence on travel writing</li> <li>➤ The difference between persuasive and informative writing</li> <li>➤ How to use humour and tone to engage</li> <li>➤ What a target audience is</li> <li>➤ What a formal speech is and how this is</li> </ul>
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and reveal information intentionally					punctuated in order to deliver it effectively.
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They will know how to ( key skills including speaking, reading and writing in this subject):

<p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>➤ Analyse writer's techniques – structure</li> <li>➤ Use subject terminology</li> <li>➤ Explore effect on reader/audience</li> <li>➤ Explore effect on mood/atmosphere</li> </ul> <p><b>Discretionary Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Apply language techniques</li> <li>➤ Apply structural techniques</li> <li>➤ Employ effective paragraphing</li> <li>➤ Create and adapt mood/atmosphere effectively</li> </ul>	<p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>➤ Vary sentence construction</li> <li>➤ Use ambitious punctuation</li> <li>➤ Apply show don't tell techniques</li> <li>➤ Use ambitious vocabulary</li> </ul> <p><b>Discretionary skills:</b></p> <ul style="list-style-type: none"> <li>➤ Analyse writer's techniques – language</li> <li>➤ Use evidence</li> <li>➤ Analyse quotations</li> <li>➤ Explore connotations of individual words</li> </ul>	<p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Analyse writer's techniques – structure</li> <li>➤ Use subject terminology</li> <li>➤ Explore effect on the reader/audience</li> <li>➤ Analyse writers' intentions</li> </ul> <p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Apply language techniques</li> <li>➤ Employ effective paragraphing</li> <li>➤ Vary sentence construction</li> <li>➤ Use ambitious punctuation</li> </ul>	<p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Apply language techniques</li> <li>➤ Employ effective paragraphing</li> <li>➤ Communicate in effective and imaginative ways</li> <li>➤ Vary sentence construction</li> </ul> <p><b>Discretionary Skills</b></p> <ul style="list-style-type: none"> <li>➤ Analyse writer's techniques – language</li> <li>➤ Analyse writer's techniques – structure</li> <li>➤ Use subject terminology</li> <li>➤ Analyse writers' intentions</li> </ul>	<p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>➤ Analyse writer's techniques – structure</li> <li>➤ Use subject terminology</li> <li>➤ Explore effect on the reader/audience</li> <li>➤ Explore the effect on the mood/atmosphere</li> <li>➤ Analyse writers' intentions</li> </ul> <p><b>Discretionary Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Apply language techniques</li> <li>➤ Employ effective paragraphing</li> <li>➤ Communicate in effective and imaginative ways</li> <li>➤ Consider audience effectively</li> </ul>	<p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Apply language techniques</li> <li>➤ Structure whole texts effectively</li> <li>➤ Vary sentence construction</li> <li>➤ Use ambitious vocabulary</li> </ul> <p><b>Discretionary Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Analyse writers' techniques – structure</li> <li>➤ Use subject terminology</li> <li>➤ Use evidence</li> <li>➤ Explain effect on reader/audience</li> <li>➤ Explore the effect on mood/atmosphere</li> </ul>
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# Dallam School

## Curriculum overview

**Department: French**

**Year Group: 8**

➤ How to use sequencing connectives.	➤ How to talk about music and national events.		➤ How to talk about international events.	Francophone countries.
They will know how to (key skills including speaking, reading and writing in this subject):				
<ul style="list-style-type: none"> <li>➤ using 'il y a'/'il n'y a pas de'</li> <li>➤ using the imperative and prepositions</li> <li>➤ using 'vouloir' and 'pouvoir'</li> <li>➤ creating more complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ describing and giving opinions on clothes</li> <li>➤ using 'faire' and 'jouer' with activities</li> <li>➤ using simple reflexive verbs</li> <li>➤ telling the time</li> <li>➤ using time expressions to build longer sentences.</li> </ul>	<ul style="list-style-type: none"> <li>➤ using the near future to describe future holidays</li> <li>➤ using 'je voudrais' and 'j'aimerais' to describe dream holidays</li> <li>➤ talking about past activities using the perfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>➤ saying what sports you play and do</li> <li>➤ using present and perfect tenses</li> <li>➤ using the conditional tense to say what sports you would like to do</li> <li>➤ using 'j'ai mal' with parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>➤ making comparisons to describe different places to live</li> <li>➤ using reflexive verbs to describe daily routine</li> <li>➤ using the perfect and near future tenses</li> <li>➤ combining different tenses.</li> </ul>



# Dallam School

Curriculum overview

**Faculty: Humanities**  
**Subject: Geography**  
**Year Group: 8**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic:	Theme/ topic:	Theme/ topic:	Theme/ topic:	Theme/ topic:	Theme/ topic:
How did we get to 7 billion?	Will poverty ever end?	Geography ROCKS	I'm all shook up	The sleeping giant has woken (Asia)	Young Geographer of the Year
By the end of this half term pupils will know ( <i>key knowledge, including tier 3 vocabulary</i> ):					
<ul style="list-style-type: none"> <li>➤ The reasons for population is growth and the different factors that affect the rate of population growth.</li> <li>➤ How to use population pyramids and how to interpret them.</li> <li>➤ Different methods of controlling the rate of population growth.</li> <li>➤ The opportunities and challenges of living in shanty towns.</li> <li>➤ Sustainable solutions to urban growth.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What poverty is, who is affected by poverty and what solutions some countries are adopting to combat poverty.</li> <li>➤ Social disparities which occur because of poverty.</li> <li>➤ How to reduce the development gap.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The three rock types and the rock cycle.</li> <li>➤ Types of weathering.</li> <li>➤ The features of a limestone landscape,</li> <li>➤ How limestone forms and the different and unique landscape associated with it.</li> <li>➤ A field study to local caves is undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The theory of plate tectonics,</li> <li>➤ Physical processes occur at plate boundaries, and which drive earthquakes and volcanoes.</li> <li>➤ How to prepare, plan and monitor for such hazards.</li> <li>➤ A case study example of an earthquake and a volcanic eruption.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The geographical and economic importance and variations of Asia.</li> <li>➤ The impacts of tsunamis in Asia.</li> <li>➤ How tourism can be both a blessing and a curse in Thailand.</li> <li>➤ How the monsoon rains bring life and a livelihood to vast regions of Asia.</li> <li>➤ The issues associated with palm oil and the solutions to this.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge for this unit varies each year depending on the theme set by the Royal Geographical Society</li> </ul>
<b>Tier 3 vocab</b> <i>Population, natural increase, birth rate,</i>	<b>Tier 3 vocab</b> <i>Relative poverty, absolute poverty, gross domestic product,</i>	<b>Tier 3 vocab</b> <i>Lithology, geology, igneous, metamorphic,</i>	<b>Tier 3 vocab</b> <i>Convergent, destructive, divergent, constructive, transform, collision plate</i>	<b>Tier 3 vocab</b> <i>Monsoon, monoculture, biodiversity, gross domestic product,</i>	<b>Tier 3 vocab</b> <i>Enquiry process, methodology, sampling</i>

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic:	Theme/ topic:	Theme/ topic:	Theme/ topic:	Theme/ topic:	Theme/ topic:
<b>How did we get to 7 billion?</b>	<b>Will poverty ever end?</b>	<b>Geography ROCKS</b>	<b>I'm all shook up</b>	<b>The sleeping giant has woken (Asia)</b>	<b>Young Geographer of the Year</b>
<i>death rate, pronatalist, anti-natal</i>	<i>purchasing power parity, social development, economic development</i>	<i>sedimentary, geological time,</i>	<i>margin, lithosphere, ridge push, slab pull</i>		
<b>They will understand (key concepts):</b>					
<ul style="list-style-type: none"> <li>➤ Population – social, economic and environmental impacts of population growth.</li> <li>➤ Scale</li> <li>➤ Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Economic geography</li> </ul>	<ul style="list-style-type: none"> <li>➤ Physical processes such as weathering and deposition</li> <li>➤ Understanding geological timescales</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tectonic processes</li> <li>➤ Data interpretation and comparison</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interdependence</li> <li>➤ Physical processes</li> <li>➤ Economic Geography</li> </ul>	<ul style="list-style-type: none"> <li>➤ Geographical Enquiry</li> </ul>
<b>They will know how to (key skills):</b>					
<ul style="list-style-type: none"> <li>➤ Interpret population data</li> <li>➤ Analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Empathise with the situations of others, demonstrated through written work</li> <li>➤ Read and analyse written testimonies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creativity (creating board games and shoe box limestone landscape models)</li> <li>➤ Teamwork</li> <li>➤ Communication</li> <li>➤ Field work activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interpret and compare case study data</li> <li>➤ Apply physical processes to the world around them</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interpret and compare data sets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interpretation and presentation of personal response to National competition</li> </ul>





# Dallam School

Curriculum overview

**Faculty: Humanities**  
**Subject: History**  
**Year Group: 8**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Theme/ topic:</b> Why did a 'witchcraze' emerge in the 16 <sup>th</sup> -17 <sup>th</sup> century?	<b>Theme/ topic:</b> What led to the abolition of the trans-Atlantic slave trade?	<b>Theme/ topic:</b> Why was the Industrial Revolution so significant for Britain?	<b>Theme/ topic:</b> What was the impact of the First World War on Britain?	<b>Theme/ topic:</b> Why did women get the vote in 1918?	<b>Theme/ topic:</b> What happened to international relations in the interwar period?
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
<ul style="list-style-type: none"> <li>➤ How were witches identified?</li> <li>➤ Why did people believe in witches?</li> <li>➤ How did the authorities respond to witchcraft?</li> <li>➤ Case studies of witchcraft: East Anglia, Salem, Lancashire.</li> <li>➤ Why did beliefs decline?</li> </ul> <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> <li>➤ Diabolism, Maleficium, Devil's mark, Familiar, Torture</li> <li>➤ Enlightenment, the Age of Science and Reason</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why did the trans-Atlantic slave trade begin?</li> <li>➤ What was life like for enslaved people?</li> <li>➤ What were the reasons for the end of the slave trade?</li> <li>➤ Why was 1807 not the end of the slave trade?</li> </ul> <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> <li>➤ Slavery, trade triangle, Africa, The Americas</li> <li>➤ Middle Passage, plantation, punishment</li> <li>➤ Abolition, rebellion, campaign, emancipation</li> </ul>	<ul style="list-style-type: none"> <li>➤ What was the Industrial Revolution?</li> <li>➤ What was life like for workers?</li> <li>➤ What were towns like during the Industrial Revolution?</li> <li>➤ How did the Industrial Revolution improve Britain?</li> </ul> <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> <li>➤ Agricultural, rural, urban, industrialisation</li> <li>➤ Factories, child labour, disease, sanitation</li> <li>➤ Transport, Railways, Canals, inventions</li> </ul>	<ul style="list-style-type: none"> <li>➤ What caused the First World War?</li> <li>➤ How was WWI fought?</li> <li>➤ What developments were made during the war?</li> <li>➤ How did the War affect women/empire/home front?</li> </ul> <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> <li>➤ Assassination, arms race, alliances</li> <li>➤ Artillery, trenches, conscription</li> <li>➤ Prosthetics, X-Ray, facial reconstruction</li> <li>➤ Home Front, munitionettes, rationing</li> </ul>	<ul style="list-style-type: none"> <li>➤ How were women viewed in Victorian England?</li> <li>➤ Why did people not want women to have the vote?</li> <li>➤ How did women campaign for the vote?</li> <li>➤ Why did women get the vote?</li> </ul> <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> <li>➤ Separate spheres, traditional roles</li> <li>➤ Oppression, equality, democracy, suffrage, franchise</li> <li>➤ Hunger strike, peaceful protest, terrorism</li> </ul>	<ul style="list-style-type: none"> <li>➤ What was the impact of the Treaty of Versailles?</li> <li>➤ What are the differences between dictatorship and democracy?</li> <li>➤ Case studies of dictatorships: Italy, Russia, Germany.</li> <li>➤ Why was appeasement justified?</li> </ul> <p><i>Tier 3 vocab:</i></p> <ul style="list-style-type: none"> <li>➤ War guilt, reparations, Dolschtoss</li> <li>➤ Democracy, dictatorship, totalitarian</li> </ul>



					➤ <i>Fascism, communism, nationalism</i>
They will understand (key concepts):					
<ul style="list-style-type: none"> <li>➤ The context of 16<sup>th</sup> and 17<sup>th</sup> century Europe in relation to beliefs about witches.</li> <li>➤ The causes of the so-called 'witchcraze'.</li> <li>➤ How the witchcraze affected communities in Lancashire, East Anglia and Salem.</li> <li>➤ The reasons for a decline in the belief of witches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The reasons why the slave trade began and developed in the 17<sup>th</sup>-18<sup>th</sup> centuries.</li> <li>➤ The impact of the slave trade across the world and in modern life.</li> <li>➤ The reasons why slavery was eventually abolished.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Change and continuity associated with the Industrial Revolution.</li> <li>➤ The social and economic impact of the Industrial Revolution on Britain.</li> <li>➤ How the Industrial Revolution has impacted modern life in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Causation in relation to the reasons why the First World War began.</li> <li>➤ The methods of warfare that were used during WWI.</li> <li>➤ The role that women, empire soldiers and civilians played in WWI.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why the campaign for suffrage was so significant.</li> <li>➤ The methods used by campaigners to gain the vote for women.</li> <li>➤ The reasons why women gained the vote in 1918.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The changes in international relations between the First and Second World War.</li> <li>➤ The differences between dictatorships and democratic systems.</li> <li>➤ The reason for the rise of totalitarian governments in Europe.</li> </ul>
They will know how to (key skills):					
<ul style="list-style-type: none"> <li>➤ Identify key information on witchcraft through guided reading.</li> <li>➤ Explain the causes and consequences of the witchcraze in Europe.</li> <li>➤ Assess the significance of the reasons for a decline in the belief in witches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use primary source material to find out information about the trans-Atlantic slave trade.</li> <li>➤ Analyse the reasons for abolition to identify significance.</li> <li>➤ Describe the consequences of the slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write extended answers that analyse the impact of the Industrial Revolution.</li> <li>➤ Use primary sources to find information about the changes brought about during the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prioritise the causes of WWI according to their significance.</li> <li>➤ Explain the methods that were used and the reasoning behind this.</li> <li>➤ Identify the significance of women, empire soldiers and civilians during the war.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use primary source material to understand the difficulties faced by women when campaigning for equal suffrage.</li> <li>➤ Identify the causes of women gaining the vote.</li> <li>➤ Write IDEA paragraphs to explain the significance of causes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use interpretations to understand historical debate about international relations.</li> <li>➤ Identify the differences between dictatorship and democracy.</li> <li>➤ Explain the reasons why dictatorships emerged in Italy, Russia and Germany.</li> </ul>



# Dallam School

Curriculum overview

**Department: Mathematics**  
**Year Group: 8**

## AUTUMN

Theme/ topic:	Theme/ topic:	Theme/ topic:	Theme/ topic:
<b>Rounding and estimating</b>	<b>Calculations with fractions</b>	<b>Algebraic manipulation</b>	<b>Solving linear equations</b>

By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):

<ul style="list-style-type: none"> <li>➤ confident in rounding to the nearest integer and a given number of decimal places.</li> <li>➤ identify significant figures and round to 1 significant figure.</li> <li>➤ round to a given number of significant figures.</li> <li>➤ estimate a calculation by rounding to 1 significant figure.</li> <li>➤ estimate roots.</li> </ul> <p><b>Key Words</b> Significant figures, estimation</p>	<ul style="list-style-type: none"> <li>➤ compare and order fractions with different denominators.</li> <li>➤ adding and subtracting fractions and mixed numbers with different denominators.</li> <li>➤ convert between a mixed number and an improper fraction.</li> <li>➤ find reciprocals and understand a reciprocal as a multiplicative inverse.</li> <li>➤ multiplying and dividing fractions, integers and mixed numbers.</li> </ul> <p><b>Key Words</b> Numerator, denominator, improper</p>	<ul style="list-style-type: none"> <li>➤ identify a term, expression, equation, formula and identity.</li> <li>➤ simplifying expressions involving adding, subtracting, multiplication and division.</li> <li>➤ form expressions.</li> <li>➤ substitute positive and negative integers into expressions and formulae including with powers.</li> <li>➤ expand and simplify multiple single brackets.</li> <li>➤ take out common factors to factorise.</li> </ul> <p><b>Key Words</b> Equation, expression, factorise, substitute, variable</p>	<ul style="list-style-type: none"> <li>➤ solve one-step linear equations.</li> <li>➤ solve two-step linear equations with positive integer solutions.</li> <li>➤ solve linear equations with one unknown on one side including brackets and fractions.</li> <li>➤ solve linear equations with one unknown on both sides</li> <li>➤ list the integers that satisfy an inequality.</li> <li>➤ represent linear inequalities on a number line.</li> <li>➤ solve two step linear inequalities in one variable</li> </ul> <p><b>Key Words</b> Coefficient, equation, linear, solution, unknown, variable</p>
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They will understand (key concepts):

<ul style="list-style-type: none"> <li>➤ why estimation is important and how to estimate correctly.</li> <li>➤ significant figures and how to round to a given number of significant figures.</li> </ul>	<ul style="list-style-type: none"> <li>➤ how to multiply, divide, add and subtract fractions including mixed numbers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ how to factorise and expand a single bracket.</li> </ul>	<ul style="list-style-type: none"> <li>➤ how to solve linear equations.</li> </ul>
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They will know how to ( key skills including speaking, reading and writing in this subject):

<ul style="list-style-type: none"> <li>➤ round to the nearest whole number</li> <li>➤ round to a given number of decimal places</li> <li>➤ round to a given number of significant figures</li> <li>➤ use rounding to significant figures to estimate in calculations</li> <li>➤ estimate roots</li> </ul>	<ul style="list-style-type: none"> <li>➤ convert between a mixed number and an improper fraction</li> <li>➤ compare and order fractions with different denominators</li> <li>➤ add and subtract mixed numbers and improper fractions</li> <li>➤ recognise and find reciprocals and understand a reciprocal as a multiplicative inverse</li> <li>➤ multiply fractions and integers</li> <li>➤ divide fractions and integers</li> </ul>	<ul style="list-style-type: none"> <li>➤ identify a term, expression, equation, formula and identity</li> <li>➤ substitute positive and negative integers into expressions and formulae, including with powers</li> <li>➤ form expressions</li> <li>➤ simplify expressions by collecting like terms, including powers</li> <li>➤ simplify expressions involving multiplication and division</li> <li>➤ expand and simplify multiple single brackets</li> <li>➤ take out common factors to factorise</li> </ul>	<ul style="list-style-type: none"> <li>➤ solve two-step linear equations</li> <li>➤ construct and solve simple linear equations with integer coefficients and unknown on one side</li> <li>➤ solve linear equations with one unknown on one side including brackets and fractions</li> <li>➤ solve linear equations with one unknown on both sides</li> <li>➤ solve two step linear inequalities in one variable</li> <li>➤ represent the solution of a linear inequality on a number line</li> <li>➤ list the integers that satisfy an inequality</li> </ul>
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**SPRING****Theme/ topic:****Statistics****Theme/ topic:****Length and area****Theme/ topic:****3D shapes**

By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):

- calculate the mode, mean, median and range.
- adjust the mean when data is added or taken away from the data set.
- interpreting averages and make comparisons between data sets.
- recognise which average is most appropriate to use in a given situation
- read information and complete discrete and grouped frequency tables.
- calculate the mode, range, median and mean from a discrete frequency table.
- calculate the mean from a discrete frequency table.
- draw stem and leaf diagrams and calculate the mode, range, median and mean from them.
- read, complete and interpret a two-way table.
- read and complete a pictogram.
- draw and interpret bar charts.
- draw and interpret dual and composite bar charts.
- construct pie charts.
- read and interpret pie charts.
- plot scatter graphs and draw a line of best fit.
- interpret scatter graphs and understand at correlation, interpolation and extrapolation.

**Key Words**

Mean, mode, median, frequency, graph

- Calculate the area of triangles, parallelograms, trapezia and complex compound shapes.
- label parts of a circle and calculate the circumference of a circle.
- calculate the area of a circle.

**Key Words**

Pi, circumference, prism, surface area

- naming 3D shapes and identifying their properties.
- recognise and draw the nets of 3D shapes.
- draw the plan, front and side elevations for a 3D shape and also sketch a 3D shape from its plan and elevations.
- calculate the volume of cubes and cuboids and develop these ideas to include the volume of prisms.
- calculate the volume of a cylinder
- calculate the surface area of cubes, cuboids, other prisms and pyramids.

**Key Words**

Pi, surface area, prism, pyramid, cylinder

They will understand (key concepts):

- which average is most appropriate to use in a given situation.
- what makes a graph or chart misleading.
- how to calculate the area and circumference of a circle.
- the concept of volume and surface area.

They will know how to ( key skills including speaking, reading and writing in this subject):

<ul style="list-style-type: none"> <li>➤ find the mode, median, mean and range from a list of data</li> <li>➤ interpret the mode, median, mean and range of two sets of data and make comparisons</li> <li>➤ find the data based on information given on the averages and range</li> <li>➤ adjust the mean when data is added or taken away from the set</li> <li>➤ find the mode, range, median and mean from a stem and leaf diagram</li> <li>➤ find the mode, range, median and mean from a discrete frequency table</li> <li>➤ read, complete and interpret a two way table</li> <li>➤ construct pie charts</li> <li>➤ read and interpret pie charts</li> <li>➤ complete and interpret scatter graphs, including correlation, line of best fit and interpolation/extrapolation</li> </ul>	<ul style="list-style-type: none"> <li>➤ find the area of parallelograms, triangles and trapezia</li> <li>➤ solve complex problems regarding the perimeter and area of given shapes</li> <li>➤ find the area of compound shapes</li> <li>➤ recognise and name the parts of a circle</li> <li>➤ calculate the circumference of a circle</li> <li>➤ calculate the area of a circle</li> </ul>	<ul style="list-style-type: none"> <li>➤ recognise and complete the nets of 3D shapes</li> <li>➤ identify the properties of 3D shapes</li> <li>➤ construct and interpret plans and elevations of 3D shapes</li> <li>➤ calculate the volume of a cuboid</li> <li>➤ calculate the volume and surface area of cuboids, prisms and cylinders</li> <li>➤ calculate the surface area of cubes, cuboids and prisms</li> </ul>
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**SUMMER**

<b>Theme/ topic:</b>	<b>Theme/ topic:</b>	<b>Theme/ topic:</b>	<b>Theme/ topic:</b>
<b>Compound measures</b>	<b>Angles</b>	<b>Percentages</b>	<b>Constructions</b>

By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):

<ul style="list-style-type: none"> <li>➤ convert between compound units.</li> <li>➤ calculate speed, distance and time through proportion.</li> <li>➤ interpret distance-time graphs</li> <li>➤ calculate speed from distance-time graphs.</li> <li>➤ definitions of density, mass and volume and how to calculate them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ accurately measure angles in geometrical diagrams and draw angles of a given side.</li> <li>➤ apply the sum of angles at a point, on a straight line and understand vertically opposite angles are equal.</li> <li>➤ find missing angles in special types of triangles and quadrilaterals.</li> <li>➤ identify parallel and perpendicular lines. recognise alternate, corresponding and co-interior</li> </ul>	<ul style="list-style-type: none"> <li>➤ calculate the percentages of an amount without the use of a calculator</li> <li>➤ calculate percentage increase and decrease without a calculator from last year.</li> <li>➤ convert percentages into decimals and use multipliers to calculate percentages of an amount.</li> <li>➤ use multipliers to calculate percentage increases and decreases.</li> <li>➤ calculate percentage change</li> </ul>	<ul style="list-style-type: none"> <li>➤ accurately construct triangles from ASA and SAS information.</li> <li>➤ accurately construct triangles from SSS information.</li> <li>➤ learn how to accurately draw diagrams from written descriptions.</li> <li>➤ use a ruler and compass to construct a perpendicular bisector of a line, a perpendicular to a given line from a given point and an angle bisector.</li> </ul>
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<p><b>Key Words</b> Density, mass, volume, force, area, pressure, speed, distance, time</p>	<p>angles and understand their properties.</p> <ul style="list-style-type: none"> <li>➤ find missing angles in parallel lines.</li> <li>➤ use the angle sum of a polygon.</li> <li>➤ find the sum of interior angles for different polygons and the size of one interior angle in regular polygons.</li> <li>➤ calculate missing interior angles in a polygon (regular and irregular).</li> <li>➤ Know the sum of exterior angles for any polygon is <math>360^\circ</math> and calculate missing exterior angles in a polygon.</li> <li>➤ learn that the sum of interior and exterior angles is <math>180^\circ</math>.</li> <li>➤ deduce the number of sides a regular polygon has from the size of its exterior angle/ interior angle.</li> </ul> <p><b>Key Words</b> Alternate, corresponding, vertically opposite, co-interior</p>	<ul style="list-style-type: none"> <li>➤ calculate the original value of an item after a percentage increase/ decrease</li> </ul> <p><b>Key Words</b> Percentage, interest</p>	<ul style="list-style-type: none"> <li>➤ use constructions to solve simple loci problems.</li> <li>➤ use scale factors to answer questions involving diagrams and maps.</li> </ul> <p><b>Key Words</b> bisector, congruent, construction, line, line segment, locus, perpendicular</p>
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They will understand (key concepts):

<ul style="list-style-type: none"> <li>➤ definitions of density, mass and volume and how to calculate them.</li> <li>➤ how to calculate speed, distance and time through proportion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ how to calculate the interior and exterior angles of any polygon.</li> <li>➤ how to calculate missing angles in parallel lines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ how to convert percentages into decimals and use multipliers to calculate percentages of an amount.</li> <li>➤ use multipliers to calculate percentage increases and decreases.</li> <li>➤ how to calculate the original value of an item after a percentage increase/ decrease</li> </ul>	<ul style="list-style-type: none"> <li>➤ how to accurately construct triangles from ASA, SSS and SAS information.</li> <li>➤ how to use constructions to solve simple loci problems.</li> </ul>
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They will know how to ( key skills including speaking, reading and writing in this subject):

- Convert between metric units for length, mass and capacity
- read speed-time graphs
- read distance-time graphs
- find the speed from a distance-time graph
- convert compound units (e.g. m/s to km/h)
- calculate speed, distance and time
- calculate density, mass and volume
- calculate pressure, force and area

- accurately measure angles in geometrical diagrams
- identify parallel and perpendicular lines
- solve an angle problem using the standard angle facts
- find missing angles in special types of triangles
- use alternate, corresponding and co-interior angles to find a missing angle on a parallel line
- know the properties of polygons (and their names)
- use the angle sum of a polygon
- find unknown interior angles in any regular or irregular polygon
- find the exterior angle of any regular polygon

- find a percentage of a quantity
- find the percentage change
- identify and work with fractions and percentages
- express percentages and percentage changes as a decimal, and interpret these multiplicatively
- solve original value problems
- calculate simple interest

- accurately draw diagrams from written descriptions
- accurately construct triangles from ASA and SAS information
- accurately construct triangles from SSS information
- use a ruler and compass to construct a perpendicular bisector of a line
- use a ruler and compass to construct perpendicular to a given line from a given point
- use a ruler and compass to construct an angle bisector
- use constructions to solve simple loci problems
- use scale factors, diagrams and maps



# Dallam School

## Curriculum overview

Department: Music  
Year Group: 8

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Theme / Topic</b> <b>Why do I need to plan ahead?</b> <i>Form and Structure</i>	<b>Theme / Topic</b> <b>What does music from Indonesia sound like?</b> <i>Gamelan</i>	<b>Theme / Topic</b> <b>How has the classical orchestra evolved?</b> <i>Evolution of the Orchestra (II)</i>	<b>Theme / Topic</b> <b>Why is the Blues so important?</b> <i>The Blues</i>	<b>Theme / Topic</b> <b>What does traditional British music sound like?</b> <i>Folk Music</i>	<b>Theme / Topic</b> <b>Why is rap music so important?</b> <i>Rap Music</i>
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>
<ul style="list-style-type: none"> <li>➤ How composers arrange and sequence their music</li> <li>➤ Some of the main types of form and how these developed in musical history</li> <li>➤ What Rondo form is and how to compose in this format</li> <li>➤ How to consider the use of scales and tonality when composing</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Binary, Ternary, Sonata, Rondo, Strophic, 32 bar song form</li> <li>➤ Major, minor, scale, tonality</li> <li>➤ Key words associated with dynamics, tempo, rhythm and articulation</li> </ul>	<ul style="list-style-type: none"> <li>➤ What Gamelan Music is and why it is important in Indonesian culture</li> <li>➤ How to play a piece of Gamelan Music</li> <li>➤ How to compose a piece of Gamelan music and achieve heterophony and/or cycles in their performance</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Pentatonic</li> <li>➤ Interlocking melody</li> <li>➤ Heterophony</li> <li>➤ Cycle</li> <li>➤ Traditional instruments associated with the genre eg. Bonangs, Kempul, Gongs, Sarons</li> </ul>	<ul style="list-style-type: none"> <li>➤ How the role of the classical orchestra has developed and permeated music in a variety of contexts</li> <li>➤ What a leitmotif is and the impact it can have in film and gaming music</li> <li>➤ How to compose a leitmotif for a character</li> <li>➤ How to develop the leitmotif to reflect a variety of scenarios</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Leitmotif, Ostinato, Tonality, Timbre and Orchestration</li> <li>➤ Diegetic and non-diegetic music</li> <li>➤ Sequence</li> <li>➤ Sections of the orchestra</li> </ul>	<ul style="list-style-type: none"> <li>➤ How blues music originated and developed</li> <li>➤ What the 12 bar blues is and how to play it</li> <li>➤ How to play in a blues style and engage with a walking bass, improvisation and call and response</li> <li>➤ How to compose a blues song</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ 12 bar blues, blues scale, call and response, improvisation</li> <li>➤ AAB lyric structure</li> <li>➤ Syncopation and walking bass</li> </ul>	<ul style="list-style-type: none"> <li>➤ What British folk music is and what it sounds like</li> <li>➤ What the oral tradition is and why this became a method of teaching folk tunes</li> <li>➤ How to play and compose folk tunes using the pentatonic scale or a mode</li> <li>➤ How to compose in response to a stimulus</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Oral tradition, pentatonic, scale, mode</li> <li>➤ Traditional instruments associated with the genre e.g. accordion, melodeon, pipe and tabor</li> <li>➤ Ballad, work song, short song, dance</li> </ul>	<ul style="list-style-type: none"> <li>➤ How, where, when and why rap music developed</li> <li>➤ What 'freestyling' is and the importance of its role in rap music</li> <li>➤ How effective rap music became to promote gangs</li> <li>➤ How to rap to a backing beat</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Scripted rap</li> <li>➤ Freestyle</li> <li>➤ Rap Battle</li> <li>➤ Roasting</li> <li>➤ Master of Ceremonies</li> <li>➤ Riff</li> </ul>



AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Theme / Topic</b> <b>Why do I need to plan ahead?</b> <i>Form and Structure</i>	<b>Theme / Topic</b> <b>What does music from Indonesia sound like?</b> <i>Gamelan</i>	<b>Theme / Topic</b> <b>How has the classical orchestra evolved?</b> <i>Evolution of the Orchestra (II)</i>	<b>Theme / Topic</b> <b>Why is the Blues so important?</b> <i>The Blues</i>	<b>Theme / Topic</b> <b>What does traditional British music sound like?</b> <i>Folk Music</i>	<b>Theme / Topic</b> <b>Why is rap music so important?</b> <i>Rap Music</i>
They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>	They will understand <i>(key concepts)</i>
<ul style="list-style-type: none"> <li>➤ What form and structure is and some of the ways it can be applied to music</li> <li>➤ How form and structure can sometime vary depending on period or genre</li> <li>➤ What Rondo form is and why it is an effective structure when composing</li> <li>➤ How to use structure to develop a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why Gamelan music is an important part of Indonesian culture</li> <li>➤ The way in which Gamelan music is constructed (with set patterns) and the differences with Western Music</li> <li>➤ How interlocking melodies are used</li> <li>➤ What heterophony is and how it is achieved in Gamelan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Some of the ways in which the orchestra has developed in the 20<sup>th</sup> and 21<sup>st</sup> century worlds</li> <li>➤ What a leitmotif is and its impact in music</li> <li>➤ How leitmotifs can develop to support action on screen</li> <li>➤ Other ways in which composers use orchestras to enhance gaming music</li> </ul>	<ul style="list-style-type: none"> <li>➤ How, where and why blues music originated</li> <li>➤ The impact the genre had on the birth of popular music</li> <li>➤ What the 12 bar blues is and how its versatility contributed to its longevity</li> <li>➤ How to use the blues scale to improvise</li> <li>➤ Why the lyrics of blues songs are important</li> </ul>	<ul style="list-style-type: none"> <li>➤ The factors that affected the way in which folk music was composed, captured and shared</li> <li>➤ Why folk tunes are an important part of our heritage and the impact they have had on today's music</li> <li>➤ How to use the oral tradition to teach and learn music</li> </ul>	<ul style="list-style-type: none"> <li>➤ How rap became used as a vehicle in gang culture to promote self-worth and possession</li> <li>➤ How the style and theme of rap songs evolved in response to gang warfare</li> <li>➤ How improvisation can be applied in rap to win duels known as 'rap battles'</li> </ul>
They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>	They will know how to <i>(key skills)</i>
<ul style="list-style-type: none"> <li>➤ Identify and explain some of the common types of structures in music</li> <li>➤ Compose a piece of music in Rondo Form</li> <li>➤ Apply prior knowledge to compose music using scales, tonality and instruments of the orchestra</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use traditional methods to interpret Gamelan notation and perform a piece of Gamelan music</li> <li>➤ Compose a piece of music in a Gamelan style</li> <li>➤ Create a heterophonic texture in their composition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe and comment on the effect music has in film and gaming</li> <li>➤ Identify and play a variety of simple leitmotifs</li> <li>➤ Compose a series of short melodic ideas or motifs and use a DAW to capture these</li> <li>➤ Explore the use of timbre, technology and other musical elements to enhance ideas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform the 12 bar blues and play a melody with it</li> <li>➤ Improvise using the blues scale</li> <li>➤ Participate in a 'call and response' with another peer</li> <li>➤ Use their understanding of blues to compose a blues song</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform traditional folk tunes using traditional methods e.g. the oral tradition, the pentatonic scale, call and response</li> <li>➤ Compose a folk melody based on a stimulus</li> <li>➤ Teach that melody to other members of the class using the oral tradition</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compose a piece of rap music in response to a stimulus</li> <li>➤ Perform their rap songs with confidence</li> <li>➤ 'Freestyle' a short rap in response to the rap of another member of the class</li> <li>➤ Critique, review and evaluate the success of performance and apply suggested improvements quickly</li> </ul>



# Dallam School

## Curriculum overview

**Department: P.E.**  
**Year Group: 8**  
**Focus: Learning to Learn and to Lead**

AUTUMN	SPRING	SUMMER
<p><b>Half term 1</b> <b>Half term 2</b></p>	<p><b>Half term 3</b> <b>Half term 4</b></p>	<p><b>Half term 5</b> <b>Half term 6</b></p>
<p><b>Theme / Activity</b>  <b>Invasion Games taught through Rugby, Football, Netball &amp; Hockey</b>  <b>Net &amp; Wall Games taught through Badminton</b>  <b>Gymnastics</b>  <i>*additional outdoor activities are also timetabled to enrich the sports provision</i></p>	<p><b>Theme / Activity</b>  <b>Invasion Games taught through Handball, Tchoukball, Basketball</b>  <b>Dance</b>  <b>Health, Fitness &amp; Wellbeing</b>  <i>*additional outdoor activities are also timetabled to enrich the sports provision</i></p>	<p><b>Theme / Activity</b>  <b>Fielding &amp; Striking taught through Cricket &amp; Rounders</b>  <b>Athletics</b>  <i>*additional outdoor activities are also timetabled to enrich the sports provision</i></p>
<p>By the end of this term pupils will know (thinking) <i>(key knowledge, including tier 3 vocabulary)</i></p>		
<p>How to</p> <ul style="list-style-type: none"> <li>➤ make suggestions to improve play, eg attack and defence tactics</li> <li>➤ explain the range of decisions they have to make in a game</li> <li>➤ identify aspects of technique that require practice and improvement</li> <li>➤ to understand and apply compositional ideas more effectively and create gymnastic sequences in response to set compositional tasks</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Analysis, Creativity, Knowledge, Leadership, Tactics</li> <li>➤ Compassion, Courage, Endeavour, Integrity, Respect</li> <li>➤ Competitive, Fitness, Movement, Skill Development, Technique</li> </ul>	<p>How to</p> <ul style="list-style-type: none"> <li>➤ make suggestions to improve play, eg attack and defence tactics</li> <li>➤ explain the range of decisions they have to make in a game</li> <li>➤ identify aspects of technique that require practice and improvement</li> <li>➤ to improvise and extend movement ideas on their own and with others</li> <li>➤ to create, develop and structure solo, duo and group motifs to create different types of dance</li> <li>➤ to perform dances communicating artistic intention and focusing on clarity of movement and spatial and group awareness</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Analysis, Creativity, Knowledge, Leadership, Tactics</li> <li>➤ Compassion, Courage, Endeavour, Integrity, Respect</li> <li>➤ Competitive, Fitness, Movement, Skill Development, Technique</li> </ul>	<p>How to</p> <ul style="list-style-type: none"> <li>➤ identify when to attack and when to defend as batters, selecting appropriate shots and directing the ball to space with purpose</li> <li>➤ describe a batter's strengths and work as a team to place a field that makes it difficult to bat against</li> <li>➤ explain where to aim and how to change the speed and flight to restrict the batter and bowl to their field</li> <li>➤ identify that speed, power and quick reactions are needed to play these games well</li> <li>➤ adapt their skills to the needs of events apply strategies for effective competitive performance</li> <li>➤ prepare and recover from exercise safely and effectively and to know the principles of training used</li> <li>➤ recognise that different types of activity require different types of fitness</li> <li>➤ understand the nature of athletic activities and make effective evaluations of strengths and weaknesses in their own and others' performance</li> </ul> <p><b>Tier 3 vocab</b></p> <ul style="list-style-type: none"> <li>➤ Analysis, Creativity, Knowledge, Leadership, Tactics</li> <li>➤ Compassion, Courage, Endeavour, Integrity, Respect</li> <li>➤ Competitive, Fitness, Movement, Skill Development, Technique</li> </ul>
<p>They will understand (feeling) <i>(key concepts)</i></p>		

<ul style="list-style-type: none"> <li>➤ Compassion – Take on leadership roles to guide, support and motivate, such as a coach, organiser or referee/umpire</li> <li>➤ Courage – try to challenge yourself by undertaking difficult skills or tasks. To lead others and be a model to follow.</li> <li>➤ Endeavour - Participate fully in all lessons. Be resilient when learning skills or competing. Understand your own strengths and areas of development, ask how you can improve</li> <li>➤ Integrity – Understand the terms etiquette, sportspersonship and gamesmanship. Be honest about your ability and reflect on how to improve</li> <li>➤ Respect – Follow the rules of the game. Be supportive and respond positively to the contributions of teammates and opponents in games and your peers in gymnastics. Ensure learning proceeds smoothly by being on time and with all PE uniform</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compassion – Take on leadership roles to guide, support and motivate, such as a coach, organiser or referee/umpire/judge</li> <li>➤ Courage – try to challenge yourself by undertaking difficult skills or tasks. To lead others and be a model to follow.</li> <li>➤ Endeavour - Participate fully in all lessons. Be resilient when learning skills or competing. Understand your own strengths and areas of development, ask how you can improve</li> <li>➤ Integrity – Understand the terms etiquette, sportspersonship and gamesmanship. Be honest about your ability and reflect on how to improve</li> <li>➤ Respect – Follow the rules of the game. Be supportive and respond positively to the contributions of others in games and dance when watching/appraising performances. Ensure learning proceeds smoothly by being on time and with all PE uniform</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compassion – Take on leadership roles to guide, support and motivate, such as a coach, organiser or referee/umpire</li> <li>➤ Courage – try to challenge yourself by undertaking difficult skills or tasks. To lead others and be a model to follow.</li> <li>➤ Endeavour - Participate fully in all lessons. Be resilient when learning skills or competing. Understand your own strengths and areas of development, ask how you can improve.</li> <li>➤ Integrity – Understand the terms etiquette, sportspersonship and gamesmanship. Be honest about your ability and reflect on how to improve</li> <li>➤ Respect - Follow the rules of the game. Be supportive and respond positively to the contributions of others. Ensure learning proceeds smoothly by being on time and with all PE uniform</li> </ul>
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<p>They will know how to (doing) (<i>key skills</i>)</p>		
<ul style="list-style-type: none"> <li>➤ use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games</li> <li>➤ adapt skills to different situations</li> <li>➤ describe what they need to do to improve their own fitness</li> <li>➤ design and carry out warm-up and cool-down routines safely and effectively</li> <li>➤ hit the ball with reasonable consistency and accuracy in cooperative and competitive rallies</li> <li>➤ play a range of different shots on both sides of the body with sound basic technique in backswing, contact and follow-through</li> <li>➤ select and implement simple shot combinations which move their opponent out of position</li> <li>➤ perform single and linked actions accurately</li> <li>➤ perform a wider range of skills, actions and agilities including rolls, flight from hands, partner supports and balances, and some vaults</li> <li>➤ consistently show control, tension and extension use transference of weight effectively</li> <li>➤ design and perform aesthetically pleasing and imaginative sequences</li> </ul>	<ul style="list-style-type: none"> <li>➤ use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games</li> <li>➤ adapt skills to different situations</li> <li>➤ describe what they need to do to improve their own fitness</li> <li>➤ design and carry out warm-up and cool-down routines safely and effectively</li> <li>➤ improvise and perform a range of actions with clarity and control</li> <li>➤ make use of principles of movement when performing individual and preferred actions and phrases</li> <li>➤ perform techniques and ideas that express comic, dramatic or abstract ideas</li> <li>➤ create and perform dances taking account of the range of movements they could use, the use and variation of motifs, group relationships, and the space available</li> <li>➤ communicate the story of their dance and show an increasing sensitivity to the accompaniment and other performers</li> </ul>	<ul style="list-style-type: none"> <li>➤ hit with consistency and control</li> <li>➤ grip the bat correctly, move their feet and position their bodies, to direct the ball</li> <li>➤ bowl reasonably accurately and vary the speed and flight of the ball</li> <li>➤ field securely in that they intercept and catch the ball consistently and throw accurately</li> <li>➤ perform a range of running, jumping and throwing skills with control, accuracy, power and sound technique</li> <li>➤ show a good range of skills used over different times and distances and the ability to vary them to suit the needs of the activity or event</li> <li>➤ pace their effort well to meet the needs of a range of activities and events</li> <li>➤ perform effectively in different events by adapting their skills to meet the challenges and tasks set</li> <li>➤ select appropriate exercises to put into their warm-up and cool-down activities to suit the event</li> </ul>



# Dallam School

Curriculum overview

**Faculty: Humanities**  
**Subject: Philosophy, Religion & Ethics**  
**Year Group: 8**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Theme/ topic:</b> <b>Who was Jesus and what does this mean to Christians?</b>		<b>Theme/ topic:</b> <b>Does God exist?</b>		<b>Theme/ topic:</b> <b>Who was Prophet Muhammad (PBUH) and how is Islam practised by Muslims today?</b>	
By the end of this half term pupils will know ( key knowledge, including tier 3 vocabulary):					
<ul style="list-style-type: none"> <li>➤ <b>Knowledge &amp; understanding:</b> Who was Jesus? Different perspectives</li> <li>➤ <b>Meaning &amp; purpose</b> – To understand how this theology gives Christian meaning and purpose in their lives and relate the concepts to our own understanding of the world.</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Knowledge and understanding:</b> Key philosophers and arguments for and against the existence of God</li> <li>➤ <b>Meaning &amp; purpose:</b> To consider human meaning and purpose on earth and how for theists this is based upon the existence of God</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Knowledge and understanding:</b> The origins of the religion Islam, the 5 Pillars, religious and cultural practice of Islam today.</li> <li>➤ <b>Meaning &amp; purpose:</b> To consider how and why Muslims practice their faith and how this gives meaning and purpose to their lives.</li> </ul>	
<b>Tier 3 vocab</b>  Incarnation, Messiah, Saviour, Miracle, Christ, Gospel, Hypostatic Union, Mediator, Theology, Reconcile, Glory, Godhead, Deity, Emmanuel, Lord, Sin, Evil, Goodness, Forgiveness, Redemption, Grace, Devil, Evil, Adversary, The Fall, Temptation, Yahweh, Consequences, Crucifixion, Resurrection, Atonement		<b>Tier 3 vocab</b>  Philosophy, Enquiry, Big Bang Theory, Evolution, Genesis, Design, William Paley, Complex, Intricacy, Criticisms, Teleological, Evidence, Watch analogy, Natural Suffering, Moral Evil, Cosmological, Proof, Cause & Effect, Mobius, Moral, Conscience, Nature Vs Nurture, Religious Experience, Near Death Experience, Out of Body Experience, Reality, Illusion, Prayer, Healing, Visions, Pilgrimage, Inconsistent Triad, Omnipotent, Omniscient, Omnibenevolent,		<b>Tier 3 vocab</b>  Islam, Prophet, Muhammad, Qur'an, Hadith, Salah, Shahada, Zakah, Saum, Hajj, Mosque, Allah, 5 pillars, Wudu, Prostration, Respect, Obedience, Dependence, Humility, Qibla, Mihrab, Ramadan, Modesty, Thobe, Ghutra, Bisht, Turban, Hijab, Hijabi, Chador, Niqab, Burka, Halal, Haram, Kalifah, Tawhid, Eid, Mendhi, Extremism, Radicalisation, Islamophobia, Terrorism, Jihad, Prejudice	
They will understand (key concepts):					
<ul style="list-style-type: none"> <li>➤ <b>Christian Theology</b> – concepts of incarnation, hypostatic union, messiah, reconciliation, sin, forgiveness, redemption, grace.</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Values &amp; commitment:</b> To consider our own beliefs/worldviews regarding the existence of God.</li> </ul>		<ul style="list-style-type: none"> <li>➤ <b>Values &amp; commitment:</b> To understand how Muslims show their commitment to their faith. To consider our own beliefs/worldviews and how they relate to Islamic</li> </ul>	

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Theme/ topic:</b> <b>Who was Jesus and what does this mean to Christians?</b>		<b>Theme/ topic:</b> <b>Does God exist?</b>		<b>Theme/ topic:</b> <b>Who was Prophet Muhammad (PBUH) and how is Islam practised by Muslims today?</b>	
		➤ <b>Belief &amp; practice:</b> To evaluate where our sense of morality comes from. How our experiences shape our lives and effect how we behave.		practice. To be aware of Islamophobia and religious extremism and how to recognise and respond to both. ➤ <b>Belief &amp; practice:</b> To understand how Muslims put their faith into practice and how this may vary.	
They will know how to ( key skills including speaking, reading and writing in this subject):					
Analyse    Investigate    Interpret    Reflect    Empathise    Use Evidence    Evaluate					



# Dallam School

Curriculum overview

Department: Physics  
Year Group: 8

Autumn		Spring		Summer	
Contact forces (6 lessons)	Pressure (5 lessons)	Magnetism (5 lessons)	Electromagnetism (5 lessons)	Work (4 lessons)	Heating and cooling (6 lessons)
Investigate factors that affect the size of frictional or drag forces	Investigate how pressure from your foot onto the ground varies with different footwear	Explore the magnetic field pattern around different types or combinations of magnets	Investigate ways of varying the strength of an electromagnet	Explain how an electric motor raising a weight is doing work	Investigate how to reduce heat loss by conduction, convection and radiation
By the end of this topic pupils will know ( <i>key knowledge, including tier 3 vocabulary</i> )					
<ul style="list-style-type: none"> <li>➤ When the resultant force on an object is zero, it is in equilibrium and does not move, or remains at constant speed in a straight line.</li> <li>➤ One effect of a force is to change an object's form, causing it to be stretched or compressed. In some materials, the change is proportional to the force applied.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Equilibrium</li> <li>➤ Deformation</li> <li>➤ Linear relationship</li> <li>➤ Newton</li> <li>➤ Resultant force</li> <li>➤ Friction</li> <li>➤ Tension</li> <li>➤ Compression</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pressure acts in a fluid in all directions. It increases with depth due to the increased weight of fluid, and causes upthrust.</li> <li>➤ Objects sink or float depending on whether the weight of the object is bigger or smaller than the upthrust.</li> <li>➤ Different stresses on a solid object can be used to explain observations where objects scratch, sink into or break surfaces.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Fluid</li> <li>➤ Pressure</li> <li>➤ Upthrust</li> <li>➤ Atmospheric pressure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Magnetic materials, electromagnets and the Earth create magnetic fields.</li> <li>➤ Fields can be modelled using field lines to show the strength and direction</li> <li>➤ Two 'like' magnetic poles repel and two 'unlike' magnetic poles attract.</li> <li>➤ Field lines flow from the north-seeking pole to the south-seeking pole.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Magnetic force</li> <li>➤ Permanent magnet</li> <li>➤ Magnetic poles</li> </ul>	<ul style="list-style-type: none"> <li>➤ An electromagnet uses the principle that a current through a wire causes a magnetic field. Its strength depends on the current, the core and the number of coils in the solenoid.</li> <li>➤ The magnetic field of an electromagnet decreases in strength with distance.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Electromagnet</li> <li>➤ Solenoid</li> <li>➤ Core</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work is done and energy shifted when a force moves an object. The bigger the force or distance, the greater the work.</li> <li>➤ Machines make work easier by reducing the force needed.</li> <li>➤ Levers and pulleys do this by increasing the distance moved, and wheels reduce friction.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Work</li> <li>➤ Lever</li> <li>➤ Input force</li> <li>➤ Output force</li> <li>➤ Displacement</li> <li>➤ Deformation</li> </ul>	<ul style="list-style-type: none"> <li>➤ The thermal energy store of an object depends upon its mass, temperature and what it's made of.</li> <li>➤ When there is a temperature difference, energy shifts from the hotter to the cooler object.</li> <li>➤ Energy is transferred through different pathways, by particles in conduction and convection, and by radiation.</li> </ul> <p><b>Keywords</b></p> <ul style="list-style-type: none"> <li>➤ Conductor (insulator)</li> <li>➤ Temperature</li> <li>➤ Thermal energy store</li> <li>➤ Conduction</li> <li>➤ Convection</li> <li>➤ Radiation</li> </ul>

Autumn		Spring		Summer	
Contact forces (6 lessons)	Pressure (5 lessons)	Magnetism (5 lessons)	Electromagnetism (5 lessons)	Work (4 lessons)	Heating and cooling (6 lessons)
<b>Investigate factors that affect the size of frictional or drag forces</b>	<b>Investigate how pressure from your foot onto the ground varies with different footwear</b>	<b>Explore the magnetic field pattern around different types or combinations of magnets</b>	<b>Investigate ways of varying the strength of an electromagnet</b>	<b>Explain how an electric motor raising a weight is doing work</b>	<b>Investigate how to reduce heat loss by conduction, convection and radiation</b>
They will understand ( <i>key concepts</i> )					
<ul style="list-style-type: none"> <li>➤ How different factors affect the size of frictional and drag forces.</li> <li>➤ How materials behave as they are stretched or squashed.</li> <li>➤ How the length of a spring when the force on it changes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why objects either sink or float depending upon their weight and the upthrust acting on them.</li> <li>➤ How to explain observations where the effects of forces are different because of differences in the area over which they apply.</li> <li>➤ How to use a formula to calculate fluid pressure or stress on a surface in unfamiliar situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to use the idea of field lines to show how the direction or strength of the field around a magnet varies.</li> <li>➤ Explain observations about navigation using Earth's magnetic field.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to build and changes the strength of electromagnets.</li> <li>➤ How to explain the choice of electromagnets or permanent magnets for a device in terms of their properties.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to use diagrams to explain how a lever makes a job easier.</li> <li>➤ How to compare the work needed to move objects different distances.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to explain observations about changing temperature in terms of energy shifts</li> <li>➤ How an object's temperature changes over time when heated or cooled.</li> <li>➤ How a method of thermal insulation works in terms of conduction, convection and radiation.</li> </ul>
They will know how to ( <i>key skills</i> )					
<ul style="list-style-type: none"> <li>➤ Identify variables that could not be controlled properly.</li> <li>➤ Suggest reasons for differences in repeat readings.</li> <li>➤ Justify whether anomalous results can be explained or ignored.</li> <li>➤ Draw line graphs to display relationships.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepare a table with space to record all measurements.</li> <li>➤ Gather sufficient data for an investigation and repeat if appropriate.</li> <li>➤ Record observations using scientific words.</li> <li>➤ Communicate ideas, using evidence and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use diagrams to help make a scientific explanation.</li> <li>➤ Suggest a scientific idea that might explain an observation and why evidence supports a scientific idea.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a question linking variables in the form 'How does... affect...?'</li> <li>➤ How to vary an independent variable between planned values.</li> <li>➤ Select important control variables and identify how to control each one.</li> <li>➤ Check you can detect differences in the dependent variable.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Suggest a hypothesis for an observation and an experiment to test it.</li> <li>➤ Decide whether the conclusion of an experiment agrees with a prediction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the variables from information about an investigation.</li> <li>➤ Identify a pattern in data from a results table or bar chart.</li> <li>➤ Compare result with others.</li> <li>➤ Suggest better ways to control variables and improve methods.</li> <li>➤ Suggest possible conclusions that could be drawn from data.</li> </ul>



# Dallam School

Curriculum overview

**Department: Spanish**  
**Year Group: 8**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ topic: People	Theme/ topic: Going out	Theme/ topic: Holidays	Theme/ topic: Food	Theme/ topic: Fashion	Theme/ topic: Barcelona
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary):					
<ul style="list-style-type: none"> <li>➤ free time</li> <li>➤ describing friends</li> <li>➤ daily routine</li> <li>➤ frequency phrases</li> <li>➤ nationalities</li> </ul>	<ul style="list-style-type: none"> <li>➤ places in town</li> <li>➤ basic activity verbs</li> <li>➤ days of the week</li> <li>➤ near future tense</li> <li>➤ time</li> <li>➤ agreeing or disagreeing with someone</li> <li>➤ problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>➤ countries, transport</li> <li>➤ past tense basic activities</li> <li>➤ describing present and past holidays</li> </ul>	<ul style="list-style-type: none"> <li>➤ food items</li> <li>➤ higher numbers</li> <li>➤ measurements of food</li> <li>➤ ordering food in a restaurant</li> <li>➤ higher level negatives</li> </ul>	<ul style="list-style-type: none"> <li>➤ clothes</li> <li>➤ frequency phrases</li> <li>➤ colours</li> <li>➤ uncommon adjectives</li> <li>➤ stating preferences</li> <li>➤ describing patterns and textures</li> <li>➤ past tense social activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ places to visit in Barcelona</li> <li>➤ shopping</li> <li>➤ directions</li> <li>➤ holiday plans and activities</li> </ul>
They will understand (key concepts):					
<ul style="list-style-type: none"> <li>➤ irregular present tense verbs Hacer, Salir, Ir, Ser, Tener</li> <li>➤ adjectival agreements</li> <li>➤ comparatives</li> <li>➤ reflexive verbs</li> <li>➤ near future tense</li> </ul>	<ul style="list-style-type: none"> <li>➤ use of prepositions</li> <li>➤ near future tense</li> <li>➤ recognising tenses in text</li> <li>➤ sequencers</li> <li>➤ infinitive phrases</li> <li>➤ irregular verbs Querer &amp; Poder</li> </ul>	<ul style="list-style-type: none"> <li>➤ preterite tense</li> <li>➤ Ir and Ser in the past tense</li> <li>➤ time phrases in different tenses</li> </ul>	<ul style="list-style-type: none"> <li>➤ regular Preterite Tense formation of 3 core verb groups</li> <li>➤ phrases with tener</li> </ul>	<ul style="list-style-type: none"> <li>➤ adverbs of frequency</li> <li>➤ use of comparatives and superlatives</li> <li>➤ use of demonstrative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>➤ passive phrases with se</li> <li>➤ Ser or Estar</li> <li>➤ extended prepositions of place</li> </ul>



	<ul style="list-style-type: none"> <li>➤ third person opinion phrases</li> <li>➤ possessive adjectives</li> </ul>				
They will know how to (key skills including speaking, reading and writing in this subject):					
<ul style="list-style-type: none"> <li>➤ describing free time activities</li> <li>➤ describing a best friend</li> <li>➤ discussing daily routine</li> </ul>	<ul style="list-style-type: none"> <li>➤ asking and explaining where they are going</li> <li>➤ inviting someone out</li> <li>➤ turning down an invitation</li> <li>➤ discussing other people's likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>➤ discussing past and present holidays including transport</li> <li>➤ accommodation and opinions</li> <li>➤ complex 2 tense sentences</li> </ul>	<ul style="list-style-type: none"> <li>➤ discussing different meals</li> <li>➤ eating out</li> <li>➤ shopping</li> <li>➤ discussing a healthy diet</li> </ul>	<ul style="list-style-type: none"> <li>➤ describing clothing for different occasions</li> <li>➤ buying clothing in a shop</li> <li>➤ describing past and future events</li> </ul>	<ul style="list-style-type: none"> <li>➤ describing hometown and a tourist destination</li> <li>➤ discuss different types of shops</li> <li>➤ ask for and give directions</li> <li>➤ describe holidays using extended writing and three tenses</li> </ul>