English	Autumn Term
Throughout the Key Stage, pupils' skills are developed in: **AO1**- Read, understand and respond to texts. Developing a personal response. Use textual references, including quotations, to support and illustrate interpretations. **A02-** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. **AO3** - Show understanding of the relationship between texts and the contexts in which they were written. Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts. **AO4/AO6**- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. **AO5** - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organise information and ideas, using structural and grammatical features to support coherence and cohesion and texts **AO7** - Present in a formal setting **AO8** - Listen and respond appropriately to spoken language **AO9** - Use spoken standard English appropriately	**Year 8 Texts – Gothic novels, short stories and poems** <u>Reading</u>: • A Gothic novel (Lit AO1,2) • A selection of Gothic poetry (Lit AO1-4, reading AO3,4) • A selection of Victorian ghost stories: (Lit AO1-4, reading AO3,4) <u>Writing:</u> • My own Gothic inspired narrative (AO5, AO6 writing) • Comparison of openings from Gothic texts (Lit AO1-4, reading AO2-4) • Film review of The Woman In Black or A Christmas Carol (AO5, AO6 writing) • Character analysis of Scrooge (before and after) (Lit AO1-4) • Analysis of excerpts from Frankenstein or Dracula (Lit AO1-3) • Script for a ghost walk (AO5, AO6 Writing) <u>Spoken Language:</u> • Debate and discussion groups, demonstrating the correct use of Standard English and changing talk to suit audience and purpose • Individual presentations using persuasive techniques and oratorical devices • Explaining, describing and illustrating ideas to an audience and responding to questions raised • Taking part in groups presentations, role plays, hot seating and improvisations • Sustaining a voice throughout • Understanding how to manipulate language to effect audience response • A range of enrichment opportunities, including choral speaking and recitation is also offered in KS3

Maths	**Negative Numbers** • Use all four operations to calculate with negative numbers **Indices** • Understand the rules of indices • Write and simplify expressions with powers **Standard Index Form** • Convert between numbers in standard form and ordinary numbers • Compare numbers in standard form **Multiplying and dividing fractions** • Multiply and divide a fraction by an integer • Multiply and divide a fraction by a fraction **Circle Theorem** • Find the circumference and area of circles **Working in the Cartesian Plane** • Plot and interpret straight line graphs • Equations of lines parallel to the axes and other straight lines • Model situations by using into expressions, formulae and graphs **Ratio and Scale** • Understand ration and its link to multiplication • Use ratio notation • Reduce ratios to their simplest forms • Solve ratio problems **Multiplicative Change** • Use scale factors to solve simple direct proportion problems • Scale diagrams and maps • Enlarge by a scale factor
Science Continue building on the Year 7 Working Scientifically skills and include: ▪ Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety ▪ Make and record observations and measurements for different investigations; and evaluate the reliability of methods and suggest improvements ▪ Apply mathematical concepts and calculate results	**Climate Change** • Link the production of carbon dioxide by human activity and the impact on climate. **Chemical Reactions including Acids and Alkalis** • chemical reactions as the rearrangement of atoms • representing chemical reactions using formulae and using equations • exothermic and endothermic chemical reactions (qualitative). • combustion, thermal decomposition, oxidation • reactions of acids with metals to produce a

▪ Present reasoned explanations, including explaining data in relation to predictions and hypotheses ▪ Evaluate data, showing awareness of potential sources of random and systematic error ▪ Identify further questions arising from results ▪ Use and derive simple equations and carry out appropriate calculations	salt plus hydrogen • defining acids and alkalis in terms of neutralisation reactions • the pH scale for measuring acidity/alkalinity; and indicators • reactions of acids with alkalis to produce a salt plus water **Motion and Forces** • speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time) • the representation of a journey on a distance-time graph • relative motion: trains and cars passing one another. • forces as pushes or pulls, arising from the interaction between two objects • using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces • moment as the turning effect of a force • forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water • forces measured in Newtons, measurements of stretch or compression as force is changed • force-extension linear relation; Hooke's Law as a special case (WS) • work done and energy changes on deformation • non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. • opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface. • forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only) • change depending on direction of force and its size.

Ambition	**Introduction to Ambition & Growing Minds** • Education and why it is important? • What is work and why is it important? • Understanding employment & unemployment: What they mean; short term & long term patterns. • What do you know about the North east of England? • Geography and labour market of the North East of England: Be aware of what job and labour market information (LMI) is and what is can do for you; job sectors, employment/unemployment compared to UK and other relevant statistics - why is it important to know this? Key terms. • Job and industry classification - sectors, replacement etc.. • What are employers looking for? Soft skills, self-improvement. • Preparing for employability: identify, develop and improve soft skills. • What is character? Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school "Character" with employability and careers • Why is it important? • What is resilience and why is it important for people seeking work? My greatest achievement: self-awareness, improvement and entrepreneurs
Art Throughout the term pupils will have the opportunity to: • Understand and analyse a theme using relevant resources and research • Select and build up ideas to start composing a picture • Develop independent learning and thinking • Use imagination and select sources with more confidence	Throughout the term, pupils will focus on the topic '**Peace**' and will focus on: • The Future of Peace • Composition • Independent thinking
Computing Technology Throughout the term pupils will have the opportunity to:	**App Inventor** • Explore the features of Apps and learn about the interface and coding behind Apps.

▪ Demonstrate a wide application of computational thinking to their work. ▪ Recognise and understand the function of the main parts of a computer system and how they communicate with one another. ▪ Create physical computing projects which include a range of interactivity to the environment or user. ▪ Demonstrate an ability to use two or more programing languages to write and develop a computer program. ▪ Understand a range of ways to use ICT safely and responsibly ▪ Work with a range of tools, materials, equipment, components and processes and show that they understand their characteristics.	• Learn to use App Inventor Software. • Students design and create an App for a specific audience. • Test their Apps and evaluate. **Physical Computing with Scratch & the Raspberry Pi** • Work with Scratch on the Raspberry Pi and access the GPIO pins in their programs, making use of a range of input and output components. **Digital literacy** • **My Media** Students review their media habits and the array of media they use on a weekly basis, and reflect on the role of digital media in their lives. • **A Creators responsibilities** Students reflect on their responsibilities as creators and users of creative work.
Food Science Throughout the term pupils will have the opportunity to: • understand and apply the principles of nutrition and health • cook a repertoire of savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking techniques – using awareness of taste, texture and smell to decide how to season dishes and combine ingredients • adapt and use their own recipes • understand the source, seasonality and characteristics of a broad range of ingredients	**Pasta Challenge** – pupils will have the opportunity to: • prepare and make a range of sauces which can be served with pasta • research nutritional information regarding pasta and where it originated from • plan, prepare and create a pasta dish to enter for our annual competition: *The Pasta Challenge!*
French Throughout the term pupils will have the opportunity to: • understand passages or dialogues spoken clearly and more slowly	Pupils will learn to give personal details about themselves and family. This will include: • information about jobs • relationships • geographical surroundings

than a normal native speaker • record responses in French that communicate successfully • adapt familiar question forms to vary questions • combine pre-learned language with new elements to communicate new meanings • understand longer texts containing predictable information • infer meaning (from context or surrounding language) of a limited amount of unfamiliar language • adapt structures to add new language to express a range of simple, personal ideas and opinions	• daily routine. <u>Grammar:</u> • present tense regular verbs (-ER,-IR,-RE) -all forms • using "depuis" • masculine and feminine noun forms • build on knowledge of connectives ie. "quand" and "si" • perfect tense + avoir high frequency verbs (regular and irregular)
History Throughout the term pupils will have the opportunity to: ▪ make links within and across periods and explain connections. ▪ describe the characteristic features of past societies and periods. ▪ examine and begin to analyse the causes and consequences of events and changes ▪ explain, different historical interpretations of events, people and changes. ▪ select and combine information from historical sources ▪ select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.	**1750-1900** **What was the Industrial Revolution?** • Significant changes during the period: Agricultural revolution, Domestic System to a Factory System; Inventions and entrepreneurs; • What was life like working in a lead mine? • Local history visit to Killhope Lead Mining Village. Exploring first-hand, using primary and secondary sources to investigate the conditions in which miners lived and worked. • The growth of Britain's towns; the impact on social conditions; reform. • What were the most significant events of the Industrial Revolution?
Music Throughout the term pupils will have the opportunity to:	**Film Music** • Students delve into film scores and look

<u>Perform:</u> • To make adjustments to fit my own part in a group • To make improvements to my own work in relation to style <u>Compose:</u> • To use relevant notations to create music • To improvise and compose in different styles developing musical ideas <u>Listen & Appraise:</u> • To use KS3 vocabulary to analyse different features • To identify the characteristics of some genres of music	at the power of music. Here, they consider the main aims of music in film and analyse a variety of pieces. Students will demonstrate their knowledge and skills of the topic by composing a range of pieces to represent different moods as well as to accompany a specific moving image.
PE Throughout the term pupils will have the opportunity to take part in: • Football	Pupils will have the opportunity to: • demonstrate a range of passing techniques and control with the ball with different body parts more effectively in a game situation. • recognise and demonstrate how to support a player in a game situation. • develop effective dribbling and tackling techniques in both practice and game situation • develop good understanding of different tactics for attacking and defensive play.
▪ Hockey	▪ demonstrate a range of passes with good ball pace. ▪ lead a small group in a hockey practice. ▪ demonstrate shooting with accuracy. ▪ identify strengths and areas for

	improvement.
▪ Table Tennis	▪ demonstrate attacking shots. ▪ demonstrate spin on shots to outwit opponents. ▪ demonstrate more accuracy in shots and start to apply tactics in gameplay. ▪ umpire a game of table tennis.
▪ Rugby	▪ pass with consistency and accuracy in a game. ▪ perform a range of different tackles in a game and practice situations. ▪ comment on strengths and weaknesses of themselves and other players. ▪ use tactics to outwit opponents.
PSHE *The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.*	**Drugs & Emotional Wellbeing** – each session will focus upon the following questions: ● How do drugs affect people? ● What about drugs and the law? ● How do I manage situations involving drugs? ● What does resilience mean? ● Is anybody perfect? ● How do I manage my feelings? ● What happens when relationships break down? **Healthy Lifestyle & Risk and Safety** – each session will focus upon the following questions: ● What is 'risking on purpose'? ● Can gambling be good? ● How do I reduce risks? ● Who can help me keep safe? (knife crime / gang culture) ● Who can help me keep safe? (domestic violence) ● Who can help me keep safe? (homophobia)

<u>RE</u> Throughout the term pupils will have the opportunity to: • Explain in detail why we learn about different religions and cultures. • Ask thoughtful, insightful questions in response to the learning.	**<u>Hinduism –</u>** throughout the term students will: • locate highly populated Hindu countries around the world and compare population to the UK • identify the Hindu symbol and learn about its symbolic meaning • learn about the main God, Brahman and

• research, gather, select and organise information, using a range of sources. • Use a wide range of key religious vocabulary correctly and in context in my written work. • Describe in detail key features of a belief. • express opinion and contribute by responding and adding to the views of others. • Organise and present work using a range of different styles and creativity according to the audience. • Understand and explain the impact a belief or practice can have on followers and/or communities. • Show empathy in response to the learning. • Express clear views about why beliefs and practices are so important. • Reflect and make links to my own experiences and beliefs. • Describe why a sense of belonging is so important to different faiths.	the Trimurti. • explore the main Hindu beliefs focusing on reincarnation, moksha and the effects of karma • learn about the Caste System in India and discuss solutions to this old tradition • analyse how Hindu beliefs affect the way they live their lives.