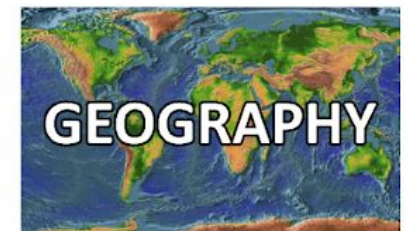
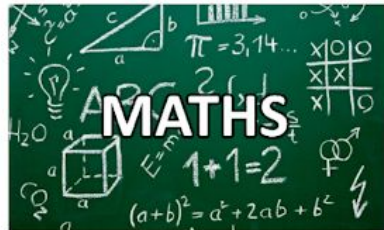
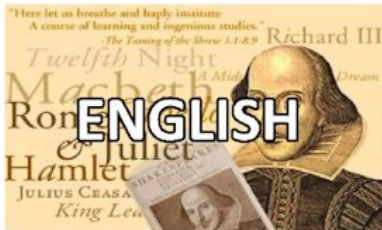




Corbridge Middle School



Year 8 Spring Curriculum

Curriculum Intent - Whole School

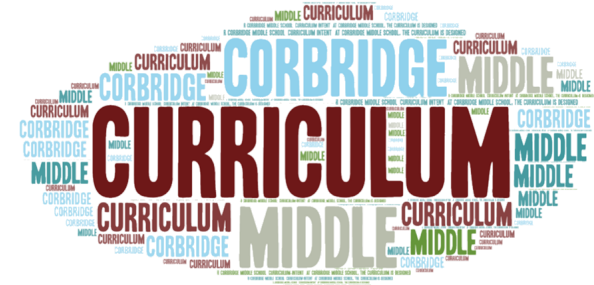
At Corbridge Middle School, the curriculum is designed so that our pupils strive to be **successful learners**, who enjoy learning, make progress and achieve; **confident individuals** who are able to live safe, healthy and fulfilling lives; and **responsible citizens** who make a positive contribution to society.

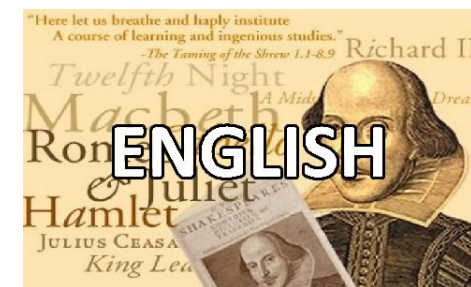
Children are at the heart of everything we do and every child is recognised as a unique individual. We welcome and celebrate differences within our school community and across the wider world. We encourage pupils to embrace reading; reading widely, to develop the skill of reading fluently and with expression. The curriculum, intertwined with knowledge and skill, is underpinned by our four key values: **respect, care, responsibility** and **resilience**. Each value is immersed within subject areas and pupils show good awareness of the values through their learning, behaviour and the choices that they make.

Opportunities to be creative and enhance and engage in learning, as well as to celebrate our locality, are firmly embedded across our curriculum, as we believe that the four years that pupils spend with us should be a fulfilling, investigative and enquiring time in their lives where curiosity is boundless, providing them with opportunities to light their fire with the new experiences, new skills and knowledge that they will need to succeed in the workplace today and in the future.

We are clear and consistent about the need for great behaviour for learning and we use this to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

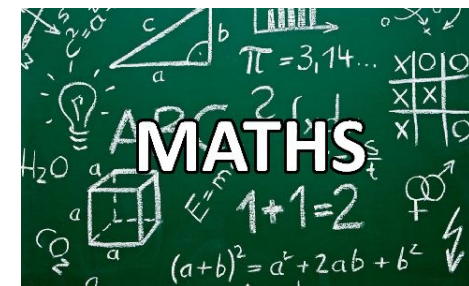
Children leave Corbridge Middle School resilient, independent and reflective learners who achieve well academically, socially and personally and are fully prepared for the future on a rapidly changing planet.





ENGLISH – YEAR 8	
SPRING TERM	
<p>During this year, pupils will have the opportunity to develop the following skills, which are explicitly assessed for English Language and Literature at GCSE, and apply to our curriculum at KS3:</p> <p>A01- Reading, understanding and responding to wider range of texts. Developing an extended personal response, in both language and literature writing. Using appropriate and relevant textual references, including quotations, to support and illustrate interpretations. Independently identifying and interpreting explicit and implicit information and ideas and explaining them fully. Accurately selecting and synthesising evidence from different texts.</p> <p>A02- Analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate and discussing layers of meaning. Explaining, commenting on and analysing how writers use language and structure to achieve effects, using relevant subject terminology. Explaining and illustrating how a reader reacts to a text and how authors’ choices create different responses.</p> <p>A03 - Showing understanding of the relationship between texts and understanding of how the social, historical and political contexts</p>	<p>Text– Romeo & Juliet – William Shakespeare</p> <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Elizabethan theatres and their role in society ● Key aspects of Shakespeare’s language and his impact upon modern spoken and written English ● The patriarchal society of Elizabethan England ● Contextual information relevant to the play and the time in which it was written ● Wider Tudor practices, traditions, laws and beliefs ● How characters, setting and action are developed in a play ● How modern directors have presented the play and how the play is still relevant to a modern audience ● How language use can manipulate audience response ● How to prepare a scene for performance ● How to organise their time effectively to produce a portfolio of associated tasks on Elizabethan society and culture ● Shakespeare’s sonnets and other poems by his contemporaries

<p>in which they were written impacts upon them. Comparing writers' ideas and perspectives, drawing on their own wider reading, as well as how these are conveyed across two or more texts.</p> <p>AO4 Independently evaluating non-fiction texts critically and supporting this with selected and appropriate textual references.</p> <p>AO5 - Communicating clearly, both independently and within a group, effectively and imaginatively, selecting and adapting tone, style and register. Organising a wider range information and ideas, from a variety of text types and sources, using structural and grammatical features to support coherence and cohesion.</p> <p>AO6- Using a wider range of more ambitious vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO7 - Presenting in a formal setting, both independently and within a group</p> <p>AO8 - Listening and responding appropriately to spoken language, asking questions, or building on the points made to further the discussion.</p> <p>AO9 - Using spoken standard English appropriately and accurately, with a greater awareness of audience and purpose.</p>	
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MATHS – YEAR 8	
SPRING TERM	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Brackets, equations and inequalities</p> <ul style="list-style-type: none"> • Multiplying out single brackets • Forming and using expressions, formulae and identities • Forming and solving equations and inequalities with and without brackets <p>Sequences</p> <ul style="list-style-type: none"> • Using more complex rules e.g. with brackets and squared terms <p>Indices</p> <ul style="list-style-type: none"> • Using the appropriate rules • Writing and simplifying expressions with powers <p>Fractions and percentages</p> <ul style="list-style-type: none"> • Fraction, decimal and percentage equivalence • One number as a percentage of another <p>Standard Index Form</p> <ul style="list-style-type: none"> • Conversion between numbers in ordinary and standard form 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Brackets, equations and inequalities - Know how to use brackets in algebraic equations</p> <p>Indices - Understand how to use powers in any calculation</p> <p>Fractions and percentages Know the equivalent fractions, percentage and decimal equivalent of given numbers.</p> <p>Standard Index Form - Understand and use Standard Index Form</p> <p>Number sense - Know the rules for Order of Operations</p>

<p>(large and small)</p> <ul style="list-style-type: none"> ● Comparing numbers in standard form <p>Number sense</p> <ul style="list-style-type: none"> ● Developing mental strategies ● Measures and units ● Estimation, including rounding to a given number of decimal places 	
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SCIENCE – YEAR 8	
SPRING TERM	
<p>Pupils will have the opportunity to develop the following skills; Continue building on the Year 7 Working Scientifically skills for KS3 and include:</p> <ul style="list-style-type: none"> ● 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 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p>Waves – Light and Sound</p> <p>Compare the similarities and differences between light waves and waves in matter</p> <ul style="list-style-type: none"> ● Study light waves travelling through a vacuum; speed of light ● Investigate the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface ● Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye

<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Consider light as transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras● Research colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection. <p>Photosynthesis and Environmental Interactions</p> <ul style="list-style-type: none">● Study how plants make carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.● Research reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.● Identify the reactants in, and products of, photosynthesis, and a word summary for photosynthesis● Explain the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere● Describe the adaptations of leaves for photosynthesis.● Explain the role of leaf stomata in gas exchange in plants.● Analyse the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops● Explain the importance of plant reproduction through insect pollination in human food security● Study how organisms affect, and are affected by, their environment, including the accumulation of toxic materials.
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AMBITION – YEAR 8	
SPRING TERM	
<p>Labour Market & Careers Information – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Research and investigate following specific pathways ● Working collaboratively and presenting their findings in a variety of formats including whole-class presentations ● Writing personal statements about themselves ● Recognising personal data and limiting personal data digital footprints <p>Personal Finance - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Identify and recognise enterprising qualities ● Apply a variety of approaches including calculations to manage personal and household budgets to develop financial capability and become financially literate ● Finding information from a variety of sources; checking the reliability of information 	<p>Labour Market & Careers Information – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Careers across a variety of sectors; the variety of Jobs and occupations available including how these may change in the future ● Stereotypes and discrimination; impact on individuals and those around you; challenging stereotypes. that could be damaging to you and those around you; challenging stereotypes ● Social media and the impact it could have on your career <p>Personal Finance - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Employment laws; the laws and by-laws relating to young people’s permitted hours and types of employment; how to minimise health and safety risks to you and those around you; managing a personal budget; contributing to household and school budgets



ART/TECH – YEAR 8	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Apply a good quality finish to a piece of work Draw accurately from observation using tone, texture, shape and form ● Demonstrate good making skills ● Develop specifications to include the needs of the user and function ● Draw accurately from observation using tone, texture, shape and form ● Model, draw and discuss a range of ideas ● Recognising when planning needs adapting ● Review, refine and modify work independently ● Use appropriate media, blending and colouring accurately 	<p>3D Shoe Project – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Different existing products ● How some materials are fixed together ● Modelling techniques ● Painting techniques ● Properties of materials ● Stages of planning

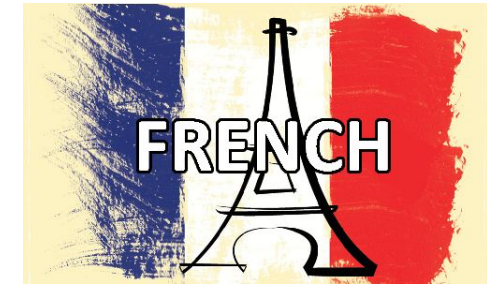


COMPUTING – YEAR 8	
SPRING TERM	
<ul style="list-style-type: none"> ● Demonstrate a wide application of computational thinking to their work. ● Create physical computing projects which include a range of interactivity to the environment or user. ● Demonstrate an ability to use two or more programming 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. ● Exchange information and ideas with others in a variety of ways, including using digital communications. ● Reflect on their responsibilities as creators and users of creative work. 	<p>Automating the Home</p> <ul style="list-style-type: none"> ● Students will learn how control systems work automatically; to use a range of input devices to control devices in the home. ● To understand how variables can be used and integrated into a control system and combine these in an overall solution ● Students develop, try out and refine sequences of instructions to monitor measure and control events to automate devices in the home. ● They show efficiency in framing these instructions and adapt the solution to make the system suitable for someone with a disability. <p>Physical Computing with the Raspberry Pi</p> <ul style="list-style-type: none"> ● Revisit Python programming and develop knowledge of this text based programming language – Python. ● Work with Python on the Raspberry Pi and use the Explorer Hat Pro to control input and output devices. ● Work collaboratively as a group to produce a physical computing project which requires students to combine various components and apply some creativity. <p>Journalism in the 21st Century</p>

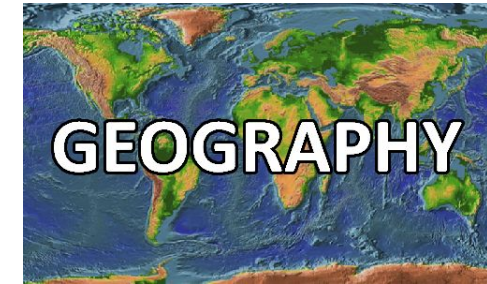
	<ul style="list-style-type: none">● Students work on creating a set of webpages using Google sites.● Students create their own web pages which form part of the class website.● They use audio software to make their news articles accessible for other users. <p>Digital literacy</p> <ul style="list-style-type: none">● A Creators responsibilities Students reflect on their responsibilities as creators and users of creative work.● Which me should I be Students learn that presenting themselves in different ways online carries both benefits and risks.
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FOOD TECHNOLOGY – YEAR 8	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Generate, develop and communicate their ideas through discussion, annotated sketches and prototypes ● Select from and use a wide range of tools and equipment to perform practical tasks ● Make a simple circuit using conductive thread and LEDs ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>E Textiles – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● How and why electronics can be used in textiles ● Incorporate this knowledge when designing and making a product using textile materials ● Their product and their own practical skills through evaluation



FRENCH – YEAR 8	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Picking out details in a passage referring to different time frames ● Understanding passages or dialogues spoken clearly and more slowly than a normal native speaker ● Reading phrases and short texts aloud with reasonable pronunciation when reading text that includes some unfamiliar language ● Expressing ideas, opinions, reasons and factual information in more than one time frame ● Using a dictionary to determine whether verbs are regular or irregular ● Identifying the tense of verbs within a text ● Translating short sentences into French containing language from recent topics ● Writing short paragraphs from memory 	<p>Social Times – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Events in the past including weekend and evening activities ● How to talk about, and give opinions on television programmes and excursions ● How to talk about mealtimes ● How to plan and shop for a party in French <p><u>Grammar:</u></p> <ul style="list-style-type: none"> ● The perfect tense with <i>être</i>, ● Using <i>c’était, il y avait</i>, ● Extending and linking sentences, ● The definite article after <i>aimer, détester</i> and <i>préférer</i> ● The partitive article – <i>du/de la/des</i> ● Using <i>de</i> with quantities ● Use of the impersonal expression <i>il faut + infinitive</i>



GEOGRAPHY – YEAR 8	
SPRING TERM	
<p>Subject Skills</p> <p>Geography</p> <ul style="list-style-type: none"> ● locate cities, countries and regions of Africa and the Middle East on physical and political maps. ● explain with understanding the processes which have shaped distinctive landscapes. ● explain how human and physical processes interact to influence and change landscapes and environments such as managing hazards in risky places. ● explain and show understanding of similarities and links between places through the study of human and physical geography of a region within Africa. ● use a variety of map types to locate and investigate places studied. ● collect, analyse, and draw conclusions and communicate geographical information in a variety of ways. 	<p>Subject Knowledge</p> <p>Geography – The Middle East</p> <p>An in-depth study into this vastly contrasting area of LEDCs and MEDCs. Atlas and map skills are developed whilst exploring themes such as tourism: human and physical features, climate, energy resources & distribution, the environment and an in-depth study of development indicators with a focus on comparing two differing countries in the region extending the skills learnt in the Year 7 Russia unit.</p> <p>Children will learn about world population including:</p> <ul style="list-style-type: none"> ● its distribution and factors affecting this ● comparing and contrasting various regions of the world ● population density ● measures taken to control population growth



HISTORY – YEAR 8	
SPRING TERM	
<p>Subject Skills</p> <p>History</p> <ul style="list-style-type: none"> ● 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 ● begin to 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. 	<p>Subject Knowledge – History - The French Revolutions</p> <p>Following on from the expansion of the British Empire we discover what life was like in France before their revolution and the causes of the French Revolution. Investigation of sources, the Third Estate, the ‘Storming of the Bastille’. The arrest of King Louis XVI and his subsequent death, the Reign of Terror and how Napoleon Bonaparte changed France.</p>



MUSIC – YEAR 8	
<p>SPRING TERM</p>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> ● To make adjustments to fit my own part in a group ● To make improvements to my work in relation to style <p><u>Composing:</u></p> <ul style="list-style-type: none"> ● To use relevant notations to create music ● To improvise and compose in different styles developing musical ideas ● To compose for different occasions using a variety of musical ideas <p><u>Listening & Appraising:</u></p> <ul style="list-style-type: none"> ● To use KS3 vocabulary to analyse different features ● To identify the characteristics of some genres and styles ● To analyse, compare and evaluate music from different periods ● To listen with increasing discrimination to a wide range of music from a variety of composers and to develop a deepening understanding of music and its history 	<p>Film Music</p> <p>Students continue to explore Film Music, but in this half term focus on the composition element more than the listening work they have secured in the first term. 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.</p> <p>The knowledge they will have the opportunity to develop includes:</p> <ul style="list-style-type: none"> ● Understanding of the 10 musical elements at higher level and how to exploit these to create an effective piece of music for a moving image ● The main aims of music in film, and to know the musical features commonly used to accompany each aim



PE – YEAR 8	
SPRING TERM	
<p>Gymnastics - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Perform a variety of balances ● Perform a variety of rolls ● Create a basic floor routine with help <p>Volleyball - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Perform a volley on your own and with a partner ● Perform a volley in a game situation ● Throw the ball over the net to serve <p>Netball – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Demonstrate understanding of the footwork rule ● Demonstrate the chest pass with some control ● Catch a ball ● Be able to get free when being marked <p>Rugby - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Demonstrate a tag tackle in a game ● Pass the ball backwards to a teammate 	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Why a warm up is important ● What a ‘balance’ is ● Different types of rolls <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● how a game of volleyball works and how it is scored <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● What footwork means ● How a game of netball works <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● Which way you run and which way you pass ● How a game of tag rugby works <p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● What orienteering is ● The names of some symbols on a map

<ul style="list-style-type: none"> ● Catch a pass from a team mate ● Run with the ball in 2 hands <p>OAA - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Complete a basic orienteering course ● Plan a basic course with help ● Identify markers in front of me on the map 	
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PSHE – YEAR 8	
SPRING TERM	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Negotiating and solving problems ● Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness ● How to access local health services and other sources of support ● How to safely access sources of support for themselves or their peers 	<p>Identity & Communities – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying and discrimination on individuals and communities ● Guidelines for successful community life ● Qualities that improve community life

	<ul style="list-style-type: none">● About the potential tensions between human rights, British law and cultural and religious expectations and practices● The role of mediation in problem-solving● The roles played by public institutions in society, and the ways in which citizens work together to improve their communities● Some of the leading agencies that support young people <p>Planning for the future – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none">● How to get the tools for a successful future● The importance of thinking about the future today● Some of the jobs that teenagers can do● Some of the rules affecting teenagers and work● Pressures which can arise when working and studying at the same time● How we choose to support different kinds of shops● How price and competition affect our consumer decisions● How our consumer decisions affect other people
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<p>RE – YEAR 8</p>	
<p>SPRING TERM</p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Ask thoughtful, insightful questions in response to the learning ● Confidently research, gather, select and organise information, using a range of sources ● Use a wide range of key religious vocabulary correctly and in context written and orally ● Confidently express opinion and contribute by responding and adding to the views of others ● Show empathy in response to the learning ● Begin to debate key issues ● Begin to formulate arguments against key issues which I might feel strongly about ● Comment respectfully on two opposite viewpoints, drawing out a reasoned conclusion ● Analyse and evaluate a variety of religious arguments and use them for and against a particular viewpoint 	<p>Social and Moral Issues – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> ● different social and moral issues through the lyrics and images of music and discuss its emotional impact ● negative and positive aspects in the world and represent them through words and images ● a range of emotive and challenging subjects through debate including euthanasia, vegetarianism, capital punishment... ● a key moral or social issue that creates an opposing viewpoint or religious perspective