SUBJECT: ENGLISH

CURRICULUM THIS HALF TERM:

Throughout the autumn term, young people develop increasingly sophisticated analytical reading skills by comparing texts, exploring viewpoint, tone and bias, and selecting embedded evidence to justify their interpretations.

Writing lessons encourage young people to communicate confidently for different audiences through speeches, articles, reviews and narratives. Learners refine persuasive techniques, structure extended responses and develop mature vocabulary choices.

Grammar teaching focuses on sentence variety, accurate punctuation and cohesion. Regular retrieval activities and reading for pleasure continue to strengthen confidence while encouraging young people to think critically about what they read.

VOCABULARY:

compare	Identify similarities and differences.
viewpoint	An opinion or perspective.
tone	The writer's attitude.
bias	A one-sided opinion.
perspective	A particular point of view.
evaluate	Judge how successful something is.
technique	A method used to create an effect.
evidence	Words taken from the text.
argument	A reasoned opinion.
analysis	Detailed explanation.

RECOMMENDED TALKING POINTS:

What text are you studying at the moment?
Which new vocabulary have you learnt this week?
Can you explain the writer's message?
What evidence supports your answer?

SUBJECT: MATHEMATICS

CURRICULUM THIS HALF TERM:

This half term, pupils will develop their understanding of ratio, proportion and algebra. The unit begins with ratio, where pupils will learn how ratios can be used to compare quantities and solve problems involving sharing and proportional relationships. They will simplify ratios, compare ratios with fractions and apply their knowledge to a range of real-life situations.
Pupils will then move on to proportion and scale. They will explore direct proportion and use conversion graphs to represent relationships between quantities. The curriculum also includes converting between currencies and metric units, helping pupils to understand how mathematics is applied in everyday situations. Pupils will investigate similar shapes, scale diagrams and maps, developing an understanding of how scale is used in fields such as construction, design and geography.
The final part of the half term focuses on algebraic manipulation. Pupils will learn how to form and simplify algebraic expressions, use formulae and substitute values into expressions. They will develop their understanding of brackets by expanding and simplifying expressions, before beginning to explore factorising. Throughout the unit, pupils will strengthen their reasoning and problem-solving skills while building the algebraic foundations needed for future mathematical study.

VOCABULARY:

- Ratio – a way of comparing two or more quantities
- Proportion – a relationship in which quantities increase or decrease at the same rate
- Scale – the relationship between a real object and its representation on a diagram or map
- Conversion graph – a graph used to convert between two related measurements
- Similar shapes – shapes that have the same proportions but may be different sizes
- Expression – a mathematical statement containing numbers, symbols and operations
- Formula – a rule written using mathematical symbols and letters
- Substitution – replacing a letter in an expression or formula with a number
- Factorise – writing an expression as a product of its factors
- Algebra – a branch of mathematics that uses letters and symbols to represent numbers and relationships

RECOMMENDED TALKING POINTS:

How is ratio used in everyday life, such as cooking, shopping or sports?
Why are scale diagrams and maps useful, and where might people use them?
How can algebra help us solve problems when we do not know an exact value?
Why is it important to understand proportional relationships in the real world?

SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore the chemistry topic The Periodic Table, Elements Mixtures and Compounds. In this topic, learners will discover that an element is a pure substance made of only one type of atom. They will begin to identify different elements by their chemical symbols and learn what the numbers on the Periodic Table tell us about individual elements. They will study how all known elements are organized on the Periodic Table into columns called groups and rows called periods and what this can tell us about the reactivity. Learners will investigate how different elements chemically bond together to create a compound with completely new properties, and contrast this with a mixture, where substances are physically mingled but not chemically joined. Finally, learners will master various separation techniques to sort these mixtures, including using filtration for insoluble solids, evaporation and simple distillation for dissolved solids and liquids, fractional distillation for liquids with different boiling points, and chromatography to separate soluble dyes and inks.

VOCABULARY:

- Atom: The smallest, most basic building block of matter that cannot be broken down any further by chemical means.
- Element: A pure substance made entirely from one type of atom.
- Periodic Table: A chart that systematically organises all known elements into vertical columns called groups and horizontal rows called periods.
- Compound: A substance formed when two or more different elements are chemically joined together in fixed proportions.
- Mixture: A combination of two or more substances that are physically mingled together but not chemically bonded, meaning they can be easily separated.
- Solute: The solid substance that dissolves into a liquid (e.g., salt or sugar).
- Solvent: The liquid substance that does the dissolving to break down a solid (e.g., water).
- Solution: The clear mixture formed when a solute completely dissolves into a solvent.
- Soluble: A characteristic describing a substance that can dissolve in a particular liquid.
- Insoluble: A characteristic describing a substance that cannot dissolve in a particular liquid.
- Filtration: A separation technique used to separate an insoluble solid from a liquid using filter paper and a funnel.
- Evaporation: A separation technique where a liquid is heated until it turns into gas, leaving behind a dissolved solid.
- Simple distillation: A separation technique used to separate and collect a liquid from a solution by boiling it into steam and then cooling it back into a liquid using a condenser.
- Fractional distillation: A separation technique used to separate a mixture of multiple liquids with different boiling points.
- Chromatography: A separation technique used to split up a mixture of soluble substances, like food dyes or inks, as they travel up chromatography paper at different speeds

RECOMMENDED TALKING POINTS:

How would you separate a mixture of sand and salt water to get the dry sand back?
If you want to separate salt from water but you actually want to keep the water rather than letting it evaporate away, what technique should you use?
How does the Periodic Table help scientists when they are looking at different elements?

Why can chromatography be used to find out if a black felt-tip pen is made of just one ink or a mixture of different colours?

ANY OTHER KEY INFORMATION:

Teaching will support learning by grounding abstract chemical concepts by using hands-on lab experiments as a direct vehicle for learning. Teaching will guide students through practical investigations, such as making copper sulphate crystals or analyzing ink, so they physically experience filtration, evaporation, distillation, and chromatography. To bridge the gap between the macro and microscopic worlds, teaching will utilize physical molecular model kits to visually distinguish between single atoms, bonded compounds, and mixed elements. Teaching will anchor these theories to real-world applications, linking separation techniques to forensic ink analysis, water treatment facilities, and the fractional distillation of crude oil.

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

This half term, Year 8 History will focus on the transition from Edwardian Britain to the outbreak and experience of the First World War. Pupils will begin by exploring life in Edwardian Britain, with particular attention to social class, gender roles, and the contrasts between the daily lives of the Upper, Middle and Lower classes. They will examine the types of work available to each group, as well as leisure activities, living conditions, and opportunities for social mobility. A key focus will be the roles of women in Edwardian society, including the limitations placed upon them and the growing calls for change.

Pupils will then study the campaign for women's suffrage through the Suffragist and Suffragette movements. They will compare the methods used by each group, considering peaceful campaigning, public protest, and direct action. The death of Emily Davison will be investigated as a significant event that symbolised the determination and risks involved in the movement for women's voting rights.

The second major area of study is the First World War. Pupils will learn about the alliances that existed before 1914 and how they contributed to rising tensions in Europe. They will examine the Schlieffen Plan and understand why it was central to Germany's military strategy at the start of the war. The unit will also explore why many men volunteered to fight, including ideas of patriotism, duty, adventure, and social pressure. In addition, pupils will study the role of propaganda in shaping public opinion and encouraging support for the war effort. Finally, they will investigate the reality of life in the trenches, including conditions, dangers, food, disease, and the impact of trench warfare on soldiers.

VOCABULARY:

- **Social class**: A group of people in society who share a similar level of wealth, status or occupation.
- **Upper class**: The wealthiest group in society, often owning land, businesses or having inherited status.
- **Middle class**: A social group made up of professionals, business owners and office workers.
- **Lower class**: A social group with lower incomes, often working in manual or labouring jobs.
- **Suffragist**: A campaigner who supported women's right to vote through peaceful and lawful methods.
- **Suffragette**: A campaigner who supported women's suffrage through more militant and direct action.
- **Suffrage**: The right to vote in political elections.

RECOMMENDED TALKING POINTS:

What does Edwardian society tell us about the differences between the lives of the rich, middle classes and working people?
How were the roles of women in Edwardian Britain limited, and why did some women begin to challenge these expectations?
What were the main differences between the aims and methods of the Suffragists and the Suffragettes?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This geography unit explores what development means and how it can be measured across the world. Pupils begin by studying a range of development indicators, such as income, access to clean water, healthcare, education, housing, life expectancy and infant mortality. They learn that no single measure can fully show how developed a country is, so a combination of indicators is used to build a clearer picture.

Children then consider how these indicators are used by geographers, governments and aid organisations to compare countries and identify differences in living standards. They explore how data can reveal patterns of global inequality and help to explain why some places develop more quickly than others. This supports pupils in understanding that development is not just about wealth, but also about access to opportunities and quality of life.

A key part of the unit is the impact of uneven development. Pupils investigate how differences in development can affect people's daily lives, including access to education, jobs, clean water, transport and healthcare. They consider the consequences for individuals, communities and countries, and begin to understand some of the reasons why global inequalities exist and persist.

The unit also introduces fair trade as a way of promoting more equitable trading relationships between producers and consumers. Pupils learn how fair trade supports workers and farmers by helping to ensure better pay, safer working conditions and more sustainable practices. This gives them an example of how people can respond to unfairness in the global economy.

VOCABULARY:

- development
- indicator
- income
- life expectancy
- education
- healthcare
- inequality
- uneven development

RECOMMENDED TALKING POINTS:

Why do geographers use different indicators to measure development?
How can uneven development affect people's lives?
In what ways can fair trade help make the world more equal?

SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

In this unit, students will build on their existing programming knowledge by developing their skills in Python, one of the world's most widely used programming languages. They will learn how to write clear, well-structured programs using a range of programming techniques, including variables, inputs and outputs, selection (if statements), repetition (loops), and functions. Students will also explore how to use lists, random numbers, and simple file handling where appropriate, helping them to create increasingly complex and useful programs.

A strong emphasis will be placed on computational thinking, with students learning how to break problems into smaller steps, plan algorithms, test their code, and identify and correct errors using debugging techniques. They will develop confidence in reading, understanding, and improving existing code, as well as creating original programs from their own ideas.

Alongside structured programming activities, students will undertake independent programming projects that allow them to apply their skills in a meaningful and creative way. They may choose to design games, quizzes, calculators, simulations, educational tools, or other applications that reflect their interests. Throughout these projects, students will experience the full software development process, including planning, designing, coding, testing, evaluating, and refining their work.

The unit also encourages resilience, perseverance, and logical thinking, as students learn that programming often involves trial and improvement before achieving a successful solution. By the end of the course, students will have produced a portfolio of Python programs demonstrating their growing confidence, creativity, and technical ability. These experiences will prepare them for further study in Computer Science, Digital qualifications, and a wide range of future careers where problem-solving, programming, and digital skills are increasingly important.

VOCABULARY:

- Algorithm
- Debug
- Test
- Evaluate
- Logic
- Python
- Variable
- Loop
- Function
- Selection

RECOMMENDED TALKING POINTS:

How can Python be used to solve real-world problems?
How do programmers design, test and debug successful programs?
How can I create an independent Python project from my own ideas?

SUBJECT: ART

CURRICULUM THIS HALF TERM:

This half term, pupils will explore the work of Georgia O'Keeffe, focusing on her iconic paintings of flowers, particularly poppies. Students will develop their understanding of colour, scale and composition, learning how O'Keeffe enlarged natural forms to create bold, detailed and expressive artworks. They will explore how close-up views and careful observation can transform everyday objects into powerful visual images.

The unit will focus on developing students' skills in painting and observational drawing. Pupils will create detailed studies of poppies, paying close attention to shape, tone and subtle colour changes. They will experiment with blending and layering paint to build depth and create soft transitions, reflecting O'Keeffe's style.

Students will also learn how artists use composition and scale to draw the viewer's attention, exploring how cropping and zooming into a subject can create impact. They will apply these techniques in their own work, creating a final painted piece inspired by O'Keeffe's approach.

Throughout the unit, pupils will reflect on their progress and evaluate their work, considering how successfully they have used colour, composition and technique. This project encourages creativity, technical skill and a deeper appreciation of how artists interpret the natural world.

VOCABULARY:

- Composition – The arrangement of elements within an artwork.
- Scale – The size of an object in relation to the artwork (e.g. making a flower appear very large).
- Observational Drawing – Drawing from looking closely at real objects.
- Blending – Smoothly mixing colours together, often with paint.
- Layering – Applying paint in stages to build depth and richness.
- Tone – The lightness or darkness of a colour.
- Form – The three-dimensional quality of an object shown in art.

RECOMMENDED TALKING POINTS:

What do you notice about how Georgia O'Keeffe paints flowers differently from how they look in real life?
How does changing the scale of a flower affect the way we see it?
What painting techniques did you use to blend and layer colour?

SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

This 6-lesson unit on atmospheric music teaches pupils how programmatic and descriptive music can be used to set a scene and influence mood. Pupils explore how musical elements such as timbre, key, chromatics, and other compositional techniques can create atmosphere, suspense, and contrast. They learn to compose music that matches different parts of a story, developing their ideas through a recurring motif and adapting it to suit changing scenes.

The unit begins with pupils identifying musical features that create suspense and using them to compose a short piece for a scary scene. They then explore how different timbres contribute to atmosphere and select suitable sounds to create a frightening effect. Next, pupils compose a contrasting idea in C major to accompany the opening of a story, showing that music can also complement non-scary moments.

As the unit progresses, pupils develop a motif by using notes from the minor scale to alter the mood of their music. They then apply a broader range of musical techniques to represent actions and events in a longer story, building coherence across their composition. In the final lesson, pupils identify and use common features in their work to create a stronger sense of style and unity.

By the end of the unit, pupils should be able to compose music that responds effectively to narrative, using musical elements deliberately to create mood, atmosphere, and continuity.

VOCABULARY:

- Chromatic - when a musical idea moves between the black and white notes on the keyboard
- Note cluster - a group of notes adjacent to each other, played at the same time
- Legato - when the movement between each note is smooth
- Ostinato - a repeated pattern
- Major scale - a set of notes that sound bright and cheerful; the C major scale uses all the white notes on the keyboard
- Home note - the main note in any key, often the note that the music will finish on; in C major, C is the home note
- Programme music - instrumental music that tells a story or describes a scene

RECOMMENDED TALKING POINTS:

Can you think of any examples of music or songs from films which create a certain atmosphere?

SUBJECT: DESIGN TECHNOLOGY

CURRICULUM THIS HALF TERM:

In this unit, pupils will be introduced to the core skills needed for woodworking. They will learn how to plan, make and evaluate a small functional timber product, building confidence in practical design and making.
Pupils will develop an understanding of how to work safely and accurately with wood. They will practise essential skills such as measuring and marking out, using tools correctly, making simple joins, and applying finishing techniques to improve the appearance and quality of their work.
Throughout the unit, pupils will be encouraged to plan a small timber product, use tools safely and appropriately, measure and mark out accurately, carry out basic joinery, finish their product carefully and reflect on and evaluate their final outcome.
This unit supports the development of important learning skills, including accuracy, independence, fine motor control, safe working practices, problem solving, careful handling of materials, evaluating and improving work.

VOCABULARY:

- Tier 1: Wood, timber, cut, make, join, measure, mark, tool, safe, finish, glue, shape, plan, box, piece.
- Tier 2: Functional, accurate, careful, product, evaluate, reflect, design, process, select, suitable, improve, construct, purpose, prepare, test.
- Tier 3: Woodworking, timber, joinery, marking out, measure, pilot hole, saw, vice, clamp, sanding, finishing, assemble, prototype, structure, hand tools.

RECOMMENDED TALKING POINTS:

Why is safe tool use important when working with wood?

How do accurate measuring and marking out help make a better product?

What does it mean for a product to be functional?

Why is it useful to evaluate your work after making it?

SUBJECT: PE

CURRICULUM THIS HALF TERM:

Young people will focus on developing their netball skills by using a range of tactics and strategies to overcome opponents in direct competition. They will also engage in self-reflection, analysing their performances compared to previous ones to demonstrate improvement and strive to achieve their personal best. This aims to enhance their physical abilities while fostering a spirit of competition and personal growth.

VOCABULARY:

- Teamwork
- Opponent
- Centre circle
- Goal Post
- Goal shooter
- Goal keeper
- Goal attack
- Goal defence
- Wing attack
- Wing defence
- Centre
- Defending
- Marking
- Intercept
- Attack
- Communication
- Decision making

RECOMMENDED TALKING POINTS:

What is the aim of netball?
What are the rules?
What is important about footwork in netball?
How do you decide whether to pass, move into space or shoot?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle

SUBJECT: RE

CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 8 students will explore what it means to live in a multi-faith society. They will investigate the diversity of religious and non-religious beliefs found in modern Britain and consider how different communities live, work and learn together. Students will examine the benefits and challenges of living in a society with a wide range of beliefs, cultures and traditions. Through discussion, case studies and reflection, they will develop their understanding of respect, tolerance, inclusion and community cohesion, and consider how shared values can help people from different backgrounds live together positively.

VOCABULARY:

- **Tolerance** – Respecting the beliefs and practices of others, even when they are different from your own.
- **Inclusion** – Ensuring everyone feels welcomed, valued and able to participate.
- **Community Cohesion** – People from different backgrounds living and working together positively.
- **Identity** – The characteristics, beliefs and values that make a person who they are.
- **Respect** – Treating others with consideration and valuing their differences.

RECOMMENDED TALKING POINTS:

What does the term *multi-faith* mean?
Why is it important to respect people with different beliefs?
How can people from different religions and cultures live together successfully?

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

In this unit, students will explore how the choices they make every day can affect their health, wellbeing, and quality of life. They will develop important decision-making skills that help them make informed and responsible choices about their physical and mental health.

Students will learn about the role of a balanced diet, regular exercise, and good sleep habits in maintaining a healthy lifestyle. They will examine how these factors influence energy levels, concentration, mood, and overall wellbeing. By understanding the benefits of healthy routines, students will be encouraged to make positive choices that support their growth and development.

The unit also focuses on the impact of lifestyle choices on emotional wellbeing. Students will consider how exercise, nutrition, rest, and social connections can help manage stress and improve mental health. They will learn practical strategies for making healthy decisions, even when faced with challenges or pressure from others.

In addition, students will explore the connection between environmental issues and wellbeing. They will investigate how climate change can affect young people's lives, including its impact on physical health, emotional wellbeing, and future opportunities. Students will be encouraged to think critically about environmental challenges and consider actions they can take to support both their community and the planet.

VOCABULARY:

- **Decision-making** – The process of choosing between different options.
- **Balanced diet** – Eating a variety of foods that provide the nutrients needed for good health.
- **Nutrition** – The food and nutrients the body needs to grow and stay healthy.
- **Mental health** – A person's emotional, psychological, and social wellbeing.
- **Emotional wellbeing** – The ability to understand, manage, and express emotions positively.
- **Climate change** – Long-term changes in global weather patterns caused mainly by human activities.
- **Sustainable** – Using resources in a way that protects them for the future.
- **Quality of life** – A person's overall health, happiness, and wellbeing.

RECOMMENDED TALKING POINTS:

How do the choices we make about food, exercise, sleep, and relationships affect our physical, mental, and emotional wellbeing?
What skills and strategies can help us make informed and responsible decisions when faced with challenges, stress, or pressure from others?
How can climate change and environmental issues impact young people's wellbeing, and what actions can we take to create a healthier and more sustainable future?

SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

In Year 8 Spanish, pupils continue to develop their understanding of nouns and verbs, which are the building blocks of sentences. A noun is a naming word. It can be a person, place, animal, or thing. Examples in Spanish include *el perro* (the dog), *la escuela* (the school), and *el amigo* (the friend). Pupils learn that Spanish nouns are either masculine or feminine and that the article often helps us identify the gender. For example, *el* is usually used with masculine nouns and *la* with feminine nouns.

Pupils also learn how nouns can change from singular to plural. For example, *libro* (book) becomes *libros* (books). Understanding noun gender and number helps pupils choose the correct articles and adjectives when speaking and writing in Spanish.

A verb is a doing or action word. Verbs tell us what someone is doing. Common Spanish verbs studied in Year 8 include *ser* (to be), *tener* (to have), *vivir* (to live), *comer* (to eat), and *jugar* (to play). Pupils practise using these verbs in simple sentences such as *Tengo un perro* (I have a dog) and *Juego al fútbol* (I play football).

Students learn that verbs change depending on who is carrying out the action. This is called conjugation. For example, *yo tengo* means "I have," while *él tiene* means "he has." Pupils use verbs to talk about themselves, their families, hobbies, and daily routines.

VOCABULARY:

People

- el amigo / la amiga – friend
- el profesor / la profesora – teacher
- la familia – family
- el hermano – brother
- la hermana – sister

Places

- la escuela – school
- la ciudad – town/city
- la casa – house
- el parque – park
- la playa – beach

Things

- el libro – book

- el móvil – mobile phone
- el ordenador – computer
- la mochila – school bag
- la comida – food

RECOMMENDED TALKING POINTS:

What is a noun? Give one example of a Spanish noun and its English meaning.
What is a verb? Write one Spanish verb and explain what it means in English.
Translate this sentence into English:

- *Tengo un perro y vivo en una casa grande.*

SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

This half term, Year 8 pupils will explore how careers link to personal aspirations, ambition, and future opportunities. Lessons will support pupils to reflect on their strengths, interests and values, and to begin considering how these influence career choices. Pupils will examine the importance of setting realistic goals, developing resilience, and recognising that career pathways can change over time. Through discussion and guided activities, they will be encouraged to think beyond traditional job roles and understand the wide range of opportunities available in the labour market.

A key focus of the unit will be how trends in technology and science are shaping the world of work. Pupils will consider the impact of automation, artificial intelligence, renewable energy, digital communication and medical advances on future careers. They will discuss how new technologies create emerging job roles while also changing existing ones, and why adaptability, problem-solving and digital literacy are increasingly important. This will help pupils make informed connections between school learning, current innovations and future employment opportunities.

VOCABULARY:

- **Aspirations**: hopes or ambitions for the future
- **Ambition**: a strong desire to achieve something
- **Career pathway**: the route a person follows towards a job or profession
- **Transferable skills**: skills that can be used in different jobs
- **Employability**: the qualities that make someone suitable for work
- **Industry**: a particular area of business or employment
- **Labour market**: the range of jobs available and the people who work in them
- **Innovation**: a new idea, method or product
- **Automation**: the use of machines or technology to do tasks
- **Adaptability**: the ability to adjust to new situations

RECOMMENDED TALKING POINTS:

What are your current aspirations for the future, and what interests you most about them?
Which skills do you already have that could be useful in a range of careers?
How might technology change the types of jobs available in the future?
Why is it important to be adaptable when thinking about career choices?
Which subjects or activities in school could help you prepare for future pathways?