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 algebraic manipulation and learn how algebra can be used to represent mathematical relationships. They will form and simplify expressions, distinguish between formulae, expressions, identities and equations, and substitute positive and negative numbers into expressions. Pupils will then learn to expand single brackets and factorise expressions, building towards expanding double brackets and factorising quadratic expressions. These skills will help pupils work more confidently with algebra and prepare them for more advanced mathematical ideas.

Pupils will also explore coordinates and graphs. They will plot and interpret coordinates in all four quadrants, use tables of values and recognise relationships represented by straight-line graphs. They will investigate lines such as $y = x$, $y = mx$ and $y = mx + c$, developing their understanding of gradient and how the position and steepness of a line can be described. Pupils will connect graphs to direct proportion and solve problems involving coordinates, midpoints and, where appropriate, quadratic graphs. This work will help them see how graphs can represent patterns and relationships visually.

The fraction unit will focus on multiplying and dividing fractions, including fractions multiplied by integers, reciprocals, mixed numbers and algebraic fractions. Pupils will practise choosing appropriate methods and simplifying their answers, while developing a stronger understanding of what multiplication and division mean when working with fractions.

Finally, pupils will study area, volume and density. They will name two-dimensional and three-dimensional shapes, calculate the area of shapes and compound shapes, and recognise prisms using the language of edges and vertices. Pupils will calculate the volume of cubes and cuboids and convert between metric units of mass and capacity. They will then explore the relationship between mass, volume and density and use it to solve problems. Throughout the half term, pupils will develop accuracy, reasoning and confidence in applying mathematics to practical and unfamiliar situations.

VOCABULARY:

- **Expression** – A mathematical statement made up of numbers, letters and operations, without an equals sign.
- **Formula** – A rule written using mathematical symbols and letters to show a relationship between quantities.
- **Identity** – An equation that is true for every permitted value of its variables.
- **Substitution** – Replacing a letter in an expression or formula with a given number.
- **Expand** – Multiply out brackets to remove them from an expression.
- **Factorise** – Rewrite an expression as a product of its factors.
- **Coordinates** – A pair of numbers used to describe the position of a point on a graph.
- **Gradient** – A measure of how steep a straight line is, including whether it rises or falls from left to right.
- **Direct proportion** – A relationship in which one quantity is a constant multiple of another.
- **Reciprocal** – The number that gives 1 when multiplied by the original number.
- **Compound shape** – A shape made by joining two or more simpler shapes.
- **Prism** – A three-dimensional shape with the same cross-section along its length.
- **Volume** – The amount of space occupied by a three-dimensional object.
- **Density** – The mass of a substance per unit of volume.

RECOMMENDED TALKING POINTS:

How can algebra help us describe a problem when we do not know all the values?
What does the gradient of a line tell us, and where might graphs be useful in real life?
Why does dividing by a fraction give the same result as multiplying by its reciprocal?
What is the difference between area and volume?
How are mass, volume and density connected, and how could this help us compare different materials?



SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore Plants and the Carbon Cycle, which is a Biology topic. Children have previously learnt that plants are producers that make their own food using sunlight, water, and air, while relying on roots, stems, leaves, and flowers to grow and reproduce They should also understand that animals breathe out carbon dioxide and plants take it in, alongside foundational concepts of how energy moves through food chains and how dead organisms decompose back into the soil.

In this topic children will study the carbon cycle and the mechanisms by which carbon is cycled around the Earth, with photosynthesis being a key stage in this cycle. They will build on their foundational knowledge and move from simply knowing that plants need light to understanding the exact chemical reaction that powers life on Earth. To see this process in action during school lab experiments, students will perform a chemical test using iodine, watching a leaf turn a dramatic blue-black colour to prove that the plant has successfully stored excess food as starch. They will explore how every part of a plant is perfectly engineered for this job; roots are spread wide to absorb water, stems act as transport highways, and thin leaves are packed with green chloroplasts to capture sunlight while using tiny pores called stomata to take in gases. Children will also be diving deeper into how the carbon cycle relies heavily on decay or decompostion, where microscopic bugs, bacteria, and fungi break down dead plants and animals, releasing trapped carbon back into the atmosphere while returning vital nutrients to the soil. We will be diving in to the real life consequences of human activities like deforestation which severely disrupt this natural balance. Cutting down forests removes the trees that would normally clear carbon dioxide from our air, and burning or rotting that wood releases massive amounts of stored carbon all at once, which drives global warming

VOCABULARY:

- **Photosynthesis:** The chemical process where plants use sunlight, water, and carbon dioxide to create their own food (glucose) and release oxygen.
- **Glucose:** A type of sugar produced during photosynthesis that plants use as their primary source of energy.
- **Combustion:** A chemical reaction – burning
- **Respiration:** The chemical process by which living cells break down glucose (food) to release energy
- **Starch:** The form in which plants store excess glucose for later use, which can be identified in the lab using a chemical test.
- **Iodine Solution:** An orange-brown liquid used in science experiments that turns blue-black when it comes into contact with starch.
- **Chloroplast:** The microscopic structure inside a plant cell where photosynthesis takes place, containing the green pigment that traps sunlight.
- **Stomata:** Microscopic pores found mainly on the underside of leaves that open and close to allow gases to enter and exit.
- **Carbon Cycle:** The continuous movement of carbon through the atmosphere, oceans, soil, and living organisms on Earth.
- **Decay/Decomposition:** The natural breakdown of dead organisms and waste material by bacteria and fungi, which recycles nutrients back into the environment.
- **Decomposer:** Microscopic organisms, such as bacteria and fungi, that get their energy by breaking down dead plants and animals.

- **Deforestation:** The large-scale clearing or burning of forested land, which reduces the planet's ability to absorb carbon dioxide from the air

RECOMMENDED TALKING POINTS:

If a plant only takes in carbon dioxide gas and water, how does it end up making the solid sugars and starch that we are eating right now
Why does a plant bother to convert its leftover glucose into starch? Why not just keep it as sugar?
How does being thin and wide help this leaf catch sunlight and breathe in gases?
When humans cut down or burn a massive forest, how does that disrupt the natural carbon cycle in two different ways at the same time?

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

Unit 1: The Tudors
During this half term, pupils will continue to deepen their understanding of the Tudor period, with a focus on two significant monarchs: Mary I and Elizabeth I. Lessons will explore Mary I's reign, considering her role as monarch and the wider impact of her religious policies. Pupils will also study Elizabeth I, examining how her leadership shaped England and how her reign differed from that of Mary I.
Learning will encourage pupils to identify key similarities and differences between the two reigns, use historical evidence to support ideas, and develop an understanding of how monarchs influenced life in Tudor England. Vocabulary will be introduced and revisited to support secure historical knowledge and accurate discussion.

Unit 2: The English Civil War
The second part of the half term will focus on the English Civil War. Pupils will investigate the causes of the Civil War, including disagreements between Charles I and Parliament, and the tensions that developed over power and authority. They will then study the Cavaliers and Roundheads, learning how these groups were involved in the conflict and how they were represented.
Further lessons will examine the key battles of the Civil War, helping pupils to understand how military events affected the course of the conflict. The unit will conclude with the trial and execution of Charles I, allowing pupils to consider the significance of this event and its impact on the monarchy and the future of England.

VOCABULARY:

- monarchy
- religion
- Parliament
- Cavaliers
- Roundheads

RECOMMENDED TALKING POINTS:

Why did Mary I and Elizabeth I rule England differently?
What were the main causes of the English Civil War?
Why was the trial and execution of Charles I such an important event?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This half term, pupils will begin by completing the unit on global development from last half term. The remaining lessons will focus on international aid and Tree Aid, allowing pupils to build a clearer understanding of how support is targeted to different communities and why sustainable development matters. Teaching will emphasise key geographical ideas, the role of organisations, and the impact of aid on people and places.

Following this, the class will move on to a case study on the Middle East. Pupils will explore where the Middle East is located and identify it on a map. They will then study the region's climate, physical geography, and population. This will support pupils in developing a secure understanding of how geographical features influence settlement, lifestyle, and land use in different parts of the world.

The next stage of the half term will introduce the unit on the UK. Pupils will begin by looking at where the UK is, using maps and geographical vocabulary to locate it accurately within Europe and the wider world. This work will provide a foundation for further learning about the countries, regions, and physical and human features of the UK later in the unit.

VOCABULARY:

- International aid
- Sustainable development
- Climate
- Population
- Geography

RECOMMENDED TALKING POINTS:

What is the purpose of international aid, and how can it support communities in different parts of the world?

What can we learn about a place by studying its climate, physical geography, and population?

Where is the UK located, and how do maps help us describe its position accurately?



SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

Designing and Creating Interactive Media
Pupils will develop their understanding of interactive media by designing a digital product for a particular audience and purpose. They will combine text, images, audio, video and interactive elements.
The focus should move towards design and decision-making, rather than simply learning software features.
Activities will include:

- Identifying the purpose and audience of a media product
- Analysing existing interactive media
- Planning an interactive product
- Creating a storyboard or wireframe
- Designing menus and navigation
- Adding appropriate media
- Creating interactive buttons and links
- Testing with another user
- Identifying and correcting problems
- Evaluating the finished product

Possible projects:

- Interactive careers guide
- Interactive school information guide
- Digital museum/exhibition
- Choose-your-own-adventure
- Interactive quiz
- Simple educational game
- Interactive “How to…” resource

VOCABULARY:

- interactive media
- multimedia
- audience
- purpose
- user
- interface
- navigation
- hyperlink
- button
- storyboard
- wireframe
- multimedia
- interaction
- feedback
- test
- evaluate

RECOMMENDED TALKING POINTS:

How do you design something so that another person knows what to do?

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 unit introduces pupils to EDM (electronic dance music) and explores the main features of the style, as well as how these features create excitement and a strong danceable groove. Pupils listen to and analyse examples of EDM, identifying the elements that make the music energetic, layered and effective for dancing. They also begin to understand how arranging can be used to transform musical ideas by creating a remix of a famous melody.

The unit begins with pupils creating an EDM drum beat, helping them understand the role of rhythm and pulse in driving the music forward. They then move on to making a syncopated EDM bass line, which introduces a more complex rhythmic layer and strengthens the groove. These tasks help pupils see how rhythm and bass work together to give EDM its characteristic feel.

As the unit continues, pupils focus on developing texture and timbre in EDM. They explore how different sounds can be combined, layered and manipulated to create interest, variety and impact. This helps them develop their awareness of how musical choices affect the overall sound of a piece. Pupils then learn about using DAW tools in an EDM remix, gaining experience of digital music-making and how technology can be used to edit, arrange and shape music.

By the end of the unit, pupils should have a clearer understanding of the style and purpose of EDM, including how its features contribute to excitement and movement. They will also have had the opportunity to apply their learning creatively by building their own remix based on a familiar melody. The unit supports composition, arranging, listening and digital music skills, while giving pupils a practical introduction to a modern and influential musical genre.

VOCABULARY:

- **EDM** (electronic dance music) - EDM (electronic dance music) is a music genre with a strong danceable beat made using synthesisers and drum machines.
- **Remix** - A remix is a new version of a piece of music, usually created using music technology.
- **Quaver rest** - A quaver rest is half a beat of silence.
- **Off-beat quavers** - Off-beat quavers are quavers that plays on the second quaver of each beat.
- **Four-on-the-floor** - A four-on-the-floor drum beat plays the kick drum on each of the four crotchet beats.
- **Syncopated** - A syncopated rhythm is one that emphasises (accents) notes in between the main beats.
- **Synth bass** - A synth bass is a low-pitched synthesizer.
- **Root note** - The root note of a chord is its main note, and what the chord is named after.
- **Chord sequence** - A chord sequence is a pattern of chords that usually lasts for 4, 8 or 16 bars.
- **Texture** - The texture of a piece of music is how many layers of sound are heard at the same time and how they fit together.

RECOMMENDED TALKING POINTS:

What are the main features of EDM, and how do they help create excitement in the music?
How do a drum beat and a bass line work together to create a danceable groove?

SUBJECT: DESIGN TECHNOLOGY

CURRICULUM THIS HALF TERM:

In this unit, pupils will explore the process of designing, making and evaluating a small picture frame. They will learn that products are designed for a purpose and that careful planning, accurate measuring and neat finishing help to make items both functional and attractive.

Pupils will be introduced to key making skills, including measuring accurately, cutting carefully, joining materials securely and adding an appropriate finish. They will use a range of simple tools safely and purposefully, developing control and confidence as they work.

Throughout the unit, pupils will be encouraged to look at different picture frames and discuss their purpose, shape and appearance, explore what makes a frame strong, neat and visually appealing, measure and cut materials accurately, use specialised joints to join parts together securely, assemble their frame with care and precision, select an appropriate finish to improve the appearance of their work, test and evaluate their finished frame and reflect on what they could improve next time.

This unit supports the development of important learning skills including accuracy and precision, creativity and design thinking, fine motor control, safe use of tools and materials, problem solving and evaluation and improvement.

By the end of the unit, pupils will have designed, made and evaluated their own picture frame and will have a basic understanding of how careful making and finishing contribute to a successful design in Design Technology.

VOCABULARY:

- specialised joint
- finish
- assemble
- structure
- aesthetics
- join

RECOMMENDED TALKING POINTS:

Why is it important to use tools safely?
Why do we need to measure carefully when making a picture frame?
How can we make sure our frame is strong?
Which materials would be best for a picture frame, and why?



SUBJECT: PE

CURRICULUM THIS HALF TERM:

Young people will engage in enhancing their physical skills and artistic expression. They will perform dances using advanced techniques across various styles and forms, allowing them to explore creativity and rhythm. Additionally, students will develop their technique in gymnastics, fostering both fitness and teamwork. A key component of our programme will involve analysing their performances against previous efforts, encouraging them to demonstrate improvement and strive for their personal best.

VOCABULARY:

- Alignment
- Strength
- Stamina
- Extension
- Dynamics
- Flow
- Choreography
- Transition
- Precision
- Tempo

RECOMMENDED TALKING POINTS:

How did you show strength, stamina, alignment or extension in your routine?
What did you do to make your movements more expressive?
How did you use dynamics and flow to vary your routine?
Can you explain how proximity impacts a routine?
How has your performance been improved and what are you most proud of achieving?

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 how Christians worship in different ways and why these practices are meaningful to believers. They will learn about worship in churches and other settings, including prayer, hymns, contemporary worship music, Bible readings, Holy Communion and special services. Students will compare traditions found in Anglican, Catholic, Orthodox and Pentecostal communities, recognising that Christian worship can be formal or informal, quiet or expressive, and individual or shared. Through discussion, images, music, stories and practical activities, pupils will consider how worship helps Christians express faith, celebrate important events, feel part of a community and connect with God. They will develop respect for the different ways Christians practise their beliefs.

VOCABULARY:

- Christianity – A religion centred on the life and teachings of Jesus Christ.
- Worship – Ways Christians show love, thanks and devotion to God.
- Prayer – Communicating with God through words, thoughts or silence.
- Church – A place where many Christians gather to worship.
- Denomination – A group within Christianity with particular traditions and practices.
- Anglican – A Christian tradition that includes the Church of England.
- Catholic – A Christian tradition in which the Pope is a spiritual leader.
- Orthodox – Christian traditions known for ancient prayers, icons and liturgy.
- Pentecostal – A Christian tradition that often includes lively music and expressive prayer.
- Hymn – A religious song sung in worship.
- Liturgy – A set pattern of words, prayers and actions used in worship.
- Holy Communion – A Christian practice remembering Jesus through bread and wine.
- Sermon – A talk that explains Christian teachings or Bible passages.
- Baptism – A Christian ceremony using water to welcome someone into the faith.
- Congregation – People who gather together for worship.

RECOMMENDED TALKING POINTS:

What are some different ways Christians worship?
How might worship in two different churches look or sound different?
Why are prayer, music and Holy Communion important to some Christians?
How can we show respect for people who worship differently from us?

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

This Year 8 PSHE unit provides students with the knowledge and skills to assess risk and make informed decisions to support their personal safety in a range of situations. Students will explore how to stay safe on the roads, around water, and in environments where alcohol and other drugs may be present. The unit encourages learners to recognise potential hazards, understand the consequences of risky behaviours, and develop strategies for reducing harm to themselves and others. Through discussion and real-life scenarios, students will build confidence in making responsible choices, responding appropriately in emergencies, and seeking help and support when needed to maintain their safety and wellbeing.

VOCABULARY:

- Risk assessment
- Vulnerability
- Impairment
- Intoxication
- Addiction
- Prevention
- Judgement
- Intervention
- Consent
- Resilience
- Harm reduction
- Emergency response

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 this unit, Year 8 pupils will explore healthy lifestyles by discussing food, drink, eating habits, sports, hobbies, and free-time activities. Pupils will learn to express opinions, justify their preferences, and describe their daily routines. They will compare their lifestyle choices with those of young people in Spanish-speaking countries whilst developing their listening, speaking, reading, and writing skills.

Pupils will be taught to:

- Understand and respond to spoken and written language from a variety of sources.
- Speak confidently and spontaneously, asking and answering questions and expressing opinions.
- Use a range of vocabulary and grammatical structures to describe present habits and preferences.
- Read and understand longer texts, identifying key details and opinions.
- Write coherent paragraphs using familiar and new language.
- Develop intercultural understanding through learning about life in Spanish-speaking countries.

VOCABULARY:

Food and Drink

- la fruta – fruit
- las verduras – vegetables
- el pescado – fish
- la carne – meat
- el agua – water
- el zumo – juice
- la comida rápida – fast food
- el desayuno – breakfast
- el almuerzo – lunch
- la cena – dinner

Healthy Lifestyle

- saludable – healthy
- poco saludable – unhealthy

Leisure Activities

- jugar al fútbol – to play football
- nadar – to swim
- bailar – to dan

SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

This half term, pupils will develop their understanding of career stereotypes and how these can influence subject choices, aspirations and perceptions of success. They will be encouraged to be aware of and challenge career stereotypes by examining assumptions about who can undertake particular roles and why. Learning will also explore gender stereotyping in the workplace, including how language, media representation, workplace expectations, and historical patterns may affect access to opportunities. Pupils will consider how personal interests, skills, and values can be used to make informed career decisions, rather than relying on assumptions linked to gender, background, or social expectations.

Key Learning Outcomes

By the end of the half term, pupils should be able to:

- Identify common stereotypes associated with different careers.
- Explain how gender stereotyping may influence recruitment, progression, and workplace culture.
- Distinguish between a fact, an opinion and an assumption about a career.
- Recognise that all individuals should have fair access to education, training, and employment.
- Use evidence to challenge inaccurate or limiting views about careers.
- Identify personal skills and interests that may be relevant to a range of occupations.

VOCABULARY:

- Career – the range of occupations, roles and experiences a person may have throughout their working life.
- Occupation – a job or type of employment.
- Stereotype – a fixed and oversimplified belief about a particular group or role.
- Gender stereotyping – assumptions that certain behaviours, subjects or jobs are more suitable for one gender.
- Discrimination – unfair treatment of an individual or group because of a particular characteristic.
- Equality – ensuring people have the same rights and access to opportunities.
- Equity – providing appropriate support so that people can access fair opportunities.
- Skills – abilities developed through learning, practice and experience.
- Qualification – an award or certificate demonstrating learning or competence.
- Aspirations – goals or ambitions for the future.

RECOMMENDED TALKING POINTS:

What career stereotypes have you encountered in books, television, or online?
How might gender stereotyping affect a person's subject choices or career opportunities?
What evidence could you use to challenge an assumption about a particular job?
Why is it important for workplaces to promote equality and inclusion?
Which skills and interests might be relevant to careers that are not traditionally associated with your gender?