



ST LAURENCE SCHOOL
YEAR 8 CURRICULUM MAP
2026-27

St Laurence School
Care • Inspire • Succeed

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Art

Term 1		Term 2	Term 3
<u>Endangered Animals + Digital Art</u> Pupils will study the proportions of animals, looking at tone and shading to create form and using mark making to add texture. They will look into endangered wildlife and produce a fact file and even adopt an animal as a class! In the ILC students will explore Photoshop and the double exposure technique. Pupils will also get to see the various career paths within art, craft and design; from illustrators, to film makers and photographers.		<u>Animal Illustration – Daniel Mackie</u> Pupils will draw landscapes using line and tone, this will be an introduction to basic perspective through drawing. Pupils will also refine and practise skills learnt so far. Inspired by Daniel Mackie, pupils will design, create and evaluate a final piece which will be created through the use of watercolours. In addition, they will use their digital skills to create a poster which supports the WWF charity.	<u>Surrealism Perspective/ Scale</u> Pupils will start to gain a deeper understanding of art history by looking at fine artists like Rene Magritte, Frida Kahlo and Salvador Dali. They will be taught one and two-point perspective and learn how to draw from various perspectives. Students will undertake visual research to develop understanding of perspective as an art form.
Term 4		Term 5	Term 6
<u>Surrealism Perspective/ Scale</u> Working towards a final piece which explores their own dreams, scale, and perspective, students will create a A3 piece of work using 2D materials of their choice. In addition, pupils will use Photoshop to create photomontage. Inspired by photographer, Slinkachu, students will take their own surrealist photos.		<u>Imaginary Monsters - book illustration and animation</u> Pupils will study the work of Illustrator Tim Burton and local animation studio, Aardman, to see what makes a character or monster scary or comical. They will look at 'exquisite corpses' to get their imagination and ideas flowing. Students will design their own imaginary character for a children's book, working on font design.	<u>Imaginary Monsters- book illustration and animation</u> Pupils will develop and refine their recording skills by creating a final book cover illustration. They will also explore 3D materials to make sets and characters out of plasticine or clay which they will film and animate to explore stop motion.
Resources	Students are provided with a sketchbook for the year. All materials needed will be provided by school.		
Setting	Students are taught in mixed ability Learning Groups.		
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term		
Trips and expenses	None		
Home Learning	We set homework twice per term (6 week block); one is assessed and one to support the learning in class which is research, revising or gathering resources or taking photos.		
Extension work	Art club runs every other term which is an opportunity to work with a teacher improving specific skills		
Careers	Learn about local industries such as Ardman. Listen to illustrators being interviewed. Learn about local and national illustrators and see their work and products		

Dance

Term 1		Term 2	Term 3	
Graffiti Banksy		Capoeira	Ghost Dances	
Warm up and technique.		Warm up and technique.	Warm up and technique.	
Responding to a visual stimulus. Exploration of gesture and body shapes. Exploration of Banksy artwork. Using choreographic devices. Creating a three-part choreography.		History and context of Capoeira. Learning capoeira key actions. Examining Capoeira techniques. Use of mirroring. Use of action and reaction. Use of focus and eyeline and improving concentration. Building stamina and strength	Professional repertoire appreciation. Understanding the professional work <i>Ghost Dances</i> Motifs and motif development Trio work Contact work, lifting, balancing, weight taking	
Choreography assessment		Performance assessment	Choreography assessment	
Term 4		Term 5	Term 6	
Break dance		Choreography – responding to a stimulus	Jazz dance	
Warm up and technique.		Warm up and technique.	Warm up and technique	
Understanding how black culture influenced dance. Set break dance actions taught. Performing a break dance phrase. Choreographing a break dance piece.		Choreography Responding to stimulus Motif creation, in response to stimulus Motif development Choreographic intent (can move into term 6)	<i>West Side Story</i> introduction. Jazz dance history. Learning jazz repertoire and set actions. Conflict used as a stimulus. Group formations explored. Use of action reaction skills.	
Performance assessment		Choreography Assessment		
Text book	KS3 Dance theory work booklets provided by the teacher.			
Equipment	Water bottle filled up for each lesson.			

Kit	St Laurence blue PE tops, PE shorts or thick plain black or navy blue (not see through) leggings or joggers. Joggers must be close fitting to the leg with elasticated ankles. Joggers should not have drawstrings, open hems, or excess fabric around the ankle. Hair tied back. No jewellery. Bare feet.	
Setting	Students are taught in mixed ability learning groups.	
Assessment	There will be regular class performance assessments. All students also complete skills assessments at the end of each term. These test physical, technical, expressive and mental skills or choreography skills. Theory knowledge and understanding will also be assessed through retrieval practice at the start of lessons and through application in practical work.	
Trips and expenses	While there are no set trips, one-off dance trips may occur, and students are actively encouraged to go to the theatre to watch dance as much as possible.	
Home Learning	Students are encouraged to practice warmup exercises and dances outside the lesson to improve physical skills.	
Extension work	Extra-curricular Junior dance club.	
Careers	Identify a range of possibilities in different sectors and organisations where they can work beyond what they know, the skills needed for those jobs. Be aware of the main learning pathways (e.g university, college and apprenticeships) Through observing different dance styles. Having a careers board in the dance hallway – celebrating students next steps at college or university. Showing different ways of studying dance – theory booklets – Interviews with choreographers like Christopher Bruce.	

Drama

Term 1		Term 2	Term 3
Baseline Assessment Using Revolting Rhymes by Roald Dahl		Development of Core Skills Working with the voice Creating a character	Subject Skills Communicating status on stage Developing Devising Skills – working from a stimulus The Story of Rosa Parks
Term 4		Term 5	Term 6
Appreciating Live Theatre Writing a theatre review		Development of Subject Skills Puppetry	Subject Skills/Knowledge and Understanding Greek Theatre Script Work – Blood Brothers by Willy Russell
Text book	Students have a knowledge organiser and an activity booklet which stays in school		
Setting	Students taking Drama will be in mixed ability groups		
Assessment	There will be regular class performances and students are assessed formally at the end of each term on creating, performing and/or evaluating Drama.		
Trips and expenses	Optional trip to local theatre		
Home Learning	Home learning is set only occasionally eg in order to prepare for assessment		
Extension work	Extra-curricular Drama including a summer term production		
Careers	There is a display outside Drama classrooms regarding careers and a powerpoint on apprenticeships. Watching live theatre opens up discussions on all elements of productions.		

English

Term 1 and 2		Term 1 and 2	Term 3
Visions Romantic Poetry Understanding how the Romantics changed our view of the world, especially in relation to nature and the sublime. Exploring the effect of using poetic techniques in poetry from writers including Blake and Wordsworth; exploring and comparing how poets shows a vision of the world through language, including an essay on William Blake; writing personal responses to nature through poetry.		Visions A Monster Calls Developing a critical understanding of a novel and discussing the key issues within it; understanding how a novelist creates characterisation, mood and atmosphere; writing essay and empathic responses.	Reading the World Short stories Reading and engaging with a variety of fiction texts from different cultures including 'The Gold Cadillac' and 'Amir and George'; developing skills in close language analysis and annotation; comparing texts in terms of theme.
Term 4		Term 5	Term 5 and 6
Speaking the World Writing about Place Using a variety of short style models as stimulus material, students experiment with a range of different techniques to describe place and setting in ways that bring these to life.		Myth and Magic Mythology Exploring a range of myths from different times and cultures; analysing purpose, characterisation, structure and language; planning and writing a short story about an encounter with a mythical creature.	Myth and Magic A Midsummer Night's Dream Showing appreciation of the techniques and language used by Shakespeare; key scene analysis; developing an understanding of the play in performance; learning about the historical context of the play, especially in relation to gender roles and marriage.
Text book	Students will study a range of short stories, non-fiction texts, and various poems throughout the year (some exact texts are decided by individual teachers), as well as the play <i>A Midsummer Night's Dream</i> . All students will also study the novel <i>A Monster Calls</i> by Patrick Ness.		
Setting	Year 8 are in mixed ability, mixed gender sets.		

Assessment	There is at least one summative assessment per short term, and we assess a range of reading and writing skills. Schemes of learning are designed to enable students to develop the knowledge and skills required for the assessments beforehand, through formative assessment, modelling of work and building on prior knowledge and skills.
Trips and expenses	There are no extra expenses or trips in Year 8. However, the English department runs writing clubs as well as the Carnegie Medal Reading group. Students also have the opportunity to visit the ILC once a fortnight to discover new books and develop their enjoyment of reading. We have been lucky to have authors visit Year 8 students in recent years.
Home Learning	Students will have at least one English home learning task a week. Occasionally, students will be given a longer task to complete over an extended period of time.
Extension work	Both classwork and homework should be accessible, but also differentiated, so that there is an opportunity for students to be appropriately challenged. There is also an extensive book list put together by the English department and ILC, accessed through the school website, which has many wider reading texts that complement the scheme of learning that is being studied.
Careers	Romantic poetry: raises cultural/historical awareness, history and libraries. A Monster Calls: Teaches empathy and understanding hardships Reading the world: increases cultural awareness, social work, travel and charities. Mythology: engages historical awareness and develops analytic skills A Midsummers Night's Dream: Theatre management and marketing

Food

Term 1/3/5*		Term 2/4/6 *	
Foods Around the World - Students learn about staple foods and the factors influencing food availability in different parts of the world. - They consider how religion may affect food choice. Sustainable food sources are also explored. - Develop practical skills further through focused practical tasks e.g. use of filo pastry, making curries, bolognaise, short-crust pastry etc		Design and make project - Design and make a savoury and sweet dish that would be suitable for sale in the Beach Café. It should be aimed at encouraging young people to eat more fruits and vegetables in their diet. - Scales of production in the food industry - How to avoid food poisoning, including safe storage of food	
Resources	Students will be required to bring in ingredients for their practical lessons.		
Setting	Students are taught in mixed ability teaching groups. They rotate through RM, Food and Textiles modules throughout the course of the year. * Each module lasts approximately two terms (three hours per fortnight)		
Assessment	Students are assessed formally at the end of each project but have on-going formative assessments focusing on generating ideas, planning, making and evaluation.		
Trips and expenses	Cost of ingredients for practical work (The Food teacher should be notified if this presents any difficulties as help can be sought for the school to provide these ingredients).		
Home Learning	Sourcing, weighing and preparing of ingredients is considered to be homework for all students and this will be set once a fortnight. On the odd occasion, students will have tasks to complete at home. This will be completing design ideas, completing time plans or carrying out a piece of research. This will be set once per term.		
Extension work	Students are encouraged to extend their interest in food-related issues e.g. through food in the news or websites such as:- www.foodafactoflife.org.uk www.nutrition.org.uk www.nhs.uk www.food.gov.uk		
Careers	Future pathways are discussed such as college/ cookery school and university. A range of jobs are shared with students looking into different careers and jobs surrounding all aspects of food and cooking skills.		

French

Term 1		Term 2	Term 3
Key irregular verbs: être, avoir, aller, faire TV programmes Films Reading Internet Activities		The perfect tense (regular -er with avoir) What you can do in Paris When you like doing Asking for tourist information What you visited and opinions What you did in Paris	Perfect and near future tense Personality and describing other people Relationships Music Style and fashion
Term 4		Term 5	Term 6
Perfect and near future tense (continued) Talents and ambitions Clothing Talking about last weekend		Je voudrais Where you would like to live Describing your town Describing your home Meals Food shopping Events	Using a range of tenses French cartoons and books French-speaking music French film
Resources	We follow the Studio 2 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class.		
Setting	Students are taught in mixed ability groups according to the language they selected to pursue in Year 7.		
Assessment	All students also complete common assessments at the end of each unit which test listening, speaking, reading, translation and writing skills. Not all skills are assessed at the end of each unit.		
Home Learning	Home learning is set once per cycle of the timetable and can include vocabulary learning, reading comprehension tasks, cultural research, written tasks and online tasks on the ActiveLearn platform.		
Careers	By continuing to build on the language skills from Year 7, as part of a curriculum which spirals through KS3 and into KS4, students are exposed to words, phrases and grammar which would enable them to build on these later in real-world situations where relevant. In addition, explicit reference is made to the importance of developing linguistic skills in the modern, increasingly interconnected world.		

Geography

Term 1		Term 2	Term 3
Why do rivers flood? Continuing the study of geographical processes and landforms, students will begin to look at how rivers change from source to mouth. With recent and local events in mind, students will also focus on the causes and impacts of flooding (e.g. Bradford-on-Avon and Somerset floods, 2013/14) and develop decision-making skills.		Where does our energy come from? An important topic that looks at the UK’s energy supplies and dependency on foreign imports and fossil fuels. Students will develop locational knowledge of regions such as the Middle East and evaluate new technologies such as fracking or renewables. Ultimately students will form their own opinions on the various options for the future.	Why are our industries changing? A study of the different forms of industry and economic activities. Students learn new terminology linked to different careers, examine the decline of manufacturing in the UK and economic growth in countries like China. Students will study the role of transnational corporations (TNCs) within this “globalisation” process.
Term 4 and Term 5			Term 6
Why does our weather change? A study of the British weather and why it is so varied! Students will look at different weather systems, discuss the terminology used in our daily weather forecasts and consider how weather is measured. Students will participate in a thorough investigation into the microclimates of St Laurence School. There will be opportunities to develop graphing and data interpretation skills.			What is the rainforest like? A detailed look at the Earth’s most diverse and productive environment. Students will investigate the climate and characteristics of the rainforest ecosystem, before appreciating the threats and opportunities that exist. There will be opportunities to develop graphing and data interpretation skills.
Text book	While we may use certain pages for various topics, we do not use one text book at KS3 Geography.		
Setting	None - students are taught in mixed ability Learning Groups.		
Assessment	All students complete common assessments throughout the topics (they will complete approximate 1 or 2 per topic). Homework tasks and classwork will also contribute towards students’ progress.		
Trips and expenses	While there are no set trips, one-off excursions may occur (e.g. in the past we have visited the Olympic Park) and students are actively encouraged to explore their local surrounds and use maps regularly – Geography is all around you! There is the potential for a rivers trip in term 1 in the future. Year 8 Geography also makes good use of the school grounds within our weather and climate topic.		

Homework	Geography homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Whilst this will not be explicitly marked, it will be used to support your child's progress in lessons.
Extension work	Students should always try to keep an eye on the various news outlets. Useful websites include the following: - http://www.bbc.co.uk/science/earth - http://www.bbc.co.uk/science/earth/water and ice/glacier - http://www.bbc.co.uk/nature/habitats - http://www.bbc.co.uk/newsround/
Careers	Our curriculum includes a minimum of one career related homework each topic in KS3 where students are tasked with researching careers that relate to that individual topic.

German

Term 1		Term 2	Term 3
Es gibt Shops and other places in town Directions Modes of transport Comparing places “then” and “now” Shopping for souvenirs		Perfect tense and transactional language Where you went on a holiday What you did on holiday The weather Buying tickets/ making a booking Problems on holiday	Irregular present tense verbs Breakfast foods German food and meals Healthy lifestyles Parts of the body A visit to the doctor
Term 4		Term 5	Term 6
Adjective endings Clothes Getting ready to go out Rooms in the house		Gern, lieber, am liebsten Films and film reviews TV programmes Mobile phones and the internet Reading and book reviews	Modal, separable and reflexive verbs Staying in a youth hostel Describing your daily routine
Resources	We follow the Stimmt 2 textbook from Pearson although we do not feel buying a copy for at home is necessary. The school has a subscription to the Linguascope website. Login details will be distributed in class. Students will also be given a log in to an interactive learning platform called ActiveLearn.		
Setting	Students are taught in mixed ability groups according to the language they selected to pursue in Year 7.		
Assessment	All students complete common assessments at the end of each unit which test listening, speaking, reading, translation and writing skills. Not all skills are assessed at the end of each unit.		
Home Learning	Home learning is set once per cycle of the timetable and can include vocabulary learning, reading comprehension tasks, cultural research, written tasks and online tasks on the ActiveLearn platform.		
Careers	By continuing to build on the language skills from Year 7, as part of a curriculum which spirals through KS3 and into KS4, students are exposed to words, phrases and grammar which would enable them to build on these later in real-world situations where relevant. In addition, explicit reference is made to the importance of developing linguistic skills in the modern, increasingly interconnected world.		

History

Term 1		Term 2	Term 3
EQ1: How did people react to the religious rollercoaster of the English Reformation?		EQ2: What impact did early European exploration and colonisation have on indigenous people?	EQ3: How and why was Africa 'invented' in the 19th century?
EQ2: What impact did early European exploration and colonisation have on indigenous people?		EQ3: How and why was Africa 'invented' in the 19th century?	EQ4: What were the origins and impact of the transatlantic slave trade?
Term 4		Term 5	Term 6
EQ4: What were the origins and impact of the transatlantic slave trade?		EQ6: How far did political power shift in the Early Modern Period?	EQ8: Did life for ordinary people improve in the Industrial Period?
EQ5: Why bother studying the French Revolution?		EQ7: Why was there a shift in power during the industrial period?	EQ9: Did the Enlightenment really 'stamp out' religion in Britain?
Text book	We use a wide range of resources. Teaching & learning is not based on a textbook.		
Setting	Students are taught in mixed ability Learning Groups.		
Assessment	At the end of each enquiry, students will produce a piece of work that demonstrates their understanding of the disciplinary skills and substantive knowledge that the enquiry has focused on. Four of the eight end tasks will be formally assessed, but all contribute to a building a picture of the progress students are making. Students will also complete regular knowledge tests for each topic.		
Trips and Expenses	Students will have the chance to go to the Chalke Valley History Festival in Term 6 – spaces on this trip are limited. Names will be selected at random.		
Home Learning	History homework will be set approximately fortnightly and may include research/fact-file tasks, presentations, written reports or revision for in-class assessments. Students are expected to spend 45 minutes on this homework. Whilst this will not be explicitly marked, it will be used to support your child's progress in lessons		
Extension work	http://www.english-heritage.org.uk/ http://www.nationaltrust.org.uk/ Students are encouraged to extend their interest in the subject through visiting historic sites, reading around the subject, watching and listening to news, current affairs and history-related programmes.		
Careers	We will consider the role of a historian at various points through Y8. We will spend time considering how you could pursue a career as an historian.		

Maths

Terms 1, 2 & 3	
Term 1 - 3 (topics taught in a variable order and depth dependent on group)	
Algebra – Sequences, linear graphs & coordinates, solving equations.	
Number – Multiplicative relationships including scale, proportion and ratio, estimation and rounding.	
Shape – Transformations.	
Terms 4, 5 & 6	
Term 4 - 6 (topics taught in a variable order and depth dependent on group)	
Data Handling – Statistics, averages, interpreting and drawing charts and graphs.	
Number – Percentages and direct/inverse proportion.	
Shape – Properties, perimeter and area of triangles and quadrilaterals.	
Setting	Students are taught in streamed groups according to mathematical ability with four sets across the year group. Setting is introduced in Year 8 based on performance in tests and other data from KS2 and year 7, as well as learning behaviours. Setting is fluid and assessed at regular intervals throughout the year.
Assessment	All students complete written end of topic tests. They will also complete formal written assessments in terms 2, 4 & 6.
Trips and expenses	UKMT Challenge for selected students. No cost currently incurred.
Home Learning	Maths home learning is approximately 30 minutes per week and may include online tasks via the Mymaths and Kerboodle website, worksheets on current topics or preparation for forthcoming topics, research activities or revision.
Extension work	Mymaths, Corbett Maths and are good online resources for use throughout KS3
Careers	Multiplicative relationships and scale lends itself to multiple careers involved in planning and design. Identifying proportional relationships relate to careers involving product design, data analysts, engineering & construction. Shape relates to careers involved with product, interior and garden design for example. Statistics are a key area in many businesses, analysing information from sales, customer satisfaction and marketing.

Music

Theme 1		Theme 2	Theme 3
Pictures of Sound Creating descriptive/narrative music in response to a given scene. - Exploring instrumental timbres, tonality, dynamics, tempo - Working in small ensembles to compose and perform descriptive pieces - Listening to music which is programmatic in nature and analysing how composers have used the elements of music		Playing the Orchestra Developing an understanding of the instruments of the orchestra through listening to and performing a piece of orchestral music. - Perform main theme(s) as a soloist - Perform as a whole class 'orchestra' - Listen to some of the standard orchestral repertoire and explore the social and musical context	The Caribbean Exploring the history, culture and music of the Caribbean. - Listening to and analysing a range of reggae and calypso pieces - Developing understanding of the cultural context - Working as a whole class ensemble to perform and improvise Caribbean riffs – rhythms, melodies and chords
Theme 4		Theme 5	
Part of an Ensemble - Rehearsing and performing music as a soloist and part of a self-directed ensemble using a variety of vocal and instrumental resources. - Whole class singing - Instrumental ensemble work		Music for the Stage - Exploring how music has been used in the theatre from the Ancient Greeks to the present day. - Listening to and analysing contrasting pieces from operas and musicals - Exploring the social and historical context - Writing an account of how composers have created music to illustrate drama and character by focusing on set works	In Theory – to be done in conjunction with EITHER Theme 2 OR 3 OR 4 - Developing skills in musical theory and notation. - Pitch in treble and bass clef on the stave - Rhythm from semibreve to quaver - There will be an opportunity for some students to work on graded theory exercises as part of the ABRSM exam syllabus
Text book	None used.		
Setting	Students taking Music will be in mixed ability groups.		
Assessment	There will be regular class performances and opportunities to test listening skills. All students also complete formal assessments at the end of each unit which involve either a live performance, a recording of their work or a piece of writing.		
Trips and expenses	While there are no set trips, one-off concert visits may occur and students are actively encouraged to go to performances in the WMC.		

Home Learning	N/A
Extension work	Extra-curricular Music ensembles; Grade V Theory; attend a concert in the WMC; instrumental or singing lessons OR on-line resources developing instrumental skills It is strongly recommended that students who are interested in pursuing Music at KS4 and/or KS5 engage with these activities, as both GCSE and A Level courses require minimum levels of specialist performance skills which need additional time to that which is available in classroom lessons at KS3
Careers	Developing listening and ensemble (teamwork) skills; developing the ability to be self-aware; developing the ability to give and receive constructive feedback; developing the ability to practise (persevere)

Physical Education

Term 1		Term 2	Term 3
Activities: Rugby Netball Inter house cross country		Activities: Rugby Netball Football Gymnastics Basketball Hockey	Activities: Football Gymnastics Basketball Hockey
Assessment: Physical ME Social ME		Assessment: Physical ME Social ME	Assessment: Physical ME Personal ME
Term 4		Term 5	Term 6
Activities: Football Gymnastics Basketball Hockey Football/Netball Interhouse		Activities: Athletics Interhouse relays	Activities: Cricket Rounders
Assessment: Physical ME Personal ME		Assessment: Physical ME Thinking ME	Assessment: Physical ME Thinking ME
Kit	Please see the kit list found using the link below: School Uniform St Laurence School (st-laurence.com)		
Grouping	Students will be taught in their learning groups and according to their gender where they will cover a range of activities and opportunities.		
Assessment	Pupils are assessed on their performance throughout each term using the ME in PE approach. This is an assessment process that looks at all aspects of the student, not just their practical ability but also their knowledge and understanding. This complements the departments drive to develop physical literacy.		
Trips and expenses	Clubs and fixtures are available for the majority of sports taught in school. Look out for the extra-curricular programme that will be released in tutors each term. All clubs run by PE staff are FREE and OPEN TO EVERYONE.		

Home Learning	N/A
Extension work	Pupils are encouraged to attend after school clubs to develop their skills and interest in a sport and potentially represent the school in fixtures. Use the knowledge organisers to support understanding before and during each activity.
Careers	Knowledge organisers will have information linked to specific careers within the field of sports and physical activity. Staff will discuss career pathways linked to areas of study where appropriate; for example about personal trainer qualifications when completing the fitness unit. Staff will link career information to the ME in PE assessment structure within KS3 PE. Wet weather lessons, cover lessons and occasional homeworks in Year 9 will guide students to research and explore careers within PE.

PSHE - Please note that the PSHE curriculum may change during the year to meet the needs of our students. If you would like an up to date version, please email; chabry@st-laurence.com. Mrs Charlotte Bryer, Head of PSHE.

Term 1	Term 2	Term 3
Communication Making healthier choices Maintaining dental Health The sleep factor Climate change and wellbeing Navigating different views HPV and the HPV vaccine Personal safety- Firework safety/staying safe on the roads/water safety- have you got their back? Microsoft tools- word/excel/email/PPT and Canva tool	Risky behaviours Knife Crime Gangs Exploitation First Aid Understanding Drugs and vapes Tobacco and nicotine Alcohol and risk Microsoft tools- word/excel/email/PPT and Canva tool	Careers Decision making Online safety- Online relationships/Circulating images/online financial harms/algorithms Influence-Internet and content Information generated and shared Wellbeing online Reporting AI Microsoft tools- word/excel/email/PPT and Canva tool
Term 4	Term 5	Term 6
Healthy relationships Stable relationships Safer online relationships Sexual harassment and harmful sexual behaviour Sharing of nudes/explicit images How to recognise unhealthy relationships Consent Preventing gender-based violence The health care system Microsoft tools- word/excel/email/PPT and Canva tool	Identity and community Bias and stereotypes Discrimination and the protected characteristics Values and constrictive disagreement Diverse and supportive communities How to open a bank account Reading a bank statement How to save money How to manage debt Decision making-a guide to banking Microsoft tools- word/excel/email/PPT and Canva tool	How the UK is run Political systems and parties- create a political party Voting and elections Government and money Laws Sexism Racism Homophobia Microsoft tools- word/excel/email/PPT and Canva tool

Text book	N/A
Setting	Taught in learning groups
Assessment	Through verbal contributions, assessment tasks and termly progress review sheets.
Trips and expenses	N/A
Home Learning	One piece during the Careers topic. Any additional teacher directed 'follow up' if deemed necessary
Extension work	As part of differentiated work in class.
Careers	Embedded learning through our curriculum. Planned absence will use Unifrog Platform for lessons.

RE

Term 1	Term 2	Term 3
What does Justice mean? - What is Justice? - How are religious ideas expressed through text and actions? - The meaning of Abraham and the importance of this story in terms of Justice	What does Justice mean? - Art Gallery task - The spiritual aim in Hinduism - Samsara, Karma, and liberation - Spirituality shown through actions - Martin Luther King, Oscar Romero, Maria Gomez and Mother Teresa	Science vs Religion - Truth, belief, fact and opinion - Is science always correct? - Different theories of creation - How and Why questions - Creationism and non-literal accounts of creation
Term 4	Term 5	Term 6
Science vs Religion - Is the world designed? - Weaknesses in design and the consequence for religious beliefs - How should we treat the environment? - Does religion give us good guidance on how to care for the environment? - What can science do for the environment?	How do we see the world? Students will study a wide range of world – views in order to master the knowledge and understanding needed to answer the following questions: - What is a world view? - What is the meaning a purpose of life? - What are examples of different world views? Feminism, Capitalism, Humanism, Fatalism	How do we see the world? Refining and practising skills and designing, creating and evaluating a variety of pieces based on learning. - How do world views affect religious texts? - How do world views affect religious journeys? - How do world views affect religious views on prophets?
Text book	While we may use certain pages for various topics, we do not use one text book at KS3 RE.	
Setting	None - students are taught in mixed ability Learning Groups.	
Assessment	All students complete common assessments towards the middle and at the end of topic. These assessment strands are based on different skills, one will be a explanatory essay, whilst the other essay will be an adjudicatory essay where students are marked on their ability to construct a well-supported argument	
Home Learning	Home learning will be set twice a term.	

Extension work	The ILC and the student drive will have many resources that can allow a student to deepen their understanding of the topic.
Careers	Philosophy and religion in Year 8 helps students explore big ideas like justice, science vs religion, and worldviews such as humanism and feminism. It builds skills like reasoning, empathy, and understanding different perspectives—important not just in school, but in real-life roles like being a police officer, where fairness, ethical thinking, and clear communication are key. These skills also support future careers in law, science, education, and social care, helping students think about the kind of world they want to help shape

Resistant Materials

Term 1/3/5*		Term 2/4/6 *	
Automata Project Students develop prototyping skills by designing, modelling and testing designs for a small wooden Automata. They will work with wood to design and make a mechanical toy using cams and cranks. The focus of this project is looking into mechanical devices focusing on motion and rotary systems. The focus will be on designing to a design brief, planning their own practical work and achieving a high-quality finish.		LED lamp project You will investigate basic LED light circuits and design a lamp. CAD and CAM are used to 3d print the base. Students will also use CAD to laser cut the top of the lamp. Students will work through the stages of the design process to create a design for their lamp.	
Resources	N/A		
Setting	Students are taught in mixed ability teaching groups. They rotate through RM, Food and Textiles modules throughout the course of the year* Each module lasts approximately two terms (two hours per week.)		
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout covering generating ideas, planning, making, and evaluating.		
Trips and expenses	Voluntary contributions for RM and Textiles.		
Home Learning	Students will be set one piece of assessed homework per term which will go towards their current project.		
Extension work	KS3 STEM club (St Laurence Extra).		
Careers	There is a focus on engineering and mechanical devices during the year 8 projects as this links nicely to the projects that are delivered during the rotation. This creates a nice opportunity to discuss some key careers in more detail however, careers within the industry are all relevant and shared with students.		

Science

Terms 1 & 2		Terms 3 & 4	Terms 5 & 6
Reactions - What are chemical reactions? How do we describe chemical reactions? Oxidation and decomposition reactions. Well Being Project – Looking at how students can make themselves mentally and physically fit. Health and Lifestyle – What are the components of a healthy diet? Food tests, the human digestive system and effects of drugs, alcohol and smoking.		Energy - Energy in food, energy transfers and how we generate electricity? The periodic table - Metals and non-metals, the element groups and properties of elements. Separation Techniques – What are mixtures? How do we make solutions? How can we separate mixtures?	Ecosystem processes - What is Photosynthesis? Plant minerals, aerobic and anaerobic respiration, food chains and food webs. Electricity and magnetism – Series and parallel circuits, electrical quantities, magnets and electromagnets. The Earth – The structure of the Earth, the Earth's atmosphere, the rock cycle and climate change.
Text book	We use the Oxford University Press Activate course as a guide for our scheme of work. Students can access this using their Kerboodle login. Kerboodle		
Setting	None - students are taught in mixed ability Learning Groups.		
Assessment	All students complete common assessments during each topic. Usually this will consist of a task to test scientific skills and knowledge.		
Trips and expenses	STEM opportunities vary each year with minimal or no cost involvement		
Home Learning	All homework will be set via Bromcom. This will include: Learning Journey Tasks in the Learning Journey Topic booklets. This a set resource across the year group including checklists, keywords, knowledge organisers and extended response question. There is a learning journey for each topic which includes the topic's homework's. These will be stuck in to exercise books but also posted on Bromcom. In the first couple of homework's students will be asked to complete the topic checklist and learn the keywords for an in-class quiz. Students will then be asked in the following homework, to complete the extended response question and in the final homework, use the knowledge organiser and all they have learnt to revise for an end of topic test.		
Extension work	Students should always try to keep an eye on the various news outlets. Useful websites include the following: http://www.sciencemuseum.org.uk/onlinestuff.aspx http://www.nasa.gov/audience/forkids/kidsclub/flash/		

	- http://www.rsc.org/learn-chemistry/resource/listing?searchtext=&fcategory=all&filter=all&fAudience=AUD00000002&reference=students - http://www.bbc.co.uk/newsround/ BBC Bitesize has recently been updated with key topics for Key Stage 3.
Careers	Careers posters in labs. Some scenarios/context given to big tasks including Science Week tasks. Reflection on careers after end of topic assessment. Careers links made in Last time, This time, Next time topic starter slides.

Textiles

Term1/3/5*		Term 2/4/6*	
Hat project - The environment and sustainability within Fashion and Textiles You will design for a given specification to produce a working technical drawing to make a hat for a specified user. You will learn new practical skills such as shaping, working with stretchy fabrics and topstitching. Decorative techniques can be introduced, including the use of CAD / CAM to personalise the finished product. Consideration is given to the care and labelling of Textile items.		Apron Project You will write a specification for a user and work, adapting the pattern, if necessary, to make an apron. You will learn about materials, how to thread up the sewing machines and use them safely and independently. New skills will include embellishment, learning how to mitre corners and investigating different ways of creating storage i.e. styles of pockets. You will also stitch hems and personalise your apron. The key focus areas include fast fashion and high street collaboration with Artists and Designers from around the world.	
Resources	Materials are mostly provided by the school		
Setting	Students are taught in mixed ability teaching groups. They rotate through RM, Food and Textiles modules throughout the course of the year. * Each module lasts approximately two terms (three hours per fortnight)		
Assessment	Students are assessed formally at the end of each project but have regular formative assessments throughout the term		
Trips and expenses	Voluntary pupil contributions via parent pay		
Home Learning	Students will be set one piece of assessed homework per term which will go towards their current project.		
Extension work	Internet research ‘creating a brand’, KS3 STEM club (St Laurence Extra programme)		
Careers	Careers are related to real life experiences and industry opportunities. Students work through the design process during each project and so the stages that are covered link well to a variety of different careers.		