

	HT1	HT2	HT3	HT4	HT5	HT6
English	Spelling strategies Wide range of fiction 19thC and modern	The work of charities developing a social conscience	Pupils will read a wide range of war Poetry.	Language study.	The Tempest'	'Great Expectations'
Maths	Proportional Reasoning <i>Ratio and scale</i> <i>Multiplicative change</i> <i>Multiplying and dividing fractions</i>	Representations <i>Working in the Cartesian plane</i> <i>Collecting and representing data</i> <i>Tables</i>	Algebraic techniques <i>Brackets, equations and inequalities</i> <i>Sequences</i> <i>Indices</i>	Developing Number <i>Fractions and percentages</i> <i>Standard index form</i> <i>Number sense</i>	Developing Geometry <i>Angles in parallel lines and polygons</i> <i>Area of trapezia and circles</i> <i>Line symmetry and reflection</i>	Reasoning with Data <i>The data handling cycle</i> <i>Measures of location</i>
RE	Can one person change the world – looking at inspirational leaders? Links with Jesus and the FCJ community What is the Messiah and what did people at the time expect from a Messiah? How did Jesus challenge these expectations? Who was John the Baptist? Who else has tried to change the world for the better?	Do we need rules? Looking at justice – links with FCJ values. Identify the rules we keep at home, in school and in society. Consider why rules are important. Reflect on what the world would be like if there were no rules.	Hinduism Form a basic understanding of the Hinduism faith.	Forgiveness. What is justice? What is injustice? Can we give examples of justice and injustice? How do Christians fight for justice? Why do Christian fight for justice?	How do we know what is fair? War Peace bullying	Judaism To explore key festivals in Judaism, examining specifically how it is celebrated and why.
Science	Chemical patterns (AMR) Waves (STJ)	Chemical patterns (AMR) Waves (STJ)	Food and energy (AMR+STJ)	Particles in matter (AMR+ STJ)	Environment (AMR+STJ)	Forces and space (AMR+STJ)
History	Half term 1-How powerful were the Tudor Monarchs	Half term 2-How powerful were the Tudor Monarchs?	To what extent did life change during the 17 th Century?	To what extent did life change during the 17 th Century?	Did everyone share in Britain's prosperity during the 19 th century?	Did everyone share in Britain's prosperity during the 19 th century?
Geography	Asia The main aim of this unit is to develop, or build on, students'	Ecosystems This unit starts by looking at world biomes	Ecosystems (see above)	Physical Processes/Rivers	Physical Processes/Rivers (see above)	Food for the future (see above)

	knowledge of the Asian continent, its countries, its general physical features and climate and some aspects of its human geography.	some of the main factors that affect biome distribution. It then goes on to use the ideas and terminology to look at the main features of the equatorial climate. Then they study the characteristics and value of tropical rainforests.		This unit introduces pupils to some of the key ideas in the study of geomorphology. Teaching aims to draw out the pupils' own understanding of the processes that are operating to mould the landscape. Then pupils move on to consider the types of landforms produced by fluvial (river) processes.	Food for the future Several key concepts are covered within this unit of work; including how we get our food and the value of us understanding the processes involved	
French	Family *talking about animals *Using Higher numbers *describing your family *using possessive adjectives *describing where you live *using nous form of er verbs	Family Life *talking about mealtimes *Using the partitive article *Listening, Reading and Writing Skills	City/Town *talking about places in town *using the verb "aller" *using tu and vous form of verb	City/Town *inviting someone to go out *using modal verbs- vouloir pouvoir *ordering drinks and snacks *using near future tense for plans	Cultural studies and metacognitive skills *talking about animals * Write a poem *Describe a painting * Francophonie world *Fete de la Musique	Cultural studies and metacognitive skills *Recycling Yr 7 and Yr 8 Language *Dictionary skills with big push on using word reference.com and dictionaries. *French film study *14 juillet
Spanish	Talking about their holidays Past tense	Talking about their interest re: media and technologies: music, apps, TV etc Combining 2 tenses	Talking about what they eat for the different meals, and ordering at a restaurant Combining 2 tenses Role play skills	Talking about their daily routine, arranging to go out and making excuses. Conditional tense	Talking about their house. Talking about summer camps. Using comparatives and superlatives	Summer project – Film: Tadeo Jones – booklet and resources on the film – researching and making a project about Perú & Machu Picchu. Learning about Latin-American countries

						(links with Geography as they cover the rainforest in Year 8) Research & presentation skills
PE	Year 8 - 1 x 6 week block of taught activity Invasion Games – Netball, Handball and Football Net/wall Games Volleyball, Tennis, Badminton Individual/Performance Dance, Gymnastics, Athletics Health Related Exercise Fitness Outdoor and adventurous Activities Urban Adventure Striking/Field Rounders					
Music	Ground Bass Variations <ul style="list-style-type: none"> Singing Listening to Ground Bass Learning different parts in the song “All Together Now” 	<ul style="list-style-type: none"> Analysis of Pachelbels’s Canon Singing Learning how to play Pachelbel’s Canon using instruments in small groups 	<ul style="list-style-type: none"> Learning about Chords Playing chord sequences Singing 	<ul style="list-style-type: none"> How to compose melodies based on a ground bass 	School Band <ul style="list-style-type: none"> Singing Learning how to play chords Rock band instruments 	<ul style="list-style-type: none"> Song writing Singing Writing lyrics
DT	Recap Eatwell Guide and introduce basic nutrition Introduce task – Healthy Eating Magazine and associated healthy practicals Eat less fat	Eat more fibre Eat less salt Problem page – Give advice to deal with health issues as a result of an unhealthy lifestyle	Health and Safety Demo Tools and Equipment Research task Designing and Developing ideas	Modelling and Testing Ideas (creating finger joints using MDF) Marking out and cutting finger joints using Coping saw,	Digital Footprints (Strand 3) Spreadsheets/Databases (Strand 2)	

	<p>Eat less sugar</p> <p>Practical work – development of skills; cooking meat and vegetables, draining of fat, recap of rubbing in method, preparation of fruit, cooking pasta, cake decorating and finish</p> <ul style="list-style-type: none"> Evaluating/star profiles Basic recipe adaptation 	<p>Practical work – development of skills; cooking meat and vegetables, draining of fat, recap of rubbing in method, preparation of fruit, cooking pasta, cake decorating and finish</p> <p>Evaluating/star profiles</p> <p>Basic recipe adaptation</p>	<p>including drawing in 3D and Isometric drawing with annotation</p>	<p>Tenon saw and Hegner saw</p> <p>Finishing skills using PVA glue and wood filler, hand file, Glass paper and Sanding machine</p> <p>Photographing and Evaluating</p>	<p>Scratch</p> <p>(Strand 1)</p> <p>IT Project (Match it) or</p> <p>(Strand 2)</p> <p>Web design</p> <p>(Strand 2)</p>	
Art	<ul style="list-style-type: none"> Titled Towers – research - given a design brief. Presenting and researching ideas suitable for purpose and function. Looking at different drawing styles. Savant artist drawing from memory, drawing in collage – Peter Blake, timed drawings. Tonal and observational drawing demonstrating varied line, form and patterns/textures. Selection and recording of own ideas. Design own building considering function and relevant to design brief. Matching materials to portray ideas visually. Annotate the work using specialist vocabulary. 		<ul style="list-style-type: none"> Objects and Viewpoints – Make a sculpture using ‘Found’ materials. Environmental issues – rubbish =Art. (Armand Fernandez and Jeanne Christo) Record sculpture made from unusual viewpoints using different drawing media such as pencils, coloured pencils and paints, oil pastels. Using viewfinders and enlarging images from unusual viewpoints. Timed practical pieces. Abstraction of scale and colour (Michael Craig Martin). Final piece of work to show own ideas with critical reference link/s. 		<ul style="list-style-type: none"> Goldsworthy – Environmental Art – Own sculptures using only natural objects/forms. Photograph and annotate the work – reflecting critically. Consolidation of painting, tone, collage, drawing and mixed media work. Looking at artists/movements who record natural forms – Arts and crafts and modern interpretations. Matching ideas and collage/mixed media work to different tactile qualities. Create a mixed media textured final piece drawing from sculpture created in style of Goldsworthy. Final piece of work to show own ideas with critical reference link/s. 	
Performing Arts	<p>Multi Role-Play</p> <ul style="list-style-type: none"> Basic Brechtian techniques Gestus Direct address <p>(sustain convincing characters with some confidence)</p>	<p>Stimulus</p> <ul style="list-style-type: none"> Introduction to devising skills <p>Techniques: Role play, cross cutting, essence machine, marking the moment, still image,</p>	<p>Characterisation</p> <ul style="list-style-type: none"> Basic Stanislavskian Skills Magic if, Given circumstances, 	<p>Silent Movies</p> <ul style="list-style-type: none"> Movement Mime and Gesture (use more than one physical and 	<p>Gang Culture</p> <ul style="list-style-type: none"> Awareness of the importance of Historical, Social and Political 	<p>On the streets</p> <ul style="list-style-type: none"> Introduction to scripted work and Awareness of the importance

		thought tracking, writing skills, narration	Emotion Memory (create a well- developed character with a view point different from their own) Evaluating Live Theatre (involves a trip)	vocal skill in one performance) Movement to music	context of a performance	of Historical, Social and Political context of a performance (Use of STONE COLD)
--	--	--	---	--	-----------------------------	---