Y8 Subject - ENGLISH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Clap When You Land/ Coram Boy**	Students explore themes of identity, grief, family and belonging through Acevedo's verse novel. They consider how writers present different perspectives and emotions whilst developing analytical and personal responses to a modern text.	Ongoing assessment through retrieval practice, annotation, discussion, reading responses, analytical writing and extended writing. Unseen end of unit assessment.	Reading: Produce a range of points from multiple moments in the text. Author's Craft: Explain how language, structure and viewpoint shape meaning and influence readers' responses Writing: Produce writing that varies vocabulary and sentence structures for effect, with clearly organised paragraphs.
Spring	**Animal Farm**	Students explore power, leadership, corruption and inequality through Orwell's allegorical novella. They consider how writers communicate ideas and viewpoints whilst developing analytical and evaluative responses.	Ongoing assessment through retrieval practice, annotation, discussion, analytical writing and extended responses. Unseen end of unit assessment.	**Reading**: Select a range of language- and method-rich quotations from multiple points in the text. **Author's craft:** Explain how language, structure and symbolism communicate ideas and shape readers' responses **Writing:** Adapt vocabulary, tone and structural choices to suit a specified purpose and audience.
Summer	**October, October**	Students explore themes of change, nature, identity and belonging through a contemporary novel. They develop their understanding of character development, narrative voice and descriptive writing.	Ongoing assessment through discussion, retrieval activities, annotation, analytical writing and creative responses. Unseen end of unit assessment.	**Reading:** Write with a formal, academic voice, referencing the reader and the author's impact on the reader. **Author's craft:** Explain how language and structural choices create atmosphere and shape reader response **Writing:** Craft descriptive and narrative writing using a wider range of structural features (e.g. flashback, shifting focus).

Y8 Subject- ENGLISH

How families can support	Useful links	Enrichment Opportunities
Encourage sustained independent reading. Discuss themes and ideas from class texts. Support revision of subject terminology. Encourage wider reading beyond the curriculum. Discuss current affairs and links between literature and society. Promote regular drafting and editing of written work.	•BBC Bitesize English https://www.bbc.co.uk/bitesize/subjects/z3kw2hv •Oak National Academy English https://www.thenational.academy/subjects/english •National Literacy Trust https://literacytrust.org.uk/ •Poetry Foundation https://www.poetryfoundation.org/ •British Library Discovering Literature https://www.bl.uk/discovering-literature •Shakespeare Learning Zone https://www.rsc.org.uk/learning-learning-zone/	Reading and Creative Writing Club Poetry and essay competitions Theatre trips and live performances Literary festivals and author events School magazine contributions Book awards and reading challenges

Digital Wisdom	Critical Thinking	Character	Serving Global Society
Critically evaluate information from digital sources. Use online research effectively and ethically. Recognise bias and misinformation. Understand intellectual property and plagiarism. Use AI tools responsibly to develop learning.	Analyse how writers communicate ideas and viewpoints. Compare perspectives across texts. Explore multiple interpretations. Evaluate the impact of writers' methods. Support arguments with well-chosen evidence.	Perseverance in tackling increasingly challenging texts. Confidence in expressing informed opinions. Creativity in analytical and imaginative writing. Respectful discussion and debate. Independence as a reader and writer.	Explore issues of power, justice and equality through literature. Understand diverse cultural perspectives. Develop empathy through a range of literary voices. Reflect on the role of literature in shaping society. Engage thoughtfully with contemporary issues.

Y8 Subject- MATHS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Ratio and proportion; Algebraic manipulation; Coordinates and graphs; Fractions; Symmetry and reflection	Students develop proportional reasoning through ratio, scale and direct proportion before extending algebraic fluency, including forming, simplifying, substituting, expanding and factorising expressions. They then use coordinates and graphs, multiply and divide fractions, and explore symmetry and reflections.	Ongoing assessment through retrieval practice, questioning, independent practice, problem-solving, homework and topic checks. End of term assessment. Quest assessment	**Ratio and proportion**: Solves ratio, scale, map and currency problems using multiplicative reasoning. **Algebra and graphs**: Simplifies, substitutes, expands and factorises expressions; interprets linear graphs. **Geometry**: Describes and performs symmetry and reflections.
Spring	Area, volume and density; Equations and inequalities; Percentages; Indices and standard form; Interpreting data	Students consolidate measures by working with area, volume and density. They form and solve equations and inequalities, then develop percentage methods including increase, decrease, change and reverse percentages. They extend index laws, standard form and data handling using averages, frequency tables and distributions.	Ongoing assessment through retrieval practice, questioning, independent practice, problem-solving, homework and topic checks. End of term assessment. Quest assessment	**Measures**: Calculates area, volume and density, converting units accurately. **Algebra**: Forms and solves equations and inequalities, including unknowns on both sides. **Number and data**: Uses percentages, indices, standard form and statistical summaries to solve problems.
Summer	Angles and polygons; Probability; Circles; Sequences; Graphs and charts	Students apply angle facts in parallel lines, quadrilaterals and polygons. They represent and calculate probabilities using sample spaces, two-way tables and frequency trees. They then work with circles, choose and interpret graphs, and generate algebraic sequences.	Ongoing assessment through retrieval practice, questioning, independent practice, problem-solving, homework and topic checks. End of year assessment. Quest assessment	**Geometry**: Applies angle rules for parallel lines, quadrilaterals, polygons and circles. **Probability and data**: Uses probability scales, sample spaces, two-way tables, charts and graphs. **Sequences**: Generates sequences and identifies the nth term of linear sequences.

Y8 Subject - MATHS

How families can support	Useful links	Enrichment Opportunities
Check Teams and homework regularly. Encourage short, frequent retrieval practice of key methods. Ask your child to explain worked examples aloud. Practise times tables, fractions, percentages and algebra basics. Encourage your child to revisit incorrect answers, identify where they went wrong, and try the question again rather than simply moving on.	BBC Bitesize KS3 Maths https://www.bbc.co.uk/bitesize/subjects/zqhs34j Maths Genie KS3 https://www.mathsgenie.co.uk/ks3.html Corbettmaths 5-a-day https://corbettmaths.com/5-a-day/ Oak National Academy Free Secondary Maths Lesson & Curriculum Resources | Oak National Academy	UKMT Junior Maths Challenge NRICH investigations Numberphile videos Board games and logic puzzles Real-life budgeting, cooking and scale activities

Y8 Subject- COMPUTER SCIENCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Human vs Computer**: Neuroscience, Cognition and Memory, IPOS Model, and Computer Systems	Students explore how humans and computers process, store and retrieve information. They investigate concepts from neuroscience and cognition, comparing human memory systems with computer architecture through the Input, Process, Output and Storage (IPOS) model. Students develop an understanding of CPU architecture, including the von Neumann model, the fetch-decode-execute cycle, and the role of memory and buses in computer systems. They also develop research, communication and presentation skills through collaborative investigation and discussion.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Research and presentation activities • IPOS and computer architecture tasks • Questioning & observation • Peer and self-assessment	**Information processing**: Understand how humans and computers process, store and retrieve information. **Computer architecture**: Explain the roles of CPU components, memory and system buses. **Memory and cognition**: Compare human memory systems with computer storage and processing. **Research and communication**: Present technical information clearly using appropriate digital tools.
Spring	**Web development**: HTML, CSS, and JavaScript	Students develop web development skills through the creation of their own multi-page websites. They learn how HTML structures web content and how CSS is used to control appearance, layout and design. Students gain confidence in writing, testing and modifying code while using online reference tools to support independent learning. Through practical project work, they develop problem-solving, creativity and digital communication skills.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • HTML coding exercises • CSS styling challenges • Website development project • Teacher questioning and observation	**Web technologies**: Understand how web pages are structured and displayed. **HTML**: Use tags to organise and present content effectively. **CSS**: Apply styling to improve appearance, layout and usability. **Development and testing**: Create, review and refine web solutions through iterative development.
Summer	**Programming:** Python **Data Representation:** denary, binary, hexadecimal **Flow diagrams**	Students develop computational thinking and text-based programming skills through the study of binary number representation and algorithm design. They learn how to convert denary numbers into binary, represent processes using flow diagrams, and translate algorithms into Python programs. Through testing and debugging activities, students build confidence in creating accurate and efficient solutions while developing their understanding of how data is represented and processed by computers.	Ongoing assessment through: • Retrieval practice and low-stakes quizzes • Binary conversion exercises • Flow diagram design tasks • Programming activities • Teacher questioning and observation	**Data representation**: Understand how numbers can be represented using binary. **Algorithm design**: Use flow diagrams to model computational processes. **Programming fundamentals**: Create Python programs using inputs, variables and logic. **Debugging and testing**: Identify, correct and refine errors in programs.

Y8 Subject – COMPUTER SCIENCE

How families can support	Useful links	Enrichment Opportunities
• Show an interest by asking what your child is learning, creating or solving in Computing lessons. • Encourage responsible use of technology and discuss online safety, privacy and digital wellbeing. • Support completion of homework and independent project work. • Explore how technology is used in everyday life, business, science and future careers. • Encourage problem-solving and resilience when technical challenges arise. • Provide opportunities to develop digital skills through coding, web design and personal projects.	☐ BBC Bitesize (ICT & Computer Science) ☐ draw.io and YouTube Beginner Academy ☐ W3Schools (coding reference) ☐ LearnFree course (computer basics)	• Join an ICT/Computer Science or STEM related club • Watch Crash Course Computer Science videos • Code challenges/projects e.g. MIT Scratch, edabit, Project Euler, or leetcode

Digital Wisdom	Critical Thinking	Character	Serving Global Society
• Use digital tools safely, responsibly and effectively. • Evaluate the reliability and accuracy of online information and sources. • Understand the importance of privacy, security and responsible digital behaviour. • Use online resources independently to support learning and problem-solving. • Select appropriate digital tools for research, communication and development.	• Compare human and computer information processing systems. • Break complex problems into smaller, manageable components. • Analyse and evaluate different technical solutions. • Debug code by identifying, testing and correcting errors. • Apply logical reasoning to explain decisions and justify solutions.	• Demonstrate resilience when solving programming and technical challenges. • Show curiosity about how technology works and impacts society. • Work independently and collaboratively to complete projects. • Develop perseverance through testing, refining and improving work. • Communicate ideas clearly through presentations and digital products.	• Understand how computer systems support modern communication and innovation. • Recognise the impact of technology on individuals, communities and society. • Explore how web technologies enable access to information worldwide. • Appreciate the importance of cyber security and responsible technology use. • Develop digital skills that support future education, employment and informed citizenship.

Y8 Subject - BIOLOGY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Organisms	Breathing and Gas exchange Drugs, alcohol and smoking Nutrients Chemical food tests Unhealthy diet Navigating the digestive system The role of bacteria and enzymes in digestion	Drawing graphs to show the composition of air Using diagrams to explain changes Practical investigation – food tests Quick quiz on the digestive system Mid unit test End of unit test	1. Can draw a graph to show the difference in composition of air inhaled and exhaled. 2. Can explain the changes in pressure and volume during a breathing cycle. 3. Can accurately perform and record results for a series of chemical food tests. 4. Can recall the names and roles of parts of the digestive system.
Spring	Ecosystems	Aerobic and Anaerobic respiration Biotechnology Photosynthesis Leaf Adaptations Investigating evidence for photosynthesis Plant mineral requirements	Quiz on the different types of respiration Make a flow chart to show how beer and cider are made Follow a recipe to create a fermented food at home Use diagrams to describe Practical skill : tests to demonstrate a leaf has been photosynthesising End of unit assessment	1. Can recall the word equations for aerobic and anaerobic respiration and photosynthesis. 2. Know how to describe how bread, beer and wine are made. 3. Can explain how a leaf is adapted for photosynthesis and the conditions which affect the rate of photosynthesis
Summer	Genes	Natural Selection and Charles Darwin Extinction Preserving Biodiversity Inheritance DNA Genetics and Genetic modification	Complete a flow chart showing the process of natural selection Explain how Darwin used finches to support his theory Link extinct organisms to the reason for their decline Perform a simple genetic cross Low stakes quiz End of unit assessment	1. Can evaluate the evidence Darwin used to develop his theory of natural selection. 2. Can describe the relationship between DNA, genes and chromosomes. 3. Able to use a punnett square to perform a genetic cross.

Y8 Subject- BIOLOGY

How families can support	Useful links	Enrichment Opportunities
Check Teams for homework and support in preparation for assessments and encourage learning and use of the key words in their glossary. Encourage questioning and curiosity – make use of trips to Cambridge museums (eg. Zoology) to stimulate interest	www.kerboodle.com www.bbcbitesize.com	STEM club – edible science STEM club – CREST award Complete some Science Challenge task

Y8 Subject - PHYSICS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Waves	Sound waves and speed Loudness and amplitude Frequency and pitch The ear and hearing Light - Reflection, refraction The eye, vision and colour The ear and hearing Radiation and energy Transmission, absorption and reflection Diffraction Superposition and interference patterns	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of topic tests.	1.I can identify the shape of a wave when given the pitch and volume. 2. I can measure angles of reflection **(Scientific Skills)**. 3. I can solve calculations to work out the speed of a wave.
Spring	Magnetism	Magnetic fields Creating magnets Electromagnets Uses of electromagnets The Earth's magnetic field	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of topic tests.	1. I can test ways of varying the strength of an electromagnet (**Scientific Skills).** 2. I can draw simple magnetic fields. 3. I can research and present an informative poster **(scientific skills).**
Summer	Energy	Simple machines Calculating energy transferred Thermal energy and temperature Energy transfer vis particles Thermal conductivity and insulation	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of year exam.	1. I can build and test simple machines. (scientific skills) 2. I can calculate the work done when moving an object. 3. I can rate objects by the size of their thermal energy store.

Y8 Subject- PHYSICS

How families can support	Useful links	Enrichment Opportunities
Homework is set fortnightly. Please keep an eye on Teams for notice of homework and assessments. Please support your child in revising seriously for assessments, as all content revised now will help build a foundation for GCSE exams. Likewise, please encourage your child to revisit the content at regular intervals, and to seek support from us if needed.	https://www.bbc.co.uk/bitesize/subjects/zh2xsbk www.kerboodle.com	Complete Science Challenge tasks Read science magazines such as New Scientist Play logic puzzles or strategy games Attend STEM enrichment clubs

Y8 Subject- CHEMISTRY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Matter	Atoms, elements and compounds Chemical Formulae Polymers The Periodic table Groups 1, 7 and their properties and chemistry.	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of term topic tests.	1. Can understand that everything is made up of atoms and represent atoms using particle diagrams. 2. Can understand that elements with similar properties are arranged in the Periodic table. 3. Can describe and understand the physical and chemical properties of Group 1, Group 7 and Group 0 in the Periodic Table. (**Scientific skills**)
Spring	Chemical Reactions	Atoms in chemical reactions Combustion Thermal Decomposition Conservation of Mass Exothermic and Endothermic reactions Energy Profiles	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of term topic tests.	1. Can understand the process of combustion and thermal decomposition (**Scientific skills**). 2. Can define and explain reactions as endothermic or exothermic and describe the energy changes involved. 3. Can explain and calculate the energy changes needed to make or break bonds.
Summer	The Earth	Global Warming Carbon Cycle Climate Change Extracting Metals Recycling	Low-stakes quizzes and recall tasks. Questions to demonstrate application of knowledge. Practical skills and interpretation of data. End of term topic tests.	1.Can describe and explain climate change and the conditions that have caused it to come about. 2. Can explain the impact of climate change in terms of global warming, how humans have influenced this and what we can do to help prevent further issues. 3. Can explain how we can implement recycling systems, the importance of recycling and its impact both locally and globally.

Y8 Subject - CHEMISTRY

How families can support	Useful links	Enrichment Opportunities
Ensuring homework is completed to the best of the student's ability. Revision of topics using websites and verbal testing. Checking use and understanding of vocabulary and key terms	KS3 Science - BBC Bitesize www.Cognitoedu.org www.kerboodle.com	Science challenge tasks STEM club Trips and visits

Y8 Subject- GEOGRAPHY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Restless Planet	Tectonic Structure Plate Boundaries East African Tectonics Volcanic Hazards Volcanic case studies Living near tectonic hazards	Written Paper Knowledge checks Reading and drawing graphs Use of maps	Ability to infer information from geographical resources such as maps and graphs. Ability to compare geographical information within a tectonic concept. Recall of knowledge studied in the tectonic unit.
Spring	Human Planet	Demographics Uneven Populations Economic Sectors Urban land use models Population change Migration Problems caused by urbanisation Populations in the future Sustainable cities	Written paper Knowledge checks Reading and describing geographical resources e.g. maps, diagrams, graphs Creation of models	Ability to use own knowledge to make suggestions of reasons for, or outcomes of, scenarios Ability to infer information from geographical resources such as maps and graphs. Ability to recall geographical knowledge and show an understanding of urbanisation and populations. Retention of previously learned tectonic content.
Summer	Changing Climates Asia	Temperatures over time Glacial Processes Glacial Erosional Landforms Glacial Depositional Landforms The Greenhouse Effect and Climate Change Land use in glacial areas Impacts of climate change Carbon footprints Responses to climate change Presentation project	Written paper Knowledge checks Reading and describing geographical resources e.g. maps, diagrams, graphs	Ability to justify opinions, by using evidence to support them. Ability to infer information from geographicalresources such as maps and graphs. Ability to recall geographical knowledge and show an understanding of glaciation and climate change. Retention of previously learned content.

Y8 Subject- GEOGRAPHY

How families can support

Ensuring homework is completed to the best of the student's ability.

Revision of topics using websites and verbal testing.

Checking use and understanding of vocabulary and key terms.

Encouraging interest through reading, watching documentaries or visiting natural and urban areas.

Useful resources

Plate Tectonics guide for KS3 geography students - BBC Bitesize

Tectonic hazards and volcanoes guide for KS3 geography students - BBC Bitesize

Urban patterns in HICs - KS3 Geography - BBC Bitesize

Population - KS3 Geography - BBC Bitesize

Suggested Reading

	Support	Stretch	Challenge
Restless Planet	"Violent Volcanoes"- Anita Ganeri (Horrible Geography)	"Earth-Shattering Earthquakes"- Anita Ganeri (Horrible Geography)	"Eruption! The Story of Volcanoes"- Anita Ganeri
Human Planet	"A Long Walk to Water" -Linda Sue Park	"Trash" - Andy Mulligan	"City of Ember" - Jeanne DuPrau
Changing Climates	"Perishing Poles"- Anita Ganeri (Horrible Geography) "Freaky Peaks"- Anita Ganeri (Horrible Geography)	"How to Change Everything: The Young Human's Guide to Protecting the Planet" - Naomi Klein & Rebecca Stefoff	"No One Is Too Small to Make a Difference" – Greta Thunberg

Enrichment Opportunities

Humanities club afterschool

Humanities Library

Zoology Enrichment

Basic Botany Enrichment

Lunchtime documentaries

Trip to Jimmys farm wildlife park to look at climate change

Y8 Subject - HISTORY

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Tudor Monarchs Stuart Monarchs and the Civil War	Who was Henry VIII The reformation The Nine Day Queen Elizabeth I: Propaganda of the Virgin queen, Mary Queen of Scots and the Armada Gunpowder Plot Charles I and the Civil War Regicide	End of topic test Weekly homework assignments Class discussions	Demonstrates secure knowledge and understanding of the events, people and developments studied. Explains causes, consequences, changes and significance using historical evidence. Analyses sources and interpretations to make supported judgements.
Spring	The Slave Trade Industrial Revolution	The Slave Triangle How were slaves captured Focus on the Middle Passage Slave auctions Slave Plantations Abolition of the Slave Trade The foundations of a new age Child labour Factories	End of topic test Weekly homework assignments Class discussions	Demonstrates secure knowledge and understanding of the events, people and developments studied. Explains causes, consequences, changes and significance using historical evidence. Analyses sources and interpretations to make supported judgements.
Summer	Industrial Revolution Inventions	Public Health The Empire British India Protests Invention project	End of topic test Weekly homework assignments Class discussions	Demonstrates secure knowledge and understanding of the events, people and developments studied. Explains causes, consequences, changes and significance using historical evidence. Analyses sources and interpretations to make supported judgements.

Y8 Subject – HISTORY

How families can support	Useful links	Enrichment Opportunities
Watching related documentaries and films with children. Encouraging children to read around the topics we are studying. Taking children to museums – Hampton Court, Cromwell's House. Railway Museum in York, Iron Bridge, Black Country Museum	BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zk26n39 Online history encyclopedia http://www.spartacus.schoolnet.co.uk/ Roman, Tudor, Victorian and 1900+ artefacts. https://www.objectlessons.org/s47/ School site with information on a range of topics. https://historylearning.com/	Humanities Club Humanities library KS3 History Film Club Canal Museum Trip **Watch:** Simon Schama's A History of Britain (Civil War episodes) **Read:** The Time Traveller's Guide to Elizabethan England by Ian Mortimer **Listen:** You're Dead To Me Podcast (BBC Sounds) – lots of episodes on all content covered **Explore:** Ironbridge Gorge Museum virtual resources and local industrial heritage sites

Y8 Subject- CLASSICS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Perfect and imperfect tense in Latin Roman Theatre	**Latin:** perfect tense: Used for completed action in the past, e.g. carried; recognised in Latin by -v-, -u-, -x-, -s-. imperfect tense: Used for incomplete action in the past, e.g. was/were carrying; recognised in Latin by -ba- **Culture:** Looking at Roman Theatre design (particular focus on the theatre of Marcellus), genre of plays (Tragedy, Atellan Farce, Pantomime and Historical) and theatre masks.	Imperfect and perfect test to assess understanding of these past tenses. Vocabulary test on new words learnt this chapter. In class: Knowledge checks through quizzes, written feedback, oral feedback and story translations.	Latin Grammar: able to spot and translate the imperfect and perfect tense in Latin. Latin Vocabulary: ability to recall and use vocabulary for translation tasks Culture: able to explain the different types of plays the romans would watch and how they designed their theatres.
Spring	Introduction to the ablative case through prepositions and irregular verbs Roman Dinner parties	**Latin:** Preposition rules: preposition + accusative = motion towards, e.g. in villam ('into the house')· preposition + ablative = staying still or motion away, e.g. in villa ('in the House'). **Culture:** Layout of the Roman dining room (triclinium), the qualities of a good/bad host, Roman food types, entertainment at Roman dinner parties.	Ablative and prepositions noun test. Vocabulary test on new words learnt this chapter. In class: Knowledge checks through quizzes, written feedback, oral feedback and story translations.	Latin Grammar: able to explain how to spot and translate prepositions in Latin. Latin Vocabulary: ability to recall and use vocabulary for translation tasks Culture: able to explain the courses at a Roman dinner party and how the diners would arrange themselves.
Summer	Irregular verb to be. Augustus and Cleopatra	**Latin:** Irregular verbs sum, eram, possum, poteram. Students also learn to use muti clause sentences. **Culture:** Augustus info and background. Looking at Augustus and his allies/enemies. Antony and Cleopatra. The end of the emperor Commodus.	Irregular verb to be and possum test. Vocabulary test on new words learnt this chapter In class: Knowledge checks through quizzes, written feedback, oral feedback and story translations.	Latin Grammar: able to spot and translate the irregular verbs: sum,eram,possum and poteram. Able to translate multi clause sentences. Latin Vocabulary: ability to recall and use vocabulary for translation tasks Culture: able to explain how Augustus came to power and how Commodus died in the story.

Y8 Subject- CLASSICS

How families can support	Useful links	Enrichment Opportunities
Support for revision of grammar for tests. Vocabulary tests at home to embed Latin vocabulary for class and tests. Encourage further reading. Encourage visits to museums and arachaeological sites.	https://www.bbc.co.uk/bitesize/topics/zwmpfg8	Humanities Club Library resources in main Library and in Classics room Trips in KS3 to Cast gallery

Y8 Subject- DRAMA

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	**Blood Brothers – Scripted Drama and Character** **From October half term Les Misérables – Musical Theatre & Performance**	Introduction to Willy Russell's *Blood Brothers* and its social context. • Exploration of Mickey, Edward, Linda, Mrs Johnstone, Mrs Lyons and the Narrator. • Developing vocal and physical characterisation. • Exploring status, social class, relationships and character motivation. • Practical exploration of key scenes through script work, improvisation, hot seating, freeze frames and thought tracking. • Exploring tension, atmosphere, foreshadowing and dramatic irony. • Rehearsal and performance of selected scripted scenes.	Practical assessment through rehearsal and performance of a selected *Blood Brothers* extract. • Assessment of vocal and physical characterisation, use of space, interaction, focus and communication of character relationships. • Peer and self-evaluation following performance.	● Explain how characterisation, status, relationships and motivation shape the interpretation of a script. ● Develop vocal, physical and rehearsal skills to create convincing characters and communicate meaning in performance. ● Analyse how proxemics, use of space and performance choices establish relationships, tension and atmosphere. ● Evaluate their own and others' rehearsal and performance work, identifying strengths and areas for improvement.
Spring	**Les Misérables – Musical Theatre & Performance**	After half term start Les Miserables: Explore the story, characters and historical context of *Les Misérables*. • Develop musical-theatre skills through acting, singing and movement. • Learn and rehearse selected songs from the musical. • Develop ensemble singing, projection, diction, breathing and musical timing. • Explore Valjean, Javert, Fantine, the Thénardiers, Marius, Éponine, Cosette and Enjolras. • Learn how to act through song and communicate meaning through lyrics. • Develop characterisation, stage presence, movement and ensemble skills. • Rehearse scenes and songs towards a final performance.	Practical musical-theatre performance. • Performance of selected scenes and songs from *Les Misérables*. • Assessment of acting, singing and movement. • Vocal and physical characterisation. • Projection, diction and stage presence. • Ensemble skills, timing and focus. • Ability to communicate character.	● Explain how characterisation, status, relationships and motivation shape the interpretation of a script. ● Develop vocal, physical and rehearsal skills to create convincing characters and communicate meaning in performance. ● Analyse how proxemics, use of space and performance choices establish relationships, tension and atmosphere. ● Evaluate their own and others' rehearsal and performance work, identifying strengths and areas for improvement.
Summer	**Devising – Creating Original Drama**	Explore a range of stimuli, including images, music, objects and short texts, to generate ideas for original drama. • Develop characters, relationships and situations through improvisation. • Structure scenes with a clear beginning, middle and end. • Use freeze frames, thought tracking, narration and flashbacks to develop meaning. • Explore tension, atmosphere, contrast and the use of space. • Work collaboratively to select, rehearse and refine ideas. • Perform a short devised piece and evaluate its effectiveness.	Practical assessment through the development, rehearsal and performance of a group-devised piece. • Assessment of contribution of ideas, collaboration and development of character. • Effective use of dramatic techniques, vocal and physical skills, structure and space. • Ability to communicate meaning.	● Explain how a stimulus can inspire original drama and how structure shapes a story. ● Develop ideas collaboratively through improvisation, characterisation and rehearsal, using vocal and physical skills. ● Analyse how freeze frames, thought tracking, narration, flashback and use of space create relationships, tension and atmosphere. ● Evaluate their own and others' devised performances, identifying effective choices and areas for improvement.

Y8 Subject- DRAMA

How families can support	Useful links	Enrichment Opportunities
Encourage pupils to discuss the characters, themes and storyline of *Blood Brothers*. • Encourage watching live or recorded theatre where appropriate. • Help pupils learn lines and rehearse scripted scenes at home. • Discuss how social background and opportunities can affect people's lives. *Les Misérables* Encourage pupils to practise songs and lyrics at home. • Help pupils learn lines and rehearse their roles. • Encourage pupils to listen to the musical and become familiar with its characters and story. • Encourage confidence in singing and performing. • Attend school performances and celebrate participation in Drama and Musical Theatre.	BBC Bitesize Drama resources • National Theatre learning resources • Digital Theatre+ where available through school • Information about Willy Russell and *Blood Brothers* • School Drama resources and production opportunities *Les Misérables* School-provided *Les Misérables* rehearsal tracks and resources. • BBC Bitesize Drama. • National Theatre learning resources. • Digital Theatre+ where available through school. • Approved rehearsal materials for *Les Misérables School Edition*.	Audition for school productions. • Attend Drama clubs and rehearsals. • Participate in workshops and performance opportunities. • Attend school theatre trips and professional productions where available. • Take part in assemblies, showcases and school performance events. *Les Misérables* Audition for the school production of *Les Misérables*. • Attend lunchtime/after-school singing and rehearsal sessions. • Take part in school Drama and Musical Theatre clubs. • Opportunities to perform principal and ensemble roles. • Theatre trips and professional productions where available.

Y8 Subject – ART/DT

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Portraiture	Students learn about the history of portraiture and how different cultures create their own ideals of facial beauty. The Greek ideal is explored since the mathematical basis if it is useful but it's limitations are emphasised. Individual facial features are recorded to aid understanding. Using photographs of themselves students create a graffiti styled self portrait and then an accurate painting. Skin tones are mixed in paint. The basic proportions of the human body are recorded and students use posture and gesture to create cartoon characters so their understanding includes the whole figure. Artists such as Da Vinci, Kahlo, Hockney, Nielly, Freud are referenced. Using tonal value to create depth and mood are explored. It is usual for this project to continue into January.	Questionnaire : Features of three traditions of landscape art Written analysis : comparison of two portraitists' work Practical assessments : graphic and paint outcomes	Developing their skills recording facial features such as … Using Street Art styles to create self-portraits and expressing personal identity using visual elements …
Spring	Sea Life	Using tropical fish and reef colonies to begin students explore the bright colours and patterns of sea creatures. Each pupil identifies a personal creature to research and find images of to support their designing of a statuette of the creature on a base. Once developed in colour and detail this is realised using clay and fired. These designs may be glazed or hand-painted depending on the time available.	Questionnaire : questionnaire on design process Practical assessments : construction and decoration assessment of the ceramic work Extended outcome : Ceramic statuette	Saturated colour and pattern . Mixed media painting . Researching forms 'in the round' . Design process stages . Creating interest through variety and narrative . Clay joining and surface texturing skills . Gravity and movement in sculpture . Health and safety with clay . Narrative and interest .
Summer	Haida culture and printmaking	Maintaining a water link, students study the culture and spiritual ideas of the Haida Gwaii peoples of the north-west coast of America. Students select a creature to represent using the stylistic features of Haida design, developing this into a foamboard print block. If time allows, the prints will be developed into reduction print repeats or cut outs.	Questionnaire : printmaking process and H&S Written analysis : none Practical assessments : evaluation of prints Extended outcome : Print sequence	Looking at cultures . Identifying design style features . Interpreting form into a style . Printing process . working with reversal . Key printing skills . Reduction printing . Printing colour combinations . Health and safety . Cleanliness in the workspace .

Y8 Subject – ART/DT

How families can support	Useful links	Enrichment Opportunities
A visit to the Fitzwilliam to view the portrait collections would be very useful for students in Portraiture. Alternately visiting the cast collections at the Classical Archaeology Museum would be inspiring too.	https://www.nationalgallery.org.uk/ https://www.tate.org.uk/art https://hepworthwakefield.org/our-art-artists/	Students can visit the Classical Archaeology museum to see casts of ancient Greek and Roman figures and heads. Tropical specimens are available to see in the Zoology Museum. Haida objects are available to view in the Museum of Archaeology and Anthropology.

Y8 Subject -MUSIC

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Samba Escape from the musical vernacular	Instruments of Brazilian Samba and performance technique Samba signals and leadership Performing pieces of the London Samba school of increasing complexity What is music? What isn't music? How far can we go before we cross that line? Looking at 20th century composers such as John Cage and Morton Feldman and their ideas Creating our own "prepared" instruments and experimenting with silence Composing a piece that pushes boundaries in small groups	Whole class performance and leadership Written submission and group composition	Developing their skills in musical leadership Developing their skills in nsemble awareness Can develop and demonstrate creativity in composition
Spring	Baroque Keyboard Music The Blues	Bach's Toccata in D minor, performed at a variety of difficulty levels (tune only, hands together, with and without ornamentation). Adding in those ornaments (trills, mordents). Creating our own compositions that use those techniques (sequences, harmonic minor, ornamentation) 12 bar blues, as a chord sequence in its own right and a foundation for improvisation. Walking bass line. How to improvise in a blues style (repetition and variation, building slowly up). Basic riffs starting from Milt Jackson's Bag's Groove.	Individual performance – teacher assessed, peer critiqued Individual composition Small group performances Individual performances	Developing their skills in keyboard techniques Can develop and demonstrate creativity in composition Can analyse and demonstrate an understanding of genre
Summer	West African drumming Guitar skills – rock and pop	Djembe drumming techniques of West Africa (bass hit, tone hit, slap), working with rhythms of increasing complexity and syncopation. Building polyrhythms into class performance, and using non-verbal cues to unite a group. Composing stylistic pieces in small groups and performing them. Guitar chords for simple rock songs (I, IV, V and VI), with room for advanced chords to be built in. Basic solo playing, through well-known tunes to rock solos.	Verbal feedback "in the moment" Summative group composition Small group performances	Developing their skills in percussion technique Developing their skills I guitar technique Can demonstrate ensemble contribution

Y8 Subject -MUSIC

How families can support	Useful links	Enrichment Opportunities
Encourage musical curiosity at home - try a variety of radio stations in the car or in the kitchen, and don't be afraid if it's something unfamiliar to you! If your child expresses an interest, consider individual lessons on top of class.	KS3 Music - BBC Bitesize https://www.soundtrap.com/home/ (Soundtrap – free online composing application)	Cambridge as a city has any number of musical events going on; whether that is through the university and colleges, or local ensembles or bands, there is always a concert or workshop if you have a free evening. Learning an instrument in school is a great opportunity, and our school band provides a great place to use it.

Y8 Subject – SPANISH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Talking about a past holiday My interests	Saying what you did on holiday. Describing the last day on holiday. Saying what your holiday was like Dictation and translation skills. The preterite of *ir* (to go) + *ser* (to be). The preterite or verb *ir* and regular -ar, -er and -ir verbs Personal preferences and free time. Mobile phones and saying what you use them for. Saying what type of music you like. Expressing opinions on TV . what you did yesterday Dictation and translation skills Revision of the present tense Giving a range of opinions The comparative Starting to use the present and past tenses together	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use the preterite of *ir* + *ser* to describe a past holiday **Concept Area 2** Can understand and use regular -ar, -er and -ir verbs in 'I' form of the preterite tense **Concept Area 3** Is beginning to use the present and preterite tenses together
Spring	Food Socialising	Saying what food you like. Describing mealtimes. Ordering a meal in a restaurant. Discussing what to buy for a party. Giving an account of a party. Learning about food in other countries Dictation and translation skills. Using a wider range of opinions Using negatives. The formal 'you' Revision of the near future. Using direct object pronouns Developing skills using three tenses together – preterite, present and near future. Arranging to go out with friends. Making excuses. Dictation and translation skills Using the preterite, present and near future tenses together Using *me gustaría* + infinitive Using verbs *querer* + *poder* + infinitive	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use a wider range of opinions **Concept Area 2** Is developing skills using three tenses together **Concept Area 3** Can use *me gustaría* + infinitive
Summer	Getting ready to out Holiday and travel plans	Clothes and saying what you wear for different occasions. Describing sporting events. Giving an account of a sporting / other event you have been to. Using reflexive verbs. Revision of adjectival agreement Using demonstrative adjectives this/these Using the comparative Dictation and translation skills Describing a holiday home and holiday activities. Asking for and giving directions Talking about summer camps. Describing a world trip Dictation and translation skills Using the superlative. Using the imperative Developing using three time frames together Using *mejor* and *peor*.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use reflexive verbs **Concept Area 2** Using the comparative and superlative **Concept Area 3** Can use the three time-frames together

Y8 Subject –SPANISH

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week Testing your child regularly on new vocabulary; Listening to your child reading aloud in the target language. Watching films together with Spanish audio and/or subtitles. Explore cultural opportunities – speaking with a Spanish-speaking relative, visiting local Spanish eateries and cultural events.	https://activehub.pearson.com KS3 Spanish - BBC Bitesize Spanish games and learning activities Duolingo - The world's best way to learn a language	Language competitions in Languages Week, Spring Term Exploring hispanic culture - cultural events, online research, watching MFL films, listening to the radio, language competitions, cultural visits to restaurants, museums and art galleries. Listening to Spanish music and radio RNE - Radio Nacional en directo y programas | RNE Audio

Y8 Subject – FRENCH

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Talking about school holidays Talking about festivals and celebrations Food and festivals	Learning about school holidays and festivals in the French-speaking world. Revising the verbs *avoir* and *être* Saying what you did during the holidays. Using the perfect tense of regular *–er* verbs Using the perfect tense of irregular verbs Saying where you went and how. Using the perfect tense of verbs that take *être* *Le tour du monde en quatre-vingt jours*, by Jules Verne Using the perfect tense of *–ir* and *–re* verbs. Asking and answering questions Using the present and perfect tenses together. Saying 'to' or 'in' with countries (*en*, *à*, *au*, *aux*) Using the present tense of regular *–ir* and *–re* verbs Buying food at a market Using transactional language. Using *de* after quantities. Understanding the present tense of *vouloir* Talking about a future trip. Using the near future tense (with questions) Combining the present and near future tenses Learning about *la fête des Rois*	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use the present and perfect tenses to discuss holidays with opinion adjectives and qualifiers **Concept Area 2** Can understand and use a short set of common irregular verbs with *avoir*, and verbs with *etre* in the perfect tense **Concept Area 3** Can use the near future tense to talk about a future trip
Spring	TV and film Leisure Where you live	Singular and plural adjective agreement. Talking about digital technology Forming and answering a range of questions (question word + *est-ce que*) Talking about leisure activities, using the near future tense. Using negatives. Possessive adjectives: *son*, *sa*, *ses* Learning about leisure activities in French-speaking African countries. Using the perfect tense and *c'était* + adjective Using three tenses together (present, perfect and near future) Dictation and translation skills. Describing where you live. Using *pouvoir* + infinitive Learning about different regions in France. Talking about daily routine. Using reflexive verbs Talking about moving houseUsing irregular adjectives (*beau*, *nouveau* and *vieux*) Using three tenses together (present, past and near future)in writing Dictation and translation skills.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can discuss free time using adverbs of frequency, time expressions and negatives **Concept Area 2** Can use modal verbs with infinitives **Concept Area 3** Can understand the three-time frames combined using the present, perfect and near future tenses together
Summer	Talking about sports	Using *jouer à* and *faire de* with the definite article. Giving opinions about sports Using the comparative. Adjective agreement Using the comparative (*plus que* and *moins que*) Asking the way, using *pour aller à* (+ definite article). Using the imperative (*vous* and *tu* forms) Using *il faut* and *il ne faut pas* + infinitive Talking about injuries and illness. Saying what is wrong, using *j'ai mal à* / *je me suis blessé(e) à* (+ definite article) Asking questions in the present, perfect and near future tenses (using *Est-ce que …* and *Qu'est-ce que …*) Dictation and translation skills	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can understand and use phrases with *il faut* + infinitive **Concept Area 2** Can talk about injuries and illness **Concept Area 3** Can compose questions in three different tenses, with support

Y8 Subject –FRENCH

How families can support	Useful links	Enrichment Opportunities
Become familiar with Teams which is where all homework will be found. The vocab to be learned each week will be posted there. Consider how you can bring some fun into learning vocab that will suit YOUR child: a trampoline game where the rhythm of the jumps matches the sounds of the words or spellings are shouted out as jumps are made? Beautiful flash cards? A fridge poster full of colour that changes each week with new words? A white board with teacher pens where your child can play teacher and teach you the vocab? Words stuck on the wall up the stairs? Pens to write on bathroom tiles?! Keep joining in with pronunciations! Trips, visits, outings to encourage interest in French culture helps create a meaningful and enjoyable context for studying French – weekend breakfasts of croissants, exploring French food and recipes, watch out for local exhibitions related to French history or important characters. Netflix have Asterix. Choosing French as the language for favourite shows but keeping English subtitles can offer an amusing exposure to French language as students watch characters they know well talking to each other in French. Local restaurants and cafes? French conversation club in Cambridge?	https://activehub.pearson.com Duolingo KS3 French - BBC Bitesize	Language competitions in Languages Week Book week activities Online reading library in French: Histoires pour enfant - Histoirescourtes Gratuites - eBooKids

Y8 Subject – MANDARIN

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Ages Pets Birthdays	Numbers 1 – 20; Ask and answer how old people are; Phrases for Greetings; Ask and answer what people's names are; Revise numbers; Learning about China; Investigating Chinese Characters; Measure Words 个and 口; A special word to use when counting two：两; To have: 有; To not have: 没有; The use of 吗 (ma) to ask a closed question; Measure Words:条 and 只; Asking and answering whether people have pets at home; Revising 有and 没有; Talking about pets at home; Learning how to say twelve months in Chinese; Learning how to say birthdays/dates: year first, then month, day last; Talking about people's birthdays.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use important measure words **Concept Area 2** Can demonstrate knowledge of vocabulary for animals; comparing sizes **Concept Area 3** Is beginning to use 'to have' and its negative
Spring	Asking and answering questions about hobbies School subjects	Asking whether people are doing something today; Answering with 'yes' or 'no'; Dialogue activities; Learning how to use 'too'; Subject + too (也) verb + (object); Practising what people like doing and what people don't like doing; Revising the vocabulary regarding hobbies; Days of the week; Talking about people's hobbies in China with the vocabulary learnt in the unit; Asking and answering what subjects people like at school; Talking about what subjects people like or dislike; Revising 'to have' & 'to not have' and days of the week.	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can ask and answer questions using the present continuous tense **Concept Area 2** Can make sentences about activities using the present simple tense **Concept Area 3** Can form sentences with 'too', using hobbies and school subjects
Summer	Learning to tell the time in Chinese Learning about schools and education system in China Food likes and dislikes	The order of the time words; Subject + day of the week + period of the day + specific time + verb + (object); Saying 'yes' and 'no'; Talking about daily routine/a school day; Learning to say nationality; Country + 人; Asking and answering whether your class is big and how many students there are in your class; Subject + 在 + place + verb Learning about schools and education system in China; Like and Dislike about food and drinks; Different food and drinks on different days of the week; Word order; Subject +meal (breakfast/lunch /dinner) +verb 吃 + food; Future Tense; Subject +想(want to/would like to) + verb	Ongoing skills assessment in listening, speaking, reading and writing. Topic vocabulary and grammar tests. End of module assessments in listening, speaking, reading and writing	**Concept Area 1** Can use word order correctly, and the positions of times **Concept Area 2** Can ask and answer questions about nationalities and languages **Concept Area 3** Can use the future tense

Y8 Subject –MANDARIN

How families can support	Useful links	Enrichment Opportunities
Reminding your child to complete the set homework tasks every week. Testing your child regularly on new vocabulary. Listening to them reading aloud in the target language. Help your child to remember Chinese characters by practising with them regularly. Supporting and encouraging your child to take up Mandarin enrichment opportunities – perhaps with them?	Duolingo - The world's best way to learn a language Mandarin - BBC Bitesize	Language competitions in-school across the year Exploring Chinese culture - cultural events, online research, watching films, listening to the radio, entering language competitions, cultural visits to restaurants, museums and art galleries.

Y8 Subject – PSHCE

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Relationships and Peer Influence Decision Making and Resilience Online Safety and Digital Citizenship Respect and Anti-Bullying	Students explore the impact of peer influence on choices and relationships, develop decision-making and conflict-resolution skills, and learn how to stay safe and responsible online while promoting respect and positive behaviour.	Knowledge quizzes, reflective tasks, scenario-based discussions, and end-of-unit assessment.	1. Relationships & Influence Understanding friendships, trust, peer pressure, and healthy relationships. 2. Decision Making & Resilience Developing confidence, independence, and strategies for managing challenges and conflict. 3. Digital Citizenship Exploring online behaviour, social media influences, cyberbullying, and digital wellbeing. 4. Respect & Responsibility Promoting respectful behaviour, preventing bullying, and understanding the impact of actions on others.
Spring	Mental Health and Wellbeing Self-Image and Personal Confidence Substance Awareness Healthy Decision Making	Students explore factors that influence mental health and wellbeing, develop strategies for managing stress and anxiety, build self-esteem and body confidence, and examine the risks associated with drugs and alcohol. They learn how to make informed and healthy choices in a range of situations.	Knowledge quizzes, reflective tasks, scenario-based discussions, and end-of-unit assessment.	1. Mental Health & Wellbeing Understanding mental health, recognising stress and anxiety, and developing coping strategies. 2. Self-Esteem & Identity Building confidence, positive body image, and self-awareness. 3. Health & Risk Understanding the risks and consequences associated with drugs, alcohol, and other harmful behaviours. 4. Decision Making & Responsibility Managing peer influence and making safe, healthy, and informed choices.
Summer	Citizenship and British Values Equality and Diversity Financial Education Relationships and Media Influence	Students explore their role within society, develop an understanding of equality and British values, learn essential financial management skills, and examine how relationships and media can influence attitudes, choices, and expectations.	Knowledge quizzes, reflective tasks, scenario-based discussions, and end-of-unit assessment.	1. Citizenship & Community Understanding British values, active citizenship, and community responsibility. 2. Equality & Inclusion Exploring diversity, challenging discrimination, and promoting respect for others. 3. Financial Capability Developing budgeting skills and understanding the importance of responsible money management. 4. Relationships & Media Literacy Examining different types of relationships, recognising healthy relationship qualities, and evaluating media influences on expectations and behaviours.

Y8 Subject –PSHCE

How families can support	Useful links	Enrichment Opportunities
• Encourage regular conversations about friendships, relationships, peer influence, wellbeing, and personal safety. • Discuss healthy ways to manage stress, anxiety, and social pressures. • Support positive self-esteem, body confidence, and healthy lifestyle choices. • Talk openly about the risks associated with drugs, alcohol, and vaping. • Encourage responsible use of social media and critical thinking about online content and influencers. • Provide opportunities for young people to practise budgeting, financial decision-making, and independence. • Reinforce the importance of respect, equality, inclusion, and active citizenship within the community.	• Childline: www.childline.org.uk • Young Minds: www.youngminds.org.uk • CEOP Thinkuknow: www.thinkuknow.co.uk • Internet Matters: www.internetmatters.org • NHS Every Mind Matters: www.nhs.uk/every-mind-matters • Talk to Frank: www.talktofrank.com • MoneyHelper: www.moneyhelper.org.uk • Young Citizens: www.youngcitizens.org.uk	• Anti-Bullying Week • Safer Internet Day • Mental Health Awareness activities • Wellbeing and resilience workshops • Financial literacy projects • Student leadership and mentoring opportunities • Charity and community engagement projects • Diversity and inclusion events • Guest speakers focusing on relationships, wellbeing, online safety, and citizenship

Y8 Subject – RS

Term	Topics	Overview of Unit	Assessment	Termly Reporting – Key Concepts
Autumn	Alternatives to Religion Judaism	During the first term, students explore a range of alternative religious and non-religious belief systems, including cults, Scientology, Humanism and atheism. They examine why individuals are drawn to different belief systems, how these influence behaviour and identity, and the role that religion plays in modern society. Students are encouraged to think critically about belief, authority and personal freedom. In the second half of the term, students begin their study of Judaism, exploring its origins, key figures, sacred texts and fundamental beliefs. This provides students with an introduction to one of the world's oldest monotheistic religions.	In class assessments at the end of topcis. Test on obscure religions and on Judaiasm. In class: knowledge quizzes and practice questions	Understand how religious and non-religious belief systems shape individual identity, values and behaviour. Explain why individuals are attracted to different belief systems and evaluate the influence of authority, leadership and personal choice. Demonstrate knowledge of the origins, key figures, sacred texts and fundamental beliefs of Judaism.
Spring	Judaism continued Buddhism	During the second term, students continue their exploration of Judaism, developing a deeper understanding of its central beliefs, traditions and practices. They examine the importance of the Torah, Jewish festivals, religious laws and the role of the synagogue within Jewish communities. In the second half of the term, students begin studying Buddhism, exploring the life of Siddhartha Gautama, the origins of the religion and its fundamental teachings. Throughout the term, students develop their ability to compare religious perspectives and consider how beliefs influence the everyday lives of followers.	In class assessments at the end of topcis. Test on Judaiasm.and Buddhism In class: knowledge quizzes and practice questions	Explain the significance of Jewish traditions, festivals, sacred texts and places of worship. Analyse how religious beliefs and teachings influence the decisions, values and actions of followers. Demonstrate knowledge of the life of Siddhartha Gautama, the origins of Buddhism and its central teachings
Summer	Buddhism continued Other religions	During the final term, students continue their study of Buddhism, examining key concepts such as the Four Noble Truths, the Eightfold Path, karma and enlightenment. They consider how Buddhist teachings influence attitudes towards suffering, compassion and ethical behaviour. Students then investigate a diverse range of lesser-known religions and belief systems, including Norse religion, Paganism, Jainism, Zoroastrianism, Mormonism and Jediism. Through exploring their origins, beliefs and practices, students develop a greater appreciation of religious diversity and the different ways in which people understand spirituality and the world around them.	In class assessments at the end of topics. Test on Buddhism and on other religions. In class: knowledge quizzes and practice questions.	Explain key Buddhist concepts, including the Four Noble Truths, Eightfold Path, karma and enlightenment, and their influence on everyday life. Demonstrate knowledge and understanding of the origins, beliefs and practices of a range of lesser-known religions and belief systems. Identify and explain similarities and differences between religious traditions, evaluating how beliefs shape different perspectives on life and spirituality.

Y8 Subject –RS

How families can support	Useful links	Enrichment Opportunities
Encouraging students to complete homework Trips to key sites and museums if they would like to go. Explore further with topics studied by looking at documentaries at home.	BBC bitesize:World religions - KS3 Religious Education - BBC Bitesize	Humanities club Cultural trips put on during the school year