

# Birch Wood Vale - KS3

## Year 8

Curriculum	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading, Communication and English	English	<b>Novel - Once</b> <ul style="list-style-type: none"> <li>- Context</li> <li>- Tracking themes and characters</li> <li>- Analysing quotations</li> </ul> Reading assessment: How does Gleitzman present the character Felix in an extract? PEE	<b>Writing for different PAFT:</b> <ul style="list-style-type: none"> <li>- Descriptive writing</li> <li>- Leaflets (Theme Parks)</li> </ul>	<b>Identity and Relationship Poetry</b> <ul style="list-style-type: none"> <li>- Themes</li> <li>- Context</li> <li>- Analysing language</li> <li>- Poetic devices</li> </ul> Reading assessment: How does the poet show their identity in .... poem? (Using PEE)	<b>Narrative Writing:</b> <ul style="list-style-type: none"> <li>- Focus on characterisation</li> <li>- Write a monologue</li> </ul>	<b>Synoptic unit:</b> <ul style="list-style-type: none"> <li>- Reading skills. Theme TBC</li> <li>- Entry 2 style questions</li> <li>- Retrieval</li> <li>- Vocabulary</li> <li>- Select/identify</li> <li>- Evidence selection</li> </ul>	<b>Drama text:</b> <ul style="list-style-type: none"> <li>- Themes</li> <li>- Characters</li> <li>- Context</li> <li>- Analysing quotations</li> <li>- Dramatic devices</li> </ul> Assessment: How does the playwright present ... in the play?
	Reading/Literacy	<ul style="list-style-type: none"> <li>- Reading - student choice</li> <li>- Reading with adults in the room helping to sound out words, understand meaning and improve fluency.</li> <li>- Articles from 'The Day' – current affairs</li> <li>- Spelling and handwriting</li> <li>- Speaking and listening (Skills Builder).</li> <li>- Class book: Skellig</li> </ul>	<ul style="list-style-type: none"> <li>- Reading - student choice</li> <li>- Articles from 'The Day' – current affairs</li> <li>- Spelling and handwriting</li> <li>- Speaking and listening (Skills Builder)</li> <li>- Class book: Millions</li> </ul>	<ul style="list-style-type: none"> <li>- Reading - student choice</li> <li>- Articles from 'The Day' – current affairs</li> <li>- Spelling and handwriting</li> <li>- Speaking and listening (Skills Builder).</li> <li>- Problem solving/ creativity</li> <li>- Class book: The Illustrated Mum</li> </ul>			
STEM	Mathematics	<b>Number</b> Ordering, Place Value and 4 Operations  <b>TT Rock Stars/Numbots</b> 1 lesson weekly dedicated to practicing key mathematical skills	<b>Rickshaw Challenge</b> Enterprise/ Team challenge to raise money for Children in Need.  <b>Money</b> Money Handling  <b>TT Rock Stars/ Numbots</b> 1 lesson weekly dedicated to practicing key mathematical skills	<b>Fractions</b> Fractions of shape and number  <b>TT Rock Stars/ Numbots</b> 1 lesson weekly dedicated to practicing key mathematical skills	<b>Time</b> Calendar and telling the time in different formats  <b>TT Rock Stars/Numbots</b> 1 lesson weekly dedicated to practicing key mathematical skills	<b>Geometry and Measure</b> Shape, Length, Perimeter and Area, Directions and Co-ordinates Weight and Capacity  <b>TT Rock Stars/Numbots</b> 1 lesson weekly dedicated to practicing key mathematical skills	<b>Statistics</b> Representing data in different formats. Analysing Data  <b>TT Rock Stars/Numbots</b> 1 lesson weekly dedicated to practicing key mathematical skills
	Science	Nutrients Food tests Unhealthy diet Digestive system Drugs, alcohol and smoking Metals and non-metals The Periodic Table	Circuits and currents Potential difference Series and parallel Resistance Magnets, Magnetic fields and electromagnets	Mixtures, solutions and solubility Filtration, evaporation, distillation, and chromatography Food and fuels Energy and temperature	Energy resources and power Competition and adaptation Adapting to change Variation Continuous and discontinuous variation Inheritance Natural selection Extinction	Metals and acids Metals with oxygen Metals with water Metal displacement reactions Ceramics, polymers and composites	The Earth and its atmosphere Sedimentary rocks, igneous rocks and metamorphic rocks The Rock Cycle The Carbon Cycle
	IT	<b>Computational Thinking - Kodu Programming</b> Explore and develop skills in using tools in Kodu. Students will gain a brief insight in how programming works. Students will be planning and creating a product as part of their assessment.		<b>Use of IT in the real world - Developing skills in using Word</b> Explore and develop skills in using tools in Microsoft Word. Students will be planning and creating a product as part of their assessment.		<b>Staying Safe in the Digital World</b> Explore and develop knowledge in the dangers of being online and ways to stay safe.	
Creative Arts	Design/Art	<b>Theme:</b> Kandinsky Abstract Expressionism <b>T&amp;L:</b> Colour & Shapes. Focus on colour theories and drawing patterns with shapes.	<b>Block Bots:</b> Learners develop /build on skills explored in Yr7 creating a wooden toy using basic technical hand tool skills	<b>Theme:</b> Picasso, Weeping Woman <b>T&amp;L:</b> Portraiture & Viewpoints. Focus on learning how to draw facial features and expressions.	<b>Cam toys:</b> learners to develop knowledge of system and control explored in yr7 to create a moving CAM that reflects an understanding of control of movement.	<b>Theme:</b> Roy Lichtenstein Pop Art <b>T&amp;L:</b> Creative Lettering Learn about the artistic styles and techniques used in the artwork. Focus on design and pop art.	<b>Night light:</b> (electronics System and control) Learners will build on their basic electronics knowledge developed in yr7 to create an electrical circuit to control a night light and develop vital CAD/CAM skills

	<b>Drama</b>	<b>Commedia Dell'Arte</b> Students will explore the history of Commedia Dell'Arte and investigate its origins and how it has influenced comedy today.	<b>Preparation for Christmas Production</b> Students will have the option to work as an actor, or a prop and set designers. All students will work collaboratively as a team to create a final performance for the Christmas production.	<b>The Ash Girl: A modern retelling of a classic fairy-tale.</b> This unit explores the social, moral and mental implications of our actions. Students will analyse, interpret a script, and explore the playwright's intentions, didactic message, and the reason behind them.	<b>Performance around the World</b>  This unit students will immerse themselves in cultural and religious performing arts that take place around the world	<b>Introduction to Shakespeare – Macbeth</b> This unit students will be introduced to the history of the Jacobean Period and explore the play <i>Macbeth</i> by William Shakespeare	<b>Crime Scene Investigation</b> Pupils become part of a crime scene that has happened at Birch Wood Vale. Students will be encouraged to improvise and develop a character whilst trying to solve the crimes occurring around them! Teacher in Role will be explored to allow students to receive an immersive experience
<b>Independence, Health and emotional wellbeing</b>	<b>Food Technology</b>	Develop knowledge of food safety and kitchen hygiene. Eggs: uses in cooking. Nutritional value.	Vegetables: introducing new tastes and uses in cooking. Seasonal cooking.	Introducing simple bread making: tasting, uses and healthy variations Practical and theory	Learn basic understanding of food groups and eat well guide Practical and theory	Eating a balanced diet Planning healthy meals Practical and theory	Review and revisit Health and safety, cooking skills and terms
	<b>PSHCE</b>	<b>Friendships</b> My feelings and other people, managing friendships, coping with arguments.	<b>Diversity</b> Caring for others, in our community celebrating uniqueness in others and sharing. Diversity, prejudice, and bullying	<b>Medicine, Drugs and addiction</b> Students will learn what are prescribed and illegal drugs. Students will begin to examine what is an addiction and how this can go beyond substance misuse such as gaming, gambling and can be influenced by peer pressure.		<b>Changing and Growing</b> Key facts about puberty and the changing adolescent body, physical and emotional changes	<b>How do I feel today?</b> How do we express feelings appropriately? Consent, expressing feelings, dealing with conflict and with emotions
	<b>PE</b>	<b>OAA/Team building</b> Communication <b>Kinball</b> Confidence; Competence	<b>Invasion Games</b> Communication; Challenge; Competence <b>Gymnastics (floor)</b> Communication; creativity; competence	<b>Health Related Fitness</b> Challenge <b>Gymnastics (vaulting)/ Parkour</b> Communication; creativity; competence	<b>Net Games</b> Communication; Challenge; Competence <b>Invasion Games</b> Confidence; Competence; Challenge	<b>Tennis</b> Competence; Confidence <b>Striking and Fielding</b> Creativity; communication; challenge; competence	<b>Athletics/ HRF</b> Challenge <b>Striking and Fielding</b> Creativity; communication; challenge; competence
<b>Humanities</b>	<b>RE</b>	<b>What do Christians learn from the Creation story?</b> Explore the religious of Christianity. To understand the beliefs and values of the religion and the importance to Christian people. Students to focus on the Creation Story and the importance of this story to Christians.	<b>How do festivals and worship show what matters to Muslims?</b> Explore the religious of Islam. To understand the beliefs and values of the religion and the importance to Muslim people. Students will explore festivals celebrated by Muslims and the importance of each.	<b>Why is the Torah so important to Jewish people?</b> Explore the religious of Judaism. To understand the beliefs and values of the religion and the importance to Jewish people. Students will explore the holy book.	<b>What does it mean to be Hindu in Britain today?</b> Explore the religious of Hinduism. To understand the beliefs and values of the religion and the importance to Hindu people. Students will explore what it is like to be Hindu today and their practices.	<b>What matters most to Humanists, Christians?</b> To explore religious and non-religious groups. To explore and understand their beliefs and values. Students to begin thinking about their own beliefs and making connections to personal experiences.	
	<b>Geography/History</b>	<b>History</b> <b>The lives of significant individuals</b> Explore individuals who contributed to national and international achievements.	<b>History</b> <b>Events beyond living memory</b> Explore events that are significant nationally and globally: The Great Fire of London and Kings and Queens.	<b>Geography</b> <b>'The UK'</b> Explore the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. Explore how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.		<b>Geography</b> <b>'Around the world'</b> Explore the countries of the world are located, and some of the ways geographers describe locations and time zones. Explore, locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics.	