



YEAR 8

ENGLISH					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Reader	Class Reader (ARC Writing – character or theme analysis, IEE Writing)	Theme: Journeys	Theme (First Person Recount Writing, IED Newspaper, Reading Comprehension)	Film/Media	Exam Drama (inc Speaking and Listening)
MATHS					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Topic 1:</u> Integers <u>Topic 2:</u> Measures <u>Topic 3:</u> Probability	<u>Topic 4:</u> Fractions, decimals and percentages <u>Topic 5:</u> Expressions and formulae <u>Topic 6:</u> Angles and shapes	<u>Topic 7:</u> Equations and graphs <u>Topic 8:</u> Calculations	<u>Topic 9:</u> Transformations <u>Topic 10:</u> Sequences <u>Topic 11:</u> Collecting and representing data	<u>Topic 12:</u> Ratio and proportion <u>Topic 13:</u> Algebra <u>Topic 14:</u> Construction and 3D shapes	<u>Topic 14:</u> Construction and 3D shapes <u>Topic 15:</u> Analysing and interpreting data <u>Topic 16:</u> Calculation Plus <u>Topic 17:</u> Functional maths



SCIENCE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The following topics are all taught in different orders by different staff due to equipment requirements: <ul style="list-style-type: none"> Keeping Healthy Magnetism Separating Mixtures 		The following topics are all taught in different orders by different staff due to equipment requirements: <ul style="list-style-type: none"> Studying Disease Space Sound and Heat 		The following topics are all taught in different orders by different staff due to equipment requirements: <ul style="list-style-type: none"> Life and Death Atoms, Elements and Compounds 	

ART					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Mark making including printing and drawing		African Batik Research mask designs Batik skills (or Aboriginal project)		Pop Art Paint Skills	

DRAMA					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
"Watch Out"	"A Christmas Carol"	"Lynn" Further use of monologue	Types of Stage	"Drama To Theatre" "Our Day Out"	

MUSIC					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Notation Learning to read music, note names, values, and placement. Rhythms combined performing tunes on the keyboard		Guitars Learning to play simple chords, tab, parts of the guitar and notation for guitar. Performing solo and an ensemble piece – Spanish Dance		Blues Students will study the origins of blues, the slave trade, and the 3 centres of Jazz. Learning to play the 12 bar blues, walking bass line and improvise melodies over both using the chord sequence.	



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FOOD					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Healthy eating</p> <p>Deficiencies and excesses.</p> <p>Function of ingredients, Kneading and associated recipes.</p>	<p>Staple foods, cross contamination.</p> <p>Meat and storage.</p> <p>Packaging types</p>	<p>Modifying recipes for good health.</p> <p>Dietary requirements and allergies. Fair Trade and cooperative products</p>	<p>Sources of food.</p> <p>Local food. The way food is grown. The red tractor.</p>	<p>History of Pizza.</p> <p>Disassembly.</p> <p>Sensory analysis tasting.</p> <p>Herbs and spices.</p>	<p>High risk foods.</p> <p>Vegetarian alternatives.</p> <p>Storage and reheating.</p> <p>Safety in using meat.</p> <p>Nutritional guidelines.</p> <p>Revision and Test.</p>
GRAPHICS					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Two Point Perspective.</u></p> <p>Using the graphics equipment accurately to produce 3D drawings</p>	<p><u>Two Point Perspective.</u></p> <p>Using the graphics equipment accurately to produce 3D cityscape with detail and a range of 3D shapes</p>	<p><u>Development Nets.</u></p> <p>Using the equipment to accurately mark out geometric shapes and producing 3D structures.</p>	<p><u>Packaging design Project.</u></p> <p>Developing a brand</p> <p>Developing design ideas using annotation to explain design decisions.</p>	<p><u>Packaging design Project.</u></p> <p>Creating the final product.</p> <p>Evaluating.</p>	<p>Introduction to SolidWorks, CAD software</p>
RM					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



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<u>Pewter Pendant project</u> Introducing pupils to casting metals and working in metal	Continuing pewter pendant project, Introducing pupils to casting metals and working in metal	Chocolate bar project. Vacuum forming.	<u>Calendar project</u> Introducing pupils to making joints in wood.	Continuing Calendar project Introducing pupils to making joints in wood	Automata project. Mechanism and movement
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TEXTILES

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Culture Cushion Project:</u> Recap health and safety. Introduce the topic. Analysis of task Mood boards Product Analysis using ACCESS FM	<u>Culture Cushion Project:</u> Tie –Dye techniques and production of samples. Generation of Ideas- looking at different types of cultures. Specifications	<u>Culture Cushion Project:</u> To develop a range of design ideas including a final design. Annotation techniques Decorative techniques- Applique samples to be produced	<u>Culture cushion Project:</u> Practical Templates/patterns to be produced for applique. Creation of applique on cushions (to include culture chosen and tie-dye) Production chart.	<u>Culture cushion Project:</u> Practical Construction techniques- closed seams- hems, applying a fastening. Completion of cushion assembly. Evaluation.	Introduce Smart and technical materials and components, and what they are used for.



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ICT					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Cyberbullying Campaign</p> <p>Pupils research & create resources that can be used around school to prevent cyberbullying</p>	<p>BBC Micro bit</p> <p>7 weeks</p> <p>Computer Science</p>	<p>Multimedia Project</p> <p>6 weeks</p> <p>Information Technology</p> <p>First Gear / Le Fashion</p> <p>Covering basic office skills in Word Publisher</p> <p>Fashion project (girls)</p> <p>http://www.teachict.co.uk/files/fashion/</p> <p>First Gear (boys)</p> <p>http://www.teachict.co.uk/files/firstgear/index.html</p> <p>Microsoft Office tools</p> <p>Internet resources</p>	<p>Gaming Scratch</p> <p>7 weeks</p> <p>Computer Science</p> <p>Scratch</p> <p>Programming skills</p> <p>Sequencing Instructions</p> <p>TEACH ICT RESOURCES</p>	<p>Computing - the basics / Understanding computers</p> <p>5 weeks</p> <p>Computer Science</p> <p>Computer the basic</p> <p>Providing basic background knowledge for the pupils to understand how we have the technology we have today.</p>	<p>Graphics</p> <p>7 weeks</p> <p>Information Technology</p> <p>Individual skills lessons</p> <p>Serif Draw</p> <p>Paint Shop Pro</p> <p>Cartoon strip</p> <p>Dopple Me</p>



GEOGRAPHY

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Climatic Hazards</u></p> <p>In this module we will focus on Bangladesh, look at how cyclones are created, the causes and effects of flooding, how to reduce flooding, Bangladesh's climate and population.</p>	<p><u>Climatic Hazards</u></p> <p>In this module we will focus on Bangladesh, look at how cyclones are created, the causes and effects of flooding, how to reduce flooding, Bangladesh's climate and population.</p>	<p><u>Earthquake and Volcanoes</u></p> <p>In this module we will focus on the structure of the earth, what happens at the edge of plates, how earthquakes affect people's activities, how earthquakes are predicted, what happens during a volcanic eruption, tsunamis and how countries are affected differently by hazards.</p>	<p><u>Earthquake and Volcanoes</u></p> <p>In this module we will focus on the structure of the earth, what happens at the edge of plates, how earthquakes affect people's activities, how earthquakes are predicted, what happens during a volcanic eruption, tsunamis and how countries are affected differently by hazards.</p>	<p><u>Energy and the Environment</u></p> <p>In this module we will introduce the concept of sustainability, who looks affect the environment, different types of energy, the exploitation of oil, pollution, the generation of electricity and the Greenhouse Effect.</p>	

HISTORY

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Why did King Charles lose his head?</u></p> <p>This unit is an in-depth study of the English Civil War in the 1600s and we investigate what happens when the king is executed.</p>	<p><u>Why did King Charles lose his head?</u></p> <p>This unit is an in-depth study of the English Civil War in the 1600s and what happens when the king is executed.</p>	<p><u>Did the slave trade fund the industrial revolution?</u></p> <p>In this unit we look at the development of the slave trade and its local and global impact.</p>	<p><u>Did the slave trade fund the industrial revolution?</u></p> <p>In this unit we look at the development of the slave trade and its local and global impact.</p>	<p><u>Jack the Ripper - a Victorian serial killer.</u></p> <p>In this unit we investigate the terrible murders committed by Jack the Ripper and attempt to work out who the killer may have been.</p>	<p><u>Jack the Ripper - a Victorian serial killer.</u></p> <p>In this unit we investigate the terrible murders committed by Jack the Ripper and attempt to work out who the killer may have been.</p>



FRENCH

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Ma famille</u> This unit includes identifying and describing family members.	<u>Le temps libre</u> In this unit students will describe their hobbies, describe what they did last weekend and give opinions.	<u>Les repas</u> In this unit students will describe what they eat and drink and give opinions about food.	<u>La mode</u> Students will describe their clothes and their school uniform and use vocabulary for different types of shop.	<u>Ma ville</u> In this unit students will describe what is in town and what their town is like.	<u>Voyage et vacances</u> Students will describe their holidays, including using the past tense to describe a previous holiday and future tense to describe their next holiday.

SPANISH

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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<u>Mi ciudad</u>	<u>Mi familia</u>	<u>Mi rutina diaria</u>	<u>Mi colegio</u>	<u>El tiempo libre</u>	<u>Vacaciones</u>
Talk about where people live	Understand someone saying if he/she has any brothers or sisters	Describe a daily routine yesterday using the preterit tense	To talk about school, present and past (primary)	Talking about what you like doing and the reason why.	Understand weather reports; someone saying what he/she does in different weathers
Name the rooms in a house	Ask someone and say how many brothers and sisters you have	Initiate/sustain conversations	To talk about school subjects giving reasons to justify an opinion.	Talking about what sports you do, when and with whom you do them.	Ask and say what you do in different types of weather.
Say what there is on each floor	Understand someone giving information about how many brothers and sisters he/she has and their names	Reuse language they have met and be able to confidently use reflexive verbs	Understand someone talking about whether he/she likes or dislikes school subjects	Talking about what you do with your friends, expressing your opinion and justifying it.	Understand written weather reports
Describe your bedroom	Write short sentences to say how many brothers and sisters someone has	Adapt previously-learned language	Ask and say whether you like or dislike school subjects	Understand a description of what there is to do at a leisure centre	Ask and say what you did in different types of weather. To be able to describe where you go on holiday, how you travel there and with whom
Say where things are	To talk about family members and to give opinions of them.	Apply grammar	Understand someone describing his/her school subjects and expressing likes and dislikes	Complete sentences to write a paragraph describing what there is to do at a leisure centre	To be able to describe what you need to pack for a holiday in Spanish-speaking destinations.
Understand someone describing where he/she lives	To revisit prior knowledge of descriptions of character / personality and compare it with the past using the imperfect tense	Use a range of vocab/structures	To understand and formulate sentences using high frequency verbs referring to past and present events	Understand the names of different sports and someone saying what he/she thinks of them and when he/she plays them	Understand when past tenses (preterite and imperfect) are used and how grammatical rules are applied to the
Ask someone and say where you live				Ask someone and say if you like different sports and say when you play them	
Copy and complete sentences to say where you live					
Understand someone saying where he/she lives and describing his/her house					
Talk about places in town					



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				<p>Understand someone saying what he/she likes and dislikes doing</p> <p>Ask someone and say what you like and dislike doing and give opinion</p>	<p>oral and written language.</p> <p>Be able to understand and use time expressions linked to past tenses in Spanish. Write a paragraph describing events in the past making good use of the past tenses, time expressions, connectives and sequence words</p>
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PE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
8xFootball/ Netball/ Rugby OAA Mixed	Dance/ Basketball OAA Mixed	Trampolining/ HRE	Trampolining/Gym nastics OAA Mixed	Athletics/ Rounders/ Cricket	Tennis/ Rounders/ Cricket
8y Netball/football Rugby	Hockey/ Basketball	Trampolining/ HRE	Gymnastics Trampolining	Tennis Rounders	Cricket Tennis

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Citizenship, Character & Well-being

Term 1 & 2	Term 3 & 4	Term 5 & 6
Playing your part at Granville (Linked to G.R.A.N.V.I.L.L.E) Healthy eating and the Importance of exercise Eating disorders Mental health and wellbeing Drugs Bereavement Self-Harm	Resilience SRE What jobs are available? Specific jobs – what is involved in running a football/hospital? What alternative qualifications out there – what can make me stand out from the crowd?	Rights and responsibilities Young people and the law Local Government National Government – what are the different types The right to vote Target Setting and personal strengths (reflection on the year)

Ethics/RE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Cave –Early human beliefs		Introduction to Islam		Intro to Buddhism	