



BCD Plans for Year 8 Curriculum 2025-26

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p><u>Foundations of Oracy and Rhetoric</u></p> <p>To explore elements of spoken language</p> <ul style="list-style-type: none"> – Examine written Vs Spoken text – Analyse a range of extracts from speeches <p>Writing (speech)</p> | <p><u>William Shakespeare</u></p> <p>To explore context, examine the form of plays, analyse language and interpret context.</p> <p>Students will focus on The Tempest</p> <p>Reading (analyse an extract) *</p> | <p><u>Culture and Identity Poetry</u></p> <p>To explore poetic forms, analyse language and interpret context.</p> <p>Students will focus on</p> <ul style="list-style-type: none"> – Historical poems about British culture/values – Range of poems about culture and identity <p>Oracy (Performing Poetry)</p> | <p><u>Horror/Gothic Fiction</u></p> <p>To explore, interpret and analyse short stories and extracts.</p> <p>Students will focus on - a range of stories and extracts from the Victorian era.</p> <p>Writing (GCSE English Language Paper 1 Section3 Style questions)</p> | <p><u>Modern Play</u></p> <p>To explore the form of plays, analyse language and interpret context.</p> <p>Students will focus on Noughts and Crosses</p> <p>Reading (analyse an extract)</p> | <p><u>Short Stories</u></p> <p>To examine features of prose and narrative writing.</p> <p>Students will focus on a range of short stories</p> <p>Oracy (Reading a short story)</p> |

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| Maths | <u>Place Value, Integers and Number</u> <ul style="list-style-type: none"> Place value Integers Place value Decimals Ordering Integers Negative Numbers Ordering Decimals Adding and subtracting Integers (mental and written methods) Adding and subtracting decimals Multiplication by 2,3,4,5 and 10 Division by 2,3,4,5 and 10 Short Multiplication Multiplication and dividing by powers of 10 | <u>Factors and Multiples</u> <ul style="list-style-type: none"> Factors Multiples HCF and LCM Prime Numbers Prime Number factorisation <u>Fractions</u> <ul style="list-style-type: none"> Introduction to Fractions Simplifying fractions Finding equivalent fractions Ordering fractions Improper fractions and Mixed number Adding and subtracting fractions basic <u>Fractions, Decimals and percentages</u> | <u>Shapes</u> <ul style="list-style-type: none"> Polygons 3D shapes, properties and Nets. Properties of circle <u>Measure</u> <ul style="list-style-type: none"> Length, Mass and Capacity Conversions of units Perimeter Perimeter using a formula Area of Rectangles and Triangle Area of parallelograms. Area of composite shape. Area of trapezium Volume of cuboids Cuboid surface area | <u>Angles</u> <ul style="list-style-type: none"> Measuring angles Drawing angles Estimating angles Angle facts Angles in a triangle calculation and proof Angles and parallel lines Properties of Quadrilaterals Properties of special triangles. | <u>Co-ordinates and geometry</u> <ul style="list-style-type: none"> Line of symmetry Reflection Rotation Rotational symmetry Co-ordinates Enlargement <u>Probability</u> <ul style="list-style-type: none"> Probability scale Outcomes Calculating probability Mutually exclusive events Two-way tables | <u>Charts</u> <ul style="list-style-type: none"> Pictograms Bar charts Frequency Tables Frequency diagrams Scatter diagrams Pie charts <u>Ratios</u> <ul style="list-style-type: none"> Introduction to ratios shading Simplifying ratios Direct proportion Ratio sharing Scale factor maps Scale drawings. |

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| | <ul style="list-style-type: none"> – Long multiplication – Short division – Long division – Rounding – Rounding to Decimal places – BIDMAS <p><u>Algebra</u></p> <ul style="list-style-type: none"> – Algebra and collect like terms – Expanding single brackets – Forming and solving basic equations | <ul style="list-style-type: none"> – Converting fractions to Decimals – Decimals to fractions and percentages – Change to a percentage – Increase/Decrease by a percentage. | <ul style="list-style-type: none"> – Circles circumference – Circle area. | | | |
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| Science | <u>Living and Breathing</u> <ul style="list-style-type: none"> – Healthy diet – Digestive organs – Small intestines – Ventilation – Gas exchange – Exercise, Asthma and smoking | <u>Photosynthesis and Respiration</u> <ul style="list-style-type: none"> – Photosynthesis is – Glucose in a plant – Leaf structure – Aerobic respiration – Anaerobic respiration | <u>Electricity in Circuits</u> <ul style="list-style-type: none"> – Conductors and Insulators – Transfer of energy in circuits – Circuits and current – Potential difference. – Resistance – Series and parallel. – Circuit values and calculation | <u>Earth and Atmosphere</u> <ul style="list-style-type: none"> – Composition of the Earth – Rock types – Composition of the atmosphere – Carbon cycle – Global warming, climate_change and recycling | <u>Particle Model</u> <ul style="list-style-type: none"> – Particle model and Density – Density investigation – Brownian motion – Energy in matter | <u>Health</u> <u>Science Project</u> |
| | <u>Waves (sound and Light)</u> <ul style="list-style-type: none"> – Types of waves – Sound waves – Speed of sound – Reflection and refraction – Mirrors, pinhole cameras and the eye. | <u>Periodic Table</u> <ul style="list-style-type: none"> – Properties of Metals and Non-Metals – Groups and periods – Trends in reactivity – Metal extraction with carbon – Ceramics, polymers and composites | <u>Inheritance</u> <ul style="list-style-type: none"> – DNA and chromosomes – Variation and competition – Evolution – Biodiversity – Extinction and preservation | <u>Electric and Magnetic Fields</u> <ul style="list-style-type: none"> – Static charge – Magnetic fields – Compasses and the Earth – Electromagnets – Motors. – | <u>Space</u> <ul style="list-style-type: none"> – Stars, planet and galaxies – Measuring gigantic distances – Seasons – Weights – Accurate measurements | |

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| Geography | <u>Weather and climate</u> <ul style="list-style-type: none"> Students develop ideas of forecasting and measuring weather to differentiate between weather and climate concepts. How to measure weather using equipment. | <u>Globalisation</u> <ul style="list-style-type: none"> Students then develop knowledge and understanding of globalisation Global health Globalisation can influence the spread of diseases. | <u>Tectonics</u> <ul style="list-style-type: none"> To introduce students to key tectonic concepts, natural hazards of volcanoes and earthquakes, cause and effect of both hazards. Labelling volcano diagram, cause and effects, mapping distribution of hazards | <u>Superpowers</u> <ul style="list-style-type: none"> Students investigate concept of Geopolitics and the role of BRIC nations. Specifically, students investigate the future role of China and India. | <u>Coasts</u> <ul style="list-style-type: none"> Students revisit concepts of erosion and deposition but application to coastal environments. Students investigate key processes and landforms, and consequent management strategies. Key skills/fieldwork developed: Physical fieldwork opportunity here, students investigate landforms, OS mapping of coastal landforms | <u>Coasts and fieldwork</u> <ul style="list-style-type: none"> Students conduct on 'on site' fieldwork study of land use differences within Beal High School. Students consequently create a 'fieldwork report' on the findings to their study. |

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| PSHE | <u>Health and Wellbeing</u> Students will learn about Drugs and alcohol. <ul style="list-style-type: none"> – Alcohols and drug misuse – Pressure relating to drug use. | <u>Living the wider world</u> Students will learn about community and Careers. <ul style="list-style-type: none"> – Equality of opportunity in careers and life choices. – Different types and patterns of work. | <u>Relationships</u> Students will learn about Discrimination. <ul style="list-style-type: none"> – Discrimination in all its forms – Racism, religious discrimination and disability discrimination. – Sexism – Homophobia_ | <u>Health and Wellbeing</u> Students will learn about Emotional well- being. <ul style="list-style-type: none"> – Mental Health and well-being. – Body image – Coping strategies. | <u>Relationships</u> Students will learn about identity and relationships <ul style="list-style-type: none"> – Sexual orientation – Consent – Sexting – Introduction to contraception_ | <u>Living the wider world</u> Students will learn about Digital Literacy <ul style="list-style-type: none"> – Online safety – <u>Digital</u> Literacy – Media reliability – Gambling hooks |
| RE | <u>Religions of the World</u> <ul style="list-style-type: none"> – Different religions – Symbols – Places of worship – Holy books | <u>Christianity</u> <ul style="list-style-type: none"> – Birth of Christ and the Christian perspective – How different countries celebrate Christmas – Christian stories and their morals | <u>Islam</u> <ul style="list-style-type: none"> – The five pillars of Islam – Different festivals –All about Ramadan – Islam stories and their morals | <u>Hinduism</u> <ul style="list-style-type: none"> – Hindus and their beliefs – Festivals- Holi/Diwali – Hindu stories and their morals (Read and discuss the moral of the story of Rama and Sita) | <u>Sikhism</u> <ul style="list-style-type: none"> – Places of worship – Symbols – -Sikhs and their beliefs – Sikhs and their celebrations – Sikhs stories and their morals | <u>Judaism</u> <ul style="list-style-type: none"> – Jewish rituals, bar mitzvah, Sabbath religious symbols and the synagogue – Jewish stories and their morals |

| Life skills | <u>Personal Development</u> <ul style="list-style-type: none"> – Self-Awareness and Self-Esteem – Self-Awareness and Self-Esteem – Mental Health and Wellbeing – Healthy Lifestyles | <u>Managing Money</u> <ul style="list-style-type: none"> – Basic understanding of money and budgeting – Importance of saving and managing finances – Understanding needs vs. wants | <u>Being Healthy and keeping good hygiene</u> <ul style="list-style-type: none"> – Identifying what can be done to maintain a healthy lifestyle – Importance of personal hygiene – Ways of maintaining personal hygiene | <u>Independent living skills by keeping safe</u> <ul style="list-style-type: none"> – Recognising key factors in keeping themselves safe. – Be able to observe safe practice in the community | <u>Getting out and about and Leisure activities</u> <ul style="list-style-type: none"> – Identifying different communities – Identifying leisure activities, they can take part in – Plan a leisure activity to take part in | <u>Healthy eating</u> <ul style="list-style-type: none"> – A balanced diet – Identifying healthy and unhealthy food – Making a fruit salad |
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