



BCD Plans for Year 8 Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.

- Long multiplication
- Short division
- Long division
- Rounding
- Rounding to Decimal places
- BIDMAS

Algebra

- Algebra and collect like terms
- Expanding single brackets
- Forming and solving basic equations

- Converting fractions to Decimals
- Decimals to fractions and percentages
- Change to a percentage
- Increase/Decrease by a percentage.

- Circles circumference
- Circle area.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>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 	<u>Science Project</u>
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Geography	<u>Weather and climate</u>	<u>Globalisation</u>	<u>Tectonics</u>	<u>Superpowers</u>	<u>Coasts</u>	<u>Coasts and fieldwork</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. 	<ul style="list-style-type: none"> Students then develop knowledge and understanding of globalisation Global health Globalisation can influence the spread of diseases. 	<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 	<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. 	<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 	<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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