

**Year 8**

**Curriculum Mapping**



**Curriculum Mapping**

Subject: **Art and Design** Year Group:**8**

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| **September- October** | **November- December**  |
| ***Theme: Introduction to Dept, Tone, Line,*** Literacy: Keywords and definitions, fill in missing words activityNumeracy: Scale, proportion, measuring, tonal scale, ICT: TS & PC: MI6 DM5/6/8 BC5/7/8RRSA: Article 31 –you have the right to relax, play music, play sports and drama.Careers: CIEAG- Illustrator, Fashion Designer, architect, teacher, engineerTracking assessment 1: Tonal study of shoe | **Mid-** **Term**  | ***Theme: Colour Wheel and Still Life***Literacy: Keywords, definitions, fill in missing word activity and evaluation of panelNumeracy: Scale, proportion, colour mixing-measuring, ICT: Still Life Artist Research and cubism TS & PC: MI6 DM5/6/8 BC5/7/8 RRSA: Article 31 –you have the right to relax, play music, play sports and drama.Careers: CIEAG- Illustrator, Fashion Designer, architect, teacher, engineer, painterTracking assessment 2: Warm/cold colour / cubist still life A3 |

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| **January- February**  | **March** |
| ***Theme: Observational Studies of Seashore objects******Texture and Clay***Literacy: Keywords, definitions and fill in missing word activityNumeracy: Scale, proportion, natural pattern, textureICT: Internet research on Ceramic artistTS & PC: MI2/4 BC1/2 WO2 SM4/5/7RRSA: Article 31 Careers: Students develop knowledge on Ceramic artist, Designer, sculptorTracking assessment 3: Ceramic clay soap dish fish  | **Mid- Term**  | ***Theme: Print making focus*** Literacy: Key words, definitions, fill in missing word activity, evaluation of soap dishNumeracy: Template, symmetry, Pattern, texture, over print, blended print, lino, easi print, collagraph, rollersICT: Contextual Research –print artist artistTS & PC: MI2/4 BC1/2 WO2 SM4/5/7 RRSA: Article 31Careers: Students develop knowledge on Print artist, DesignerTracking assessment 4: Print making – Collograph/Easi Print  |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Summer Exam Project***Literacy: Students review and refine own work using KEYWORDSNumeracy: ICT: Research Theme ‘All About Me’ - present work on Canva/ Pic Collage TS & PC: Working with others (WWO), Self-Management (SM)RRSA: Article 31Careers: Introduction to typography | **Revision** | ***Summer Exam Project***Literacy: Students review and refine own work using KEYWORDSNumeracy:ICT: Research and Printing photos – Canva / Pic Collage TS & PC: Working with others (WWO), Self-Management (SM)RRSA: Article 31 Careers: Introduction to typography Tracking Assessment: Summer Project |

  **Curriculum Mapping**

Subject: **Home Economics** Year Group: **8**

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| **September- October** | **November- December**  |
| ***What’s in the kitchen?******Introduction to Home Economics. The preparation process for practical lessons, Hygiene and safety in HE and different pieces of equipment.***Literacy: Subject specific termsNumeracy: Weighing and measuring equipmentICT: Leaflet designTS & PC: Working with others (WWO), Self-Management (SM)RRSA: Article 24Careers: Introduction to careers associated with HETracking assessment - How should I look when I cook? | **Mid-** **Term**  | ***Continuation of what’s in the kitchen?*** ***Focus on safe use of cookers, microwave ovens.******Technology in the kitchen and how it can support working families. Trends in air fryers, cost comparison v using a conventional oven.******Basic first aid and kitchen accidents***Literacy: Talking and listening skillsNumeracy: Weighing and measuring of ingredientsICT: research cost of kitchen equipmentTS & PC: WWO, SMRRSA: Article 6 the Right to live and grow wellCareers: Chef / Environmental Health OfficerTracking assessment: Christmas Exam (written paper 1hr) |

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| **January- February**  | **March** |
| ***Why do we need food? An introduction to food provenance. How is it grown, reared and caught.******Focus on local produce.***Literacy: subject specific terms, reading, writing and listening.Numeracy: Cost of food /comparing foodsICT: Research a local food producerTS & PC: Working with others (WWO), Self-Management (SM)RRSA: Article 24Careers: Local food producers | **Mid- Term**  | ***Why do we need food? The Eatwell Guide and the importance of water. Nutrients needed for a balanced diet, function of nutrients and foods that are a high source of nutrients***Literacy: Key words – range of nutrients. Numeracy: Percentages and proportion in relation to the Eatwell GuideICT: ICT: Nutritional analysis of a recipe and Eatwell challenge TS & PC:RRSA: Article 24Careers: Role of GP / DieticianTracking assessment: Task 3 – Food Practical Skills  |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Why do we need food? The importance of fibre and fruit in the diet.*** ***Foods that are high sources of water and fibre***Literacy: Introducing Key words – range of nutrients. Protein / Fat /Carbohydrates / Vitamins / MineralsNumeracy: Recommended daily intake of nutrientsICT: TS & PC: Being creative – smoothie designRRSA: article 6 Right to grow and well.Careers:**Tracking assessment: Summer exam (written paper 1hr)** | **Revision** | ***Why do we need food? Encouraging students to try different types of fruit. Fruit tasting, smoothie design***Literacy: making choices and justification of choiceNumeracy: Percentage / proportionICT: Research new / fashionable smoothie ingredients to include in smoothie designTS & PC: working with others / presenting ideas to others in a group / accepting another's point of viewRRSA: article 6Careers: the role of a dietitian / Food Product Designer |

  **Curriculum Mapping**

Subject: **History** Year Group: **8**

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| **September- October** | **November- December**  |
| **What is History? Key terms associated with History**Literacy: Reading and interpreting sources. Tollund Man source exerciseNumeracy: Timelines, putting events in chronological order, working with dates.ICT: Research and presentation packagesTS & PC: Tollund Man source exerciseRRSA: Article 17- You have a right to reliable information from a variety of sources.Habits of the Mind- 7. Question and problem posing.Careers: What it means to be a historian.Tracking assessment: Class test on concepts and key terms related to ‘What is History?’ | **Mid-** **Term**  | **Who should be King of England in 1066?****Battle of Stamford Bridge****Battle of Hastings** **Impact of the Normans**Literacy: Reading and interpreting text and sources and extended writing,Numeracy: Sequencing tasksICT: Youtube clips / Poster Activity using ICTTS & PC: Who Should be King decision-making task. Opportunity for debate and justifying conclusions.RRSA: Article 27- You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially.Habits of the Mind- 9. Thinking and communicating with clarity and precision.Careers: Skills and qualities needed to be King of England.Tracking assessment: Christmas exam |

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| **January- February**  | **March** |
| **England after the Battle of Hastings.****Domesday book****Feudal System****Castles** Literacy: Reading, interpreting text and extended writing.Numeracy: Domesday book data exercise.ICT: Research and presenting your work.TS & PC: Manging information, working with others, drawing conclusions and making decisions.RRSA: Article 27- You should live in good conditions that help you.Habits of the Mind- 7. Question and problem posing.Careers: Qualities of a leader. | **Mid- Term**  | **Normans in Ireland****Key events and Characters**Literacy: Reading and interpreting text and sources.Numeracy: Sequencing.ICT: Presentation and research skills.TS & PC: Drawing conclusions about what really happened in the story of Dermot MacMurrough. Prioritising the reasons for the Normans coming to Ireland. Discussion on the legacy of the Normans.RRSA: Article 30- You have the right to learn and use the traditions, religion and language of your family.Habits of the Mind-.9. Thinking and communicating with clarity and precision.Careers: Working in the heritage and tourist sectorTracking assessment: Test on Normans in Ireland |

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|  | **April-May** | **June** |
| **Easter holidays** | **Legacy of the Normans in the UK****Medieval Village****Medieval Town****Food and Fun in the Middle Ages**Literacy: Reading and interpreting text and sources. Extended writing.Numeracy: Interpreting data on Medieval Britian.ICT: Microsoft Forms, presentations and research.TS & PC: Making Comparisons.RRSA: Article 24- You have the right to good quality healthcare.Article 31- You have the right to rest, have leisure, play and participate in cultural and artistic activities.Habits of the Mind- 12. Responding with wonderment and awe.Careers: Different jobs during the Middle Ages in the town and villageTracking assessment: End of year assessment | **Revision** | **Murder Mystery- What happened to Thomas Beckett?**Literacy: Reading and interpreting text and extended writing.Numeracy: Sequencing events.ICT: Youtube clips and research.TS & PC: Making Decisions and justifying Judgements.RRSA: Article 36- You should be protected from any activities that could harm your development and well-being.Habits of the Mind- 4. Thinking flexibly.Careers: Careers in policing, justice and criminology. |

  **Curriculum Mapping**

 Subject: **ICT** Year Group: 8

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| **September- October** | **November- December**  |
| ***What we will be learning:**** **Accessing and organising OneDrive for storing work.**
* **Micro:bits Coding:**
	+ **Using Strings and Forever Loop (iteration)**
	+ **Using Timings and creating flashing images**
	+ **Input/Output –Emotional Badge**
	+ **Input/Output – Sensors – Step Counter**

**Literacy**: Reading websites, key terms, sending and receiving emailsWrite comments and contribute to Microsoft Teams **Numeracy**: Using timings (ms, seconds)Condition Loops**ICT**:ProgrammingComputer SystemsOneNote/Teams for accessing WorkMS Forms for lesson quizzes and homework**TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.**Careers**: Programming, coder, Data analyst. | **Mid-** **Term**  | ***What we will be learning:**** **Micro:bits Coding:**
	+ **Selection, Sensors, Input/Output - Nightlight**
	+ **Selection, Sensors, Input/Output, randomisation – Rock, Paper, Scissors Game**

**Literacy**: Reading websites, key terms, sending and receiving emailsWrite comments and contribute to Microsoft Teams **Numeracy**: Using timings (ms, seconds)Condition Loops**ICT**:ProgrammingComputer SystemsOneNote/Teams for accessing WorkMS Forms for lesson quizzes and homework**TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.**Careers**: Programming, coder, Data analyst.Tracking assessment**Assessment – Winter Tracker –** * **Understanding Inputs/Outputs**
* **Sensors**
* **Randomisation**
* **Selection**
* **Iteration**
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| **January- February**  | **March** |
| ***What we will be learning:**** **E-Safety:**
	+ **Social Media Safety**
	+ **Security- risks and Preventions**
	+ **Digital Footprint**
* **All the above to tie in with Safer Internet Day Tuesday, 6 Feb 2024.**

**Literacy**: Reading websites, key terms, sending and receiving emailsWrite comments and contribute to Microsoft Teams **Numeracy**: Understanding date formats.**ICT**:E-safetyOneNote/Teams for accessing WorkMS Forms for lesson quizzes and homework**TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.**Careers** : Social Media, Security Analyst, ModeratorTracking assessment**Assessment – Covering all that has been learnt so far this year:*** **Understanding Inputs/Outputs**
* **Sensors**
* **Randomisation**
* **Selection**
* **Iteration**
* **Social Media Scenarios**
* **Security**
* **Digital Footprint**
 | **Mid- Term**  | ***What we will be learning:**** **Graphics Editing:**
	+ **Using Adobe/Photoshop**
		- **Importing images to edit.**
		- **Creating Layers**
		- **Using effects**
	+ **Photoshop Project**

**Literacy**: Reading websites, key terms, sending and receiving emailsWrite comments and contribute to Microsoft Teams **Numeracy**: MeasurementsPixel sizes**ICT**:Graphics Editing – Adobe PhotoshopFile types (.jpg, .png, .psd)OneNote/Teams for accessing WorkMS Forms for lesson quizzes and homework**TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.**Careers** : Graphics Designer, Electronic arts,Tracking assessment**Assessment – Covering all that has been learnt so far this year:*** **Understanding Inputs/Outputs**
* **Sensors**
* **Randomisation**
* **Selection**
* **Iteration**
* **Social Media Scenarios**
* **Security**
* **Digital Footprint**
* **Photoshop**
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|  | **April-May** | **June** |
| **Easter holidays** | ***What we will be learning:**** **Website Development:**
	+ **Analysing what makes a good website**
	+ **Developing a portfolio site using Google Sites**

**Literacy**: Reading websites, key terms, sending and receiving emailsWrite comments and contribute to Microsoft Teams **Numeracy**: Understanding date formats.**ICT**:Google SitesFile types (.jpg, .png, .psd)OneNote/Teams for accessing WorkMS Forms for lesson quizzes and homework**TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.**Careers** : Web Developer, Web ReviewerTracking assessment**Assessment – Covering all that has been learnt so far this year:*** **Understanding Inputs/Outputs**
* **Sensors**
* **Randomisation**
* **Selection**
* **Iteration**
* **Social Media Scenarios**
* **Security**
* **Digital Footprint**
* **Photoshop**
* **Websites**
 | **Revision** | ***What we will be learning:**** **Game Development**
	+ **Developing our own video game**
	+ **Design**
	+ **Assets**
	+ **Developing**

**Literacy**: Reading websites, key terms, sending and receiving emailsWrite comments and contribute to Microsoft Teams **Numeracy**: Understanding date formats.**ICT**:Game Dev software TBCFile types (.jpg, .png, .mp3)OneNote/Teams for accessing WorkMS Forms for lesson quizzes and homework**TS & PC:**Working with others.Being creativeManaging information**RRSA**: Right to education, safety online, appropriate use of language, Article 16: You should be able to keep things private, unless the law says a reason that you can’t.**Careers** : Web Developer, Web ReviewerTracking assessment**Assessment – Covering all that has been learnt so far this year:*** **Understanding Inputs/Outputs**
* **Sensors**
* **Randomisation**
* **Selection**
* **Iteration**
* **Social Media Scenarios**
* **Security**
* **Digital Footprint**
* **Photoshop**
* **Websites**
* **Game Dev – Assets, Design**
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  **Curriculum Mapping**

Subject **Mathematics** Year Group **8**

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| **September- October** | **November- December**  |
| Place Value (whole numbers)Mental Addition and Subtraction (whole numbers)Written Addition and Subtraction (whole numbers)Addition and Subtraction of DecimalsPrior Knowledge: Number BondsLiteracy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers:Tracking assessment: Departmental Test | **Mid-** **Term**  | Multiplication and Division (whole numbers)AreaMultiplication and Division (decimals)Multiplication and Division (further applications)Prior Knowledge: Place Value, TimestablesLiteracy: Words with multiple meanings highlighted as appropriate.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers:Tracking assessment: Winter Examination |

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| **January- February**  | **March** |
| Working with UnitsAngles and Angle Properties of Straight LinesProperties of TrianglesProperties of QuadrilateralsSymmetry and TessellationPrior Knowledge: Multiplying/Dividing by 10, 100 & 1000, Number Bonds, 2D ShapesLiteracy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: Artist e.g. Escher | **Mid- Term**  | Fractions (understand and use)Fractions of AmountsMultiply and Divide FractionsPrior Knowledge: Number Bonds, TimestablesLiteracy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers:Tracking assessment: Tracker 3 Paper |

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|  | **April-May** | **June** |
| **Easter holidays** | Order of OperationsIntroduction to AlgebraAlgebraic GeneralisationPercentagesPrior Knowledge: Pen & Paper Calculations with 4 Operations, FractionsLiteracy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: | **Revision** | Working with DataPrior Knowledge: Collect Information, Draw Simple Graphs, Compare DataLiteracy: Weekly key word explained.Numeracy: Arithmetic tests used to practise the four operations with whole numbers and decimals. Weekly numeracy lesson using Numeracy Ninjas.ICT: Use of Microsoft Teams and MyMaths.TS & PC: Lessons include opportunities for working with others in groups, creativity and problem solving with selection of appropriate representations.RRSA: Article 28Careers: Statistician – health/weather/finance/sportTracking assessment: Summer Examination |



  **Curriculum Mapping**

Subject: Spanish [Extended writing question year 9 Spanish support sheet.docx](https://ennilive.sharepoint.com/sites/9NSpanish/_layouts/15/Doc.aspx?sourcedoc=%7B37651219-12A6-4AC6-9CF7-C5E262459BF7%7D&file=Extended%20writing%20question%20year%209%20Spanish%20support%20sheet.docx&action=default&mobileredirect=true) Year Group: **8**

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| **September- October** | **November- December**  |
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| * ***Meet people and introduce ourselves in Spanish***
* ***Ask key introductory questions***
* ***Say how you are***
* ***Say where you live***
* ***EDL- focus on Spanish culture and the importance of language learning skills***
* ***Work with numbers 1-20***
* ***The verb ‘tener’***
* ***Talking about brothers and sisters***

 **Literacy**:Using Target Language to communicate with classmates**Numeracy**: Mental arithmetic**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays and recording on GC**RRSA**: Article 30- EDL celebration of languagesThinking Frames\_ Categorising Frame on Key vocab**Careers**: The value of languages for careers prospects |

**Tracking assessment** (Yr 8 only): Reading and Listening skills | **Mid-** **Term**  | ***W.A.L.T;***

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| * ***Days of the week and numbers 20-31***
* ***Months of the year and when birthday is***
* ***Describe personalities and learn about masculine and feminine agreements***
* ***Spanish alphabet and how to spell out name***
* ***Pets***
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 **Literacy**: Using Target Language to communicate with classmates/read and respond to simple sentences in Spanish. Use of cognates and near cognates**Numeracy**:**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- Creating a calendar in Spanish for months of the year.Thinking Frames:- Brainstorming Frame on Key vocab**RRSA**:**Careers**: |

**Tracking assessment**: Reading and Writing skills |

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| **January- February**  | **March** |
| ***W.A.L.T;***

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| * ***Pets and colour agreements***
* ***Classroom objects- what is in your pencil case***
* ***Hobbies and freetime***
* ***‘me gusta +infinitive’***
* ***sports***
* ***weather***
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**Literacy**:Using Target Language to communicate with classmates**Numeracy**: Mental arithmetic**ICT**: Use of IPAD in class teaching/ triptico/classroom tools/BBC learning clip videos/You tube clips**TS & PC**: Being creative- performing role-plays in pairs/ Working with others- Listen actively and share opinions**RRSA**: Article 13**Careers**: The value of languages for careers prospects**Tracking assessment** (Yr 8 only):  | **Mid- Term**  | ***W.A.L.T;***

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| * ***School subjects***
* ***likes/dislikes and why***
* ***what facilities are in your school***
* ***what you do during breaktime***
* ***Present tense of ‘er and ir verbs’***
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**Literacy**:Using Target Language to communicate with classmates**Numeracy**:**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs**RRSA**: **Careers**: The value of languages for careers prospects**Tracking assessment** (Yr 8 only): Speaking presentation on **‘Chez moi’** |

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|  | **April-May** | **June** |
| **Easter holidays** | ***W.A.L.T;***

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| * ***Talk about extended family***
* ***Use of possessive adjectives***
* ***Physical description***
* ***Talking about people in the 3rd person***
* ***Describing where you live***
* ***Use of verb ‘estar’***
* ***Places in your town***
* ***Telling the time***
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**Literacy**:Using Target Language to communicate with classmates**Numeracy**: o**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs**RRSA**: Article 30- EDL celebration of languages**Careers**: The value of languages for careers prospects**Tracking assessment** : Reading, Listening skills and writing | **Revision** | ***W.A.L.T;***

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| * ***Revision of unit so far and consolidation of all topics and grammar covered***
* **Ordering food in a Café**
* **Use of the verb ‘querer’**
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**Literacy**:Using Target Language to communicate with classmates**Numeracy**: Mental arithmetic- Using euros**ICT**: Use of IPAD in class teaching/ triptico/classroom tools**TS & PC**: Being creative- performing role-plays in pairs**RRSA**: Article 30- EDL celebration of languages**Careers**: The value of languages for careers prospects**Tracking assessment** (Yr 8 only): Reporting of Summer exams |


  **Curriculum Mapping**

Subject: **Music** Year Group: **8**

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| **September- October** | **November - December** |
| **Unit; Pulse and Metre****To introduce an awareness and understanding of pulse and metre in Music, through listening and composing.****keywords test and practical rhythm, notation and performance project.**Prior Learning: Discuss previous experiences in Primary SchoolLiteracy: Learn the keywords for music: Elements of music, basic Standard Music NotationNumeracy: timingICT: Using internet for music, Teams, ClassnoteTS & PC: THINKING, PROBLEM SOLVING AND DECISION-MAKING, Coping with challenges. BEING CREATIVE Value the unexpected or surprising.Habits of Mind: 9 Thinking and Communicating with clarityRRSA: Article 31Careers: performanceHomeworks: Keywords Elements of music, Note values, Treble Clef notes | **Mid-** **Term**  | **Unit; Instruments of the Orchestra****To introduce orchestral instruments and how sound is created and manipulated.** **Winter exam: listening paper and melody composition;** Prior Learning: Elements of music, TimbreLiteracy: Standard Music NotationNumeracy: timingICT: Using internet for music, GarageBand, Teams, ClassnoteTS & PC: THINKING, PROBLEM SOLVING AND DECISION- MAKING, Make links between cause and effect. BEING CREATIVE Value the unexpected or surprising.Habits of Mind:12: Responding with wonderment and awe.RRSA: Article 31Careers: ComposerHomeworks: Listening to orchestral piecesTracking assessment: Winter Exam task |

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| **January - March**  | **March - April**  |
| **Unit;Programme Music****To build upon knowledge of the orchestra focusing on how instrumental music can tell a story.** **Tracker : Instrument listening test**Prior Learning: Elements of music, The OrchestraLiteracy: Numeracy: ICT: To play music, Teams resourceTS & PC BEING CREATIVE Experiment with ideas and questions. Make new connections between ideas/informationHabits of Mind: 12 Responding with wonderment and awe.RRSA: 31Careers:Homeworks: Listening to Peter and the WolfTracking assessment | **Mid- Term**  |  **Unit; Singing**Prior Learning: Elements of musicLiteracy: Lyric writing for different styles of songNumeracy: Counting syllable and beatsICT: Teams, Classnote, GarageBandTS & PC: BEING CREATIVE; Seek out questions to explore and problems to solve. See opportunities in mistakes and failures. WORKING WITH OTHERS Respect the views and opinions of others.Habits of Mind: 4: Thinking flexiblyRRSA: 31Careers:Homeworks: practise songs |

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|  | **April-May** | **June** |
| **Easter holidays** | **Unit; Summer exam revision****To prepare students for the exam through revision and practise listening tasks.****Summer exam: Written listening paper**Prior Learning: Revise all previous work for the year.Literacy: exam paperNumeracy:ICT:TS & PC: Habits of Mind:RRSA:Careers:Homeworks: Revision tasksTracking assessment: Summer exam | **Revision** | **Unit; Traditional Irish Music****To introduce the genre through the instruments and the storytelling lyrics.**Prior Learning: Elements of musicLiteracy: Lyric writing for style of songNumeracy: Counting syllable and beatsICT: Teams resourceTS & PC: BEING CREATIVE; Seek out questions to explore and problems to solve. See opportunities in mistakes and failures. WORKING WITH OTHERS Respect the views and opinions of others.Habits of Mind: 4: Thinking flexiblyRRSA: 31Careers:Homeworks: Work on song lyrics |


  **Curriculum Mapping**

Subject: **PE** Year Group**: 8**

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| **September- October** | **November- December**  |
| **Girls PE – Gymnastics – in this unit students will practice the basic skills and techniques required for gymnastics and apply these skills in decision-making for solutions to problems as individuals or working with others. We cover the themes of travel, rocking and rolling, balance and body tension.****Literacy**: Talking and listening **Numeracy**: Recognise turning movements**ICT:** Use I-pad to assess and evaluate performances. Microsoft Teams for communication purposes. **TS & PC**: Decision making and working with others**RRSA**: Article 31 –you have the right to relax, play music, play sports and drama.**Careers**:**Tracking assessment** (Yr 8 only): Perform a routine based on identified success criteria to include body shape, travelling and balance **Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Boys PE- Rugby- in this unit, students will gain knowledge and understanding of the game of Rugby. They will practise and develop their ball handling skills and refine their ability to work as part of a team. Principles of Rugby covered in this unit are progression, continuity and support.****Literacy**: Talking and listening **Numeracy**: Counting passes, timing games, counting number of metres gained.**ICT:****TS & PC**: Decision making and working with others**RRSA:**  Article 31 –you have the right to relax, play music, play sports and drama.**Careers:** Careers in the sport & leisure industry e.g. PE teach, personla trainer, physiotherapist**Tracking assessment** (Yr 8 only): Students will perform in a competitive situation. Putting in to practice skills and knowledge developed during the unit. Students knowledge will be assessed through higher order questioning.**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. | **Mid-** **Term**  | **Girls PE** – **Netball** – Pupils will have the opportunity to develop, practise and refine individual skills needed to play netball using problem solving tasks. Skills taught will be passing and catching, footwork, attacking, defending and shooting.**Literacy**: Key terminology for netball and communication skills**Numeracy**: Scoring and turn taking**ICT:** Using the I-pad to assess performance**TS & PC**: Working with others, giving and responding to feedback.**RRSA**: Article 31 –you have the right to relax, play music, play sports and drama.**Careers**:**Tracking assessment**: Students will be assessed on skills taught in conditioned practices and game situations.**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Boys PE-Gymnastics**- in this unit students will practice the basic skills and techniques required for gymnastics and apply these skills in decision-making for solutions to problems as individuals or working with others. We cover the themes of travel, rocking and rolling, balance and body tension.**Literacy**: Talking and listenin. Reading the success criteria and information from the WAGOLL wall.**Numeracy:** Recognise turning movements**ICT:****TS & PC**: Decision making and working with others**RRSA**: Article 31 –you have the right to relax, play music, play sports and drama.**Careers:****Tracking assessment** (Yr 8 only): Perform a routine based on identified success criteria to include body shape, travelling and balance**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

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| **January- February**  | **March** |
| **Girls PE****Dance** - Being creative through dance. Students will create a range of dance sequences focussing on the themes of travel, body shapes, interpretation of music, static and dynamic body shapes as well as canon and unison.**Literacy**: Communication skills – following instructions, discussing your own and others ideas.**Numeracy**: counting beats to music, timing.**ICT**: Using digital cameras and i-pads to evaluate performance  & Microsoft Teams for communication.**TS & PC**: being creative and working with others**RRSA**: Article 28 – You have a right to an educationCareers: Careers in the sports & leisure industry**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Boys PE –Football**- In this unit, students will work on the following elements of football; passing and ball control, dribbling and movement off the ball. Students will learn to work as part of a team and improve on their decision making skills and communication skills. Students will also learn rules of the game.**Literacy**: Communication skills – following instructions, communicating with other players in competitive situations and discussing your own and others ideas.**Numeracy**: Counting number of passes made and goals scored. Time keeping and officating.**ICT**: Using digital cameras and i-pads to evaluate performance.**TS & PC**: being creative and working with others**RRSA: Article 28** – You have a right to an educationCareers:Tracking assessment; Students will be assessed on their performance and knowledge of topics covered in this unit. Physical assessment will happen during game time in lessons and cognitive assessment will be completed through the use of higher order questioning (Bloom’s taxonomy)**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. | **Mid- Term**  | **Hockey –** Students will have the opportunity to develop, practise and refine individual skills needed to play hockey using isolated and conditioned practises and game situations.**Literacy**: Talking and listening - Listening attentively and report back.**Numeracy**: Use simple data analyse games**ICT:** Use of a stop watch and video analysis for assessment and evaluation**TS & PC**: Working with others, decision making and managing information**RRSA**: Article 28 – You have a right to an educationCareers:**Tracking assessment** - : Students will be assessed on skills taught in conditioned practices and game situations.**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Boys PE – Olympic Handball**- in this unit, students will learn the fundamental skills of handball. They will focus on simple skills of passing and moving. They will also learn the rules of handball through conditioned games. Students will also begin to officiate the games in order to become more familiar with the rule set.**Literacy**: Communication skills – following instructions, communicating with other players in competitive situations and discussing your own and others ideas. Conveying the rules of the game during game officiating. Reading the success criteria and information from the WAGOLL wall.**Numeracy**: Counting number of passes made and goals scored. Time keeping and officiating. Counting the number of steps made and the number of seconds the ball is held for.**ICT**: Using digital cameras and i-pads to evaluate performance.**TS & PC**: being creative and working with others**RRSA**: Article 28 – You have a right to an education**Careers:****Tracking assessment**; Students will be assessed on their performance and knowledge of topics covered in this unit. Physical assessment will happen during game time in lessons and cognitive assessment will be completed through the use of higher order questioning (Bloom’s taxonomy) and student’s ability to convey understanding of rule set during game officiating.**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |

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|  | **April-May** | **June** |
| **Easter holidays** | **Boys and Girls PE- Athletics** – Students will learn to manage information by asking, assessing, selecting, recording, integrating and communicating through the context of athletics. Students will learn the correct and safe techniques for the running, throwing and jumping events.**Literacy**: Communication, talking and listening, asking questions**Numeracy** :Measurement, timing, distance and recording.**ICT**: Spreadsheets, recording scores.**TS & PC:** Managing information, thinking problem solving and decision making**RRSA:** Article 31 – You have the right rest and play**Careers:** Careers in the sport & leisure industry**Tracking assessment** – this tracking grade is a culmination of all activities taught throughout the year.**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Girls' and Boys’ PE** – **Cricket:** Students will develop the skills and knowledge required to fully participate in both modified and full game versions of cricket. The knowledge and understanding of tactics needed to outwit and overcome their opponent should be evident and they should be able to analyse theirs and others performance. They will refine skills within the three main areas of Cricket, Batting (Grip, stance, shot selection/technique), Bowling (Grip, bowling action, follow through), Fielding (Throwing and catching, movement in the field, run outs and wicketkeeping). **Literacy**: Listening skills, communicating effectively with others, feedback and terminology**Numeracy:** Scoring during games**ICT**: Ipads for assessment & Microsoft Teams for communication.**TS & PC:** Working with others and thinking, problem solving and decision making**RRSA**: Article 28 – You have the right to an education**Careers**: We will discuss option choices for GCSE and careers in sport & leisure.**Tracking assessment**:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. | **Revision** | **Tennis** – In this unit students will learn different methods of solving problems and making decisions in the context of tennis. Students will practise and refine individual skills and specific techniques.**Literacy**: Talking and listening, explain their views using suitable vocabulary.**Numeracy**: Scoring, develop methods and strategies including mental mathematics.**ICT:** **TS & PC**: Working with others, decision making & problem solving**RRSA:** Article 31 – You have the right rest and playCareers:**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns.**Boys PE**- Softball- In this unit students will learn the importance of timing, using players natural strengths towards a shared goal and to benefit a team performance and co-ordination of effort. Students will work to improve their striking and catching skills in both controlled drills and competitive situations. **Literacy**: Talking and listening, explain their views using suitable vocabulary. Reading the success criteria and information from the WAGOLL wall.Numeracy: Scoring, develop methods and strategies including mental mathematics.**ICT:** **TS & PC**: Working with others, decision making & problem solving**RRSA:** Article 31 – You have the right rest and play**Thinking Frames:** The thinking frames chosen to be utilised in P.E as agreed by the department are:**Part Whole;** Used for initial skill development.**Sequencing:** Used for further skill development and to develop decision making within a game's context.**Cause Effect**: reacting to different stimuli within a range of variable situations in order to affect appropriate responses through the development of fine motor patterns. |


  **Curriculum Mapping**

 Subject: RE Year Group: 8

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| **September- October** | **November- December**  |
| **A Study of Celtic Ireland**This unit helps to make students familiar with the history of religion and beliefs in Ireland. The students will look at the old pagan beliefs of the Celts, studying their gods, customs, heroes, festivals and beliefs, whilst trying to see if any of these customs have survived to modern day. They will then study St. Patrick and his success in converting the Irish to Christianity. LiteracyKey word spelling walls and spelling quizzes.Research tasks on old customs and beliefs as well as on st. Patrick and his life and legacy.Numeracy – working with dates and working out the number of years that have passed from certain events. ICT – Using Microsoft Teams to set and submit tasks. Researching information. TS & PCWorking with othersBeing creativeManaging informationSelf Management.RRSA – Article 14 – you have the right to choose your own religion and beliefs.Careers – Historian, archaeology  | **Mid-** **Term**  | **Matthew’s Gospel**An overview of Matthew’s Gospel. We will study key stories, which include Jesus’ Baptism, Jairus’ Daughter and Feeding of the 5000 as well as Parables such as the parable of the unmerciful servant and parable of the wheat and the weeds.LiteracyKey word spelling walls and spelling quizzes.Extended writing tasks on the key concepts in the unit.Writing a modern day parable/ character diary accounts – research and extended writing task.NumeracyUsing numeracy to look up Bible referencesICT – Research TS & PCWorking with othersBeing creativeManaging informationSelf Management.RRSA – How girls were treated in the past/ how people were considered good/evil - judgement Careers – HistoriansTracking assessment – Multiple choice questions, research task  |

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| **January- February**  | **February - March** |
| **Moses**An introduction to the life of Moses- birth, Moses and the Burning Bush, the plagues that hit Egypt, the significance of the Passover Meal, the crossing of the Red Sea and the importance of the 10 Commandments.LiteracyKey word spelling walls and spelling quizzes.Extended writing tasks on the key concepts in the unit.Diary entry of Moses’ account of the Burning Bush.Newspaper article on the life and work of Moses.Numeracy: ICT:The plagues Facebook page – A Facebook account as if you have been caught up in one of the Egyptian plagues. – The Prince of Egypt movie and review.TS & PC:Working with othersBeing creativeManaging informationSelf Management.RRSA – rights of slaves, rights of people to celebrate their faithArticle 32 – You should not be made to do dangerous work. Linked to the slavery in Egypt and what this meant for Israelites working in slavery. | **Mid- Term**  | **Moses (Continued)**An introduction to the life of Moses- birth, Moses and the Burning Bush, the plagues that hit Egypt, the significance of the Passover Meal, the crossing of the Red Sea and the importance of the 10 Commandments.LiteracyKey word spelling walls and spelling quizzes.Extended writing tasks on the key concepts in the unit.Diary entry of Moses’ account of the Burning Bush.Newspaper article on the life and work of Moses.Numeracy:ICT:The plagues Facebook page – A Facebook account as if you have been caught up in one of the Egyptian plagues. – The Prince of Egypt movie and review.TS & PC:Working with othersBeing creativeManaging informationSelf Management.RRSA – rights of slaves, rights of people to celebrate their faithArticle 32 – You should not be made to do dangerous work. Linked to the slavery in Egypt and what this meant for Israelites working in slavery. |

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|  | **April-May** | **June** |
| **Easter holidays** | **Palestine- The Land where Jesus Lived**This unit helps students become familiar with the geography and climate of Palestine. Students will investigate how Palestine became known as Israel, today. We will study living accommodation, the market place, school and Jewish culture at the time of Jesus.This unit also helps students become familiar with the geography and climate of Palestine. Students will investigate how Palestine became known as Israel, today. We will study living accommodation, the market place, school and Jewish culture at the time of Jesus.Literacy:Key word spelling walls and spelling quizzes.Extended writing tasks on the key concepts in the unit.Creative writing -A day in the market place. Based on the 5 senses of what they would find in the market place at the time of Jesus.Numeracy:Converting currency in the market place.How much change would you receive for items bought in the market place?ICTTS & PCWorking with others.Being creativeManaging informationRRSAArticle 8 – Your identity should be respected by those making laws to make sure that you are safe and happy. Explore this right when investigating Palestine as an occupied country.Careers – Look at careers in the market place at the time of Jesus and link to careers in the market place today. Why have the jobs and roles changed? | **Revision** | **An Introduction to the Bible**This unit helps to make students familiar with the content of the Bible, how it came to be written down and printed, the discovery of the Dead Sea Scrolls and the work of The Gideons.Literacy: Key word spelling walls and spelling quizzes.Extended writing tasks on the key concepts in the unit.Numeracy:Basic maths activities on the number of books in the Bible.Sourcing chapters and verses in the Bible.Chronological ordering of dates and events.ICT:Use of Triptico for revision and consolidation of knowledge in lessons.Dead Sea Scroll newspaper task created on Publisher.TS & PC:Working with others.Being creativeManaging informationRRSA:CareersThe work of the scribe in ancient times, the development of the printing press and how this has impacted today on the spread of the Gospel.Tracking assessment (Yr 8 only):Creative interpretation of a Bible library and evaluation. |



**Curriculum Mapping**

Subject: Science Year Group: **8**

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| **September- October** | **November- December**  |
| **Being a good Scientist**In this unit students will learn to recognise hazard symbols and laboratory equipment. They will have the opportunity to use a Bunsen burner and plan and carry out an investigation.Literacy: Laboratory rules, vocabulary listNumeracy: Drawing graphs, unit conversions, reading measurementsICT: Research what happens at different temperaturesTS & PC: W06RRSA:Careers: Various Scientific careersTracking assessment: Topic test | **Mid-** **Term**  | **Living things**In this unit students will learn the seven characteristics that distinguish living from non-living things. They will have the opportunity to look at cells down a microscope and draw what they see.Literacy: Life processes key words, read text and answer questionsNumeracy: Calculating magnificationICT: Research organ transplants, research careersTS & PC: W01RRSA:Careers: Research careers involving microscopesTracking assessment: Winter exam |

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| **January- February**  | **March** |
| **Separating mixtures**In this unit students will learn to classify materials as solids, liquids or gases. They will also conduct experiments to determine if substances are soluble or insoluble in water and use chromatography to separate colours.Literacy: Reading text, vocabulary list and evaluating experimentsNumeracy: Design appropriate results tablesICT: Research solvents and solutesTS & PC: WO1, WO2RRSA:Careers: The role of a Chemist | **Mid- Term**  | **Human reproduction**In this unit students will learn the structure and function of the male and female reproductive system, find out what happens to boys and girls during puberty how a baby is born.Literacy: Reading text and keywordsNumeracy: Menstrual cycleICT: Research baby developmentTS & PC: DMRRSA:Careers: MidwiferyTracking assessment: Topic test |

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|  | **April-May** | **June** |
| **Easter holidays** | **Forces**In this unit students will learn how to use a force meter to measure forces. They will also find out how to calculate density, resultant force and speed. Literacy: Class discussion, exam questions, keywords and making relevant conclusionsNumeracy: Reading scales, calculations, using correct units, estimating and drawing graphsICT: Research famous ScientistsTS & PC: WORRSA:Careers: Jobs which require PhysicsTracking assessment: Summer exam | **Revision** | **Forces** (continued)Literacy: KeywordsNumeracy: Calculations ICT: Interpretation of dataTS & PC: DMRRSA:Careers: |

 **Curriculum Mapping 2023-24**

Subject: **Technology & Design** Year Group:**8**

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| **September- October** | **October - December** |
|  **Theme:** Workshop Safety and Key Fob Project* Introduction to Workshop Safety
* Plastic & Manufacturing Theory – learning about where plastic comes from, different types, its benefits and uses. Learning about different tools and machines, their specific uses and using them safely.
* Practical Plastic Project – Manufacture of a plastic key fob.

**Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities.Key word spellings.**Numeracy:** Measuring and marking out in cm and mm.  **ICT:** Utilising iPad’s for theory lessons.**TS & PC :** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others**RRSA: Article 3 (3)** States Parties shall ensure that those responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.**Article 29 (1e):** Development of respect for the natural environment. Explore what being a rights’ respecting global citizen means in relation to sustainability in our subject area when learning about plastics.**CIEAG:** Discussing the advantages of CAD / CAM in relation to future careers.**Homework –** H&S Poster based on knowledge gained prior to practical work commencing**Eco Schools:** reflecting on the environmental impact of plastics, their over-use and disposal.**Tracker 1** CAT Data. | **October Midterm**  | **Theme:** Learning about Graphics* Understand why graphics, perspective drawing, shading and texture are an important part of Technology and Design.
* Complete a variety of tasks relating to one-point perspective, shading and texture and combine these skills to create realistic drawings.

**Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities.Key word spellings.Careers writing task.**Numeracy:** Measuring in cm and mm. Worksheet task relating to cm and mm.Estimating lengths / distances.**ICT:** Source and select relevant information for career research task. **TS & PC:** Managing Information, Thinking, Problem-Solving and Decision Making, Being Creative, Self-Management**RRSA:** Promoting and focusing on individual high-quality outcomes. Article 29 (a) The development of the child’s personality, talents, and mental and physical abilities to their fullest potential.**CIEAG:** Researching & discussing a variety of careers that are linked to Technology & Design.**Homework –** 1Point Perspective presentation page.**Eco Schools:** reflecting on the importance of recycling and sorting our waste in the TD department.**Tracker 2** Theory test all aspects of project covered since Sept: H&S, plastics, 1 Point Perspective & Shading.  |
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**Curriculum Mapping 2023-24**

Subject: **Technology & Design (continued…)** Year Group:**8**

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| **January - April** | **April - June** |
|  **Theme:** Learning about Wood & Wooden Boat Project* Wood Theory: Learning about material properties, the different categories of woods, different tools used to work with wood compared to plastic, joining wood methods and finishing techniques for wood. Learning about the FSC and sustainability.
* Practical Wood Project – Manufacture of a wooden boat.

**Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities.Key word spellings.**Numeracy:** Measuring in cm and mm. Use of templates and measuring guides on pillar drill.**ICT:** Source and select relevant information for research task. **TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others**RRSA: Article 29 (1e):** Development of respect for the natural environment.Explore what being a rights’ respecting global citizen means in relation to sustainability in our subject area when learning about Wood.**CIEAG:** Discussing different employment opportunities that relate to wood.**Homework –** Research and produce an information page on how a tree is converted to the timber we use in school – felling / conversion and seasoning.**Eco Schools:** discussing the importance of using native and local woods in comparison to tropical and endangered wood species.**Tracker 3** * End of topic theory test.

  | **Easter Holidays**  | **Theme:** Learning about Metal & Metal Spinner Project* Model making and its importance in the design process.
* Metal Theory: learning about where metals come from and the different types, categories / classifications and tools associated with metal manufacture.
* Practical Metal Project – Manufacture of individual Metal Spinners.

**Literacy:** Subject specific terminology used and reinforced in all lessons and throughout the topic during speaking and listening activities.Key word spellings.**Numeracy:** Measuring and marking out accurately, using a compass to create hexagons. **ICT:** Utilising iPad’s for theory lessons.**TS & PC:** Managing Information, Being Creative, Thinking, Problem-Solving and Decision Making, Self-Management, Working with Others**RRSA:** Promoting and focusing on individual high-quality outcomes. **Article 29 (1a)** The development of the child’s personality, talents, and mental and physical abilities to their fullest potential.**CIEAG:** Discussing different employment opportunities that relate to metals.**Homework –** worksheet on the different categories of metals and the tools used to work with metal.**Eco Schools:** discussing the impact of mining metals on the environment.**Tracker 4** * Summer exam on topics covered from start of the year: H&S, Plastics, Graphics, Wood & Manufacturing with Wood, Metals & Manufacturing with Metals.
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  **Curriculum Mapping**

 Subject : English Year Group :8

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| **September- October** | **November- December**  |
| Blackwell Spelling TestYear 8 Novel Study**Grammar stream:** Silver Sword *by Iain Serrailler* **All ability stream:** Buddy *by Nigel Hinton*Literacy: Reading for understandingNumeracy: Present, record and present dataICT: Using Microsoft Teams to liaise with set HW tasksTS & PC: BC: Self-managementRRSA: Article 24 (You should get the best healthcare possible)Careers: ResearcherTracking Assessment: Explore how Egeus demonstrates a patriarchal attitude in Act 1. (Reading Focus) | **Mid-** **Term**  | Characterisation – Dicken's Villains and VictimsLiteracy: Review accuracy of basic punctuation, explorations of nouns, adjectives and verbs and how they are used to chape characterNumeracy: Understand shape in relation to multi modal texts ICT: Create, develop and publish ideas TS & PC: SM: Focus, sustain attention and persist with tasksRRSA: Article 2 (You have the right to protection against discrimination)Careers: Marketing, media, writingWinter Exam: Section A – Shakespeare Focus, Section B – Dickens Writing tasks – character description (Dicken’s recast) |

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| **January- February**  | **March** |
| Report writing / Lamb to the SlaughterLiteracy: Review presentation guidelines and school marking policyNumeracy: Make predictionsICT: Select information from a safe reliable source TS & PC: SM: set personal targets and review themRRSA: Article 12 (Have a say in decisions that affect you) Careers: PoliticianTracking assessment: Report Writing Task | **Mid- Term**  | Poetry from Different Cultures Literacy: Introduce PEENumeracy: Estimate numbers as a fraction in exam paper ICT: Solve a problem using a digital toolTS & PC: TPDM: examining evidence RRSA: Article 28 (You have a right to an education)Careers: English TeacherTracking assessment: Response to poetry |

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|  | **April-May** | **June** |
| **Easter holidays** | Narrative writingLiteracy: Locate information in a documentNumeracy: Collect information using a tableICT: Process found or self-produced images showing awareness of purpose and audienceTS & PC: MI: order select, classify and evaluate informationRRSA: Article 28 (You have the right to an education)Careers: Editing Tracking assessment: Extended writing task | **Revision** | ***Unit 2: The study of Media***Tr3 Speaking and Listening Task / Analysis of print mediaLiteracy: Discuss/review spelling strategiesNumeracy: Understand categories and numbers e.g. acts and scenes ICT: BC: Reflect on work using digital media to make improvements TS & PC: Make ideas real by experimentingRRSA: Article 31 (you have the right to drama)Careers: Marketing, AdvertisingTracking Assessment: Create a media text and explain colour, image and text choices using PEE.Summer exam: Students will revise learning across the year and answer questions on all topics. |



 **Curriculum Mapping**

 Subject Geography Year Group 8

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| **September- October** | **November- December**  |
| ***What is Geography?******Places in Northern Ireland******The Changing World of Work***Literacy: Learning the correct definition of Geography, differentiate between human and physical Geography, correct spelling of NI counties, use of mnemonic to memorise names and position of counties, reference to Ulster Scots and Irish to understand meanings of NI place namesWriting about ‘My favourite place in NI’Numeracy: Using NI employment statistics to draw bar charts and line graphsICT: StatisticianCareers: Categorisation of all work types into primary, secondary and tertiary economic activities, survey of parental employment and class discussion of pupils’ career goalsTracking assessment (Yr 8 only): Tracker test on first two topics before half term | **Mid-** **Term**  | ***Map Skills***Literacy: Writing a map symbol storyNumeracy: Use of ratio to calculate scale on maps ICT: Use of interactive online ‘Map Zone’ activities to consolidate understanding of map skillsTS & PC:Careers: consideration of using map skills to work for the Ordnance SurveyTracking assessment: Christmas examination on first 4 topics |

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| **January- February**  | **March** |
| ***Northern Ireland Rocks***Literacy: Use of mind maps and mnemonics to remember the key features of the 3 main rock types and their usesNumeracy:ICT: Enquiry - researching potential lignite extraction in Co Antrim and producing a factfile on the issue with arguments for and against:Careers: consideration of the work of Geologists | **Mid- Term**  | ***The Geography of Food***Literacy: Consideration of causes of changing food tastes in the UK and ranking in order of importance.Numeracy: Using ratio and scale to calculate food miles for various types of imported foodsICT:Careers: Logistics |

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|  | **April-May** | **June** |
| **Easter holidays** | ***Ecosystems and Biomes***Literacy: Learning of key terms and definitions, differentiating between ecosystems and biomes, correct spelling of various biome types.Numeracy: Use of climate graphs for the UK – calculating mean rainfall and annual temperature rangeICT:Tracking assessment – End of year examination on all topics | **Revision** | ***Ecosystems activities booklet and fieldwork***Literacy: completion of crosswords, wordsearches and other puzzles to consolidate prior learning on the features of the deciduous woodland ecosystemNumeracy:ICT: Research on the characteristics of the deciduous woodland biome.TS & PC:Careers: National Trust and other environmental and conservation agencies |



**Curriculum Mapping**

Subject: **Citizenship**  Year Group: **8**

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| **Unit 1**  | **Unit 2**  |
| What is Citizenship?Diversity in our school = People Bingo, individual artefact. How is our school different because it is an integrated school?Diversity in our community – Variety of cultures. Creating a neutral flag for Northern Ireland. Challenges of diversity in NI = sectarianism and racism. Key terms = stereotype, scapegoat, bigot.How does the rest of the world impact on our lives?Literacy: Reading text. Answering extended writing questions.Numeracy: ICT: Film clipsTS & PC: Explaining opinions. Talk on item that represents them.RRSA: Right to go to an integrated school. Right to a nationality.Careers: | **Mid- Term**  | Introduction to human rights – what is an ideal world?Universal Declaration of Human Rights (UDHR) and United Nations Convention on the Rights of the Child (UNCRC).Literacy: Reading and interpreting textNumeracy: ICT: Film clipsTS & PC: Explaining opinions.RRSA: UDHR and UNCRCCareers: Child Labour |



**Curriculum Mapping**

Subject: **Employability** Year Group: **8**

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| **Unit 1** | **Unit 2** |
| Skills and qualities required for particular jobs. Considering what employers are looking for. Personal career planning, personal target setting.Sources of career informationWorking in the local and global economy: jobs in the local community, occupational sectors, the global economy. Investigating labour market information.Literacy: Reading text. Answering extended writing questions, interviewing someone about their career and analysing the information.Numeracy: interpreting labour market figuresICT: Film clipsTS & PC: MI: order select, classify and evaluate informationRRSA: Article 28 (You have the right to an education)Careers: range of careers investigated e.g. ICT Manager, Cabin Crew, Pizza Chef, Receptionist, FarrierICT: Presentation software. | **Mid- Term**  | Career planning continued. Be able to review and revise career plan. Carry out a job study and develop research skills.Technological changes at home and at work. Changing work patterns.Identifying attributes of an enterprising person.Literacy: student reflection record, Personal Career Plan, ICT: Film clips, using apps to research I.e. careers A-ZTS & PC: MI: order select, classify and evaluate informationRRSA: article 28 – right to an education, article 13 – freedom of expressionCareers: range of sectors and focusing on labour market information |



**Curriculum Mapping**

**Subject PD Year Group 8**

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| **Unit 1** | **Unit 2** |
| In Year 8 Personal Development is based on the three concepts of self-awareness, personal health and relationships. Students will have opportunities to consider the importance of self-confidence and self-esteem and the qualities of good friendships. Themes of managing change such as the change from primary to secondary school will also be discussed and resolving conflict such as dealing with bullies.**Literacy**: Talking and listening **Numeracy:** collect, organise, record and represent data**ICT**: Video clips on anti-bullying**TS & PC:** Decision making and working with others**RRSA: Article 24** – You should get the best health care possible.**Careers**: Range of careers in health care eg nurse, physio etc |  | In this unit students will study child protection in the digital world. Students will focus on personal health and the changes that occur during puberty. They will also explore the need for good personal hygiene and the range of influences that can have both positive and negative impact on all aspects of their health including legal and illegal substances and safety and managing risk.**Literacy:** Talking and listening**Numeracy:**  collect, organise, record and represent data**ICT:** Video clips on puberty and change.**TS & PC:** Working with others, giving and responding to feedback.**RRSA:** Article 24 – You should get the best health care possible.**Careers:** Range of careers in the health service e.g. nurse, physio, midwife, health visitor. |