



# WALTON HIGH SCHOOL – YEAR 8 CURRICULUM OVERVIEW

Subject		HT1 (Sept-Oct)	HT2 (Nov-Dec)	HT3 (Jan-Feb)	HT4 (March-April)	HT5 (April-May)	HT6 (June-July)
Maths	Main Topics	Ratio and proportion Expressions and formulae	Standard form Angles	Measures and mensuration Functions and graphs Collecting, organising and representing data	Collecting, organising and representing data Equations	Equations Algebraic manipulation Transformations	Transformations Circles Constructions
	Assessment Information	Reading 'Blood Brothers is a play about two contrasting worlds.' To what extent do you agree with the statement?	Reading Explore how Shakespeare presents Macbeth's descent into tyranny.	Writing Write a short narrative inspired by the Gothic genre.	Reading Compare how the poets present relationships in these two poems.	Speaking and Listening Write and perform a speech giving your opinion on climate change and its effects.	
English	Main Topics	<i>Blood Brothers</i> by Willy Russell	<i>Macbeth</i> by William Shakespeare	Gothic Horror	Relationships Poetry	The Art of Rhetoric	
	Assessment Information	Reading 'Blood Brothers is a play about two contrasting worlds.' To what extent do you agree with the statement?	Reading Explore how Shakespeare presents Macbeth's descent into tyranny.	Writing Write a short narrative inspired by the Gothic genre.	Reading Compare how the poets present relationships in these two poems.	Speaking and Listening Write and perform a speech giving your opinion on climate change and its effects.	



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Science	Biology	<b>Human Physiology</b> <ul style="list-style-type: none"> <li>Aerobic and Anaerobic Respiration</li> <li>The Effect of Exercise on the Human Body</li> </ul> <b>Botany</b> <ul style="list-style-type: none"> <li>Plant Disease and Deficiency</li> </ul> <b>Genetics</b> <ul style="list-style-type: none"> <li>The History of DNA</li> <li>DNA, Genes and Chromosomes</li> </ul>	<b>Human Physiology</b> <ul style="list-style-type: none"> <li>A Balanced Diet</li> <li>Food Tests</li> <li>Digestive System</li> </ul> <b>Health and Disease</b> <ul style="list-style-type: none"> <li>Malnutrition</li> </ul>			<b>Genetics</b> <ul style="list-style-type: none"> <li>Variation and Evolution</li> <li>Extinction</li> </ul> <b>Ecology</b> <ul style="list-style-type: none"> <li>Animal Adaptations</li> <li>Plant Adaptations</li> </ul>	<b>Health and Disease</b> <ul style="list-style-type: none"> <li>Lung Diseases</li> <li>A Healthy Pregnancy</li> <li>Recreational Drugs</li> </ul> <b>Ecology</b> <ul style="list-style-type: none"> <li>Human Impact on the Environment – Colony Collapse Disorder</li> </ul>
	Chemistry	<b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>The Periodic Table</li> <li>Group 1</li> <li>Group 7</li> <li>Group 0</li> </ul> <b>Chemical Change</b> <ul style="list-style-type: none"> <li>Chemical vs Physical Reactions</li> <li>Conservation of Mass</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>Exothermic and Endothermic Reactions</li> </ul> <b>Chemical Change</b> <ul style="list-style-type: none"> <li>Combustion</li> <li>Thermal Decomposition</li> </ul> <b>Earth's Resources</b> <ul style="list-style-type: none"> <li>Air Pollution</li> </ul>	<b>Chemical Change</b> <ul style="list-style-type: none"> <li>Acids and Alkalis</li> <li>Salts</li> <li>Neutralisation</li> <li>Making Salts</li> </ul> <b>Elements and Compounds</b> <ul style="list-style-type: none"> <li>Metals in the Periodic Table</li> </ul>	<b>Chemical Changes</b> <ul style="list-style-type: none"> <li>Metals and Oxygen</li> <li>Reactivity Series</li> <li>Metal Displacement</li> </ul> <b>Earth's Resources</b> <ul style="list-style-type: none"> <li>Extracting Metals with Carbon</li> <li>Ceramics, Composites and Polymers</li> </ul>		
	Physics			<b>Magnets</b> <ul style="list-style-type: none"> <li>Magnetism</li> <li>Magnetic fields</li> <li>Electromagnets</li> <li>Earth's Magnetic Field</li> </ul>	<b>Space</b> <ul style="list-style-type: none"> <li>Day and Night</li> <li>The Seasons</li> <li>The Moon</li> <li>The Solar System and Beyond</li> <li>Life Cycle of a Star</li> <li>Space Exploration</li> </ul>	<b>Motion</b> <ul style="list-style-type: none"> <li>Speed</li> <li>Distance-Time Graphs</li> <li>Speed-Time Graphs</li> <li>Acceleration</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>Light</li> <li>Reflection</li> <li>Refraction</li> <li>The Eye</li> <li>Colour</li> </ul>



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Art	Main Topics	<p><b>In the Kitchen:</b> This unit explores the concept of Recycle and Reuse (rationing, food waste, using recycled materials) through a focus on mixed media techniques. Outcomes may include watercolour burger, wax transfer ketchup bottles.</p>	<p><b>In the Kitchen:</b> Production of Final Outcomes, these may include: French knitted food, ceramic foods, felt and ceramic food packaging, cardboard constructed plates of food...</p>	<p><b>Inside the Body:</b> Students are encouraged to experiment and take risks with their use of materials within this unit, which explores the use of Art for scientific recording and observation.</p>	<p><b>Inside the Body:</b> Production of Final Outcomes, these may include: wax trapping, poly-block printing or felted cells, clay hearts, mixed media layer abstract cell forms...</p>	<p><b>Caged:</b> This unit begins preparing students for the 'stepping stone to GCSE' year in Year 9 by looking at meaning and concept in Art, giving students the opportunity to explore the themes of Endangered Species or Prisoners in a variety of materials and techniques.</p>	<p><b>Caged:</b> Production of Final Outcomes, these may include: collage portraits, endangered animal Babygro, Andy Warhol inspired poly-block prints, plastic bonding sea life animals...</p>
	Additional information	<p>Continue to explore a wide range and combination of materials and techniques such as: drawing, colour blending, wax transfer, ink and glue experiments.</p>	<p>Students will explore a wide range of materials and techniques such as: mixed media layered collage, decoupage, wax relief, textiles, 3D construction, needle/wet felting. Investigate and research the work of contemporary and historical artists and makers such as: Owen Gildersleeve, Claes Oldenburg, and Louise Daneels.</p>	<p>Students will explore a wide range of materials and techniques such as: wax relief, biro mark making &amp; printing.</p>	<p>Students will explore a wide range of materials and techniques such as: Poly-block printing, ceramics and mixed media. Investigate and research the work of contemporary and historical artists and makers such as: Leonardo da Vinci &amp; France Bourley.</p>	<p>Students will be able produce creative and imaginative outcomes that critically analyse and question a given theme/concept. Develop their visual literacy skills through critical analysis of the work of others and the critical evaluation and creation of their own artwork.</p>	<p>Students will explore a wide range of materials and techniques such as: colour blending, portrait drawing, mixed media layered collage.</p>



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French	Main Topics	<b>First year of French</b> Describing yourself and others.	Describing yourself and others School – routine, subjects, opinions.	School- routine, subjects, opinions Sports and pastimes	Sports and pastimes	Home and celebrations	Home and celebrations
	Additional information	Key sounds Giving dates Verb forms- infinitives Adjectival agreements The negative form.	Key sounds Extending range of verbs Telling the time Agreeing and disagreeing	Module 2 assessment Film- le petit Nicolas Key sounds The French-speaking world Interview with a celebrity Formulate and answering questions	Key sounds The French-speaking world Interview with a celebrity Formulate and answering question Module 3 assessment	Key sounds Verb forms – using we Festivals in the French-speaking world French breakfast	Using the future tense- planning a visit to a festival in a French-speaking country. Learning about Bastille Day
Geography	Main Topics	Population		Glaciation		International development	
	Additional information	Population growth DTM model Population pyramids China one child policy Kerala Ageing populations Migration		Intro to glaciation Landforms Global warming and the Arctic Impacts / management in the Arctic			



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German	Main Topics	Food and healthy eating	Food and healthy eating Festivals and celebrations	Holiday and travel	My home and local area	My home and local area	My home and local area Famous German authors and fairy tales
	Additional information	Using the verbs to drink and to eat in the present tense Starting to use the perfect (past) tense	Unit 1 assessment Transactional language to order food Using modal verbs to say what you should/shouldn't do	Using the infinitive of verbs Using the past tense to talk about past holidays Using different personal pronouns and verb forms	Unit 2 assessment Transactional language to ask for places in town Using separable verbs in the present tense	Using the present and past tense together Starting to use the future tense	Unit 3 assessment Revising the perfect and imperfect tense(past) tense Learning about German fairy tale tradition Getting to know famous German authors
History	Main Topics	How Revolutionary Was The Industrial Revolution?	The Global Impact of Britain's Industrial Revolution: Britain, America and Slavery	The War to End All Wars? How did WW1 Change Everything?	The March For Equality In Britain: Has it Really Been Achieved?	The Story of America. The Birth and Crash of a Nation. How Did Events in America Change The Eorld?	
	Additional information	Lessons will focus on the extent of change of the different revolutions in the period. Industrial, Agricultural, Social and Transport and how they interlink. Local history consideration of the impact of North Staffordshire and the Black Country	Lessons will consider how Britain's Industrial revolution contributed to a growth of slavery. How Slavery worked, how it was resisted and finally ended.	Lessons will look at the origins of war, linking this to previous learning on empire and industrialisation. We will move onto look at what made this war unique, considering the loss of life, innovation and consequence of war.	This unit builds from the experience of women in the First World War explaining how a degree of political equality was achieved. It will also contextualise it by looking at how developments in the 19 <sup>th</sup> (class) and later 20 <sup>th</sup> century (minority groups) also have seen a march to equality across the nation.	In the first section we shall look at a short overview of the birth of America. How the United States was formed, and the impact on the Indigenous population of America	In the Larger second half of the course we shall look at the ups and downs of 20 <sup>th</sup> Century America. Why the Nation boomed in the early 1920s and why; who really benefited and why it come crashing down



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IT	Main Topics	Data Representation / Binary Logic	Introduction to Programming	Spreadsheet Modelling/Logic	<b>Boolean Logic</b>	Graphics Editing Skills Development	Graphics Project
	Additional information	Introduction to Binary	Python Chatbot task	Trip to Fair financial spreadsheet model	Introduction to Boolean Logic	Graphic editing skills	Production of publicity materials for print / web export
Music	Main Topics	Introduction to Department Target Setting from End of Year 7 marks Ukulele Introduction	Music from Latin America	Folk music		Ostinato and Riffs	Revision Lessons End of year test
	Additional information	Appraisal: Chords and Key Words Practical: 4 chord song performance	Appraisal: Context, Instruments and Features, Listening Skills Practical: Keyboard/Band Skills (Three Little Birds)	Appraisal: Instruments, English, Irish, Scottish, Traditions Practical: Keyboard Skills (What shall we do with the drunken sailor) Ukulele Skills (What shall we do with the drunken sailor)		Appraisal: Listening Skills and Key Words Practical: Keyboard Skills	



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PE		Students complete a rota of activities throughout Year 8 and different sets will complete different activities at different times. Unfortunately, much of the PE curriculum is also weather dependent. Throughout Year 8, students will complete modules in: Swimming, Football, Table Tennis, Gym/Dance, Netball, Athletics, Striking & Fielding and Rugby. Throughout their PE lessons, they will also develop the following skills:					
		<b>Leadership</b>	<b>Communication</b>	<b>Resilience</b>	<b>Self-Management</b>	<b>Teamwork</b>	
		Lead small group warm up	Helping develop basic strategies/ tactics in small groups	Be able to work for a longer period of time as part of a group.	Ensure that you are aware and have bought kit for extra-curricular activities.	Work cohesively as part of a small group team	
RE	Main Topics	Topic 1: <b>Why is it hard to believe in God?</b>		Topic 2: <b>Historical Jesus</b>	Topic 3: <b>What does justice mean to Christians?</b>		Topic 4: <b>Pilgrimage</b>
	Additional information	<ul style="list-style-type: none"> <li>• What is the current picture?</li> <li>• What makes it hard to believe in God?</li> <li>• How does suffering affect belief in God?</li> <li>• What does the story of Job teach about suffering?</li> <li>• What does Buddhism teach about suffering?</li> <li>• How does evil affect belief in God?</li> <li>• Evil as a force</li> <li>• Evil as a being</li> <li>• Evil as a human phenomenon</li> </ul>		<ul style="list-style-type: none"> <li>• Historical Jesus – intro</li> <li>• Teachings of Jesus; parables</li> <li>• The Nicene creed</li> <li>• Buried Christian treasure</li> <li>• The crucifixion – a prequel</li> <li>• The crucifixion</li> </ul>	<ul style="list-style-type: none"> <li>• What is justice?</li> <li>• What did justice mean to Jesus?</li> <li>• What did justice mean to Desmond Tutu?</li> <li>• Others search for justice (Martin Luther King, Gandhi, the Dali Lama)</li> <li>• How do Christian organisations fight injustice- Christian Aid?</li> <li>• How do Christian organisations fight injustice- CAFOD?</li> <li>• How does Fairtrade fight injustice?</li> <li>• How does Amnesty International fight injustice?</li> </ul>		<ul style="list-style-type: none"> <li>• What is pilgrimage?</li> <li>• The Holy Land- a pilgrimage site for three religions</li> <li>• The river Ganges – a pilgrimage site for Hindus</li> <li>• The Golden Temple – a pilgrimage site for Sikhs</li> <li>• Makkah- a pilgrimage site for Muslims</li> <li>• Buddhism and pilgrimage</li> </ul>



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## Technology

D&T in Year 7 and Year 8 is planned as a 2 year program covering the National Curriculum requirements. Students study 4 modules of 9 weeks during the year. The rotation allows them to experience 8 curriculum D&T areas during the Key Stage 3. In the June of Y8 students opt for their preferred subjects in D&T for Y9 from the 4 disciplines;  
 Food technology,  
 Textiles technology,  
 Resistant Materials or Graphics

	<b>Food Technology</b>	<b>Textiles Technology</b>	<b>Resistant Materials</b>	<b>Electronics &amp; CAD</b>	<b>Extension Graphics modules</b>
<b>Main topics</b>	Cooking for teenagers Understanding what the body needs through its life time.	Creating a lined product with machine and hand applique. Incorporating CAD/CAM embellishment.	Working with metal and plastics. Understanding industrial manufacture. Use of CAD/CAM.	Soft soldering components onto a circuit with a copper wire switch.	History of architectural styles, modelling skills developed supported with engineering technical drawings, structures.
<b>Additional information</b>	Practical cooking each week following the school recipe booklet. Skills developed and a wide variety of equipment used. Time pressures and presentation add to the challenge.	A tablet case is produced with a lined construction, applied additional fabrics for the design, additional fastening and a CAD/CAM sublimation print detail.	4 products made from aluminium, copper and acrylic. Students silver solder a ring, produce an enamelled badge, CAD/CAM laser cut a keyring and form an aluminium stand for all parts to be displayed.	Battery powered toy, assembled with line bent acrylic casing and CAD developed graphics. Using jigs and templates with QC/QA checks completed at each stage.	Specialist equipment used to develop architectural drawings, orthographic elevations and develop 3D models. Links made to careers in design and engineering.