Curriculum Overview: YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Budmouth Values	Respect		Excellence		Determination	
Guiding Principles	SelfWorth		Engagement		Purpose	
Conditions of Success	Belonging, Fun & excitement	Heroes	Spirit of Adventure, Sense of accomplishment	Curiosity & Creativity	Leadership & Responsibility	Confidence to Take Action
Driving Question	How can we learn to communicate and feedback effectively to develop a sense of belonging in our inclusive community?	How can we learn to emulate our heroes by thinking critically and solving complex problems in the real world?	How can we learn to embrace the spirit of adventure and to work collaboratively to maximise our accomplishments in the future?	How can we learn to nurture our curiosity to become creative collaborators in a challenging and ever-changing world around us?	How can we learn to become self-regulated leaders that will think critically to solve 21st Century problems?	How can we learn to be resilient when we reflect on our ideas and have the confidence to take action into the real world?
Power Skills	Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving	
Applied Learning Outcome	Students will experience a range of feedback methods to communicate their progress, resilience and next steps across all subjects.	Students will experience a range of problem solving strategies across all subjects to enable them to make connections and to identify and explain patterns.	Students will experience a range of group/team activities to enable them to work collaboratively to evaluate and navigate through real world situations.	Students will experience a range of situations where they will learn to manage team dynamics within a variety of intercultural audiences.	Students will experience simulation exercises that will allow them to develop skills to take responsibility over their own learning and future opportunities.	Students will experience tasks that will enhance their resilience by acting upon constructive feedback to take action.
Employability focus	Linking curriculum learning to careers - subject areas should make explicit links between the skills developed (and the content learned) within lessons and their use in the real world, including employers, employees interacting with the students in the classroom (see BM for support with this)		Learning from career and labour market information (LMI) - subject areas should liaise with BM to include LMI data such as wages, job demand, location, qualifications, skill demands etc. as part of above.		Encounters with employers, business owners and worker representatives - subject areas should invite in guests to make these links more explicit. (see BM for support)	
Careers Objectives	Understanding of career sectors (as per our definitions) (BM 4 and 5) Able to talk about a range of careers in depth outside the 'top 10' (BM 4 and 5) Can make links between subject areas, skills and content and their use in a range of careers (BM4)		Clear ability to define and evidence powerskills in writing and through interview as a response to demands of job market (BM 2 and 5) They can talk about the job market from a local, national and international perspective and understand why the job market changes over time (BM2) Can elucidate the rights of workers and how to get support (BM 8)		Have an understanding of business start-up and can give details on where and how they can get support (BM 3 and 5) Develop an equitable network to support career and business (BM 5 and 6) Confidently able to discuss available pathways post-16 and post-opportunities (BM 2, 3 and 7)	
	Career Sector Knowledge 6 **6a.** Art, Culture and Sport **6b.** Manufacturing	**Career Sector Knowledge 7** **7a.** Finance, Insurance and Banking **7b.** Housing and Property	**Career Sector Knowledge 8** **8a.** Agriculture and Food **8b.** Mining and Quarrying	**Career Sector Knowledge 9** **9a.** Energy and Renewable **9b.** Water, Sewerage and Waste/Recycling	**Routes Knowledge 1** **1a.** Job Market Information **1b.** Apprenticeships#1 **Enterprise Knowledge and Skills 2** **2a.** Weyforward Ideas League	**Enterprise Knowledge and Skills 2** **2a.** Weyforward Ideas League (continued) **Careers Presentations 2** **2a.** Knowledge Showcase
English	**Unit 1: SPaG-hetti Junction: Victorian Voices** *How do writers use language, structure and viewpoint to shape a reader's response?* A structured exploration of Victorian crime, poverty and social reform, developing students' ability to craft precise, controlled and purposeful writing.	**Unit 2: A Christmas Carol** *How are writers motivated by political and social tensions?* An development of: subtext, implicature, themes and motifs, figurative language, discourse marking,, connotation and denotation Students will revisit of the skills: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 3: Romeo and Juliet** *How does Shakespeare use language, structure and form for effect?* A development of: subtext, implicature, themes and motifs, figurative language, discourse marking,, connotation and denotation Students will revisit of the skills: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 4: War Poetry** *How do writers use poetic techniques to present conflict?* An introduction to: subtext, , themes and motifs, figurative language, discourse marking,, connotation and denotation Students will revisit of the skills: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 5: A View from the Bridge** *How do writers present changing relationships in their texts?* A development of: subtext, implicature, themes and motifs, figurative language, discourse marking,, connotation and denotation Students will revisit of the skills: varying vocabulary for sentence building, writing what, how, why paragraphs, inference, context, using evaluative verbs and characterisation.	**Unit 6: Animal Farm** *How do writers portray philosophical, political and moral tension?* A development of the skills of: structure and sequencing, evaluation, comparatives and superlatives, ambiguity Students will revisit the skills of: subtext, implicature, themes and motifs, figurative language, discourse marking,, connotation and denotation, varying vocabulary for sentence building, writing what, how, why paragraphs,
Maths	**Proportional Reasoning** Ratio and Scale, Multiplicative Change, Multiplying and Dividing Fractions:	**Representations** Working in the Cartesian Plane, Representing Data	**Algebraic Techniques** Brackets, Equations and Inequalities, Sequences, Indices	**Developing Number** Fractions and Percentages, Standard Index Form, Number Sense	**Developing Geometry** Angles in Parallel Lines and Polygons, Line Symmetry and Reflection, Area of Trapeziums and Cirlces	**Reasoning with Data** Data Handling Cycle, Measures of Location
Science	**Chemical Reactions** Students investigate how substances interact to form new materials, explore evidence of chemical change, and learn to represent reactions using word and symbol equations. **Light** Students explore how light travels, how it reflects and refracts, and how we see objects and colours through the behaviour of light rays.	**Body Systems & Biological Processes** Students build on their understanding of the human body by studying processes like respiration, digestion, and circulation, and how these systems work together to keep us healthy. **Plants and Photosynthesis** Students learn how plants make their own food through photosynthesis, the role of sunlight, water, and carbon dioxide in this process, and why plants are essential for life on Earth.	**Metals and Materials** Students learn about the properties of metals and other materials, how they' re used in everyday life, and how chemical reactions can change or combine them. **Motion and Pressure** Students explore how objects move and the forces involved, including how pressure is created and its effects in gases, liquids, and solids.	**Inheritance** Students discover how traits are passed from parents to offspring, including the role of genes, DNA, and variation in living organisms. **Sound** Students deepen their understanding of sound as a type of energy made by vibrations, exploring how it travels, how we hear it, and how it's used in technology.	**The Earth** Students investigate Earth's structure, the rock cycle, and how natural processes like erosion, weathering, and plate movement shape our planet over time. **Electricity** Students learn how electric circuits work, including current, voltage, resistance, and how electricity powers devices in the real world.	**Magnetism** Students explore magnetic forces, fields, and how magnets interact with materials, as well as how magnetism links to electricity in electromagnets and motors. **Space** In this topic, students explore the structure of the Solar System, the movement of celestial bodies, and how these movements cause phenomena such as day and night, seasons, and phases of the Moon
History	**Unit 1A - The Slave Trade** Did the idea of human rights cause the abolition of the Slave Trade? Students will investigate how humans managed to justify slavery, the lives of slaves, the inhumane treatment of slaves & eventual abolition of slavery **Unit 1B - Black History Month** How do you get civil rights with a bus? To investigate Black British History The history of Civil Rights within Britain and prominent men and women of black British heritage	**Unit 2 - The Industrial Revolution** How did the Industrial Revolution improve workers rights? A look at the development of workers rights & living conditions during the Industrial Revolution	**Unit 3 - The Causes of World War One** Did Democracy cause World War One? Looking at the long-term, short-term and trigger causes of World War One	**Unit 4 - Sim / Diff** Warfare Crime & Punishment / LE Peasants Revolt vs Tolpuddle Gunpowder Plot vs Franz Ferdinand	**Unit 5 - Life in the Trenches** Did World War one create Democracy? A source-based unit of study encouraging students to draw conclusions from different historical records on how soldiers lived in the trench system	**Unit 6 - The Suffragettes** Did violent methods win women voting rights? An indepth look at women's campaign to win universal sufferage at the turn of the century
Geography	**Unit 1: Overseas development** This unit introduces students to the concept of development, exploring how and why countries differ in terms of wealth, health, and quality of life. Pupils examine global patterns of development using a range of indicators, and investigate the barriers that prevent progress, such as conflict, poor trade links, and lack of infrastructure.	**Unit 2: Population moving stories : Migration** In this unit, students explore key concepts around population growth, distribution, and movement. They investigate where people live and why, using tools like population pyramids, population density maps, and the Demographic Transition Model. Pupils examine global case studies, including India and China, to compare contrasting population trends and government policies.	**Unit 3: Hazards: Tectonics and Volcanoes theory** This unit introduces students to the structure of the Earth, exploring the theory of plate tectonics and how movement at plate boundaries leads to natural hazards such as volcanoes, earthquakes, and tsunamis. Pupils learn about the different types of rocks and geology, and examine real-life examples through case studies such as volcanic eruptions and earthquake events.	**Unit 4: Exploring Asia** In this unit, students develop their understanding of Asia's physical and human geography, focusing on key countries such as China and India. They explore the diverse climates and landscapes across the continent, and examine major themes such as population growth, economic development, and urbanisation.	**Unit 5: Cold Environments** This unit explores the polar regions and glacial environments, focusing on the Arctic Circle, Antarctica, and the Himalayas. Students learn how to locate and map cold regions, investigate glacial processes and understand how glaciers shape the landscape both in the UK and globally. They study the unique characteristics of polar ecosystems and consider human interactions, such as tourism in Antarctica and the conflicts it causes in the Himalayas.	**Unit 6: Coasts** This unit explores the Coastal Zone, focusing on key coastal processes and the formation of erosional landforms. Students study real-world examples such as Lulworth Cove and Durdle Door, examining both their physical features and the human activity that affects them. Pupils are introduced to fieldwork techniques, learning how geographers collect and analyse data.
Religious Studies	**What is ethics?** Explore ethical theories and apply religious beliefs onto these.	**How did the universe begin? (6 Lessons)** Exploring the inquiry questions: 1. How do religions and non-religious worldviews explain the origin of the universe? 2. What responsibility do humans have for the environment?	**Do all religions involve God? (6 lessons)** Explaining beliefs in Buddhism and exploring how the belief system works without God	**Why do Christians believe Jesus was God on earth and what was radical about him?** Key Question: Why do Christians believe Jesus was God on earth and what was radical about him?	**What is Sikhi?** Exploring the beliefs and practices of the Sikh religion.	**Does everyone believe in life after death?** Exploring different worldviews perspectives on life after death, with reference to religious experiences.
Personal Development	**How do we treat others fairly and with respect?** *A series of lessons exploring the different types of committed, stable relationships.*	**How can we prepare for future employment?** *A project exploring different career paths and key employability skills through the planning of a new business to introduce to Weymouth.*	**How can we prepare for future employment?** *A project exploring different career paths and key employability skills through the planning of a new business to introduce to Weymouth.*	**How can we support our physical health and mental wellbeing?** *Building on prior learning about Health Education, an examination of how students can make well-informed positive choices for themselves in relation to their bodies, health and emotions.*	**How can online activity be harmful now and in the future?** *A recap of the opportunities and dangers of the internet and an exploration of how students can stay safe online throughout their lives.*	Whole School project
Modern Foreign Languages (MFL)	**FRENCH** **Sport:** expressing opinions on sports, likes and dislikes, use of multiple pronouns	**Media:** focus on music, film and TV, genres, expressing opinions with justifications, present tense	**Technology / Media:** advantages and disadvantages of technology, why you use it, modal verbs	**Teenage life:** expressing justified opinions about life as a teenager, impersonal structures	**Healthy lifestyle:** advantages and disadvantages of different ways of life, recap of food with new structures and tenses	**Festivals / Big Vocab Quiz:** understanding various French festivals and cultural capital, review of vocabulary and structures from the year with explicit strategy instruction
	GERMAN **Holidays:** past tense, talking about favourite holidays, transport, justified opinions	**Home / Town:** describing where you live in greater detail, compass points, describing what you did in town	**Daily Life:** expressing opinions on daily routines, separable verbs in the present tense, reflexive verbs	**Fashion:** physical descriptions, clothes and style vocabulary, past and future tenses	**Technology / Media:** advantages and disadvantages of technology, why you use it, modal verbs	**Berlin / Big Vocab Quiz:** understanding about Berlin and its history, cultural capital, review of vocabulary and structures from the year with explicit strategy instruction
	SPANISH: **Healthy lifestyle:** advantages and disadvantages of different ways of life, recap of food with new structures and tenses	**Holidays:** past tense, talking about favourite holidays, transport, justified opinions	**Technology / Media:** advantages and disadvantages of technology, why you use it, modal verbs	**Fashion:** physical descriptions, clothes and style vocabulary, past and future tenses	**Daily Life:** expressing opinions on daily routines, reflexive verbs in the present tense	**Hispanic Culture / Big Vocab Quiz:** understanding various Spanish festivals and cultural capital, review of vocabulary and structures from the year with explicit strategy instruction
Art	**Theme: Typography- Street Art** Skills: graffitti, colour mixing, Knowledge: understanding of styles of lettering, Application: creating graphic outcomes in a range of media		**Theme: Still life** Skills: observation, composition, Knowledge: understanding of objects, perspective, scale and proportions Application: reating realistic and abstracted images of objects		**Theme: Multicultural Art** Skills: understanding the art of other cultures relating to celebrations Knowledge: Recognising how art reflects cultural traditions, values, and celebrations across different societies. Application: creating several outcomes using 2D, Relief and 3D mateirals	
Physical Education (Rotation)	**Pillar 2: Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities** **Invasion Games:** Core/Advanced Skills "How to perform under increased pressure". **Striking & Fielding:** Batting – Angles of shot, Bowling - Variety, Fielding - Sending/Receiving & Fielding – Positioning **Net/Wall**: Shot selection in a range of competitive contexts. Use of deception and more complex strategies to outwit opposition. Understanding of sequences of play. Use of specific terminology and application of game rules. **Athletics:** To develop an understanding of fitness and its relationship to performance. To improve core skills and personal bests in relation to speed, height, distance and accuracy. Develop confidence in movement and challenge mental capacity. **Health Related Exercise:** Students will develop knowledge of methods of training with comparisons to normative data. **Outdoor and Adventures Activities/Alternative Games:** How to tackle problem-solving activities as part of a group. To follow instructions and take on a number of different roles. To review a performance and change the outcome in subsequent trials. **Gymnastic Activities:** Explored flight based movements using apparatus. Develop understand of how to replicate weight bearing movements on the hands. How to set out apparatus safely					
Expressive Arts	**Dance:** CONTACT DANCE: Choreography Skills **Drama:** : Our Teacher is a Troll. Working with a script - Introduction to Brechtian techniques **Music:** Sonority City. Learning about the instruments of the orchestra, how they create sound and what they look like.		**Dance:** Swansong Dance. Focusing on performance skills **Drama:** Let Him Have It. Devising drama - Introduction to a stimulus. **Music:** The Blues. Learning how blues is influenced by the slave trade and performing the 12 bar blues chord progression to support understanding of In the Mood.		**Dance:** Street Dance. Focusing on choroegraphy and performance skills **Drama:** Romeo and Juliet'. Page to Stage. **Music:** Offbeats (Reggae). Learning about the histroy of Reggae music and looking into the musican Bob Marley, focussing on his song 3 little birds for an ensemble performance.	
DT, Computer Science & Creator Space (Rotation)	**Product Design 1:** How do we know what to make? Students will learn about BS 8888 and the standard conventions covered by all technical drawings. Students will also use the standard conventions to produce your own orthographic and exploded diagrams of your product. You will also build on your year 7 natural timbers knowledge by expanding it to include Manufactured boards you will also use manufactured timbers in the production of a passive amplifier. **Product Design 2**: Industrial priniting methods, Origins of card paper and board, origins of plastics and life cyle of materials, were does waste go? **CAD CAM:** 2D and 3D Cad software, XYZ axis New and emerging technologies 3D printing and additative manufacturing, indentifying users needs, Mechanical systems and electronic systems CC **Food 1:** Cooking methods and impact on nutrition, How the kitschen brigade works in the professional environment, How to successfully cook pasta, identifying practical skills. Understanding dietary needs for coelic and lactose intolerance. food miles and provenance **Food 2:** Developing practical skills further and understanding how families can be fed well whilst considering a reduced budget. Increasing skills for sauce maing using the all in one method and understanding how to adapt the recipe if needed. Gainging knowledge in food choices - religious, allergies, intolerances and nutrition of the ages. Further understanfding of food provenance and food miles **Computer Science:** Can I create pictures and words in Code? Learn how to create your own digital pictures and add words using code! Students will use simple programming tools to draw shapes, make patterns, and display text on the screen — just like creating digital art with instructions.					
	The Power of Design: Amplifying Ideas into Reality Students will explore how precision, creativity, and design standards come together to shape real-world products. Building on their knowledge of natural timbers, they will investigate manufactured boards and use them to design and make a passive amplifier. By applying BS 8888 drawing conventions, students will create accurate orthographic and exploded diagrams to guide their making process. This project develops technical drawing literacy, material understanding, and the power skills of problem-solving, attention to detail, and design communication - empowering students to turn ideas into functional creations. **Game Changers: Designing for Play and Purpose** Students will step into the role of creative designers and sustainable makers by developing their own original board game from concept to completion. Through investigating industrial printing methods, the origins and life cycles of materials such as card, paper, and plastics, and exploring where waste goes, students will make informed design choices that balance creativity with environmental responsibility. This project nurtures innovation, systems thinking, and teamwork as students prototype, test, and refine a game that is both fun and thoughtfully made. **From Code to Creation: The 3D Maker Project** Students will become digital creators by exploring how emerging technologies such as 3D printing and additive manufacturing are transforming the way we design and make products. Using 2D and 3D CAD software, they will apply their understanding of mechanical and electronic systems, the XYZ axis, and user-centred design to independently create either a maze puzzle or a range of jewellery pieces. This project encourages innovation, digital fluency, and creative independence - helping students connect technology with imagination to design products that are both purposeful and original.					

- RESPECT - EXCELLENCE - DETERMINATION -