

A stylized, light blue illustration of a unicorn's head and neck, facing right. The unicorn has a single, braided horn that curves upwards and to the right. Its mane is depicted with flowing, leaf-like shapes. The background is a dark blue gradient with a large, light blue circular arc behind the unicorn's head. A solid yellow vertical bar is on the far left edge of the page.

**Sancton Wood School**  
**Curriculum Overview**  
**2024-25**  
**Year 8**

# English

## Language, Literature and Spoken Language

Michaelmas 1	Michaelmas 2	Lent 1
<p>Historical Fiction</p> <p>Read: Coram Boy (Jamila Gavin)</p> <p>Language Assessment: Lang Paper 2, Q3 Language</p> <p>Literature Assessment: PEEL response to character of Mishak</p> <p>Skills: Building on PEEL with a focus on evaluating evidence; features of historical writing; historical context; accent; dialect</p>	<p>Historical Fiction</p> <p>Read: Coram Boy (Jamila Gavin)</p> <p>Language Assessment: Lang Paper 2, Q3 Language</p> <p>Literature Assessment: PEEL response to character of Mishak</p> <p>Skills: Building on PEEL with a focus on evaluating evidence; features of historical writing; historical context; accent; dialect</p>	<p>Modern Fiction</p> <p>Read: October, October (Katya Balen)</p> <p>Language Assessment: Lang Paper 1, Q5 Writing in media res</p> <p>Literature Assessment: Language Analysis of 3 main quotations</p> <p>Skills: Building towards PEAL by learning how to analyse language; in media res; unreliable narrator; using context and background in links</p>

# English

## Language, Literature and Spoken Language

Lent 2	Summer 1	Summer 2
<p><b>Modern Fiction</b></p> <p>Read: October, October (Katya Balen)</p> <p>Language Assessment: Lang Paper 1, Q4 Evaluation</p> <p>Literature Assessment: PEAL paragraph on October</p> <p>Skills: Building towards PEAL by learning how to distinguish between explanation &amp; analysis; analysis of current media on young people with autism; learning to make evaluative statements and responses</p>	<p><b>Poetry</b></p> <p>Read: Poems (Outsiders)</p> <p>Language Assessment: Producing a Blackout Poem or a Found Receipt Poem</p> <p>Literature Assessment: PEAL paragraphs (2) on poet's use of language &amp; structural methods</p> <p>Skills: enjambment; caesura; free verse; blank verse; found poetry; blackout poetry; slam poetry</p>	<p><b>Drama</b></p> <p>Read: Julius Caesar (Shakespeare)</p> <p>Language Assessment: Spoken Language, Paired dramatic performance</p> <p>Literature Assessment: PEAL paragraph (1-2) on character of one of the triumvirate</p> <p>Skills: Dialogue; monologue; oxymoron; features of dystopian literature; themes of race and class</p>

## Michaelmas 1

### Set 1 (Delta book 2)

Factors and Powers  
Working with powers

### Set 2 (Theta book 2)

Number  
Area and volume

### Set 3 (Pi book 2)

Number properties and calculations  
Shapes and measures in 3D

## Michaelmas 2

### Set 1 (Delta book 2)

2D shapes and 3D solids  
Real-life graphs.

### Set 2 (Theta book 2)

Statistics, graphs and charts  
Expressions and equations

### Set 3 (Pi book 2)

Statistics  
Expressions and equations

## Lent 1

### Set 1 (Delta book 2)

Transformations  
Fractions, decimals and percentages

### Set 2 (Theta book 2)

Real-life Graphs  
Decimals and ratio

### Set 3 (Pi book 2)

Decimal calculations  
Angles

## Lent 2

### Set 1 (Delta book 2)

Constructions and loci  
Probability

### Set 2 (Theta book 2)

Lines and angles  
Calculating with fractions

### Set 3 (Pi book 2)

Number properties  
Sequences

## Summer 1

### Set 1 (Delta book 2)

Scale drawings and measures

### Set 2 (Theta book 2)

Straight line Graphs

### Set 3 (Pi book 2)

Fractions and percentages

## Summer 2

### Set 1 (Delta book 2)

Graphs  
Review all topics

### Set 2 (Theta book 2)

Percentages, decimals and fractions-  
Review of all topics

### Set 3 (Pi book 2)

Probability  
Review of all topics

# Computing

## Michaelmas 1

### E-safety

How to use the school network responsibly.

- Computer room rules
- Email/respectful communication
- Password security
- E-safety
- Use of web browsers
- Using local drive v cloud storage
- Basic digital literacy skills.

Computer systems : What makes a computer. Application of computer systems in Real life. Input/ output and storages devices. Cloud storage.

## Michaelmas 2

### Introduction to language scripting; Html , creating webpages

Students need to be introduced to other types of scripting languages, e.g. used to create webpages.

Introduction to debugging where students need to identify errors and debug their html codes. Simple introduction to a text language program

### Skills:

Establish user needs  
Plan a website with user in mind  
Efficient website design  
Use of html tags to create webpages.  
Structuring a page using html tags

## Lent 1

### Introduction to html part 2.

Inserting text, images, hyperlinks using html. Use of Javascript to create a form. Evidencing and evaluating website with peer review

Apply feedback form (MS embedded).

# Computing

## Lent 2

### The Internet as a network/ Cybersecurity

History of the Internet as a network.  
Wired and wireless connection.

Cybersecurity  
History of the internet  
Internet as a network  
Method of connections

Cybersecurity: Threats and preventions  
How devices communicate with each other across a network.

Network hardware  
Internet protocols v Mac addresses  
Videos about major company using undersea cables for transatlantic internet connection

## Summer 1

### Micro: bits (Physical Computing) How do we program a computer?

Use of physical computer to give students an easy experience of coding and seeing the results instantaneously.

Identify the features of the Micro: bits board and other components.

How to use input. Outputs and other elements of the Micro: bits

Know how to create basic programs to control events.

Formative assessments/Homework

## Summer 2

### Micro bits physical computing:

Students will be introduced to the Kitronic buggy, which they will need to program.

They will apply the skills to work in group and download program created online into their kits. Formative assessment and end of unit assessment.

# Biology

## Michaelmas 1 + 2

### ORGANISMS

- To know that parts of the human skeleton work as a system for support, protection, movement.
- To understand that antagonistic pairs of muscles create movement when one contracts and the other relaxes.
- To know that the musculoskeletal system is muscles and bones working together to cause movement and support the body.
- To learn how to use a light microscope to observe and draw cells and compare different types of cells, labelling their different features and relating it to their functions.
- Explain how unicellular organisms are adapted to carry out functions that in multicellular organisms are done by different types of cells.

## Lent 1 + 2

### ECOSYSTEMS

- To compare food chains to form a food web.
- To explain issues with human food supplies in terms of insect pollinators.
- To describe how a species' population changes as its predator or prey population changes.
- To explain the effects of environmental changes and toxic materials on a species' population.
- Children will suggest what might happen when an unfamiliar species is introduced into a food web.
- To understand how insects are needed to pollinate food crops and how pollen is carried by the wind, insects and animals.
- To identify parts of the plant linking their structure to their function
- Children will describe the main steps that take place when a plant reproduces successfully.
- To understand why seed dispersal is important to survival of the parent plant and its offspring.

## Summer 1 + 2

### GENES

- To explain whether characteristics are inherited, environmental or both. They will be able to plot bar charts or line graphs to show discontinuous or continuous variation data.
- To learn how variation helps a particular species in a changing environment and how they can become adapted to particular environmental conditions.
- To learn the difference between puberty and adolescence and the changes that take place during puberty.
- Sex Ed: To learn about the stages in development of a foetus from the production of sex cells to birth.
- To understand the process of fertilisation and implantation and the developmental stages of the foetus and how substances can be passed from mother to foetus.
- To learn about the menstrual cycle and how it links to contraception and fertility.



# Chemistry

## Michaelmas 1

### Elements

Study the structure of the atom including sub-atomic particles.

Understand how atoms combine to create new compounds and how their chemical formula can be written.

Explore polymers and their applications in modern materials.

## Michaelmas 2

### Periodic Table

Understand how the modern Periodic Table is constructed (including groups and periods).

Deduce the properties of Group 0, 1 and 7 elements.

Predict how the reactivity of elements vary within each group.

## Lent 1

### Types of reactions

Describe some reactions as combustion and some as thermal decomposition.

Explore why different products are obtained and make predictions, using the particle model, to help explain what is happening in a chemical reaction.

# Chemistry

## Lent 2

### Chemical Energy

Monitor energy changes in a range of chemical reactions.  
Learn to deduce if a reaction is giving out heat or taking in heat from its environment.

Discuss the consequences of energy changes in reactions in terms of practical uses (cold/heat packs) or for safety considerations (explosions).

## Summer 1

### Earth

Understand the chemistry behind changes in the atmosphere and review factors contributing to global warming.

Overview of the carbon cycle (including chemical formulae of all gases therein) and its impact on climate change.

## Summer 2

### Earth resources

The final topic will focus on how metals are extracted from ores and discuss the issues related to recycling.

# Physics

## Michaelmas 1

### Forces

What are contact forces?

What happens to a moving object when the resultant force is zero?

What affects drag forces and friction?

How can we reduce drag and friction?

How do objects react when squashed or stretched?

What is Hooke's Law?

## Michaelmas 2

### Forces

What is a moment?

How do we calculate a moment?

How do fluids exert pressure?

How do we calculate pressure?

How does atmospheric pressure change with height?

How does pressure in a liquid change with depth?

Why do some things float?

How do you calculate pressure?

What is stress?

What does stress do to solids?

## Lent 1

### Magnetic fields

How do magnets interact?

How do you draw a magnetic field?

What is the Earth's magnetic field?

What is an electromagnet?

How do you make a strong electromagnet?

What is the Earth's magnetic field?

Why might you use an electromagnet, rather than a permanent magnet?

How do electric bells, loudspeakers, and circuit breakers work?

# Physics

## Lent 2

### Work and energy

What is work?

What do simple machines do?

What is thermal energy?

What is temperature?

Why does adding thermal energy to a substance increase its temperature?

What is insulation?

How can we use insulation to keep things hot or cold?

How does sound transfer energy?

## Summer 1

### Electromagnetic waves

How do microphones and speakers work?

What is the electromagnetic spectrum?

Is the electromagnetic spectrum harmful?

How can we use the electromagnetic spectrum?

How can plants and animals use the electromagnetic spectrum?

## Summer 2

### Electromagnetic waves

What happens to light when it shines through glass?

What are transverse and longitudinal waves?

How can we use models to explain waves?

What is superposing?

# History

## Michaelmas 1

The Tudors - Edward, Mary I, Elizabeth I

Henry VIII – hero or villain

Henry VIII and the Reformation

Spotlight on Edward VI and changes to the church

Spotlight on Mary I – does she deserve the name Bloody Mary

## Michaelmas 2

The Stuarts and Cromwell

Spotlight on Elizabeth I

Judging the Tudors Assessment

Gunpowder Plots and James I

Charles I and the World Turned Upside Down

Charles on Trial

## Lent 1

The Abolition of the Slave Trade

Background to the Slave Trade

The Slave Triangle

Focus on the Middle Passage

Slave Plantations

Abolition of the Slave Trade

Slavery Assessment

# History

## Lent 2

### Industrial Revolution

The foundations of a new age

The development of factories and children working

Living conditions in the cities

## Summer 1

### Industrial Revolution

Spotlight on the railway

Inventions research and presentation

Explorers

Early explorers

Columbus and Magellan

## Summer 2

### Explorers

Scott vs Shackleton – the race to the South Pole

The Conquest of Everest

The Moon

End of year assessment

# Geography

## Michaelmas 1

### Human Planet

- How settlements formed
- The types of migration and why it happens
- Urban patterns and models
- Problems caused by urbanisation in HICs and LICs
- Can urbanisation be sustainable?

## Michaelmas 2

### A Zone of Transition

- How do waves work?
- Coastal landforms
- How humans use the coastal zone
- Types of coastal defences
- Should we protect Happisburgh?- decision making exercise

## Lent 1

### Changing Characters

- What are demographics?
- The reasons that populations are different
- What causes populations to change?
- The impacts of population change on places
- How might populations change in the future?

## Lent 2

### Critical Climate

- How the climate has changed over time
- The causes of global warming
- Predicting the future climate
- The impacts of climate change
- Drought in California

## Summer 1

### Green Planet

- What are ecosystems?
- Location and structure of temperate forests
- How do we use temperate forests?

## Summer 2

### Asia's Contrasts

- How do we divide up Asia?
- Group study into an Asian region

## Michaelmas 1 & 2

### Buddhism

Students learn about the beginnings of Buddhism and the reasons why it started.

Students learn about the life of the Buddha

Students learn the Three Marks of Life and how they apply to their lives.

Students learn about Buddhist symbols and prayer flags and design their own

Students and try a 'stilling exercise' to see what meditation would be like and describe their experiences

Students compare Buddhism to other religious beliefs

## Lent 1 & 2

### Hinduism

Understand the polytheistic nature of Hinduism by exploring the "trinity" of Brahma, Vishnu & Shiva

Explain that all Hindu gods are aspects of Brahman

Identify & explain the significance of items used for puja both in the mandir and at home

Investigate the festivals of Diwali, Raksha Bandhan and Holi

Understand, then explain the importance of varna, dharma & ashrama to Hindus

Explore the ritual of a Hindu marriage ceremony

Critique the idea of karma

Compare reincarnation with different religious beliefs on life after death

## Summer 1 & 2

### Sikhism

Describe the foundation of Sikhism and its central purpose

Explore the character of Guru Nanak in order to understand his contribution to Sikhism

Identify the importance of the gurdwara and langar/seva

Explain why langar and seva are significant

Link the 5 Ks with the central philosophy of Sikhism

Compare Sikh attitudes to life after death with that of other religions

Discuss Sikh attitudes towards race & gender



# Classics

## Michaelmas 1

Chapter 4

Language

Perfect and imperfect tenses

Culture

Roman Theatre

## Michaelmas 2

Chapter 5

Language

Prepositions with the ablative case

Culture

Roman Dinner Parties

## Lent 1

Chapter 6

Language

Irregular verbs sum, eram, possum, poteram

Culture

Cleopatra and Augustus

# Classics

## Lent 2

Chapter 6 continued

Language

Irregular verbs sum, eram, possum, poteram

Culture

Roman Emperors and assassination of Commodus

## Summer 1

Classical Civilisation starts:

Greek and Roman religious practices

Key terms:

Temples, Sacrifices and gods

Examination: Poster assignment

## Summer 2

Greek and Roman religious practices

Key terms:

Cella, Collunades, Naos.

Examination: Test on information

Egyptian religion:

Mummification and gods

Practical skills: practicing mummification

## Michaelmas 1

### Portraiture

Beginning by considering how different cultures have idealised the face and notions of beauty student will learn how to use simple mathematics to record proportions and identify precise facial details.

Pupils will develop recording skills and be able to draw a face with recognisable features.

## Michaelmas 2

### Portraiture

Skin tone colour will be explored and the approaches of different artists to the subject of portraiture will be discussed.

The contouring technique of Shepherd Fairey will be explored to use colours instead of tones to create fauvist face effects.

## Lent 1

### Portraiture

Students will copy and enlarge their self-portrait then paint over the drawing using simple realistic skin tones.

## Lent 2

### **Sea Life and Pollution**

This term takes a different approach to subjects exploring tropical fish and other sea life subjects to use colour and pattern to make images. Painting techniques will be developed and design processes used to develop a proposal for a sculpture of a sea creature that could be mass produced to raise awareness and funding for a charitable project. Students will create their design in clay and paint the sculpture once it has been fired.

## Summer 1

### **Water and reflections**

Here ways to use mixed media to represent reflections and other water surface effects will be explored through art and design based processes. Students may look at abstract art to see how these techniques can lead to creative outcomes.

## Summer 2

### Water and Reflections

Students will look at Maori and Haida cultures exploring how pattern and decoration have been used to represent important animals and spirits in these cultures. This will lead to a personal response using print making to create an animal print in the style of one chosen culture.

# Music

## Michaelmas 1

Samba music – learning to play as a Samba ensemble with leader signals and combining grooves and breaks.

Group composition in a Samba style.

## Michaelmas 2

Reading staff notation – treble clef, extension task – bass, alto and tenor clef notation with transposition.

Ostinato patterns – identify these within music.

Group work – create an ostinato piece using tuned percussion – links to gamelan, minimalism and dance music.

Perform ostinato piece.

## Lent 1

Minimalism – research project on a minimalist composer.

Composition based on minimalist techniques using Sibelius.

# Music

## Lent 2

Exploring music from Africa and South America. Composition and performance of a piece based on those techniques and structural devices.

## Summer 1

Major scales – what makes a major scale – the structure and sound.

Chromatic scale – keyboard work. Prepare a performance on the keyboard/piano of 'Für Elise'.

Research task - Beethoven

## Summer 2

Create an 8-bar melody based using repetition, sequence and retrograde devices

# Drama

## Michaelmas 1

Overview of basic skills taught in Year 7.  
Improving confidence in vocal skills, projection, groupwork and teamwork.

Focus on creating status

Advance skills in:

Voice

Body language

Improvisation

Mime

Choral work

Stock characters

## Michaelmas 2

Stylised Drama - learning how and when to use non-naturalistic theatrical techniques - including the use of physical theatre, freeze frame, mime, slow motion and many more...

Page to stage with Blood Brothers.  
Learn about director's intentions and how to block a scene for rehearsal.

## Lent 1

Script writing and devising using a poem or a picture. Creating a dramatic performance with tension. Use skill and techniques learned from M1 and M2. Perform to an invited audience.

# Curriculum Plus

## Michaelmas

### INSPIRING FIGURES FROM HISTORY

Students learn about inspirational figures from historical and modern society. Learning is through media, research, film and teacher presentation.

During October some of these are linked to Black History Month. Figures include Harriet Tubman, Nelson Mandela, Anne Frank, Maria Ressa, Charles Darwin Tensin Gyatso. The theme also links to Anti Bullying week and Remembrance Day

During the second half of the term students research their own inspirational figure, prepare presentations and teach the rest of the class (or perhaps a whole school assembly).

## Spring

### FILM STUDIES

Students will learn about the history and development of the film industry. They will learn to identify genres of film and develop analytical skills around film. In addition students learn about the film industry, roles and careers within the industry.

The creative element of the course in the second half of the term will see students working in teams to develop their own short film (within a chosen genre).

## Summer

### POLITICAL AND ECONOMIC STUDY

Students will study global organisations, governmental and non-governmental. They will learn about The UN, EU & NATO, Human and Legal Rights Democracy in the UK

### SCIENTIFIC, TECHNICAL & ENVIRONMENTAL STUDY

The Development of Technology  
The History of Medicine  
Fair Trade  
Environmental Awareness



# Spanish

## Michaelmas 1

Talking about a past holiday;  
Saying what you did on holiday;  
Describing the last day on holiday;  
Saying what your holiday was like;  
Translation skills; The preterite or verb ir and regular -ar, -er and -ir verbs;  
The preterite of ver ser; Personal preferences and free time;  
Mobile phones and saying what you use them for.

## Michaelmas 2

My interests;  
Saying what type of music you like;  
Expressing opinions on TV programmes;  
Saying what you did yesterday;  
Translation skills; Revision of the present tense;  
Giving a range of opinions;  
The comparative;  
Using the present and past tenses together.

## Lent 1

Food;  
Saying what food you like;  
Describing mealtimes;  
Ordering a meal in a restaurant.;  
Discussing what to buy for a party;  
Giving an account of a party;  
Learning about food in other countries;  
Translation skills;  
Using a wider range of opinions;  
Using negatives;  
The formal 'you'; Using the near future;  
Using three tenses together;  
Using direct object pronouns

# Spanish

## Lent 2

Socialising;

Developing skills using three timeframes;

Arranging to go out with friends; Making excuses; Translation skills;

Using the preterite, present and near future tenses together;

Using me gustaría + infinitive;

Using verbs querer + poder

## Summer 1

Discussing getting ready to out;

Clothes and saying what you wear for different occasions;

Describing sporting events;

Giving an account of a sporting / other event you have been to;

Summer holidays - using 3 tenses together; Describing a holiday home and holiday activities;

Using reflexive verbs;

Revision of adjectival agreement;

Using demonstrative adjectives this/these;

Using the comparative and superlative.

## Summer 2

Asking for and giving directions;

Talking about summer camps; Describing a world trip;

Discussing holiday destinations; Translation skills;

The imperative;

Developing using three tenses together;

Tackling challenging listening;

Using mejor and peor.

# French

## Michaelmas 1

Talking about television programmes, films, reading and the internet;

Phonics: silent letters.

Translation skills;

The present tense of avoir and être and of -er, -ir, and -re verbs (infinitive and conjugation);

Reviewing the near future tense;

Introduction to the perfect tense;

## Michaelmas 2

A visit to Paris—the perfect tense - saying what you did, where you went;

Phonics: 'eu', 'eau' ;

Translation skills;

The perfect tense of regular and irregular verbs with avoir.

Winter celebrations in Guadeloupe: Kasika and Benzo.

## Lent 1

A visit to Paris: the perfect tense using the auxiliary être;

Giving your opinion in the past tense;

Asking questions in the perfect tense and the negative form of the perfect tense.

Phonics: 'in', 'è';

My Identity- personality, relationships, music, clothes;

Translation skills;

Adjectival agreement;

Giving and justifying opinions; Using reflexive verbs;

International language week.

# French

## Lent 2

Talking about my style

Translation skills;

Phonics: 'y', 'ien';

Describing clothes: adjective agreement.

Using reflexive verbs;

Using three tenses in writing tasks;

Book week: Jules Verne: 'Around the world in 80 days' or Victor Hugo: 'The Hunchback of Notre-Dame'.

STEM week either: Louis Pasteur or The CERN.

## Summer 1

Talking about talent and ambition;

Phonics: 'é', 'an';

Using persuasive language: vouloir, and devoir;

Superlative adjectives;

The imperative;

Using three tenses in writing tasks.

Translation skills.

## Summer 2

Describing your home: prepositions of places;

Talking about meals and food;

Using 'Il faut';

Reviewing all learnt phonics.

14TH July: French national day.  
The French revolution.

# Mandarin

## Michaelmas 1

Numbers 1 – 20;

Ask and answer how old people are;  
Phrases for Greetings;

Ask and answer what people's names are;  
Revise numbers;

Learning about China;

Investigating Chinese Characters

## Michaelmas 2

Measure Words 个 and 口;

A special word to use when counting two  
: 两; To have: 有;

To not have: 没有; The use of 吗 (ma) to  
ask a closed question; Measure Words:  
条 and 只;

Asking and answering whether people  
have pets at home;

Revising 有 and 没有;

Talking about pets at home;

Learning how to say twelve months in  
Chinese;

Learning how to say birthdays/dates:  
year first, then month, day last;

Talking about people's birthdays.

## Lent 1

Asking and answering questions about  
hobbies;

Asking whether people are doing  
something today;

Answering with 'yes' or 'no'; Dialogue  
activities;

Learning how to use 'too';

Subject + too (也) verb + (object);

Practising what people like doing and  
what people don't like doing;

Revising the vocabulary regarding  
hobbies.

# Mandarin

## Lent 2

Talking about what activities on different days;

Days of the week;

Talking about people's hobbies in China with the vocabulary learnt in the unit;

Asking and answering what subjects people like at school;

Talking about what subjects people like or dislike;

revising 'to have' & 'to not have' and days of the week.

## Summer 1

Learning to tell the time in Chinese;

The order of the time words; Subject + day of the week + period of the day + specific time + verb + (object);

Saying 'yes' and 'no'; Talking about daily routine/a school day;

Learning to say nationality;

Country + 人; Asking and answering whether your class is big and how many students there are in your class;

Subject + 在 + place + verb

## Summer 2

Learning about schools and education system in China;

Like and Dislike about food and drinks;

Different food and drinks on different days of the week; Word order;

Subject + meal (breakfast/lunch /dinner) + verb 吃 + food;

Future Tense; Subject + 想 (want to/would like to) + verb

# PE for all 2024-2025

## Michaelmas 1 & 2

### Michaelmas 1

**Year 8 Girls' Football (Astro):**  
Develop skills in dribbling, passing, shooting, and defending, with a focus on game tactics and teamwork.

**Year 8 Girls' Netball:**  
Focus on passing, footwork, defending, and shooting, while building teamwork and game awareness.

**Boys' Health-Related Fitness:**  
Improve overall fitness through exercises focused on strength, endurance, and flexibility.

**Boys' Basketball:**  
Learn dribbling, passing, shooting, and defending, with an emphasis on teamwork and tactical play.

**Michaelmas 2**  
**Girls' Health-Related Fitness:**  
Focus on developing physical fitness, including cardiovascular health, strength, and flexibility.

**Girls' Netball:**  
Continue improving passing, footwork, defending, and shooting, with added emphasis on game strategies.

**Boys' American Flag Football:**  
Learn passing, catching, and defensive skills, with an emphasis on teamwork and tactics.

**Boys' Indoor Football/Futsal:**  
Focus on quick ball control, passing, dribbling, and shooting in a fast-paced indoor environment.

## Lent 1 & 2

### Lent 1

**Year 8 Girls' Dance:**  
Develop rhythm, movement skills, and choreography, focusing on performance and expression.

**Year 8 Girls' Badminton:**  
Learn serving, rallying, and game strategy, with an emphasis on technique and match play.

**Year 8 Boys' Football (Astro):**  
Focus on dribbling, passing, shooting, and defending, with emphasis on teamwork and tactical understanding.

**Year 8 Boys' Gymnastics:**  
Explore basic gymnastic skills, including balance, flexibility, and strength, with focus on technique and performance.

**Lent 2**  
**Athletics (for all):**  
Improve skills in running, jumping, and throwing, with attention to technique and personal bests.

**Girls' Gymnastics:**  
Develop balance, strength, and flexibility through various gymnastic routines and techniques.

**Year 8 Boys' Badminton:**  
Enhance skills in serving, rallying, and tactical play, focusing on strategy and game performance.

## Summer 1 & 2

### Summer 1

**Athletics (for all):**  
Focus on improving skills in running, jumping, and throwing, with an emphasis on technique and personal bests.

**Girls' Striking and Fielding (Rounders/Cricket):**  
Develop skills in batting, bowling, and fielding, with a focus on game strategies and teamwork.

**Boys' Striking and Fielding (Rounders/Cricket):**  
Enhance abilities in batting, bowling, and fielding, emphasizing game tactics and collaborative play.

**Summer 2**  
**Year 8 Girls' Flag Football:**  
Learn fundamentals of flag football, including passing, catching, and defensive skills, with a focus on teamwork.

**Year 8 Boys' Dance:**  
Explore rhythm, movement, and choreography, building performance skills and creative expression.

**Year 8 Girls' Tennis:**  
Develop techniques in serving, rallying, and court positioning, focusing on strategy and match play.

**Year 8 Boys' Tennis:**  
Improve skills in serving, rallying, and game tactics, with an emphasis on strategy and competitive play.

## Michaelmas 1

### Being Me in My world

- 1) How do I fit in to the world I live in
- 2) Understanding how identity is affected by a range of factors
- 3) I Understand how peer pressure operates within groups
- 4) I can recognise how I present myself online
- 5) I understand what can influence my behaviour online
- 6) I can maintain positive relationships online and offline

## Michaelmas 1

### Celebrating Differences

- 1) I understand what prejudice and discrimination are.
- 2) I can challenge my own and others attitudes and values and accept difference in others
- 3) I understand what stereotyping is and the impact it can have in society
- 4) I know what the equality act is and how this affects people from day to day
- 5) I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours
- 6) I understand how respect has an impact on relationships

## Lent 2

### Dreams and Goals

- 1) I can identify my dreams and goals and recognise that these may change over time.
- 2) I can identify some of the skills that may benefit my future, including employment.
- 3) I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.
- 4) I can explain how responsible choices enable me to move towards my dreams and goals. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 5) I can demonstrate how to respond to a situation requiring first aid. I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals.
- 6) I understand that the choices I make affect my relationships, health and future.



## Lent 2

### Healthy Me

- 1) I can explain ways to help myself when I feel stressed
- 2) I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. I recognise when I feel stressed and the triggers associated with this. I understand how physical activity can help combat stress.
- 3) I know about different substances and the effects they have on the body and why some people use them.
- 4) I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind.
- 5) I understand the role of vaccinations and can explain differing views on this.
- 6) I can summarise some key things I can do to sustain my wellbeing.

## Summer 1

### Relationships

- 1) I can identify characteristics and benefits of positive, strong, supportive, relationships. I understand what expectations might be of having a romantic/ attraction relationship. I understand what is meant by consent.
- 2) I can identify the supportive relationships in my life. I know that relationships change and suggest how to manage this.
- 3) I can identify why people sometimes fall out. I can suggest ways to manage conflict within my friendship group.
- 4) I can understand that discernment is an important skill when being a consumer of media.
- 5) I can recognise when to use assertiveness in some of my relationships. I can understand the personal and legal consequences of sexting. I can understand what it meant by consent.
- 6) I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is

## Summer 2

### Changing Me

- 1) I can understand the changes that happen during puberty. I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse. I know where to access help if I am worried or concerned about puberty or abuse.
- 2) I know how a baby is conceived naturally. I know that there are other ways a baby can be conceived e.g. IVF. I understand how a baby develops inside the uterus and is born.
- 3) I know there are different types of committed stable relationships and that some people may choose to have children or not. I can make links between positive, healthy family relationships and effective parenting. I can identify some of the roles and responsibilities of being a parent.
- 4) I know that the media can have a positive or negative impact on a person's self-esteem or body image. I know where to go for help if I am worried about my body image or self-esteem.
- 5) I know some of the changes in my brain during puberty. I understand some of the emotional changes during puberty. I know where to access support if I am worried about adolescence.
- 6) I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes.