



Curriculum Booklet

Year 8

2025 - 2026

Dear Parents/Carers and Students

As part of our drive to raise standards and support learning, we have compiled a Curriculum Booklet for Year 8. This document provides you with an overview of each of the subjects your son or daughter takes during this year.

However, please be aware that the curriculum may change in the weeks and months ahead. We will keep you informed.

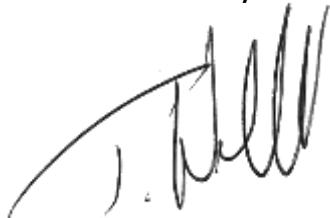
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

Curriculum Leaders have added helpful material, web pages and internet links to support further study and investigation. In some cases, there may be places to visit which might deepen the understanding of particular topics. These enrichment activities will enable all students to move forward 'at a pace' towards success as they move through the school.

Finally, as you know, we are keen to encourage further reading and we have put together an extended reading list for the students to use when they are looking for something good to read. The School Librarian in the LRC is always available to recommend material. However, your local library will also have a wide variety of books appropriate for particular age groups.

We hope that you find this booklet helpful in supporting your son or daughter's learning in 2025/2026. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely



Mr T Webber
Headteacher

10 BIG IDEAS IN THE TOP ART & PHOTOGRAPHY



1

Art and Photography are composed of Visual Elements

Composition, arranging of Colour, texture, pattern, shape, tone, line, form

2

The use of Tone is important and creates realism in the artwork

3D, realism, texture

3

The ability to use Colour makes a difference to the artwork

Colour theory, primary and secondary colours – the colour wheel

4

Drawing from Observation is vital in developing artistic skill

Drawing from direct and secondary sources

5

The use of Media & Techniques broadens artistic skill

Drawing, painting, 3D, printmaking, digital manipulation and photography etc

6

The use of Technical Drawing supports realism in the artwork

Facial and body proportions, distance and perspectives, enlargement

7

Creating, Expanding and realising Ideas is crucial for the

production of good Artwork

Experimentation, Idea development, Planning, Resulting Outcomes

8

The use of Annotation is important to convey meaning and purpose

Explanation, Reasoning, Evaluation, Opinions, Critical Thinking

9

Artists use many different Sources for Inspiration

Artists, art movements, cultures, current affairs, historical events, society

10

It is vital to show the Creative Journey of the artwork

Creative journey, Sketchbooking, Presentation, Communication, Showing work progress



Art

Autumn Term

Portraits

Students will learn about facial proportions and develop their observational drawing skills. They will explore different methods and materials for working based on their studied artists of Frida Kahlo and Chuck Close will create a series of unique outcomes through these explorations.

Spring Term

Natural Form

Students will be further refining their observation skills with their studies of the botanical world. Artwork will be inspired by artists Georgia O'Keeffe, Vincent Van Gogh and ceramist Yumiko Goto. Students will develop skills for developing 3D forms with clay for their final outcome.

Summer Term

Rhythm

Students will create a variety of visual experimentations based on the artists Bridget Riley, Wasily Kandinsky and Victor Vasarely, exploring movement, pattern and mark making soundscapes. Students will create layered relief prints inspired from their exploration.

Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet:
- Also these recommended Art Gallery websites –
In London - www.tate.org.uk ; www.saatchigallery.com ; www.nationalgallery.org.uk
In New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org
In Europe - www.louvre.fr/en ; www.centre Pompidou.fr/en ; www.guggenheim-bilbao.es/en

Possible enrichment activities at home

- Students should complete observation drawings at home to develop their skills.
- Students should experiment with a range of media to develop their skills.
- Students should research artists whose work inspires them.
- Students should visit our local Art Galleries including Southampton City Art Gallery and John Hansard to see the range of artwork from both traditional and contemporary artists.

Students may also like to take the opportunity to develop and practise art skills through our Art Club, Photography Club or Clay Club afterschool enrichment sessions that run throughout the year. Please see the Art department staff for an information letter.

10 BIG IDEAS IN COMPUTER SCIENCE

1

The physical parts of a computer have specific functions.

2

Computers impact the world we live in.

3

The use of computers can present threats to our safety and wellbeing.

4

When talking about computing we use specific terminology.

5

Computer data is stored in a variety of ways.

6

Computers use binary code.

7

Problems can be decomposed to help solve them.

8

The technique of abstraction is helpful in finding solutions.

9

Algorithms are used in programming.

10

The ability to use computational thinking skills to use computers effectively.



Computer Science

Autumn Term 1 – Online Safety

- Digital Footprint
- Online threats
- Spotting Misinformation

Autumn Term 2 – Ethical, Legal, Environmental & Cultural Issues

- Computer Science & the Environment
- Ethical Issues in Computer Science
- Computer Science Legislation

Spring Term 1 – Artificial Intelligence

- What is Artificial intelligence?
- Machine Learning
- Turing Test

Spring Term 2 – Spreadsheet with Google Sheets

- Data sets
- Conditional Formatting
- Project-based working

Summer Term 1 – Programming Fundamentals with Python

- Building on the basics - variables
- The 3 programming constructs
- Debugging lines of code

Summer Term 2 – Web Design with HTML

- Creating websites
- Using HTML to customise headings, fonts and colours

Reading list

- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- Teach ICT: https://www.teach-ict.com/v/ks3/ks3_home.html
- Code Academy: <https://www.codecademy.com/>
- Cisco Binary Games: <https://learningcontent.cisco.com/games/binary/index.html#>
- Typing Club: <https://www.typingclub.com/>

Possible enrichment activities at home

- Bletchley Park
- National Museum of Computing
- The Science Museum

10 THE TOP BIG IDEAS IN DRAMA

1

Drama is about seeing the world from different perspectives to increase the awareness of your own.

2

Drama is the art of performing a live story to an audience.

3

Drama has been performed throughout history and all around the world.

4

Drama can be rehearsed or improvised on the spot.

5

Drama can be performed either solo, or in a group of infinite numbers.

6

Drama can be performed in many different styles and forms.

7

Drama is a form of physical, emotional and intellectual expression.

8

Drama can be experienced by an audience in many different settings and ways.

9

Drama has the ability to make audiences question, think and change their own personal lives.

10

Drama can encompass all forms of visual art, music for example.



Drama

Autumn Term 1

Refugee Boy

- Students will explore the important themes in the play Refugee boy through a series of devised and scripted performance work.
- Drama skills - Interpretation of a text, characterisation, performance skills, Split stage and script work.

Autumn Term 2

Musical Theatre

- Students will explore the different themes and characters in several modern musicals and perform sections of the script in lesson.
- Drama skills - Interpretation of a text, characterisation, performance skills, and script work.

Spring Term 1

Stage Combat

- Students will cover a range of physical skills and techniques. They will devise original scenes and use existing scripts to create conflict and combat scenarios.
- Drama skills- Stage combat, characterisation, health and safety, script work and devising.

Spring Term 2

Brecht's Theatre in Education - T.I.E

- Students will be introduced to the Drama practitioner Bertolt Brecht and Theatre in Education techniques through whole class workshops.
- Drama skills - target audience, concept, tableaux, thought track, hook, style and genre, problem and resolution.

Summer Term 1

Physical Theatre

- Students will study a range of physical theatre style workshops and get to sample the different techniques each brings to Drama.
- Drama skills- Physical theatre, Group work, Trust, Characterisation, Improvisation, Devising

Summer term 2

'Live Theatre Review'

- Students will be given an introduction to different live theatre performances and will explore the main components of a live theatre review.
- Drama skills- Observation, evaluation, constructive criticism, theatre knowledge, staging, theatrical styles

Each topic will focus on skills like communication, teamwork, perseverance, creativity and confidence building.

Reading list

- Brecht on Performance (Performance Books) by Bertolt Brecht
- Why is that so funny? A practical exploration of physical comedy by John Wright

Possible enrichment activities at home

- Look for some movies related to the topic to help with characterisation in lesson.
- Reading any books/ Plays relevant to the topic will help you with the context and setting of the work. E.g. Refugee Boy by Benjamin Zephaniah
- Get involved in Drama Clubs and the whole school production of 'Oliver Jr'

10 BIG IDEAS IN ENGLISH

'In English we strive to achieve an enabling environment where a mutual responsibility for teaching and learning is accepted by all.'

1 Reading and writing are two sides of the same coin. They are intricately linked.

2 Everything that is written has an intended purpose.

3 Reading is done for enjoyment, understanding and meaning.

4 Words shape meaning.

5 For writing to make sense and therefore provide understanding, technical accuracy is pivotal.

6 Communication requires effective listening and eloquent formation.

7 Decoding meaning leads to understanding.

8 Texts come in many forms; plays, novellas, articles, poems, letters, speeches. They all have a place in the world.

9 Context places the content of written and spoken word.

10 A rich vocabulary leads to better understanding.



English

Autumn Term 1

- **Journeys of Discovery:** Engage students with a range of travel writing pieces, including Bill Bryson and Stanley Stewart. Students will learn how to write within this genre about their own experiences of different locations.

Autumn Term 2

- **Novel Study:** Simple: Inspire a love of reading in the students!

Spring Term 1

- **Shakespeare's Outsiders:** Students will investigate three of Shakespeare's plays focusing on outcast characters. They will evaluate and explore the role of these characters within the plays.

Spring Term 2

- **Speech Writing:** Allow students to develop understanding of the power of speech in motivating and inspiring the listener.
- **Year 8 Exams:** Reading comprehension and a Writing paper.

Summer Term 1

- **Poems from different cultures:** Students will study a wide range of poetry from different cultures, investigating how the poets express meaning and emotion.
- **Conspiracy Theories:** Students will research different text types based around famous conspiracy theories. They will present their findings in a piece of argument writing.

Summer Term 2

- **Novel Classic Study:** Students will aim to explore, appreciate and extend understanding of different cultures through fiction.

Reading lists

- Travelling the World - Michael Palin
- 'I have a dream' speech - Martin Luther King
- The Hunger Games - Suzanne Collins
- Othello, The Tempest, Richard III - William Shakespeare

Possible enrichment activities at home

- Read for 20-30 minutes a day with your child. This should be with their Accelerated Reading book.
- Read a weekly newspaper or magazine to understand the difference between formal and informal language and purpose and audience.
- Collect different travel leaflets and discuss their purpose.
- Go onto the BBC website and research Shakespeare's background and watch clips about his plays.

10 BIG IDEAS IN FRENCH

1

French has different phonics and be able to recognise high frequency phonics patterns in familiar words as well as applying them in less familiar words. A) DPSTX letters B) an / oi / eau / u / ou C) é / è D) ill / th / ss / s / ch / gn

2

Sentence building follows a pattern in French, which cannot easily be switched around without triggering significant changes.

3

French word order in sentences follows a structure.

- A) Adjectives AFTER the noun they describe (Except BANGS)
- B) Adverbs AFTER the verb C) Negatives AROUND the verb
- D) Direct and Indirect Object pronouns BEFORE the verb

4

French is a CONJUGATION language i.e. Verb endings change depending on WHO is doing the action expressed by the verb and WHEN this action takes place (subject and tense).

5

Present tense verb endings and time expressions.

6

Past tense formation & time phrases.

7

Future tense endings & time expressions.

8

Grammatical GENDER and NUMBER of nouns and the paramount importance of ARTICLES in French to signal this in a sentence

je mange UN bonbon - *UN* is needed so we know bonbon is a masculine noun

je mange DES bonbons - *DES* is needed so we know I eat more than one sweet as the *S* at the end of *bonbons* is silent

9

ADJECTIVAL agreement - making the adjective masculine / feminine / plural to match the grammatical GENDER and NUMBER of the nouns in a sentence

10

Mastering a language happens through small incremental steps and that as novices, pupils will need to rely on reference materials such as sentence builders but that over time, they will build a bigger range of language, i.e. vocabulary and grammatical structures, in their long-term memory.

French

Autumn Term 1

- Where I live - describing your local area
- Discussing what you can do in your town
- Discussing the weather in different seasons and parts of the world
- Pros and cons of different locations
- Cultural appreciation: The French speaking world beyond Europe

Autumn Term 2

- Food and drink
- Discussing what people wear for a party
- Past family celebrations
- Cultural appreciation – French dishes and recipes and les Sapeurs du Congo

Spring Term 1

- New year's resolutions - what you will do more or less in the future
- Discussing a healthy lifestyle
- Saying how often you do an activity and balancing benefits and potential risks
- Cultural appreciation: French national sporting teams

Spring Term 2

- French-speaking media
- TV and film
- Expressing an emotional reaction to a film
- Cultural appreciation: French-speaking films & TV and the Cannes film festival

Summer Term 1

- Holiday destinations and preferences
- Accommodation and transport
- Holiday activities
- Cultural appreciation: France as a holiday destination and Paris landmarks

Summer Term 2

- Revision and preparation for exams
- Film study: "Le petit Nicolas en vacances"
- Discussing characters, how they get on and what they did in the film (Past tense)
- Cultural appreciation – a French seaside holiday and Bastille day

Reading lists

- Astérix et Obélix, Tintin, les Schtroumpfs, Le Petit Nicolas
- French films, series and cartoons on any streaming service with subtitles!

Possible enrichment activities at home

- Quizlet - all year 8 students are invited to join a Testwood virtual class on Quizlet to support vocabulary learning at home (no need to upgrade to 'plus' subscription!)
- Websites such as Memrise, Busuu or Babbel
- BBC bitesize KS3 French
- Phone applications such as Duolingo

10 THE TOP BIG IDEAS IN GEOGRAPHY

1

We are part of an interconnected global community.

2

We are interdependent - we rely on each other and natural systems are connected.

3

Understanding one's place in the world.

4

Knowledge and understanding of how and why the world changes.

5

How other people across the world live and adapt to their surroundings.

6

Access to Geographical Information Systems.

7

Interpretation and understanding of Geographical Information Systems.

8

Understand how one's individual actions affect the human and natural environment.

9

Understand the need to live more sustainably and manage waste more effectively.

10

Be able to question our surroundings and challenge what we see and hear as we travel the world, both personally and through media.



Geography

Autumn Term 1

Coasts: Shaping Our Landscapes – Coastal processes and the landforms these create; the need for management strategies at the coast; coastal defences.

Autumn Term 2

People Everywhere – Where do people live, why are some areas sparsely populated and how do people survive in these areas?

Spring Term 1

Restless Earth – Plate tectonics, the cause and effects of earthquakes, living with earthquakes and a detailed look at two earthquakes in areas of contrasting wealth: New Zealand 2011 and Nepal 2015.

Spring Term 2

Middle East and Russia – Developing an understanding of a crucial natural resource (oil) and how this has led to rapid economic growth across the region.

Summer Term 1

China – A study of the most populated country on earth - focusing on the One Child Policy and the issues of pollution in China

Summer Term 2

People Live Here? - A look at the incredible places that people call home, from the vast to the tiny and issues of informal settlements.

Reading lists

- See the School Librarian in the school LRC for advice on appropriate material to support the topics being studied.
- Coasts – The Water Will Come: Rising Seas, Sinking Cities, and the Remaking of the Civilized World by Jeff Goodell
- People Everywhere – The Human Tide: How Population Shaped the Modern World by Paul Morland
- Restless Earth – What Storm, What Thunder by Myriam J.A. Chancy
- Middle East – The Middle East Crisis Factory by Iyad El-Baghdadi and Ahmed Gatnash
- China – Secrets and Siblings: The Vanished Lives of China's One Child Policy by Mari Manninen
- India – Rediscovering Dharavi: Stories from Asia's Largest Slum by Kalpana Sharma
- Atlas of the World.
- Horrible Geography book series.

Possible enrichment activities at home

- BBC Bitesize - Keystage 3 Geography <http://www.bbc.com/bitesize/levels/z4kw2hv>
- KS3 Education Quizzes <https://www.educationquizzes.com/ks3/geography/>
- Learn on the Internet – a range of useful resources www.internetgeography.net
- The Week - a weekly newspaper for students
- Watching the news and reading newspapers to keep up to date with what is going on in the world
- Visiting new and interesting places
- CIA World Factbook website
- 'Geogglebox' - a weekly list of geographical related programmes on free-to-air TV/streaming services.

10 BIG IDEAS IN HISTORY

1

History is global and can be told from many perspectives.

2

History is a construct; there are different interpretations of the past.

3

The reasons for different interpretations of the past can be explained.

4

Some people, events and changes have been given more historical significance than others.

5

There are many reasons why things happen and there are many consequences of events.

6

Within time periods, and across time periods, some things change and some things stay the same.

7

Not everyone's experience of the past was the same.

8

The changing nature of beliefs has shaped societies over time.

9

The changing nature of conflict has shaped societies over time.

10

The changing nature of power has shaped societies over time.



History

| | |
|--|---|
| <p>Autumn Term 1</p> <ul style="list-style-type: none">• How connected was the early modern World?• Tudor Southampton <p>Autumn Term 2</p> <ul style="list-style-type: none">• The Enlightenment• What really mattered to the Mughals <p>Spring Term 1</p> <ul style="list-style-type: none">• Change and continuity in British Jamaica• Impact of Empire: West Africa and Australia | <p>Spring Term 2</p> <ul style="list-style-type: none">• Was the industrial revolution really Liberty's Dawn?• Haitian Rebel women <p>Summer Term 1</p> <ul style="list-style-type: none">• French Revolution• Peterloo and popular protest in the 19th century <p>Summer Term 2</p> <ul style="list-style-type: none">• The campaign for suffrage• Gypsy, Roma and Traveller histories |
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Reading lists

- The Silk Roads illustrated edition by Peter Frankopan
- Horrible History series: the Vile Victorians and the Gorgeous Georgians
- Freedom by Catherine Johnson
- *The Interesting Narrative* (abridged young readers' edition) by Olaudah Equiano
- *Street Child* by Berlie Doherty
- *Sugar Changed the World* by Marc Aronson & Marina Budhos
- Suffragette: The diary of Dollie Baxton, London 1901-1913 by Carol Drinkwater
- Mary Poppins by P.L. Travers
- *The Stopping Places* by Damian Le Bas

Possible enrichment activities at home

- *You're Dead to Me* BBC History podcast
- *Homeschool History* podcast
- Tudor House and Garden, Southampton
- SeaCity Museum
- Burseldon Brickworks
- Portsmouth Historic Dockyards

10 BIG IDEAS IN MATHS KS3

1

Structural arithmetic - adding, subtracting, multiplying and dividing - including with decimals. (This must include facts of times tables up to and including 12×12)

2

Fluency changing between fractions, percentages and decimals

3

Calculations with fractions

4

Simplification - an understanding that algebra copies the structure of arithmetic for symbols and numbers.

5

Ratio and proportion

6

Geometric understanding of triangles

7

Statistics - mean, median and mode

8

Fluency with time calculations and real world applications.

9

Ability to solve worded problems - just 2 to 3 sentence problems. Where links are made between mathematical ideas and reasoning.

10

Use a calculator efficiently.



Mathematics

Autumn Term 1

- Area / Perimeter of squares /triangles
- Area of trapezia and triangles
- Lines of symmetry and reflection

Autumn Term 2

- *Graphical representations - data and algebraic graphs*
- Algebraic Techniques
- Brackets, equations and inequalities
- Sequences
- Indices
- Angles: in triangles, quadrilaterals and polygons

Spring Term 1

- Algebraic Techniques
- Brackets, equations and inequalities
- Sequences
- Indices

Spring Term 2

- Data handling cycle
- Measures of location
- Project - Averages
- Fractions and percentages
- Standard index form
- Number sense - rounding to both decimal places and significant figures

Summer Term 1

- Circles - Area / Circumference, Problem solving
- Graphs - Plotting linear & quadratic
- Midpoint of a line

Summer Term 2

- Angles in parallel lines
- Pythagoras : Understand and apply

Reading lists

- Cool Maths 50 Fantastic Facts by Katie Hewett □ The Cracking Code Book by Simon Singh
- What's the point of Maths by DK (Doris Kingsley)
- Loan books from the LRC

Possible enrichment activities at home

- nrich.maths.org
- www.ukmt.org.uk
- www.mathsworkout.co.uk (ask your class teacher for school login details)
- If possible play any strategy games - Catan where a logical strategy is needed to win, chess, card games.

10 BIG IDEAS IN MUSIC

THE TOP

1

Music is a way to use sound organised in time, pitch, tone and volume in order to communicate.

2

Music is a part of culture and reflects societies' and individuals' experience of life.

3

Attitude and practice are vital components of musical success.

4

Music can be transcribed and recorded using a variety of notations and recordings.

5

Performing requires a mixture of instrumental mastery, practice, flair and confidence.

6

Composing music is being creative within set parameters.

7

Music can inspire people on both an emotional and aesthetic level.

8

Familiarity with different genres, traditions and styles increases comfort.

9

Music can be performed, composed and enjoyed in a variety of contexts including solo, and groups.

10

Music is inclusive.



Music

Unit 1

- **Film & Classical Music**
- Instrument Focus: Keyboard
- Composition Task: Chase Scene Composition

Unit 2

- **Samba**
- Instrument Focus: Samba Band
- Group Samba performance: Samba Batucada
- Composing: Salsa rhythms and minor scales
- **Topic Test**

Unit 3

- **Reggae**
- Instrument Focus: Keyboard & Ukulele
- Performance: Buffalo Soldier
- Composition Task: Product Song

Unit 4

- **Band Skills – Rock & Riffs**
- Instrument Focus: Student Choice
- Group Performance: **Band Skills**
- Practice Log
- **Year 8 Exam**

Band Skills

Students can practice a variety of songs on their choice of instrument based on the Trinity Rockschool Syllabus of Instrumental exams.

Extra-Curricular Opportunities

Throughout the year there are a number of opportunities and groups to get involved with including:

- Production – Oliver Jr. (Mon, Weds & Thurs after school)
- Aurora (Year 7 & 8 Singing group) Monday Lunchtimes Mui1
- Instrumental lessons - £84 for paired lessons a term

10 BIG IDEAS IN PER

THE TOP

1

What it means to be religious is different for different people.

2

People understand the divine and the world around them in different ways.

3

Religion can help to give people a sense of right and wrong, but you do not have to be religious to have morals.

4

We do not have to agree with other people to respect their views.

5

For some religious people, belief is more important than practice; for others, practice is more important than belief.

6

Abrahamic (Judaism, Christianity and Islam) and Dharmic religions (Hinduism, Buddhism, and Sikhism) cannot be understood or categorised in the same way.

7

Religion can contribute both to global connectedness and global division.

8

A person's views on the afterlife will affect the way they live their life now.

9

All major world religions hold showing compassion to others in high regard.

10

The rules of a religion may not be compatible with the laws of a country.



Philosophy, Ethics & Religion

| | |
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| <p>Autumn Term 1 - Evil and Suffering</p> <ul style="list-style-type: none">• Types of Suffering• The Problem of Evil• The Story of Job• Free Will• Buddhism, Suffering and Forgiveness <p>Autumn Term 2 - Islam</p> <ul style="list-style-type: none">• Qur'an• Mosque• Prayer• Hajj• Jihad & Ramadan <p>Spring Term 1 - Equality</p> <ul style="list-style-type: none">• Equality, Equity and Justice• Guru Nanak• Charity & Langar• Jesus & Justice• Maria Cristina Gomez• Skills <p>Spring Term 2 - Afterlife</p> <ul style="list-style-type: none">• Heaven & Hell• Samsara & Karma• Buddhist Funerals• Non-religious Funerals | <p>Summer Term 1 – Art and Spirituality</p> <ul style="list-style-type: none">• Art and Spirituality• Islamic Art• Buddhist Mandalas• NATRE Spirited Arts Competition <p>Summer Term 2 - Hinduism</p> <ul style="list-style-type: none">• Brahman & Trimurti• Ganesh• Worship• Ahimsa• Sacred Places for Hindus |
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|--|
| <p>Reading list</p> <ul style="list-style-type: none">• Read BBC news online to keep on top of current events and ethical debates.• Letters to a Young Muslim – Omar Saif Ghobash (short adapted extracts about identity and faith)• I am Malala(Young Readers Edition) - Malala Yousafzai• Hajj: Journey to the Heart of Islam – British Museum exhibition booklet (available online)• https://www.bbc.co.uk/bitesize/subjects/zh3rkqt (BBC Bitesize Religious Studies Key Stage 3)• See the School Librarian in the school LRC for advice on appropriate material to support the topics being studied. |
| <p>Possible enrichment activities at home</p> <ul style="list-style-type: none">• Discussion with the people at home. |

THE TOP 10 BIG IDEAS IN PSHE

1

Physical Health - getting to know how to keep our bodies physically fit and cared for.

2

Mental Health - learning how to take care of our minds and emotional wellbeing.

3

Growing and changing - understanding that there will be physical and emotional changes as we grow.

4

Personal Safety - learning how to keep ourselves safe, online and offline.

5

Relationships and Sex - knowing how to build healthy, consensual relationships and boundaries with people

6

Inclusivity - understanding that everyone is accepted in our community and how we can respect each other's differences.

7

Digital Literacy - in an ever changing world, our digital literacy helps us to navigate all forms of communication in an effective manner.

8

Finance - discovering how our finances may look in the future and how to keep these well-managed and secure

9

Careers - Learning how to access various opportunities, and learn the pathways to future aspirations.

10

Community and responsibility - PSHE encompasses all the building blocks that lead us to becoming well-rounded, responsible citizens in our community.



PSHE

PSHE is run on a rotation of 6 different topics. Students will study one topic with a specialist teacher before changing to a different teacher who specialises in a different topic.

Unit 1: Careers

Students will continue their understanding of the world of work, what careers are available to them and the skills that they possess. They will also continue working with our dedicated careers platform xello.co.uk

Unit 2: Finance

Students will begin to look at the different taxes that affect our everyday finances as well as the ways in which we can spend money as a teenager. Students will begin to explore the dangers of online scams and how to safeguard against these

Unit 3: British Values

Students will look at the core British Values of the Rule of Law with a brief view of the criminal justice system in the UK. They will also explore various criminal activities affecting the lives of young people in our community and how to safeguard against these.

Unit 4: Mental Health

Students will continue to explore the concept of Mental Health and how to take care of their mental health in a positive way.

Unit 5: Physical Health

Students will be focussing on how to keep themselves safe in the wider world with a focus on First Aid and CPR. Students will also explore road, rail and water safety.

Unit 6: Relationships and Sex Education

Students will continue to explore appropriate relationships exploring the concept of marriage and cohabitation. They will also begin to explore how unwanted attention can be dealt with in an appropriate way

Useful Websites:

General advice and support

- Childline - www.childline.org.uk
- NSPCC - www.nspcc.org.uk

Sex and Relationships

Let's talk about it - www.letstalkaboutit.nhs.uk

Possible enrichment activities at home

- Discussing and exposing your child to the work family members are in
- Budgeting with your child
- Reading and discussing daily news

10 THE TOP BIG IDEAS IN PHYSICAL EDUCATION

- 1** Develop physical literacy and core skills to participate in a wide range of physical activities/sports.
- 2** Develop holistic skills to support work life including teamwork, leadership and communication.
- 3** Improve physical fitness to be able to complete everyday activities with ease.
- 4** Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.
- 5** Develop tactical awareness and have the ability to develop strategies within a game.
- 6** Identify and understand the link between physical exercise and mental wellbeing.
- 7** Explore and develop creativity.
- 8** Develop knowledge of activities that are played around the world.
- 9** Develop a love or appreciation of physical activity to support lifelong participation.
- 10** Experience competitive activities to all and be aware of community links.



Physical Education

Throughout the year, the students will participate in a range of sporting activities to develop their core and technical skills to become more competent, confident and expert and apply them across different sports and physical activities. They will also be encouraged to use a range of tactics and strategies to overcome opportunities.

| | 8x/PE1 Mon2 / Th5 Mon5 / Th2 | 8x/PE2 Mon2 / Th5 Mon5 / Th2 | 8x/PE3 Mon2 / Th5 Mon5 / Th2 | 8y/PE1 Wed5 / Fri4 Mon4 / Wed1 | 8y/PE2 Wed5 / Fri4 Mon4 / Wed1 |
|----------------------------------|------------------------------------|------------------------------------|--|--------------------------------------|--|
| 03.09.25 – 03.10.25 (5 weeks) | Gymnastics (Indoor/Bare Feet) | Football (Outside/Boots) | Netball (Trainers) | Gymnastics (Indoor/Bare Feet) | Netball (Trainers) |
| 06.10.25 – 24.10.25 (3 weeks) | Dance (Indoor/Bare Feet) | Cross Country (Outside/Boots) | Cross Country (Outside/Boots) | Dance (Indoor/Bare Feet) | Cross Country (Outside/Boots) |
| 03.11.25 – 28.11.25 (4 weeks) | Cross Country (Outside/Boots) | Dance (Indoor/Bare Feet) | Hockey (Outside/Boots) | Cross Country (Outside/Boots) | Hockey (Outside/Boots) |
| 01.12.25 – 19.12.25 (3 weeks) | Badminton (Trainers) | Gymnastics (Indoor/Bare Feet) | Dance (Indoor/Bare Feet) | Badminton (Trainers) | Dance (Indoor/Bare Feet) |
| 05.01.26 – 30.01.26 (4 weeks) | Football (Outside/Boots) | Badminton (Trainers) | Gymnastics (Indoor/Bare Feet) | Football (Outside/Boots) | Gymnastics (Indoor/Bare Feet) |
| 02.02.26 – 06.03.26 (4 weeks) | Hockey (Outside/Boots) | Netball (Trainers) | Badminton (Trainers) | Netball (Trainers) | Badminton (Trainers) |
| 09.03.26 – 27.03.26 (3 weeks) | Leadership (Trainers) | Leadership (Trainers) | Leadership/Indoor Athletics (Trainers) | Leadership (Trainers) | Leadership/Indoor Athletics (Trainers) |
| 13.04.26 – 08.05.26 (4 weeks) | L1 – Athletics L2 – Rounders | L1 – Rounders L2 – Athletics | L1 – Athletics L2 – Cricket | L1 – Athletics L2 – Rounders | L1 – Rounders L2 – Athletics |
| 11.05.26 – 12.06.26 (4 weeks) | L1 – Athletics L2 – Softball | L1 – Cricket L2 – Athletics | L1 – Athletics L2 – Softball | L1 – Athletics L2 – Softball | L1 – Cricket L2 – Athletics |
| 15.06.26 – 21.07.26 (5 weeks) | L1 – Athletics / S&F L2 – OAA | L1 – OAA L2 – Athletics / S&F | L1 – Athletics / S&F L2 – OAA | L1 – Athletics / S&F L2 – OAA | L1 – OAA L2 – Athletics / S&F |

S&F – Striking and Fielding games such as rounders/cricket/softball. Lessons will be outside and may require boots for term 5 (April to May)
OAA – Outdoor Adventurous Activities. Lessons will be outside.

| Extra-Curricular Opportunities | Out of School Opportunities |
|---|--|
| <p>After school clubs and teams.</p> <p>Why not try setting yourself a daily step challenge?</p> <p>Can you beat the number of steps a PE staff member completes?</p> <p>Why not follow a workout session from YouTube?</p> <p>How about a family cycling outing?</p> | <p>Waterside Table Tennis Club www.watersidettc.ttclubs.co.uk</p> <p>Tottonians Rugby Club www.tottonians.com</p> <p>Southampton Hockey Club www.southamptonhc.org</p> <p>Calmore Cricket Club www.calmoresports.co.uk</p> <p>New Forest Junior Athletics Club www.newforestjuniors.co.uk</p> <p>Testwood Gymnastics Club www.testwoodgymnastics.co.uk</p> <p>Totton & Eling Tennis Centre www.servingtennis.net/totton.htm</p> <p>Stagecoach www.stagecoach.co.uk/totton</p> |

THE TOP 5 BIG IDEAS IN SCIENCE

1

Cells are the fundamental building blocks of all living things. They reproduce to cause organisms to grow and can become specialised to take on many different roles. They can co-ordinate and communicate to form organs or entire organisms.

2

Interdependence – living things depend on each other for food and other resources. Changes to feeding relationships occur when biotic or abiotic factors in ecosystems are disturbed, and this can result in catastrophic collapse and loss of biodiversity.

3

Forces change the shape and motion of objects in the universe. The fundamental forces such as gravity, electrostatic, nuclear shape the behaviour of all objects from atoms to stars, galaxies and the entire universe.

4

Energy cannot be created or destroyed, it is transferred from one energy store to another. Energy is a useful concept that can allow us to describe the behaviour of open and closed systems.

5

Particles (atoms & molecules) are the fundamental building blocks of all materials in the universe. The behaviour of simple materials and reactions can be described by the particle model and kinetic theory. All of the different elements in the periodic table were forged in the heart of a dying star. Each type of element is made of a single type of atom and understanding the patterns caused by building atoms from protons, neutrons and electrons is fundamental to unlocking the secrets of chemistry.



Science

Autumn Term 1

- Light
- The Periodic Table

Autumn Term 2

- Nutrition & Digestion
- Waves

Spring Term 1

- Heating
- The Atmosphere

Spring Term 2

- The Musculoskeletal System
- Applied Forces

Summer Term 1

- Earth Systems
- Respiration

Summer Term 2

- Matter and Molecules
- Variation and Heredity
- Space!

Reading lists

- Key Stage 3 Science Revision Guide
- Wonders of the Solar System (Prof Brian Cox)
- A Beginners Guide to the Periodic Table (Gill Arbuthnot)
- Electricity and Magnetism Fundamentals (R.Wood)
- Wonders of the Natural World (Prof Brian Cox)
- Chemistry: Reactions of Metals (Oaka Books)
- What's Biology all about? What's Chemistry all about? What's Physics all about? (Usborne Books Collection)

Possible enrichment activities at home

- The Science Museum, London
- Winchester Science Centre and Planetarium
- Southampton University Open Days

10 THE TOP BIG IDEAS IN DESIGN & TECHNOLOGY

1

Understand how to work safely.

2

Learn how to work with a range of materials.

3

Development of confidence in executing skills.

4

Plan/Re-plan/Adapt.

5

Visualise and realise a design using creativity and imagination.

6

Troubleshoot and adapt.

7

Develop resilience and perseverance.

8

Evaluate the process.

9

Develop understanding of the role of professionals in industry, including career paths.

10

Develop understanding of the use of design and technology around the world.



Technology

In Year 8, students are encouraged to develop independence in the development of their Design solutions. Students will build upon the skills developed in Year 7 and will work with a widening range of specialist tools, materials and equipment.

| Product Design <i>Sweet Dispenser Project</i> | Electronics <i>Steady Hand Game Project</i> | Food <i>Nutrition and Dietary Needs</i> |
|---|--|---|
| <p>Sweet Dispenser Project Unit of Work</p> <p>Workshop practice. Health and Safety in the workshop</p> <p>Working with a range of different hand and power tools / equipment</p> <p>Design, make and evaluate a product out of different materials</p> | <p>Health and Safety when working with electrical components.</p> <p>Understanding how circuits work.</p> <p>Knowledge and understanding of how to use different electrical components.</p> <p>Working with a range of specialist tools and equipment.</p> <p>Design, Make and Evaluate a product.</p> | <p>Nutrition Unit of Work</p> <p>Health, Safety and Hygiene in the kitchen.</p> <p>Development of knife skills, cooking methods and practical cooking.</p> <p>Understanding the Nutrition value of different dishes.</p> <p>Understanding the nutritional requirements of different people.</p> |

| | 8y1 | 8y2 | 8y3 | 8x1 | 8x2 | 8x3 | 8x4 |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Autumn Term | Food | Food | Product Design | Product Design | Product Design | Product Design | Food |
| Spring Term 1 | CAD |
| Spring Term 2 | Electronics |
| Summer Term | Product Design | Product Design | Food | Food | Food | Food | Product Design |

Reading lists

Rosie Revere's Big Project Book for Bold Engineers (Andrea Beaty)

- Everyday Superheroes: Women in STEM careers (E. Twamley and J. Sneideman)
- The Kitchen Science Cookbook (Dr Michelle Dickinson)
- Hello World: How to be Human in the Age of the Machine (Hannah Fry)
- The Urban Farmer: How to Create a Productive Garden in Any Space (J. Calverley)
- Love at First Stitch (Tilly Walnes)

Possible enrichment activities at home

- Cook a family meal
- Help make flat pack furniture
- Design a family logo/crest
- Sew a button onto a shirt
- Make a Cross Stitch design
- Become involved in STEM activities Watch Great British Sewing Bee

Recommended Reading for Year 8

Bone Talk by Candy Gourlay

Everything All at Once by Steven Camden

A Skinful of Shadows by Frances Hardinge

Norse Myths by Kevin Crossley-Holland

The Bone Sparrow by Zana Fraillon

One by Sarah Crossan

Orangeboy by Patrice Lawrence

Hell or High Water by Tanya Landman

The Smell of Other People's Houses by Bonnie-Sue Hitchcock

Salt to the Sea by Ruta Sepetys

I Am Malala by Malala Yousafzai

Bog Child by Siobhan Dowd

There will be Lies by Nick Lake

Blood Family by Ann Fine

Picture me Gone by Meg Rosoff

Ketchup Clouds by Annabel Pitcher

The Savages by Matt Whyman

Mortal Engines:Predator Cities 1 by Philip Reeve

Midwinterblood by Marcus Sedgwick

The White Darkness by Geraldine McCaughrean

A Gathering Light by Jennifer Donnelly

Can You See Me? by Libby Scott

The Giver by Lois Lowry

The Lord of the Rings trilogy by JRR Tolkien

Private Peaceful by Michael Morpurgo

Skellig by David Almond

Refugee Boy by Benjamin Zephaniah

The Hunger Games trilogy by Suzanne Collins