



Year 8 Curriculum Map: 2020-21

Subject	Term 1		Term 2		Term 3	
	Half Term 1 (Aug-Oct)	Half Term 2 (Oct-Dec)	Half Term 3 (Jan-Feb)	Half Term 4 (Feb-Apr)	Half Term 5 (Apr-May)	Half Term 6 (May-June)
English	<p><b>Thematic Unit - 'Political and Social Writing'</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know closely a range of political and social texts and poems</li> <li>To build an understanding of the context these texts were written in response to</li> <li>To be able to demonstrate reading and writing processes in relation to the texts</li> </ol>	<p><b>Modern Novel - 'The Boy in the Striped Pyjamas'</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know closely the plot and characters of the novel, "The Boy in the Striped Pyjamas"</li> <li>To build an understanding of the context the text was written in response to as well as thematic links</li> <li>To be able to demonstrate reading and writing processes in relation to the text, including synthesis and speech writing</li> </ol>	<p><b>Creative Writing Unit - 'Horror'</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know the conventions of the horror genre (character, plot, key moments)</li> <li>To understand how to use characterisation, description, narrative voice and structure to put together a horror story.</li> <li>To be able to both analyse and comment on the use of conventions in horror stories and use the conventions to compose own horror stories</li> </ol>	<p><b>Shakespeare - 'The Tempest'</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know closely the plot, characters and themes of the play</li> <li>To build an understanding of the context the play was written in response to (and whether or not it is subversive of it)</li> <li>To be able to demonstrate reading and writing processes in relation to the text, including synthesis and speech writing</li> <li>To be able to produce performances and presentations demonstrating speaking and listening skills.</li> </ol>		<p><b>Language Bootcamp</b></p> <p><b>Unit Aims</b></p> <ol style="list-style-type: none"> <li>To know the processes we have engaged with across the year</li> <li>To understand how the processes we have engaged with across the year can be applied to unseen texts</li> <li>To be able to utilise the processes of the year on a variety of unseen texts</li> </ol>
Mathematics	<p>Introduction to Maths</p> <ol style="list-style-type: none"> <li>Solving equations and Rearranging formulae</li> <li>Sequences</li> </ol>	<ol style="list-style-type: none"> <li>Integers, powers &amp; roots</li> <li>Recap angles</li> </ol>	<p>Recap area</p> <ol style="list-style-type: none"> <li>Circles</li> <li>Volume &amp; surface area</li> <li>Pythagoras</li> </ol>	<ol style="list-style-type: none"> <li>Speed, distance, time</li> <li>Calculating with percentages</li> </ol> <p>Recap MMMR</p>	<ol style="list-style-type: none"> <li>Probability</li> <li>Scatter graphs</li> </ol>	<ol style="list-style-type: none"> <li>Shape Transformations</li> <li>Maths projects</li> </ol>

	3. Graphs	6. Bearings 7. Angles & Polygons				
Science	Atoms & Elements; Light	Nutrition; Metals & Their Uses; Fluids	Fluids; Plants, The Periodic Table	The Periodic Table; Sound	Sound; Combustion; Respiration	
Art	“Architecture” Observational studies, my room, my house, my neighborhood.	“Architecture” Observational studies, my room, my house, my neighborhood.	“Perspective” one point perspective study drawings	“Perspective” two point perspective studies	“Freaky Plants” A 3D study. Artists who make abstract plant drawings and sculptures.	Freaky Plants” A 3 D study. Artists who make abstract plant drawings and sculptures.
Computing	<p><b>Responsible and safer use of the internet</b></p> <ul style="list-style-type: none"> <li>-Data sharing/privacy</li> <li>-Online etiquette.</li> <li>-Cyberbullying</li> <li>-Online grooming</li> <li>-Social media</li> <li>-Digital footprint</li> </ul> <p><b>Digital Images:</b></p> <ul style="list-style-type: none"> <li>-Bitmap v Vector graphics</li> <li>-Images files and sizes</li> <li>-Creating vectors in - InkScape</li> <li>-Paths and objects</li> <li>-Editing paths using nodes</li> <li>-Bezier curves</li> <li>-Union, difference and - intersection of paths</li> <li>Logo creation</li> </ul>	<p><b>Digital Images:</b></p> <ul style="list-style-type: none"> <li>-Bitmap v Vector graphics</li> <li>-Images files and sizes</li> <li>-Creating vectors in - InkScape</li> <li>-Paths and objects</li> <li>-Editing paths using nodes</li> <li>-Bezier curves</li> <li>-Union, difference and - intersection of paths</li> <li>Logo creation</li> </ul>	<p><b>Advanced Spreadsheets</b></p> <ul style="list-style-type: none"> <li>-Introduction to Spreadsheet software.</li> <li>-Components of worksheets.</li> <li>-Using Formulas and Functions to perform calculations.</li> <li>-Conditional formatting.</li> <li>-Logic statements (IF / CountIF).</li> <li>-Effective use of charts and graphs.</li> </ul>	<p><b>Introduction to Python:</b></p> <ul style="list-style-type: none"> <li>-Python as a programming language.</li> <li>-Outputting data.</li> <li>-Data types.</li> <li>-Calculations with operators.</li> <li>-Selection with IF statements.</li> <li>-Iteration with For and While loops.</li> <li>-Ranges</li> <li>-Small program creation</li> </ul>	<p><b>HTML and CSS</b></p> <ul style="list-style-type: none"> <li>-Understanding HTML code.</li> <li>-Understanding CSS code.</li> <li>-Creating HTML pages using basic HTML tags including &lt;head&gt;, &lt;body&gt;, &lt;p&gt;.</li> <li>-Formatting content using &lt;b&gt;, &lt;u&gt;, &lt;i&gt;.</li> <li>-Creating a webpage/website using templates.</li> </ul>	<p><b>HTML and CSS</b></p> <ul style="list-style-type: none"> <li>-Understanding HTML code.</li> <li>-Understanding CSS code.</li> <li>-Creating HTML pages using basic HTML tags including &lt;head&gt;, &lt;body&gt;, &lt;p&gt;.</li> <li>-Formatting content using &lt;b&gt;, &lt;u&gt;, &lt;i&gt;.</li> <li>-Creating a webpage/website using templates.</li> </ul>
Drama	<p>VIRTUAL ON-LINE</p> <p><b>Expressive Movement and Physical expression</b></p> <ul style="list-style-type: none"> <li>* Jacques Lecoq</li> <li>*neutral mask</li> <li>*larval or basel mask</li> <li>*clowning</li> </ul>	<p><b>Core elements of a play-</b></p> <ul style="list-style-type: none"> <li>*Text</li> <li>*Monologue</li> <li>*Narration</li> <li>*Character</li> <li>*Focus</li> <li>*Script analysis</li> <li>*Stakes</li> </ul>	<p><b>World Theatre Tradition: Victorian Melodrama</b></p> <ul style="list-style-type: none"> <li>*Stock Characters</li> <li>*Performance tradition/history</li> <li>*Silent film</li> </ul>	<p>Cross-curricular link- ENGLISH</p> <p><b>Tempest by William Shakespeare</b></p> <ul style="list-style-type: none"> <li>*Staging</li> <li>*Shakespeare in Performance</li> <li>*Globe theatre</li> <li>*Foley</li> </ul>	<p><b>World Theatre Tradition: August Boal Theatre of the Oppressed Forum Theatre and Invisible Theatre</b></p> <ul style="list-style-type: none"> <li>*Spect-Actors</li> <li>*Rosa Parks/civil disobedience</li> </ul>	<p>Script: Antigone</p> <p>Voice/Radio performances</p> <p>*Ensemble performance work</p>

**Note:** Due to COVID-19 and the closure of schools in Yangon, all curriculum maps are subject to change.

	(Trestle Theatre Company Masks)	*Setting *Given Circumstances		*Scene work (scansion, subtext)		
<b>Geography</b>	<b>Population Dynamics</b> <ul style="list-style-type: none"> <li>o Birth and death rates / natural increase</li> <li>o The demographic transition model</li> <li>o Population density and distribution</li> <li>o Population density in Asia</li> <li>o Population pyramids</li> <li>o Migration (voluntary and forced, internal and external)</li> <li>o Population growth and the environment</li> </ul>	<b>Coastal Environments</b> <ul style="list-style-type: none"> <li>o Waves and tides</li> <li>o Coastal processes including erosion, transportation, deposition and longshore drift</li> <li>o Erosional landforms including caves, arches, stacks and stumps and wave-cut platforms</li> <li>o Depositional landforms including spits, bars, lagoons and tombolos</li> <li>o Coastal management</li> <li>o OS maps and coasts</li> </ul>	<b>Resources and Energy part 1</b> <ul style="list-style-type: none"> <li>o What are resources?</li> <li>o How can resources be classified?</li> <li>o What is energy?</li> <li>o renewable and non-renewable sources.</li> </ul>	<b>Resources and Energy part 2</b> <ul style="list-style-type: none"> <li>o Fossil fuels and pollution</li> <li>o Hydroelectric Power</li> <li>o Conflict over resources including water wars</li> <li>o Hydroelectric power</li> <li>o Desalination</li> <li>o Cloud seeding</li> </ul>	<b>Weather and climate part 1</b> <ul style="list-style-type: none"> <li>o Where does our weather come from</li> <li>o The atmosphere</li> <li>o Precipitation</li> <li>o Air pressure, air masses and weather fronts</li> </ul>	<b>Weather and climate part 2</b> <ul style="list-style-type: none"> <li>o What affects our climate?</li> <li>o Climate regions and biomes</li> <li>o Hurricanes, cyclones and typhoons</li> <li>o Asia's equatorial climate</li> </ul>
<b>History</b>	<b>The Slave Trade</b> <ul style="list-style-type: none"> <li>● Introduction to Slavery</li> <li>● Slavery in Context</li> <li>● Trade Triangle</li> <li>● Seizure and the Middle Passage</li> <li>● Auctions</li> </ul>	<b>The Slave Trade (con't)</b> <ul style="list-style-type: none"> <li>● Life on the plantations</li> <li>● Slave resistance</li> <li>● Abolition of Slavery</li> </ul>	<b>Segregation</b> <ul style="list-style-type: none"> <li>● Jim Crow Laws</li> <li>● School Segregation</li> <li>● Brown Vs Board</li> <li>● Little Rock</li> <li>● Emmett Till</li> </ul>	<b>Civil Rights</b> <ul style="list-style-type: none"> <li>● Rosa Parks</li> <li>● Malcolm X</li> <li>● MLK</li> <li>● Sit ins</li> <li>● Timeline of civil rights</li> </ul>	<b>Female Suffrage</b> <ul style="list-style-type: none"> <li>● Life before WWI</li> <li>● Why did women want the vote</li> <li>● Arguments for female suffrage</li> <li>● Suffragettes</li> <li>● Suffragist</li> </ul>	<b>Protests and Rights</b> <ul style="list-style-type: none"> <li>● Forced Feeding</li> <li>● Cat and Mouse Act</li> <li>● Emily Davison</li> <li>● Women after WWI</li> <li>● ROTPA</li> </ul>
<b>Mandarin</b>	<u>Topics:</u> -Countries -Languages	Topics: -Occupation (recap) -Transportation (recap)	Topics: -Clothes (recap) -Weather and seasons	Topis: -Sickness -House and rooms	Topics: -Furniture -My neighbourhood -End of year revision	

Music	<p><b>Hooks and Riffs</b> -ostinati and melodic devices -compositional techniques</p>	<p><b>Minimalism</b> EDM Composition</p>	<p><b>EDM Composition</b> -Sampling -Looping -Mixing beats</p>	<p><b>Baroque Music</b> -Theme and variation -Harmony</p>	<p><b>Baroque Music</b> -Composition</p>	<p><b>Rock and Roll</b> -Blues to R'n'R -Historical/cultural significance/impact -Composing in the Blues/R'n'R form</p>
PSHE	<ul style="list-style-type: none"> <li>- Self-esteem</li> <li>- Drugs and drug taking</li> <li>- Other cultures and lifestyles</li> <li>- Making the most of your money</li> <li>- Where do you stand?</li> </ul>	<ul style="list-style-type: none"> <li>- Divided families</li> <li>- At home and in the street</li> <li>- The police</li> <li>- Gambling</li> <li>- Friends and friendships</li> </ul>	<ul style="list-style-type: none"> <li>- The power of advertising</li> <li>- Making the most of your leisure</li> <li>- Employment and unemployment</li> </ul>	<ul style="list-style-type: none"> <li>- Drinking and alcohol</li> <li>- The school as a community</li> <li>- Speaking your mind</li> </ul>	<ul style="list-style-type: none"> <li>- Safe sex</li> <li>- World governments</li> <li>- Understanding businesses</li> </ul>	<ul style="list-style-type: none"> <li>- Taking action</li> <li>- Older people</li> <li>- Food and water</li> </ul>
PE	<p><b>Unit 1a (i):</b> Use a range of tactics and strategies to overcome opponents in direct competition through <b>team</b> games</p>	<p><b>Unit 2a:</b> Use a range of tactics and strategies to overcome opponents in direct competition through <b>individual</b> games</p> <p><b>Unit 6a:</b> Analyse performances compared to previous ones and demonstrate improvement to achieve personal best</p>	<p><b>Unit 1a (ii):</b> Use a range of tactics and strategies to overcome opponents in direct competition through <b>team</b> games</p>	<p><b>Unit 2a:</b> Use a range of tactics and strategies to overcome opponents in direct competition through <b>individual</b> games</p> <p><b>Unit 6a:</b> Analyse performances compared to previous ones and demonstrate improvement to achieve personal best</p>	<p><b>Unit 5a:</b> Take part in <b>outdoor and adventurous activities</b> which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p><b>Unit 3a:</b> Develop technique and improve performance in <b>other competitive sports</b></p>	<p><b>Unit 7a: BSY Sports Month</b> Take part in competitive sports and activities (Encouraging community participation)</p>
Spanish	<p>Topic: Holidays Grammar: the preterite tense</p>	<p>Topic: All about my life Grammar: the present tense, comparatives, using two tenses together</p>	<p>Topic: Food and eating out Grammar: negatives, the immediate future, using three tenses together</p>	<p>Topic: Going out Grammar: stem-changing verbs, reflexive verbs, agreement, demonstrative adjectives</p>	<p>Topic: Summer time Grammar: the comparative, the superlative, the imperative, using three time frames together</p>	