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The RHS Year 8 Curriculum

The RHS Curriculum - Year 8

This booklet is designed to give parents and students an overview of students' progress through the curriculum; focussing on their knowledge and skills. You will find, here, a one-page guide to each subject's curriculum for each term, so that you know what your child has been learning and what they are able to do. This can be used as a starting point for discussions at home about their learning but will also help you to put some context around their **Progress Check**.

You will receive, via FROG, a Progress Check once per term, usually at the end of each term. This will tell you the following information:

- a) **Are they making good progress? Y / -** - If a teacher indicates – your child is not making good progress, you can expect to have already received communication from their class teacher or Curriculum Leader in that subject with information about any concerns. The Progress Check will briefly indicate any **Areas For Development (AFD)**
- b) Their **Attitude to Learning - ATL** - has three key 3 areas for reporting the kind of learner your child is: **Ready, Engaged, Proactive**, each of these will be given a score between 1 and 4, with 4 indicating exemplary attitude and 1 indicating a lack of focus or engagement with their learning. Again, where a class teacher has concerns, you will have been contacted in advance of receiving your child's Progress Check. On the Progress Check document itself you will find a more detailed breakdown of the criteria for each ATL score.
- c) The **Autumn/ Spring or Summer Working at Level (WAL)** – this is level which indicates how your child is progressing through the curriculum. On the pages to follow you will see, in each subject, the range of expected levels for each term in each subject. These are slightly different for each subject because each subject is different in the way they assess, number of lessons timetabled per week, prior knowledge coming with students from primary school. **This level DOES NOT equate to a GCSE grade**. This is a number we use to track and measure student progress. By showing you the range of expected levels for each subject, each term you will be able to see how your child is performing, and see the range of levels awarded in the class. These levels are not capped, exceptional performance may be awarded a level higher than the expected range.

Each level is divided into sub levels C, B and A:

C indicates that your child has just progressed up into this level

B indicates that your child is firmly within the level

A indicates that your child is progressing towards the next level up

Emerging (Em) - indicates that your child is working at a basic, introductory level, this is used by subjects which are often completely new to students when they start in Year 7.

- d) **Teacher Comments:** once per year your child's teachers will also provide short comments about your child's progress within each subject, and a target for ongoing improvement. You will also have the opportunity to meet with your child's teachers once a year at our calendared Progress Evenings.



Art Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|---|--|
| Students will know how to... | <ul style="list-style-type: none"> Paint with watercolours and produce a detailed painting of a flower in water Use pencil, oil pastel, graphite and white and black ink to layer materials and enlarge a small flower head to create a large scale image Produce a series of abstract pieces that explore marks made with different tools and materials | <ul style="list-style-type: none"> Design and illuminate letters of the alphabet in an illustrative style | <ul style="list-style-type: none"> Experiment with abstract compositions using shapes, lines, marks and collage, inspired by Kandinsky, Ben Nicolson and Beatriz Milhazes. Use observation studies of ordinary, everyday objects to collages that deconstruct and reconstruct these objects in the style of Synthetic and Analytical Cubism, inspired by the work of Jim Dine. |
| Students will be able to.... | <ul style="list-style-type: none"> Consider light and reflections Explore ideas through photography experimenting with water, freezing processes, reflections and lighting Think about abstraction inspired by Chris Ofili and Fiona Rae | <ul style="list-style-type: none"> Use research to help develop their ideas, including research of Medieval illuminated lettering Create an illustrated page based on a chosen word, inspired by the works of Edward Gorey and Neil Gaiman Experiment with a range of possibilities for their final piece Be able to explain the idea and thought process leading to their final illustration | <ul style="list-style-type: none"> Develop and record ideas in a sketchbook Plan and refine a final composition that is well composed with layers, shapes, lines and structures. Develop ideas based on an understanding of Cubist intentions Explore the ideas of deconstruct/reconstruct and their understanding of positive and negative space. |
| Key assessments | <ul style="list-style-type: none"> Benchmark assessment: Watercolour painting - Refinement and skill with watercolour Dhalia Oil Pastel | <ul style="list-style-type: none"> The Dangerous Alphabet - showing experimentation and refinement | <ul style="list-style-type: none"> Abstract composition Cubist personal response |

Range of expected Key Stage 3 levels for Year 8 Art

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
| 2C – 2A | 2A - 3C | 3C – 3A |

Art Textiles Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|--|---|
| Students will know how to... | <ul style="list-style-type: none"> Use a sewing machine safely Stitch in straight and parallel lines Use decorative machine embroidery Make cord Temporarily attach fabrics by pinning and tacking <p>Textiles is taught on the Year 8 Carousel and students complete a 5 - 6 week module each term.</p> | <ul style="list-style-type: none"> Record landscape with a linear pen technique Understand the qualities of natural fibres, silk, wool and sari thread. Embroider with a range of threads | <ul style="list-style-type: none"> Record from first hand observation of cacti and succulent plants Make and use appliqué Embellish with beads and threads |
| Students will be able to.... | <ul style="list-style-type: none"> Create a detailed patchwork panel with layered fabrics Make a needle case with a button fastening Safely use Bondaweb Use the sewing machine to add decorative stitches | <ul style="list-style-type: none"> Design a series of landscapes in pen and wash based on photographs studied Create a wet felted panel Decorate with a range of hand embroidery and other embellishments | <ul style="list-style-type: none"> Design a hand embroidered panel featuring appliqué cacti Create a painted surface, with appliqué felt and embellished with threads and beads |
| Key assessments | <ul style="list-style-type: none"> Quality of sewing on patchwork Independent research task exploring the work of a textile artist Quality of design and neatness of stitching on needle case Research on Inchies and design of own work inspired by research | <ul style="list-style-type: none"> Research sketches and resource gathering Independent task on the study of a felt artist Assessment of felt panel, range of stitches and embellishments | <ul style="list-style-type: none"> Cactus research sketches and collage sheets Artist study Hand embroidered appliqué panel Written evaluation of work |

Range of expected Key Stage 3 levels for Year 8 Art Textiles

| | | |
|------------------------|------------------------|------------------------|
| Autumn Term 2C – 2A | Spring Term 2A – 3C | Summer Term 3C - 3A |
|------------------------|------------------------|------------------------|

Computer Science Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|--|---|
| Students will know... | <ul style="list-style-type: none"> Online dangers Fake News Social media verify websites, emails and people online Programming using visual scripts Event – a specific action that takes place during the program Loop – a repeated process Variable – a place in memory that stores data Programming – code that gives instructions to a computer Sequence – the order in which instructions are given Selection – the decisions in code Iteration – repeating processes | <ul style="list-style-type: none"> identify and explain different file types in office convert a denary number to binary convert a binary number to denary add binary numbers add and carry in binary numbers use an overflow when adding binary numbers identify numbers in the hexadecimal number system identify and draw, AND, OR and NOT logic gates create simple circuits in logic gates draw a true table for a logic gate | <ul style="list-style-type: none"> Spreadsheets Formatting in Excel Basic formulas e.g SUM, +,-,*,/, mod Goal seek If count Streaming and filtering Advanced formulas if and then Spreadsheet modelling |
| Students will be able to.... | <ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts define, explain and give examples of online safety demonstrate and explain how to use visual scripting in programming. | <ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts Explain how a logic gate works Explain how the circuit works | <ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts Use formulas in spreadsheets Create a spreadsheet to model a specific situation |
| Key assessments | <ul style="list-style-type: none"> Autumn test | <ul style="list-style-type: none"> Spring test | <ul style="list-style-type: none"> Summer test |

Range of expected Key Stage 3 levels for Year 8 Computer Science

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
| 1A-3C | 2C-3B | 2C-3A |

Drama Year 8 Curriculum Progress Map

| Term | Autumn Term: Chatroom | Spring Term: Berkoff | Summer Term: Brecht |
|------------------------------|---|--|--|
| Students will know how to... | <p>Characterisation: Script Work</p> <ul style="list-style-type: none"> Discuss, with sensitivity, topics related to mental health, bullying and peer pressure Use thought-tracking Use conscience corridor Use hot-seating Create a believable character Use role on the wall Consider the given circumstances of a character or situation in order to develop realistic characters and scenarios | <p>Practitioner/Style: Berkoff</p> <ul style="list-style-type: none"> Use physicality and mime effectively Create movement motifs Use externalisation to abstractly represent internal emotions Move and speak as a chorus Design and apply makeup in a Berkovian style Analyse and interpret a short piece of text (Fall of the House of Usher and The Trial scripts) and apply this to a short Berkovian style performance | <p>Practitioner/Style</p> <ul style="list-style-type: none"> Apply a range of verfremdungseffekt devising techniques to a performance (direct address, spass, archtypes, placards etc.) Create theatre with a political message Research a topic/person and use this research in the devising process Use a Brechtian script as a stimulus |
| Students will be able to.... | <ul style="list-style-type: none"> Create clear characters using controlled physicality and vocal skills. Show the subtext of a script Sustain a role in improvisation Perform in a naturalistic style and use direct address | <ul style="list-style-type: none"> Use precise and stylised movement Use precise and articulated vocal skills Show controlled ensemble timing Think abstractly Use breath to lead movement Design Berkovian style make-up for a character | <ul style="list-style-type: none"> Use Brechtian techniques to communicate a clear, didactic message to an audience Create scripts and theatrical moments based on their own research Explain their devising and acting choices with reference to the intentions for the audience |
| Key assessments | <ul style="list-style-type: none"> Scripted performance of a scene from Chatroom An annotated role on the wall (Analysis and interpretation of a script) | <ul style="list-style-type: none"> Devising and performing a Berkovian piece of theatre Annotated make-up design Jane Eyre Live Theatre Review | <ul style="list-style-type: none"> Response – A one-two minute podcast explaining how they used Brechtian and Epic Techniques to communicate a message to an audience Devising and performing a piece of Epic Theatre on an influential woman in history |

Range of expected Key Stage 3 levels for Year 8 Drama

| | | |
|-------------------------------|-------------------------------|-------------------------------|
| Autumn Term 2C – 3B | Spring Term 2B – 3A | Summer Term 2A – 4C |
|-------------------------------|-------------------------------|-------------------------------|

English Year 8 Curriculum Progress Map

| Term | Autumn Term A | Autumn Term B | Spring Term A and B | Summer Term A | Summer Term B |
|------------------------------------|--|---|---|---|--|
| Students will know... | how non-fiction and media texts are effective by analysing key techniques writers use for different purposes and emulating style/key techniques | the plot, character, context and key themes presented in a Shakespeare play | how to analyse character, plot, setting and embed context in a GCSE format | how studying poetry enriches their cultural life by studying of poetry from other cultures. How to write about their identity in poetry | how to create character, setting develop a plot and understand and emulate structural/stylistic techniques |
| Students will be able to... | <ul style="list-style-type: none"> read and analyse a range of texts consider the theme of persuasive language/emotive language and rhetoric understand how purpose, tone and audience can shape a text create a range of persuasive text types emulating the style of a particular journalist/writer reflect on what elements make a successful persuasive text description. develop their reflective and critical powers using green pen to develop, edit and improve their own work | <ul style="list-style-type: none"> understand plot and character development demonstrate inference create a clear argument select key/relevant quotations and deconstruct them, using inference identify key techniques used and consider their effectiveness embed single word evidence from the text identify the purpose and intended effect of the key scene/key moment in the play and articulate it demonstrate inference start to develop a synoptic view of a whole text, make comparisons across a text understand how context shapes meaning | <ul style="list-style-type: none"> read a complete novel analyse a range of extracts from the chosen novel Understand key structural terms incorporate aspects of historical and social context into their PEAL analysis deconstruct key/relevant quotations and are able to understand why a writer has used the quotation and what it might suggest about a character/theme to support their point identify a range of techniques, and understanding the effect they create within a text | <ul style="list-style-type: none"> read and analyse a range of poetry develop knowledge of poetic terms, poet and poetic voice deconstruct poems consider the use of colloquial and vernacular language and language develop a critical and thoughtful reaction to the speaking and writing of other languages develop empathy through learning about the experiences of others across the world write a poem to celebrate their own cultural identity emulating the style of a studied poet, and create an identity collage | <ul style="list-style-type: none"> read and analyse a range of pre and post 20th century short stories, Develop an understanding of structure through a text, including exposition, rising action, climax, falling action and to be able to emulate this structure Create engaging short stories in the style of a chosen author, and implement specific short story structural techniques use a range of descriptive and linguistic techniques develop their reflective and critical powers using green pen to develop, edit and improve their own work |
| Key Assessments | KAT 1: Emulated style opinion article KAT 2: Extended opinion article | KAT 1: Poster exploring character, costume and theme in Act 1 Sc 1 KAT 2: Extended analytical response – whole text | KAT1: S&L presentation on character or theme KAT2: Close analysis of opening of novel | KAT1: Analysis of poem KAT 2: Collage on poems studied/writing own poem | KAT1: Descriptive writing – emulated style |

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|---|----------------------|------------------------|----------------------|
| Range of expected key stage 3 levels for Year 8 English | Autumn term 2A-3C | Spring Term 3C – 3B | Summer Term 3B- 3 |
|---|----------------------|------------------------|----------------------|

Food Year 8 & 9 Curriculum Progress Map

Food is taught on the carousel in both Years 8 & 9 and students have approximately 13 lessons of food each year.

| Term | Year 8 | Year 9 |
|------------------------------|---|---|
| Students will know how to... | <ul style="list-style-type: none"> • follow personal hygiene rules to prepare themselves for cooking activities. • follow food safety rules to ensure food produced is fit for consumption. • read and follow a recipe to produce a food product. • safely use small handheld utensils and electrical equipment to prepare a selection of ingredients. • safely use the cooker, including hob and oven, to prepare a selection of food products. • apply Government guidance to make informed food choices for a healthy and varied diet. | <ul style="list-style-type: none"> • follow personal hygiene rules to prepare themselves for cooking activities. • follow food safety rules to ensure food produced is fit for consumption. • read and follow a recipe to produce a food product. • safely use small handheld utensils and electrical equipment to prepare a range of ingredients. • safely use the cooker, including hob and oven, to prepare a range of food products. • apply Government guidance to make informed food choices for a healthy and varied diet to achieve energy balance. • modify food products to suit a range of dietary needs and life stages. • consider social, moral and environmental issues and the impact they can have on individuals' food choices. |
| Students will be able to... | <ul style="list-style-type: none"> • prepare and cook a selection of mainly savoury food products (e.g. bread, pasta bake, vegetable spring rolls and marble cake) including the use of some different ingredients, techniques and processes. • explain the scientific principles behind some basic functional and chemical processes. • explain the nutritional principles of some key ingredients and food products. • reflect on the successes of practical activities and identify possible areas for further development. | <ul style="list-style-type: none"> • prepare and cook a range of mainly savoury food products (e.g. pizza, pasta Bolognese, quiche and meringue) including the use of a variety of ingredients, techniques and processes. • explain the scientific principles behind some more complex functional and chemical processes and the impact these have on a food product's characteristics. • explain the nutritional principles of a range of key ingredients and food products and the impact these can have on health. • reflect on the successes of practical activities alongside previous experience and identify areas for further development. |
| Key assessments | <ul style="list-style-type: none"> • practical activities and written records. • multiple choice questions. | <ul style="list-style-type: none"> • practical activities and written records • multiple choice questions. |

Range of expected Key Stage 3 levels for Year 8 Subject

Range of expected Key Stage 3 levels for Year 9 Subject

Autumn Term
1C – 2B

Autumn Term
2A – 4C

French Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|--|--|
| Students will know how to... | <ul style="list-style-type: none"> Describe their hometown and French cities and say what you can do there Describe someone's country and nationality Talk about their own hobbies, referring to the past and future as well as the present Describe the weather Talk about people's jobs | <ul style="list-style-type: none"> Talk about New Year's resolutions Describe their daily routine Invite people out, respond to invitations and give excuses Talk about food preferences, using a range of adjectives and intensifiers Buy food in a market and order a meal in a restaurant Talk about what <i>other</i> people have done in the past | <ul style="list-style-type: none"> Talk and write about past events using a wider range of verbs Write an extended text about holidays, referring to the past, present and future Speak in detail about their hobbies and activities, using three time frames |
| Students will be able to.... | <ul style="list-style-type: none"> Pronounce familiar and new words correctly, with reminders Spontaneously offer opinions and reasons Use a range of Present Tense verbs accurately Make simple statements about the past, present and future, referring to their own hobbies Use time phrases to move between tenses | <ul style="list-style-type: none"> Use the full pattern of the Near Future Tense Understand how to form reflexive verbs and use the singular forms in speech and writing Use modal verbs (want / can / must) and other verbs that can be followed by infinitives (hope, would like etc.) to expand range of language Use the full verb pattern for Perfect Tense verbs | <ul style="list-style-type: none"> Differentiate between verbs that form the Perfect Tense with avoir and those that use être Translate from Fr to Eng and from Eng to Fr, using tenses accurately Speak with largely correct pronunciation and intonation Understand a French poem and write creatively |
| Key assessments | <ul style="list-style-type: none"> Grammar + Writing tasks focussing on the 3 time frames | <ul style="list-style-type: none"> Translation Fr → Eng and Eng → Fr | <ul style="list-style-type: none"> Written assessment Speaking test |

Range of expected Key Stage 3 levels for Year 8 French

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
| 2C – 3B | 2B – 3A | 2A – 4C |

Geography Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|-----------------------------|---|---|---|
| Students will know... | <p>Volcanoes</p> <ul style="list-style-type: none"> The causes of volcanic eruptions The characteristics of different types of volcanoes The impacts of volcanoes on people and the environment <p>Globalisation</p> <ul style="list-style-type: none"> What globalisation is and why it occurs The consequences of globalisation The impacts of globalisation in China and Africa | <p>Environmental Issues</p> <ul style="list-style-type: none"> What sustainability is About a range of environmental issues The causes and consequences of global warming <p>Ecosystems</p> <ul style="list-style-type: none"> The global distribution and characteristics of major biomes The characteristics of tropical rainforests Threats to tropical rainforests | <p>Independent Investigation</p> <ul style="list-style-type: none"> How to conduct a small independent investigation based on one of the topics they have studied this year How primary and secondary data can be used to help answer a key question How to analyse primary and secondary data to come to a conclusion |
| Students will be able to... | <p>Tectonics</p> <ul style="list-style-type: none"> Identify the different layers of the earth and explain how convection currents cause volcanic eruptions Draw labelled diagrams of composite and shield volcanoes Explain the primary and secondary impacts of a volcanic eruption <p>Globalisation</p> <ul style="list-style-type: none"> Assess the impacts of globalisation on people in different parts of the world | <p>Environmental Issues</p> <ul style="list-style-type: none"> Explain why sustainability is important Suggest a range of solutions to current environmental issues Identify how a range of countries will be impacted by climate change <p>Ecosystems</p> <ul style="list-style-type: none"> Label a world map to show the distribution of major biomes Explain how plants and animals have adapted to life in tropical rainforests | <p>Independent Investigation</p> <ul style="list-style-type: none"> Formulate a key question to investigate Collect and analyse the primary and secondary data Produce a written report which answers their key question |
| Key assessments | <p>Volcano Exam</p> <p>Globalisation Report</p> | <p>Environmental Issues Exam</p> <p>Ecosystems Exam</p> | <p>Independent Investigation Report</p> |

Range of expected Key Stage 3 levels for Year 8 Geography

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
| 3C– 3B | 3B – 3A | 3A– 4C |

History Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|---|
| Students will know how to... | <ul style="list-style-type: none"> Analyse the causes of the English Civil War Assess different interpretations of Oliver Cromwell Compare the causes of the French and American Revolutions Explain the significance of the American Revolution on society | <ul style="list-style-type: none"> Explain and analyse changes caused by the Industrial Revolution in Britain Explain the formation of the British Empire Compare different experiences of countries part of the British Empire Assess the legacy of the British Empire | <ul style="list-style-type: none"> Explain what the Slave Trade was. Examine the experiences of slaves working on plantations. Assess the reasons why the Slave Trade was abolished. Identify and explain causes of WWI Assess and compare the experiences of soldiers from across the British Empire. Explain what life was like in Britain during WWII Compare the experience in Britain during WWII to the experiences in other countries |
| Students will be able to.... | <ul style="list-style-type: none"> Identify and explain causes of an event Begin to make judgements on most important causes Identify similarities and differences between two key historical events Explain different areas of impact an event has on society Explain how an event led to both change and continuity Identify consequences of a significant event | <ul style="list-style-type: none"> Explain how an event led to both change and continuity Identify most important changes caused by a significant event, adding some justification Begin to assess reasons for change and continuity Explain how a significant event led to different experiences for different groups of society Explain similarities and differences between the history of two or more countries Explain, using evidence, important consequences, both short term and long term, of a significant period of history. Make developed inferences from source material, and use own knowledge to make judgements on the validity. Identify the provenance of a source, and make simple evaluations. | <ul style="list-style-type: none"> Explain the experiences of a group of society. Make judgements on the most significant cause of an event Compare experiences of an event in at least two different countries, analysing both similarities and differences Continue developing source inference skills, moving towards making complex inferences |
| Key assessments | <ul style="list-style-type: none"> Poster outlining causes of different Revolutions, and similarities between them Essay: To what extent did the American Revolution bring about change? | <ul style="list-style-type: none"> Group presentation: How did life change during the Industrial Revolution? Sources assessment looking at accuracy of material and identifying provenance | <ul style="list-style-type: none"> Year 8 exam Individual presentation: What were the experiences of one of the World Wars for people around the world? |

Range of expected Key Stage 3 levels for Year 8 History

| | | |
|------------------------|------------------------|------------------------|
| Autumn Term 1A – 3C | Spring Term 2C – 3B | Summer Term 2B – 3A |
|------------------------|------------------------|------------------------|

Latin Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|---|---|
| Students will know.... | <ul style="list-style-type: none"> at least three different types of gladiators. the Roman bathing ritual. a more detailed selection of English derivates from Latin words. the vocabulary lists up to around stage 9. | <ul style="list-style-type: none"> the full set of present tense person endings. more uses of the dative case. different question words in Latin. the Roman education system. Politics in the ancient world. Vocabulary up to stage 11. | <ul style="list-style-type: none"> the full set of perfect and imperfect person endings, including the verb 'to be'. how Vesuvius erupted in AD 79 and what this meant for Pompeii and the surrounding area. the infinitive form of the verb. the different forms of nolo volo and possum vocabulary up to stage 13. |
| Students will be able to.... | <ul style="list-style-type: none"> Translate more complex Latin sentences with different clauses in it. Translate sentences with accusative plural objects in them. Translate sentences with the dative case in them. Consider how they might have felt going to gladiator fights or beast fights. Consider what they would have enjoyed or not enjoyed about the Roman bathing ritual and appreciate why it was important to the Romans. | <ul style="list-style-type: none"> translate questions in Latin. compare a modern and ancient education. compare the Roman political system with the modern British one. | <ul style="list-style-type: none"> translate increasingly complex sentences, swapping tenses with fluency. consider what the last day in Pompeii must have been like for an average citizen. consider what life might have been like for the Celts in Roman Britain before the Romans and how this changed after the invasion. |
| Key assessments | <ul style="list-style-type: none"> Autumn Assessment testing vocabulary till at least stage 8 and the grammar until that stage. | <ul style="list-style-type: none"> Spring Assessment testing vocabulary and grammar up to stage 10. | <ul style="list-style-type: none"> Summer Assessment testing vocabulary and grammar up to stage 12. |

Range of expected Key Stage 3 levels for Year 8 Latin

| | | |
|----------------------|----------------------|----------------------|
| Autumn Term 2B-3B | Spring Term 2A-3A | Summer Term 3C-4C |
|----------------------|----------------------|----------------------|

Mathematics Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|--|--|
| Students will know how to... | <ul style="list-style-type: none"> how to use all 4 operations with fractions within the context of word problems and the topics covered in year 7. how to understand the information given in ratio questions and manipulate ratio to extract what is required in a problem. how to combine ratio to compare previously unlinked quantities. how to use direct and inverse proportion to compare and investigate linked variables. how to apply algebra to what they know of angles in parallel lines. how to use interior and exterior angles of polygons. how to calculate percentage multipliers and use them to calculate repeated percentage change. how to convert recurring decimals into fractions. how to use scale factors in enlargements and similar shapes how to further develop their algebra skills from year 7. | <ul style="list-style-type: none"> how to use the rules of indices and standard form. Including fractional indices. how to find the equation of a straight line given gradient and a point. how to graph quadratic equations. how to find the area and volume of a variety of irregular solids. how to calculate averages given data in tabular form. how to plot and interpret cumulative frequency graphs. how to plot, interpret and compare Box plots. how to use trigonometry to find angles and sides of a right-angled triangle. how to solve linear inequalities and represent solutions as regions. how to solve simultaneous equations given problems present algebraically or in word form. how to calculate probabilities given different contexts. how to create and use tree diagrams. | <ul style="list-style-type: none"> how to expand pairs of brackets how to factorise quadratic expressions and use this to solve quadratic equations. how to use the quadratic formula. how to calculate and understand compound units. how to interpret real life graphs; the gradients and y-intercepts. how to change the subject of a formula. how to use trial and improvement to solve equations to a given degree of accuracy. how to construct and/or interpret scale drawings. how to use bearings to describe relative positions. how to draw 3D solids on isometric paper. how to draw plans and elevations. how to identify which solids are represented by plans and elevations. |
| Students will be able to... | <ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts | <ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts | <ul style="list-style-type: none"> Use the above skills to solve a range of problems in a variety of contexts |
| Key assessments | <ul style="list-style-type: none"> Test 1 | <ul style="list-style-type: none"> Test 2 | <ul style="list-style-type: none"> Exam |

Range of expected Key Stage 3 levels for Year 8 Mathematics

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
| 2A - 4B | 3C - 4A | 3B - 5C |

Music Year 8 Curriculum Progress Map

| Term | Autumn Term: Samba and Gamelan | Spring Term: Reggae | Summer Term: Folk Music |
|------------------------------|--|---|--|
| Students will know how to... | <ul style="list-style-type: none"> Complete simple rhythmic dictation exercises Notate their own Samba rhythms Compose syncopated rhythms and melodies Structure a Samba/Gamelan Performance using stylistic features and elements of music. Identify a range of Samba and Gamelan instruments visually and/or through listening | <ul style="list-style-type: none"> Compose a chord sequence, bass line and catchy melody Write lyrics in the style of Reggae (extension) Use Soundtrap to layer multiple layers of functional harmony (Midi and microphone for vocals), and quantise and loop sounds precisely Hold their own individual performance in a band performance Perform in the Reggae style | <ul style="list-style-type: none"> Perform dotted notes and within compound time signatures Compose using modes to create folk style melodies Understand the keywords: Compound time signature (6/8), Anacrusis/upbeat, drone/pedal note, dotted notes, Dorian mode, interval <p><i>Extension unit: Indian Folk Music (improvisation using ragas, adding meends/pitch bends, oral/aural tradition, structure – alap, Jhalla, jhor ad gat)</i></p> |
| Students will be able to... | <ul style="list-style-type: none"> To follow a student leader in ensemble performance, linking sections fluently Change tempo gradually with a sense of ensemble and togetherness in performance To be able to identify rhythms aurally through simple rhythmic dictation Understand the terms: Samba instrument names e.g. Agogo Bells, Cabassa, Tambourim, Surdo etc. Syncopation, Clave rhythm. Homorhythm, polyrhythm, call and response, monorhythm, heterophony, aural/oral tradition, interlocking rhythms, instruments of the Gamelan (e.g. Kenong, Suling), metallophones, accelerando, rallentando Understand Gamelan music's significance within Indonesian culture and the development and historical implications of Samba | <ul style="list-style-type: none"> Understand the development of Reggae Perform an extended performance of 3 Little Birds on an instrument of their choice Notate a composition through Noteflight or as an annotation of screenshots Compose (at least) one section of a Reggae Song Understand the terms: Offbeat rhythms, triads, inversions, skank, political lyrics, syncopation, bass line, chord sequence, staccato, verse/chorus structure, melody and accompaniment, riff, strumming, (Ext. melisma, text setting) Identify a range of Reggae-specific elements in listening tasks | <ul style="list-style-type: none"> Compose well-shaped melodies and rhythms in a 6/8 (compound) time signature Perform Kesh Jig as part of an ensemble performance Perform an anacrusic melody with confidence Extension Folk: Improvise upon a given melody to create heterophonic textures |
| Key assessments | <ul style="list-style-type: none"> Ensemble Samba performance and composition Gamelan performance and/or composition (peer assessed) Listening and extended writing exercise in Gamelan | <ul style="list-style-type: none"> Performance of Three Little Birds Compose a section of a Reggae Song | <ul style="list-style-type: none"> Melody writing composition in 6/8 Performance of Kesh Jig Perform a short yet structured Carnatic piece of music with improvisation |

Range of expected Key Stage 3 levels for Year 8 Music

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
| 2C – 3B | 2B – 3A | 2A – 4C |

PSHE Year 8 Curriculum Progress Map

| Term | Carousel block #1 | Carousel block #2 | Carousel block #3 |
|------------------------------|---|---|--|
| Students will know ... | <ul style="list-style-type: none"> How to recognise signs and symptoms of different mental health issues. How to be more aware of the impact of the media on self-esteem. How eating disorders can impact the body. How HPV and Cervical Cancer are linked and how to prevent TSS. | <ul style="list-style-type: none"> How to resolve conflict and deal with peer pressure. How to recognise the signs of a healthy relationship. How to identify types of exploitation and understand the impact of them. How to get help if they or anyone they know are at risk. | <ul style="list-style-type: none"> How Parliament and Government differ and work. How laws are made in the UK. How different countries have different systems and the pros and cons of these. How the justice system works in the UK. How criminal and civil law differ. |
| Students will be able to.... | <ul style="list-style-type: none"> Discuss with others the importance of recognising when to ask for help and how to ask for help. Analyse the impact of the media on body image and how to cope with seeing manipulation online. Create a campaign on self-esteem. Understand the avenues within school that are open to them should they need any help. | <ul style="list-style-type: none"> Gain an understanding of how they can resolve issues more effectively and positively. Identify signs of abuse. Discuss how to raise awareness of what should and should not be seen in a relationship. Debate issues that are important to them in a controlled environment. | <ul style="list-style-type: none"> Discuss the pros and cons of the current political systems in the UK. Research different laws and the impact that these have on society. Question how effectively they are represented? Create a series of laws and debate their effectiveness. |
| Key assessments | <ul style="list-style-type: none"> Self-assessment on understanding of the key elements of Health | <ul style="list-style-type: none"> Self-assessment on understanding of the key elements of Relationships | <ul style="list-style-type: none"> Self-assessment on understanding of the key elements of Politics and Community |

Range of expected Key Stage 3 levels for Year 8 PSHE

| | | |
|---|--|--|
| Carousel block #1 PHSE a non-assessed subject | Carousel block #2 PSHE is a non-assessed subject | Carousel block #3 PSHE is a non-assessed subject |
|---|--|--|

PRS Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|---|--|
| Students will learn about... | <p>Hinduism</p> <ul style="list-style-type: none"> The origins of Hinduism Hindu beliefs about God and avatars Forms of Hindu worship Hindu beliefs about reincarnation The Varna System Gandhi's peaceful protests against British rule | <p>Sikhism</p> <ul style="list-style-type: none"> The Five 'Ks' of Sikhism The life of Guru Nanak The Ten Gurus of Sikhism The Guru Granth Sahib The role of the Gurdwara Key teachings of Sikhism on God, spirituality, and morality | <p>Animal Rights</p> <ul style="list-style-type: none"> Significant similarities and differences between human beings and other animals Christian/Jewish/Hindu/Sikh attitudes to the treatment of animals. Utilitarian attitudes to the treatment of non-human animals, including the idea of speciesism Facts and arguments concerning the treatment of animals in a range of settings: captivity, experimentation, clothing, etc. |
| Students will be able to.... | <ul style="list-style-type: none"> Explain how Hinduism can be both understood as an old and a new religion Explain some of the main forms of God in Hinduism Explain the meaning of key Hindu concepts associated with worship Explain and evaluate Hindu concepts associated with life after death Critically discuss the benefits and disadvantages of organising a society using a caste system. Explain and evaluate how successfully Gandhi promoted Ahimsa in his campaign | <ul style="list-style-type: none"> explain what it means to be a member of the Khalsa and critically discuss the challenges of wearing religious symbols outline some key facts about the founder of Sikhism and critically discuss the kinds of qualities a good leader should have. Explain and evaluate the significance of key events in the life of Guru Nanak Explain and evaluate the Gurus' contributions to Sikhism Outline key facts about the Guru Granth Sahib and critically compare the value of human and non-human sources of authority. Explain and evaluate how the Gurdwara reflects key Sikh teachings. | <ul style="list-style-type: none"> discuss and evaluate the idea that differences between animals might make a difference in how we treat them outline and evaluate Christian and Jewish attitudes to how non-human animals should be treated. outline Hindu (and Sikh) beliefs about the treatment of animals and compare and contrast these with Christian/Jewish beliefs about the treatment of animals. outline and critically discuss Utilitarian attitudes towards the treatment of non-human animals, and compare these with religious attitudes. outline and critically discuss arguments surrounding animals in captivity/animal research/clothing, etc. |
| Key assessments | 'The Varna system is the best way to organise society.' Discuss | "Be simple in your food, dress and habits is the most important belief in Sikhism" Discuss | Group research project and presentation on animal ethics. |

Range of expected Key Stage 3 levels for Year 8 PRS

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
| 1A - 3C | 2C – 3B | 2B - 3A |

PE Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|--|--|--|
| Students will know how to... | <ul style="list-style-type: none"> • Netball; advance key skills, understand 3 stages of defence, shooting technique, apply skills to half/full court games. • Football; tackle a player, avoid tackles in 2v1 scenarios, shoot, apply skills to small-sided games. • Badminton; perform short / high and flick serves, overhead clear, net shots, rules for doubles games. • Dance; accurately replicate a dance, add their own choreographic devices | <ul style="list-style-type: none"> • Fitness Theory; test their fitness, explain training principles / methods, measure the impact of training on the body. • Fitness Practical; perform fitness tests, execute different types of training, design a circuit, measure HR and recovery. • Handball; perform basic key skills, understand 3-step rule, add pressure defending. • Gym; explain counter balance / counter tension, maintain safety in a group balance, use transitions in sequences. • Trampolining; link basic moves together, perform swivel hips / front landings. • Tag Rugby; pass, receive, invade and defend space, understand 3+ rules. | <ul style="list-style-type: none"> • Rounders; forward pick-up, bowling speed, batting power, high catches, reactional long barriers, self-officiate. • Tennis; overarm serve, baseline rally, volley, half/full court singles. • Athletics; self-assess and record progress in each event, understand 4+ events competition rules. • Cricket; underarm / overarm bowling, batting, pairs cricket games. |
| Students will be able to.... | <ul style="list-style-type: none"> • Netball; use their skills to overcome opponents, perform 3 stages of defence with some success, shoot using correct technique, identify where all players can go on court. • Football; tackle 1v1, dribble and pass 2v1, dribble and shoot on target, combine skills in small-sided games. • Badminton; serve within the rules of doubles, adjust power to play shots to open space, officiate doubles matches, complete tournament sheets. • Dance; learn and perform a whole dance, use levels, changes in formations and expression, to create style | <ul style="list-style-type: none"> • Fitness Theory; complete worksheets and tasks, to gather knowledge, which they then apply in the practical lesson. • Fitness Practical; test fitness, compare against normative data, identify what methods of training do, design / execute a circuit, gather HR data to measure effects of exercise. • Handball; move and pass the ball within the rules of the game, explain the difference between man-to-man and zone defence, play small-sided games, attempt jump shots. • Gym; use transition moves and music, to create a complete sequence, combining pair and group balances. • Trampolining; provide coaching points, perform swivel hips in isolation, some able to perform front landings in isolation, all will complete a routine, performing with control, style and height. • Tag Rugby; pass / receive on the move, explain /demonstrate how to score a try, perform a legal tag, play full games. | <ul style="list-style-type: none"> • Rounders; perform forward pick-up with under / overarm throws to base, catch and stump out a batter, perform effective long barriers in games, explain at least 8 rules and officiate games. • Tennis; overarm serve at varying distances from the net, increase depth of forehand and backhand drives, volley in controlled conditions, progress from half court to full court singles. • Athletics; execute events, record performance, compare to year 7 data, identify strengths and weaknesses • Cricket; bowl under / overarm in isolation, contact with the ball to score runs, officiate pairs cricket. |
| Key assessments | <ul style="list-style-type: none"> • Netball • Badminton • Dance | <ul style="list-style-type: none"> • Handball • Trampolining | <ul style="list-style-type: none"> • Rounders • Tennis |

Range of expected Key Stage 3 levels for Year 8 PE

| Autumn Term | Spring Term | Summer Term |
|-------------|-------------|-------------|
| 1A – 3B | 1A – 3B | 1A – 3B |

Science Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|--|---|
| Students will know | <ul style="list-style-type: none"> Formation of rocks and rock cycle The Earth as a source of resources Fluids: changes of state and their effects, including pressure, floating, sinking and drag Food and Nutrition: the human diet and the digestive system The Periodic table | <ul style="list-style-type: none"> Light: how light travels and what happens when it meets an object Combustion Plants and their reproduction Energy transfers (8R and 8H) Breathing and respiration (8S and 8G) | <ul style="list-style-type: none"> Breathing and respiration (8R and 8H) Energy transfers (8S and 8G) Metals and their uses Unicellular organisms Earth and Space |
| Students will be able to.... | <ul style="list-style-type: none"> Apply mathematical concepts and calculate results Use appropriate units for area measurements Calculate area of a variety of shapes Interpret observations and data Present reasoned explanations Evaluate data, identify anomalous results, identify ranges, use charts and graphs to analyse data Substitute values into formulae Understand how verbs and adjectives can add weight to an opinion bias, use sentences to explain ideas clearly, analyse the use of emotive language and evaluate media reports. | <ul style="list-style-type: none"> Use appropriate units for area measurements Use a sample to estimate population size Identify ranges in readings in data Explain why data with a small range is good quality Calculate means and explain their use Understand that data can be presented in different ways to communicate scientific ideas Select, plan and carry out appropriate types of scientific enquiry to test predictions. | <ul style="list-style-type: none"> Make, record and present observations and measurements using a range of methods Evaluate the reliability of methods and suggest improvements Identify, describe and extract information from pie charts Present data in pie charts Calculate mean values and percentages Draw and interpret bar charts and line graphs Use ratios to compare quantities Write and convert fractions to decimals Substitute values into formulae and solve resulting equations Draw line and scatter graphs and use these to draw conclusions |
| Key assessments | <ul style="list-style-type: none"> Levelled end of topic tests every three weeks | <ul style="list-style-type: none"> Levelled end of topic tests every three weeks | <ul style="list-style-type: none"> Levelled end of topic tests every three weeks |

Range of expected Key Stage 3 levels for Year 8 Science

| | | |
|------------------------|------------------------|------------------------|
| Autumn Term 1A - 2B | Spring Term 2C – 3C | Summer Term 2B – 3B |
|------------------------|------------------------|------------------------|

Spanish Year 8 Curriculum Progress Map

| Term | Autumn Term | Spring Term | Summer Term |
|------------------------------|---|---|--|
| Students will know how to... | <ul style="list-style-type: none"> Describe themselves and others, both personality and physical description Describe clothes and school uniform Describe pets Talk about the Christmas traditions in Spain | <ul style="list-style-type: none"> Talk about New Year traditions in Spain Talk about countries and nationalities Invite people out, respond to invitations and give excuses Talk about different places in a town Talk about Easter traditions in Spain | <ul style="list-style-type: none"> Ask for and give basic directions Talk about Barcelona Write an extended text about holidays, referring to the past, present and future Speak in detail about holidays Talk and write about past events using the Preterite Tense |
| Students will be able to.... | <ul style="list-style-type: none"> Formulate simple questions Recognise adjectival agreement Use the correct word order Use a range of Present Tense verbs accurately Pronounce familiar and new words correctly, with reminders Use comparative adjectives | <ul style="list-style-type: none"> Use the full pattern of the Near Future Tense Understand how to use the conditional tense when asking people out (would like) Give opinions with justifications Use selected irregular verbs in the Present Tense | <ul style="list-style-type: none"> Use the Present, Near Future and Preterite Tenses together Use the Preterite Tense of Ser (to be) and Ir (to go) Differentiate between the use of the verbs Ser (to be) and Estar (to be) when talking about location Justify a range of opinions |
| Key assessments | <ul style="list-style-type: none"> Reading and listening assessment | <ul style="list-style-type: none"> Writing and translation assessment | <ul style="list-style-type: none"> Speaking assessment |

Range of expected Key Stage 3 levels for Year 8 Spanish

| | | |
|------------------------|------------------------|------------------------|
| Autumn Term 2C – 3B | Spring Term 2B – 3A | Summer Term 2A – 4C |
|------------------------|------------------------|------------------------|



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