

Year 8	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
English	Experience and Voice - Lacking a voice Reading and analysing <i>Of Mice and Men</i> , exploring the theme of lacking a voice through character development, setting, and key themes. Students deepen their understanding of marginalisation and social isolation.	Experience and Voice - Lacking a voice Continuing a deeper study of 'Of Mice and Men' and to begin writing academic essays, considering formality of language and structure of argument.	W E S T C O M M O N A S S E S S M E N T 1	Experience and Voice - Freedom to speak Building on Year 7 knowledge, students begin crafting Opinion Articles, using their voice and language skills to persuade. They are introduced to rhetoric concepts, including ethos, pathos, and logos.	Experience and Voice - Freedom to speak Preparing a persuasive 'Room 101' speech, developing public speaking and argument skills, alongside studying <i>Much Ado About Nothing</i> to explore context and Elizabethan views on women.	W E S T C O M M O N A S S E S S M E N T 2	Experience and Voice - Capturing the moment Students begin by presenting persuasive 'Room 101' speeches, then explore creative non-fiction, learning how to apply typical fiction writing techniques—such as vivid description and narrative structure—to enhance non-fiction storytelling.	Experience and Voice - Capturing the moment Students use writing structure to effectively present their voice, develop strong paragraphing skills, and craft a polished final piece of creative non-fiction that engages and informs the reader.
Maths	Number & algebra Developing accuracy in estimation and rounding techniques, while building understanding of sequences and interpreting graphical representations across diverse real-world and mathematical contexts to enhance problem-solving skills.	Algebra Performing algebraic manipulations. Solving linear equations and inequalities accurately and confidently across a range of mathematical problems		Proportion & statistics Students develop skills to interpret and solve problems involving percentages and proportionality, while also learning to construct and analyse various statistical representations to effectively communicate data	Statistics & geometry Students analyse and compare data across different contexts in statistics, while in geometry they calculate the perimeter, area, and volume of various shapes, developing both analytical and spatial reasoning skills		Geometry Solving problems involving perimeter, area, and volume across a variety of real-world contexts, applying knowledge of measurement, shape properties, and spatial reasoning to calculate and interpret results accurately.	Geometry Calculating angles in polygons and parallel lines using geometric reasoning and angle rules. Students also complete accurate mathematical constructions using a ruler and compass, developing precision and problem-solving skills.
Science - Biology	Organ systems Students describe the structure and function of key organ systems, including the respiratory and digestive systems. They explain the effects of lifestyle choices on health and evaluate factors affecting organ function.	Respiration Students compare aerobic and anaerobic respiration, describing the differences in reactants, products, and energy yield. They explain why and where each type occurs and apply word equations to represent both processes accurately.		Photosynthesis Students observe and describe the structure of leaves, linking adaptations to the process of photosynthesis. They learn the word equation, and carry out investigations to explore how different factors affect the rate of photosynthesis.	Evolution and inheritance Students learn about inherited characteristics, variation, and how traits are passed through generations. They explore the process of evolution by natural selection and understand how adaptations support survival in changing environments.		Cell structure and transport Building on Year 7 knowledge of basic cell structure, students deepen their understanding of animal and plant cells, including specialised cells. They identify and describe how substances move by diffusion and osmosis.	Cell division Building on their understanding of cells students describe importance and the process of mitosis, and evaluate the role and potential uses of stem cells

Science - Chemistry	Reactions	Types of reaction		The periodic table	Metals and acids reactions	
					Metals reactions	The Earth

	Building on prior knowledge of matter and its properties, students investigate and describe how chemical reactions form new substances and conserve mass using models, practical observations and measurements in experiments	Identifying exothermic and endothermic reactions, describing energy transfers in processes like combustion and thermal decomposition. Students investigate temperature changes through practical experiments, linking concepts to everyday examples and real-world applications.		Explaining the development and structure of the periodic table, and describing how elements are arranged by atomic number, groups, and periods. Analysing patterns in properties and reactivity, developing skills in observation how scientific ideas and understanding build through evidence based enquiry.	Observing and describing reactions between metals and acids, focusing on the reactivity series and displacement reactions. Students investigate reaction rates, observe and describe products, predict outcomes, and refine their ability to construct word equations.		Students investigate reactions between metal carbonates, metal oxides, and acids by observing changes, forming word equations, and interpreting symbol equations. They develop skills to predict products and understand reaction types and conservation of mass	Describing the Earth's structure and different rock types. Explaining how natural resources are extracted and used, evaluating the environmental and social impacts of resource consumption.
Science - Physics	Forces	Work		Electricity	Magnetism		Motion	Effects of forces
	Describing balanced and unbalanced forces and their effects on motion. Students investigate force interactions through practical experiments, measuring changes in speed and direction, and apply concepts to real-world examples like friction and gravity.	Exploring the effect of friction and how work is done when forces are applied. Students investigate frictional forces through practical experiments, measuring energy transfer and efficiency, and relate concepts to everyday situations.		Understanding the basics of electric circuits, including current, voltage, and resistance. Students build and analyse circuits through practical experiments, measuring electrical quantities and describing how components affect circuit behavior.	Understanding magnetic fields and their properties. Students investigate magnetic forces and learn how to create and use electromagnets through hands-on experiments, exploring practical applications and the principles behind electromagnetism		Calculating speed using appropriate formulas, interpreting distance-time and velocity-time graphs, and investigating motion through practical experiments, developing skills in measurement, data analysis, and mathematical reasoning.	Understanding weight as a force due to gravity, turning effects (moments), and pressure in solids, liquids, and gases. Students investigate these concepts through practical experiments, apply relevant calculations, and analyse real-world examples.

French	Learning about Francophone countries. Learning about jobs – relevant verbs and other vocabulary. Learning about numbers from 1-31 and the months of the year – saying when your birthday is. Talking about celebrations, such as Carnaval in Nice and La Fête de Musique on 21st June across France	Talking about past Activities, using the perfect tense. Talking about everyday activities and routines – today v yesterday. Asking and answering questions about holidays – focus on French-speaking countries, such as Belgium and Switzerland. Talking about where you go and what you do. Talking about Shopping for food.		Talking about food and drink, using verbs and other vocabulary for eating and drinking. Talking about when, where and how, using adverbs. Revisiting past and present activities. Learning about the partitive article (de, de la, des). Learning how to describe a typical day and what groups of people do.	Talking about what you do at school – learning how to use '-ir' verbs, such as 'finir' in the present tense. Learning how to ask questions using intonation, inversion and 'est-ce que ...'. Talking about a day in the life of a journalist – describing people, things and events. Describing a photo. Talking about a visit to a different country. Talking about intending, wanting, having to and being able to do things, using modal verbs.		Talking about family life and going out with family on trips. Comparing experiences with others using '-re' verbs. Learning how to use the '-re' verbs 'entendre' (to hear), 'lire' (to read) and 'écrire' (to write). Revisiting adjective agreement for both number and gender. Learning how to use the irregular verb 'prendre' (to take) in the present tense. Learning about communicating in other languages and planning a visit to a pen friend in Spain. Talking about a school trip to Italy.	Describing language learning experiences, using a range of '-er', '-ir' and '-re' verbs. Talking about what groups of people do – in both formal and informal situations. Using '-re' and '-ir' verbs to describe present actions. Revisiting adjective agreement and placement. Learning about comparative structures, such as 'plus ... que' (more than and 'moins ... que' (less than@. Talking about Astérix and Obélix. Learning about a work experience placement in a French-speaking country. Looking at describing the school holidays. Asking inversion questions in the past tense. Talking about and asking about what you have done.
Geography	Is the UK's weather predictable? This topic explores why the UK's weather can change so often and be difficult to predict. Students learn about different weather patterns and why conditions can vary from day to day. They also look at how climate change is affecting the weather, leading to more frequent extreme events such as heavy rain, heatwaves, and	Is the world getting smaller? This topic helps students explore how the world is becoming more connected through globalisation. They learn how people, goods, ideas, and cultures are linked across countries, and how this affects everyday life. The focus is on understanding how global		Does water or ice create the best landscapes? In this topic, students explore how rivers and glaciers shape the land around us. They learn how flowing water and moving ice gradually carve valleys, mountains, and other striking natural features over long	Where is the most dangerous place to live? In this topic, students learn about natural hazards such as earthquakes, volcanoes, and tsunamis, and why some parts of the world are more at risk than others. They explore how and where these events occur, how people are affected,		Is Asia under threat or threatening? In this topic, students gain an overview of Asia, the world's largest and most diverse continent. They explore both the opportunities and challenges found there, including its landscapes, resources, population, and rapidly growing economies.	

	storms.	connections can bring opportunities, challenges, and shared experiences around the world.		periods of time. This helps students understand how some of the world's most dramatic landscapes were formed and how natural processes continue to shape our planet today.	and how communities prepare for and respond to natural disasters. The focus is on understanding the causes of these hazards and how their impacts can be reduced to keep people safer.		Students also learn about environmental pressures and human issues, helping them develop a well-rounded understanding of how Asia shapes—and is shaped by—the rest of the world.	
History	How did the British Empire grow? Students will investigate how Britain built and expanded its Empire across different parts of the world. They will explore trade, exploration, conflict, and colonisation, while considering the economic, political, and military reasons for imperial growth. How deep was Devon's connections to the slave trade? This enquiry explores Devon's links to the transatlantic slave trade through local people, businesses, and ports. Students will examine evidence to assess how far Devon benefited from slavery and the impact this had on people's lives.	Experiences of Empire: How different were the attitudes of the rulers and the ruled? Students will investigate contrasting experiences within the British Empire by examining the perspectives of both colonisers and colonised peoples. They will explore resistance, cooperation, inequality, and the impact of imperial rule on different societies.		All change: How did the Industrial Revolution transform lives? This enquiry examines how the Industrial Revolution changed Britain socially, economically, and technologically. Students will investigate the impact of factories, urbanisation, and new inventions on the lives of ordinary people.	Riot and reform: When was Britain closest to revolution between 1815 and 1832? Students will explore political and social unrest in early nineteenth-century Britain, including protest movements and demands for reform. They will investigate why tensions grew and assess whether Britain was ever close to revolution How did women gain the right to vote? This enquiry focuses on the campaign for women's suffrage and the methods used by suffragists and suffragettes. Students will investigate how attitudes changed over time and assess the most important reasons women gained the vote.		Did the European powers sleepwalk into the First World War? Students will investigate the causes of the First World War by examining alliances, militarism, imperial rivalries, and international crises. They will assess whether European leaders unintentionally drifted into war or made deliberate decisions that led to conflict.	Did the Paris peace conference make a sensible settlement? This enquiry examines the decisions made at the Paris Peace Conference after the First World War. Students will explore the aims of the leaders involved and judge whether the treaties created a fair and lasting peace.

Art	YEAR 8 — Meaning, Media & Culture Art in Conflict Artists: Paul Nash and Henry Moore — artists documenting conflict, human experience and emotion through expressive	YEAR 8 — Meaning, Media & Culture Journeys & Souvenirs Artist: Grayson Perry — contemporary artist exploring identity,	YEAR 8 — Meaning, Media & Culture Cut & Remix Artists: Eduardo Paolozzi and contemporary collage artists
------------	---	---	---

	visual language. Critical Learning: War art, symbolism, atmosphere, emotional communication in art. Technical Skills: Charcoal drawing, tonal blending, composition, mixed media experimentation. Creative Development: Personal responses to conflict and movement through expressive imagery. Careers: Concept art, museum and gallery work, visual communication.	memory and pilgrimage through ceramics and storytelling. Critical Learning: Symbolism, personal narrative, decorative traditions, contemporary ceramics. Technical Skills: Clay construction, relief pattern work, slip and score, surface decoration. Creative Development: Designing symbolic ceramic objects inspired by memory and travel. Careers: Ceramics, product design, craft and heritage industries.	inspired by Pop Art and visual culture. Critical Learning: Pop Art, visual culture, advertising imagery, composition and layering. Technical Skills: Collage techniques, typography, image composition, mixed media experimentation. Creative Development: Contemporary mixed-media outcomes using layered imagery and text. Careers: Graphic design, advertising, creative media.
--	---	---	---

Food & Nutrition Part of the DT rotation (20 lessons)	What students will learn In this Food and Nutrition project, students will build on their understanding of healthy eating, food science, and global cuisines through a range of practical cooking experiences. They will explore how nutritional needs change across different life stages and lifestyles, including the needs of teenagers, vegetarians, and physically active individuals. Students will also investigate the science behind baking and cooking by learning how ingredients such as flour, fat, eggs, and raising agents affect the texture, structure, and appearance of food. Alongside this, they will explore foods from different cultures and consider how geography, religion, traditions, sustainability, and provenance influence food choices around the world. Through increasingly independent practical work, students will develop confidence in planning, preparing, and evaluating balanced meals. Skills and activities Students will develop a wide range of practical cooking, analytical, and evaluative skills. Through recipes such as toad in the hole, macaroni cheese, Dutch apple cake, and a variety of world-inspired dishes, they will practise techniques including sautéing, boiling, baking, knife skills, and sauce making. Students will learn how ingredient ratios and cooking methods affect the final outcome of recipes, helping them understand the science of texture, structure, and flavour. They will analyse nutritional content and adapt meals to make healthier choices while considering dietary needs and preferences. Students will also experiment with herbs, spices, and flavour combinations to improve taste and presentation, while building independence and organisation in the kitchen through more complex practical tasks. Assessment and support Students are supported through regular teacher feedback, practical demonstrations, modelling, and clear step-by-step teaching. Progress is monitored through questioning, practical outcomes, Ten Zone activities, self-assessment, and evaluations of finished dishes. Students will reflect on the nutritional value, presentation, flavour, and success of their meals, identifying ways to improve their practical and decision-making skills over time. The unit is designed to be inclusive, with visual aids, structured routines, and additional support available so that all students can develop confidence, independence, and creativity while enjoying practical food and nutrition learning.
---	---

Design & Technology

In this scheme of work students will be taught the Knowledge, Understanding and Skills needed to engage in an iterative process of Designing and Making.

Design and Evaluation Concepts in this unit:

Teaching hours	Iterative design process Design/Make/Evaluate	Design brief and specification Identify/reformulate/problem solving	User needs and context Research/exploration/Sustainability /test	Developing Innovation/function/appeal	Evaluation and communication Drawing/modelling/annotating/ analysing
20	✓	✓	✓	✓	✓

Making Concepts in this unit:

Materials and Properties Knowledge/appropriate selection	Tools and Equipment Safe use of; Hand/machine	Simple and Complex processes Limitations and potential	CAD/CAM Emerging technologies	Structures Materials/mechanical systems/forces
✓	✓	✓	✓	✓

What students will learn

	In Year 8 Design and Technology Textiles, students learn how to use creativity and practical skills to design and make a product that solves a real-world problem. The main project focuses on constructed textiles , where pupils design and create a felt food product. Throughout the unit, students follow the design process of design, make and evaluate , learning how to generate ideas, understand user needs, and improve their work through reflection and feedback. Skills and activities Students develop a wide range of practical skills , including safe use of tools and equipment, hand sewing, sewing machine use, applique, blanket stitch, pattern making, and fabric construction. They also learn about different types of fabrics, how textiles are made, and how products are manufactured on a larger scale. Alongside practical making, lessons explore important topics such as sustainability, ethical production, Fair Trade, and environmental impact , helping students understand how design choices affect people and the planet. Assessment and support Assessment is ongoing and supportive, with regular feedback, self-evaluation, and opportunities to improve work as the project develops. The final outcome includes a completed felt product, an evaluation of how well it meets the design brief, and a simple marketing package to show how the product could be sold. Lessons are carefully structured to support all learners, including those with additional needs, ensuring every student can build confidence, independence, and pride in their practical achievements.				
Music	What are music compositional devices? Students explore how rules in music help composers create early music. Students learn and perform Pachelbel's canon in small ensembles. Students listen to 20 th Century music by Steve Riech and compose their own minimalist piece of music.		Reggae In this unit students explore the genre's Jamaican origins (tracing it through Mento, Ska, and Rock Steady) and its key musical conventions. Students learn how to analyse and perform reggae characteristics, such as syncopated basslines, offbeat guitar chords, and one-drop drum rhythms.	Music and Media This using is an introduction to how music impacts on media. Students explore musical conventions and context within the use of music in the advertising industry. Students compose their own music to a short advert in GarageBand and learn how to manipulate dynamics, panning and audio fx.	
Drama	Introduction to Physical Theatre This unit introduces students to physical theatre, exploring the body as a storytelling tool. Pupils develop non-naturalistic performance skills, including exaggerated movement, gesture, and routine based work. This unit inspired by practitioners such as John Godber, Frantic Assembly, and dance drama traditions. The unit focuses on ensemble work, precision, and physical control, encouraging students to communicate	Gizmo by Alan Ayckbourn – Scripted Performance Students explore scripted drama through <i>Gizmo</i> by Alan Ayckbourn, combining naturalistic performance with physical theatre techniques. Pupils develop an understanding of character, relationships, and subtext while applying movement, spatial awareness, and physicality to enhance scripted scenes. The unit strengthens rehearsal discipline, performance clarity, and character interpretation while reinforcing the connection between text and performance style.	Protest! – Theatre as a Social Tool This unit explores the social function of theatre through issue-based drama and protest performance. Students investigate different viewpoints on contemporary and historical issues using techniques such as forum theatre, role play, and improvisation. The unit encourages empathy, critical thinking, and audience interaction, demonstrating how drama can be used to challenge opinions, provoke discussion, and raise awareness of social	Commedia dell'Arte An introduction to the historical theatre form of Commedia dell'Arte. Students explore stock characters, physical comedy, scenario creation and exaggerated movement styles. The unit focuses on improvisation, physical precision, and comic timing, developing students' confidence in bold performance choices while deepening their understanding of theatre traditions that continue to influence modern comedy and physical performance.	The Twits – Creating a Full Performance Using <i>The Twits</i> by Roald Dahl as a stimulus, students create a full performance that blends physical theatre with moments of naturalism. Pupils explore characterisation, movement, voice, and exaggerated physicality to bring the grotesque world of the text to life. The unit develops ensemble collaboration, narrative clarity, and performance stamina, culminating in a structured performance that showcases both technical skill and creativity. This unit

	character, mood, and narrative without reliance on text.			change.		consolidates work across Year 8, where students explore how Drama can be created and performed <i>differently</i> .
Computing	 Computer Systems (Binary & Hex) Understanding how computers represent data using binary and hexadecimal, converting between number systems, and learning key components of a computer such as the CPU, RAM, and storage.	 Logic Gates & AI Learning how logic gates (AND, OR, NOT) work and how they are used in circuits and decision-making, linking this to how AI systems process inputs and make decisions.	 Mobile App Development Designing and building apps using App Lab, focusing on user interfaces, event-driven programming, inputs, outputs, and how apps are structured for users.	 Algorithms & Cyber Security with AI Understanding sorting and searching algorithms, alongside how cyber security protects data, and how AI is used to detect threats and improve security systems.	 Python Programming (Extended with AI) Developing more advanced Python programs using loops, selection, and variables, with support from AI tools to improve code, debug errors, and solve problems.	 Vector Graphics Creating digital images using shapes, lines, and layers in vector software, understanding how vector graphics differ from bitmap images and why they are scalable.

PE	The Key Stage 3 Physical Education curriculum is designed to provide all learners with a broad, balanced, and challenging programme that develops physical competence, confidence, and a lifelong engagement in physical activity. Across Years 7 to 9, students are supported in: • Developing a wide range of physical skills and techniques • Making and applying effective decisions in a variety of contexts • Analysing and evaluating performance to improve outcomes • Building knowledge and understanding of fitness, health, and wellbeing • Demonstrating resilience, persistence, and a strong work ethic The curriculum is underpinned by the belief that all students can succeed in PE through effort, reflection, and purposeful practice. A clear understanding of how learning takes place enables students to take ownership of their progress and become independent learners. Students experience a wide range of activities, including: Football, basketball, rugby, fitness, netball, handball, table tennis, orienteering, gymnastics, dance, cricket, badminton, athletics, and rounders. The curriculum also aims to develop transferable skills such as leadership, communication, teamwork, and respect, preparing students for both Key Stage 4 and lifelong participation in physical activity.		
PSHE	Mental and physical Health How do I get a good night's sleep? What is emotional wellbeing and what is the impact on mental health? Why is it important to manage my feelings? What Impacts on Emotional Wellbeing? How do we recognise the signs of poor mental health? What are the ways to look after our emotional wellbeing? Who can help?	Healthy Relationships What is Gender identity? What are faith and values and what are my own values? What does 'family' mean? What is contraception? What are the issues with social media? How does social media effect my relationship with my body?	Living in the Wider World What makes a successful community? How can we contribute to our community? What can cause problems in communities? What is prejudice and discrimination and how do I challenge this? What is a stereotype & how do I feel about difference? What is defined as hate crime? How do I identify when someone may have been 'radicalised'? Why is it important to be aware of what echo chambers are?

Religious Education	Module 1: Sikhism This module develops understanding of how Sikhism began, what Sikhs believe and how Sikh identity developed. Pupils explore: • What is the story of Guru Nanak and the start of Sikhism? • How might Hindus and Muslims have influenced Sikhism? • Why did Guru Gobind Singh introduce the 5 Ks? • How do Sikhs worship? The module begins with Guru Nanak and the origins of Sikhism before considering its relationship with the Hindu and Muslim traditions surrounding it. Pupils then examine Guru Gobind Singh, the development of Sikh identity and the 5 Ks, before looking at Sikh worship and the Gurdwara.	Module 2: Religion in Society This module moves the focus from individual religions to the place of religion within modern British society. Pupils explore: • How can we use labels to analyse religion – is this good or bad? • Is the UK really secular? • What issues might non-Christians have in the UK today? • Why can Hindu-Muslim religious conflict in India affect places in the UK? Pupils learn concepts including secular and non-secular, Abrahamic and non-Abrahamic, Eastern and Western religion, multiculturalism, tradition, faith, conflict and Islamophobia. The final part introduces a more sociological idea: religious tensions do not necessarily remain within the country in which they originated; they can also affect communities within a multicultural Britain.	Module 3: Sin & Salvation This module builds directly upon the basic Christianity and Islam studied in Year 7 and introduces pupils to the more complex concepts of sin & salvation. Pupils explore: • What are the similarities and differences between the Abrahamic Adam and Eve stories? • How does Adam and Eve's sin affect Christians and Muslims? • Do all Christians believe salvation can be achieved in the same way? • How do Muslims believe salvation can be achieved? The module begins with the shared Adam and Eve tradition, but then uses it to demonstrate that Christianity and Islam can understand apparently similar religious stories differently. Importantly, pupils also discover that there is not simply one uniform answer to salvation. This begins developing the idea of diversity within religions, rather than treating every Christian or Muslim as believing exactly the same thing.	Module 4: Buddhism & Society This module takes the Buddhism pupils encountered previously and asks what happens when Buddhist ideas interact with modern Western society. Pupils explore: • Why might Buddhist ideas be popular with non-Buddhists? • Why is capitalism so popular in Europe and America? • What tensions might there be between Buddhism and Capitalism? Pupils examine Buddhist-influenced practices which have become popular beyond Buddhism itself, including mindfulness and meditation, alongside wider ideas such as yoga. They then encounter the basic principles of capitalism, socialism, politics and democracy.