

# YEAR 8 CURRICULUM PLANS 2024 - 2025



St Bede's  
Catholic School  
& Sixth Form College



# YEAR 8 CURRICULUM PLANS 2024 - 2025

| Year 8 Art  |   |  |
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| Term 1  | Term 2  | Term 3   |
| <p><b>Project 1 Theme: MONSTERS/MYTHICAL CREATURES.</b><br/>Focus: Further development of the formal elements. Students will select imagery (starting points) in response to the theme of monsters/mythical creatures. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, shape, texture, and form. A range of imagery will support students in developing their understanding of composition. Their drawings will explore the detail found in monster/mythical sources selected, as they produce an exciting range of drawings.<br/>Artists: Paride Bertolin, Amy P Williams, Chris Ryniak, James Derosso, and John Burgerman.</p> <p>KNOWLEDGE-Research &amp; Planning: Students will discuss examples of successful work during group discussions, using exemplar pieces to help plan their own outcomes. Produce responses to other artist's work. MAKING-Skills: Develop painting &amp; 3D skills in a wide range of media &amp; materials. Each response will consider effective use of tone and mark-making, whilst exploring the possibilities each media provides. Materials: Fine liners, colour pencils/pens, oil pastels, poster paint and ceramics. IDEAS: Students will be encouraged to take an experimental approach to creating a 3D ceramic final response, considering combinations of materials, obscure angles, and colour schemes to put a personalised style on their work.</p> | <p><b>Project 1 Theme: MONSTERS/MYTHICAL CREATURES.</b><br/>Students will continue project into the Spring term.<br/>EVALUATE-Presentation:<br/>Students will plan and present sketchbook pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.<br/>Drawing materials explored: pencil, fine liner pen, colour pencil.</p> <p><b>Project 2 Theme: Still Life</b> Students will develop their understanding of working from observation, responding to the theme of Still Life. Students will select an area of focus and produce a wide range of responses using varied drawing media. The importance of tone, detail, texture, and composition will be explored through direct observation. The project will be skills based, developing student's confidence, and understanding in the use of the wide range of drawing media. Students will select imagery in response to the theme of Still life. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, colour, shape, texture, pattern, and form. Students will develop their understanding of composition. Their drawings will explore the detail found in Still life sources selected, as they produce an exciting range of drawings and paintings. Key tasks: Tonal studies, colour studies, mark making studies, artist responses. Drawing materials explored: pencil, fine liner pen, and colour pencil. Mixed media: collage.</p> | <p><b>Project 2 Theme: Still Life.</b> Students will continue project into the summer term. ARTISTS: Dutch 17th century still-lives, Cubism, and contemporary still life e.g., Burton Morris, Dawn Tan, Michael English, Carla Bank, Georgina Luck.</p> <p>FOCUS IDEAS: FOOD- SWEET TREATS.</p> <p>KNOWLEDGE -History of Art, craft, design &amp; architecture. Introduction to a selection of still-life artists. Show examples of different subjects &amp; styles to inspire compositional ideas. MAKING SKILLS- IDEAS- Objects-Still life drawing can be developed in whatever context suits the chosen theme. Tonal shading- demonstrates the tonal range, shading with lines in the same direction &amp; close together. Emphasize the importance of mark making in describing textural surface qualities of objects. Introduce the direction of light source &amp; its importance in defining an objects appearance i.e., light &amp; shadows. This can be adapted to suit style/art movement explored. Coloured Pencil- Introduce &amp; demonstrate technique, emphasising tone &amp; colour blending &amp; burnishing. Emphasise light &amp; shadows &amp; accuracy when blending to attain tone &amp; colour. Encourage students to experiment in sketchbooks. EVALUATE-Presentation: Students will plan and present pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.</p> |

# YEAR 8 CURRICULUM PLANS 2024 - 2025

| <b>Year 8 Computer Science</b>   |  |   |
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| <b>Term 1</b>  | <b>Term 2</b>  | <b>Term 3</b>   |
| <p><b><u>Understanding Networks &amp; The Internet</u></b></p> <p>The aim of this unit is to gain an understanding of the different types of networks there are and learn about the difference between wired and wireless networks. You will also learn about the different network topologies and how they differ. You will learn about the different hardware in a network and the threats facing networks on a daily basis and the ways in which they can be protected.</p> <ul style="list-style-type: none"> <li>● Introduction to Networks</li> <li>● Performance of Wired v wireless networks</li> <li>● Network Hardware (star and ring topology)</li> <li>● The cloud, the internet, the WWW</li> <li>● Threats to a network (rise of the bots lesson)</li> <li>● Protection methods</li> <li>● Packets, hosting and DNS</li> </ul> | <p><b><u>App Creation - App Lab</u></b></p> <p>In this unit of work, you will design and create an app of your choice that will be information and interactive.</p> <ul style="list-style-type: none"> <li>● App Research</li> <li>● Logo Design</li> <li>● Intro into App Lab</li> <li>● Planning App</li> <li>● Creating App - Diary Milestones x 3 - 4 Lessons</li> <li>● Evaluation &amp; Sharing</li> </ul> | <p><b><u>Digital Graphics</u></b></p> <p>In this unit of work, you will learn new skills and knowledge of Digital Graphics while also understanding key tasks in the role of a graphics designer.</p> <p>Some of the tasks required will be:</p> <ul style="list-style-type: none"> <li>● Hand drawn designs</li> <li>● Create your own assets table</li> <li>● Logo research</li> <li>● Moodboard</li> <li>● Creating your own logo using digital graphics</li> <li>● Creating your own loading screen for a set scenario</li> <li>● Evaluation</li> </ul> |

## YEAR 8 CURRICULUM PLANS 2024 - 2025

| <b>Year 8 Design Technology - Carousel System</b>  |  |  |
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| <b>Textiles</b>  | <b>Materials</b>   | <b>Food Preparation and Nutrition</b>  |
| <p>The aim of this project is to develop your textile skills and learn a variety of decorative techniques that are used in the textile industry. You will be inspired by the beautiful patterns found on natural forms. You will also learn how to create repeat patterns and be inspired by past and present textile designers to be able to design and sew your own cushion front.</p> <p>You will learn about the textile industry and some of the wider issues surrounding this billion-pound industry. You will research the consequence of fast fashion, along with social, moral and ethical issues.</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>▫ Demonstrate sewing skills and a range of decorative techniques.</li> <li>▫ Learn how to use mathematical skills to create repeat pattern.</li> <li>▫ Learn about Fast Fashion and the implications of this for consumers, society and the wider world.</li> <li>▫ Understand the wider consequences of the textile industry.</li> </ul> | <p>The aim of this project is to ensure students understand basic joinery and be able measure, mark, cut and assemble a basic wooden box that can be used in the home.</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>▫ Learn about sources of timber- Where the timber we use comes from. How to correctly select a timber for a job based on its properties, cost, availability and sustainability. Impact of timber industry on nature/alternative solutions.</li> <li>▫ Understand the use of technical drawings, maths and algebra within a practical task- Ability to understand technical drawings. Converting 2D drawings into 3D renderings/products.</li> <li>▫ Woodworking joints-Introduction to more advanced carpentry/joinery. Using basic hand tools. Understanding of forces, why products are made the way they are, this knowledge underpins most joinery projects they may face in later life.</li> <li>▫ Students will research into Computer Aided Design and Computer Aided Manufacture, its benefits, drawbacks and use within manufacture.</li> </ul> | <p>The Food Preparation and Nutrition curriculum will encourage students to cook and enable them to make informed decisions about their diet as well as develop vital life skills. Skills and techniques that will allow them to feed themselves and others affordably and nutritiously, now and later in life.</p> <p>The main aims of the subject are</p> <ul style="list-style-type: none"> <li>▫ To understand how to store, prepare and cook food safely.</li> <li>▫ To develop knowledge about the macronutrients and micronutrients in the diet and understanding their importance.</li> <li>▫ To understand the variety of special/different diets for individuals with nutritional or personal needs.</li> <li>▫ To identify a variety of cuisines from different cultures</li> <li>▫ To understand the need to cook food using different methods of heat transfer.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>▫ How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes.</li> <li>▫ Food safety practices – Students will demonstrate how to work safely by following the correct safety and hygiene procedures.</li> </ul> |

## YEAR 8 CURRICULUM PLANS 2024 - 2025

| Year 8 English  |  |  |
|---|--|--|
| Term 1  | Term 2   | Term 3   |
| <p><b>Non-fiction – Inspirational People</b></p> <ul style="list-style-type: none"> <li>Learn about a range of text types, audience and purpose.</li> <li>Read a range of engaging and challenging texts; analyse and evaluate these texts. Understand conventions of challenging non-fiction texts and utilise these conventions to produce a non-fiction text.</li> </ul> <p><b>War Poetry</b></p> <ul style="list-style-type: none"> <li>Read a range of challenging poetry from both pre 20th C and 20th C.</li> <li>Develop an understanding of poetic techniques and learn how to analyse and evaluate a range of poems.</li> </ul> | <p><b>Shakespeare: Macbeth</b></p> <ul style="list-style-type: none"> <li>Read a whole Shakespeare play.</li> <li>Analyse and evaluate language, form and structure. Learn about the context of a Shakespearean text and consider how this impacts on production and reception.</li> <li>Gain an understanding of tragedy and the gothic genre.</li> </ul> | <p><b>Modern Novel (Either ‘Cogheart’ or ‘The Lie Tree’)</b></p> <ul style="list-style-type: none"> <li>Exposure to a more challenging novel which is out of the normal reading experience for most pupils.</li> <li>Reading for pleasure, reading to decipher meaning and reading to analyse and evaluate language, form and structure. Develop an awareness of authors’ intentions and methods, as well as the impact of a novel’s context on its production and reception.</li> </ul> |

# YEAR 8 CURRICULUM PLANS 2024 - 2025

| Year 8 Spanish  |  |   |
|---|--|---|
| Term 1  | Term 2   | Term 3  |
| <p><b>Unit 4: Mi casa</b></p> <ul style="list-style-type: none"> <li>Talking about where you live</li> <li>Description of house</li> <li>Description rooms in the house</li> <li>Description of bedroom</li> <li>Dream house</li> <li>Household tasks</li> </ul> <p><b>Cultural capital:</b> Getting to know the Canary Islands</p> <p><b>Grammar studied:</b></p> <ul style="list-style-type: none"> <li><i>Es/está</i></li> <li><i>Vivir present tense</i></li> <li>definite articles</li> <li>prepositions with <i>estar</i></li> <li>expressions of frequency</li> <li>conditional</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Syllables</li> <li>Strong and weak vowels</li> <li>Syllable stress</li> </ul> | <p><b>Unit 5: En mi ciudad</b></p> <ul style="list-style-type: none"> <li>Places in town</li> <li>Description of town and where to go</li> <li>Giving and understanding directions</li> <li>Country or city? Preferences</li> <li>Talking about what town is like and what it used to be like</li> </ul> <p><b>Cultural capital:</b> Easter in Spain.<br/>Getting to know Bilbao</p> <p><b>Grammar studied:</b></p> <ul style="list-style-type: none"> <li>imperative</li> <li>Hay</li> <li>Ir in the present tense</li> <li>near future</li> <li>Imperfect tense</li> <li>Tan...como</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>cián</li> <li>cu + vowel</li> <li>l or ll</li> <li>ci or ce</li> <li>qui and que</li> </ul> | <p><b>Unit 6: Mi insti</b></p> <ul style="list-style-type: none"> <li>Talking about school subjects</li> <li>Expressing likes and dislikes</li> <li>Giving opinions about school subjects</li> <li>Telling the time</li> <li>Talking about school timetable</li> <li>Food – mealtimes and opinions</li> <li>Description of school</li> <li>Modes of travel to school</li> </ul> <p><b>Cultural capital:</b> Spain and Latin America film study</p> <p><b>Grammar studied:</b></p> <ul style="list-style-type: none"> <li>opinion verbs</li> <li>making sentences negative – extended</li> <li>reflexive verbs – present</li> <li>antes/después de</li> <li>Consolidation of all grammar coverage in Y7</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>ga, go, gu</li> <li>ge, gi</li> <li>n or ñ</li> <li>b or v</li> <li>r and rr</li> <li>- ho and o</li> </ul> |

# YEAR 8 CURRICULUM PLANS 2024 - 2025

| <b>Year 8 Geography</b>  |   |  |
|--|---|--|
| <b>Term 1</b>  | <b>Term 2</b>   | <b>Term 3</b>  |
| <p><b>TOPIC 1 – SUPERPOWERS?</b><br/>                     What makes some countries powerful?<br/>                     A study of the countries and regions below, using the maps and text from “Prisoners of Geography”</p> <ul style="list-style-type: none"> <li>• Russia</li> <li>• China</li> <li>• USA</li> <li>• Canada</li> <li>• Europe</li> <li>• Brazil</li> <li>• Japan</li> <li>• South Korea</li> <li>• India</li> </ul> <p><u>TOPIC 2 – HOW DOES WATER SHAPE THE LAND?</u></p> <ul style="list-style-type: none"> <li>• Why are rivers important?</li> <li>• Are rivers a threat or a lifeline?</li> <li>• What is a drainage basin?</li> <li>• How do rivers shape the land?</li> <li>• To what extent are rivers a threat?</li> <li>• How can we protect ourselves against flooding?</li> </ul> | <p><u>TOPIC 3 – HOW MUCH IS CLIMATE CHANGE AFFECTING THE PLANET?</u></p> <ul style="list-style-type: none"> <li>• What evidence is there for climate change?</li> <li>• What are the physical and human causes climate change?</li> <li>• What are the different views in the climate change debate?</li> <li>• What are the environmental impacts of climate change?</li> <li>• What impacts is climate change having on health?</li> <li>• What action is being taken at a national and international level?</li> <li>• What can I do about climate change?</li> </ul> <p><u>TOPIC 4 GEOGRAPHICAL INVESTIGATION AND FIELDWORK WRITE UP.</u></p> | <p><u>TOPIC 5 TECHNOLOGICAL FIX</u></p> <p><u>TOPIC 6 ISSUES ANALYSIS INVESTIGATING THE MIDDLE EAST</u></p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Climate</li> <li>• Ecosystems</li> <li>• Global connections</li> <li>• Population</li> <li>• Natural resources</li> <li>• Conflict</li> <li>• Qatar 2022</li> </ul> |

# YEAR 8 CURRICULUM PLANS 2024 - 2025

| Year 8 History   |   |  |
|--|---|--|
| Term 1   | Term 2  | Term 3   |
| <p><u>The Abolition of the Transatlantic Slave Trade</u></p> <ul style="list-style-type: none"> <li>Why were empires expanding in early modern England (links to Y7 New World)</li> <li>British empire, slave trade triangle, conditions during the Middle Passage.</li> <li>Life on the plantations and resistance</li> <li>Abolition movement in Britain and America</li> </ul> <p><u>The British Empire</u></p> <ul style="list-style-type: none"> <li>Expansion during 1700s</li> <li>Start of the British Empire</li> <li>The British Empire in India and Indian Independence</li> <li>The British Empire in Ireland and the War of Independence</li> <li>The British Empire in Australia</li> <li>The legacy of British rule in South Africa and Apartheid.</li> </ul> | <p>British Empire Continued</p> <p><u>French Revolution</u></p> <ul style="list-style-type: none"> <li>The Ancien Regime-What caused the Revolution?</li> <li>What is the story of the French Revolution?</li> </ul> <p><u>The Industrial Revolution</u></p> <p><b>Economic change</b></p> <ul style="list-style-type: none"> <li>Mechanisation and Coal</li> <li>The domestic system to the factory system.</li> <li>Changes to transport</li> </ul> <p><b>Social change</b></p> <ul style="list-style-type: none"> <li>Living conditions in towns- slum areas and health.</li> <li>Working conditions in factories and child labour.</li> <li>Conditions in the mines.</li> </ul> | <p><b>Political change</b></p> <ul style="list-style-type: none"> <li>Who was demanding change and why?</li> <li>Chartism- impact and failure</li> <li>Women’s suffrage, methods, and impact.</li> <li>How far had life changed as a result of the Industrial Revolution?</li> </ul> <p><u>WW1</u></p> <ul style="list-style-type: none"> <li>What was the world like by 1900? (Links to empire, industrial revolution)</li> <li>Causes Long-Term and Short-Term: Militarism, Alliances, Imperialism, Nationalism</li> <li>Trench conditions, key battles e.g. the Somme, different areas of fighting.</li> <li>New weapons</li> <li>Impact on the Home Front</li> <li>Why did war end in 1918?</li> </ul> <p><u>Inter-war Years</u></p> <ul style="list-style-type: none"> <li>Post-War Europe and the creation of the League of Nations</li> <li>Treaty of Versailles</li> <li>Rise of fascism in post-war Europe.</li> <li>Why did the League of Nations fail?</li> <li>Why did fascism triumph?</li> </ul> |



## YEAR 8 CURRICULUM PLANS 2024 - 2025

| Year 8 Maths  |  |  |
|---|--|--|
| Term 1  | Term 2   | Term 3   |
| <ul style="list-style-type: none"><li>• Angles in parallel lines</li><li>• Probability</li><li>• Perimeter and area</li><li>• 3d representation</li><li>• Volume and surface area</li><li>• Sequences</li></ul> | <ul style="list-style-type: none"><li>• Ratio and proportion</li><li>• Speed and density</li><li>• Transformations</li><li>• Linear graphs</li></ul> | <ul style="list-style-type: none"><li>• Real life graphs</li><li>• Angles in polygons</li><li>• Collecting data</li><li>• Processing data - averages and the range</li></ul> |

# YEAR 8 CURRICULUM PLANS 2024 - 2025

| <b>Year 8 Music</b>   |  |   |
|---|--|---|
| <b>Term 1</b>   | <b>Term 2</b>  | <b>Term 3</b>   |
| <p><b>The Blues and Instrumental Programme Music</b></p> <p>Students learn to read, write and perform blues and programme music using notation. All students should be able to understand and use the basic notation mastered in year 7, and in addition will begin to use occasional dotted minims and dotted crotchets at a moderate tempo.</p> <p>Students will develop an understanding of the key features of the blues music and how it formed the basis of all modern popular music. They will explore programme music composition and how composers use the elements of music to tell stories through music. Students will learn how to recognise the elements of music and how they are used to shape blues music. They will continue develop their ability to identify elemental concepts learned in year 7, and in addition begin identifying major and minor tonalities, and the textures – homophonic and polyphonic.</p> <p>Students will compare and contrast music taken from a range of blues and popular music styles, focusing on the influence of blues composers upon the compositional styles of modern popular composers..</p> | <p><b>Instrumental Programme Music and Musical Theatre</b></p> <p>Students learn to read, write and perform a range of programme music and musical theatre styles using notation. All students should be able to understand and use the notation specified in term 1, and in addition be comfortable with the use of ties at a moderate tempo. Students will explore bass clef and will understand and be able to perform in this clef, but it may not be entirely fluid yet.</p> <p>Students continue to develop their ability to recognise and identify the key features of programme music and how composers use the elements of music to tell stories through music. They will explore how music is used in Musical Theatre to create atmosphere and enhance the impact of the drama. All students should be able to identify elemental concepts specified in term 1, and in addition begin identifying melodic concepts such as conjunct and disjunct contours, and the rhythm concepts – triplets and mono/ polyrhythms.</p> <p>Students will compare and contrast music in a wide range of Classical Music styles, particularly programme music taken from the romantic and 20<sup>th</sup> Century periods and how they have influenced contemporary film music composers. They will compare and contrast music in a wide range of musical theatre styles, particularly music from traditional musicals and mega-musicals.</p> | <p><b>Latin Jazz and Independent Performance Projects.</b></p> <p>Students learn to read, write and perform Latin-jazz fusion music using notation. All students should be able to understand and use the notation specified in term 1 and 2, and in addition be comfortable with the occasional use of syncopated quavers and their rests at a moderate tempo. Students should be able to understand flats and sharps and identify where they are on keyboard instruments. Students will understand chord diagrams on the guitar and ukulele and be able to play them with greater fluidity.</p> <p>Students learn to identify the way in which different musical genres are combined to create Latin jazz. All students should be able to identify elemental concepts specified in terms 1 and 2, and in addition begin identifying melodic concepts such as riff and ostinato, rubato tempo, and pieces that are a modal tonality.</p> <p>Compare and contrast a wide range of Latin jazz styles incorporating features of jazz with Brazilian, Cuban, Spanish and other Latin musical cultures.</p> |

## YEAR 8 CURRICULUM PLANS 2024 - 2025

| Year 8 PE  |   |  |
|--|---|--|
| Term 1   | Term 2  | Term 3   |
| <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Dodgeball</li> <li>• Trampolining</li> <li>• Fitness</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Netball</li> <li>• Trampolining</li> <li>• Table tennis</li> <li>• Dodgeball</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Trampolining</li> <li>• Netball/rugby</li> <li>• Football</li> <li>• Short Tennis</li> </ul> | <ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Short Tennis</li> <li>• Football</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Football</li> <li>• Short Tennis</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dodgeball</li> <li>• Table Tennis</li> </ul> | <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Athletics</li> </ul> |

## YEAR 8 CURRICULUM PLANS 2024 - 2025

| Year 8 RE  |  |   |
|--|--|---|
| Term 1   | Term 2   | Term 3  |
| <p><b>HT 1 Unit 1: Creation and Covenant</b></p> <p>Students will look at why we have sin and suffering in the world and explore how Catholics believe God helps humans resist the temptation of sin in day-to-day life. You will explore the idea of rules and why we have them in society, as well as the concept of conscience and how it helps people make a moral decision.</p> | <p><b>Half Term 3— Galilee to Jerusalem</b></p> <p>Students will look closely at the Bible stories that tell of Jesus' encounters with people who society had rejected, his parables and his miracles. You will explore the traditional interpretations of these stories and also ask your own questions to help you understand the messages communicated in them.</p> | <p><b>Half Term 5— To the ends of the Earth</b></p> <p>Students will explore Catholic beliefs and Church teachings about resurrection and the promise of life to come. You will learn how those beliefs and teachings influence a wide range of Catholic practices and traditions. You will explore the belief that Jesus' resurrection is the fulfilment of God's plan of salvation.</p> |
| <p><b>HT Unit 2: Prophecy and Promise</b></p> <p>Students will explore the role that prophets play in calling people back to faithfulness to God. You will consider what it means to say that a text is prophetic and focus on the prophet Amos to examine how God calls and sends prophets to humankind.</p>  | <p><b>Half Term 4— Desert to Garden</b></p> <p>Students will see how Christians believe that the good that came from Jesus' suffering shows that good can come from suffering, if shared with God. Pupils will look at the season of Lent, in preparation for Easter as well as the Sacrament of Reconciliation.</p>   | <p><b>Half Term 6— Dialogue and Encounter</b></p> <p>Students will look at how and why the Catholic Church is made up of so many different expressions of the Catholic faith. Students will look at the Second Vatican Council and its significance for the Church today. You will also look at the Ukrainian Greek Catholic Church in particular and its presence here in the UK.</p>    |

# YEAR 8 CURRICULUM PLANS 2024 - 2025

| Year 8 Science   |  |  |
|--|--|--|
| Term 1   | Term 2   | Term 3   |
| <p><b>Biology</b><br/> <b>Structure &amp; Functions of Living Organisms</b><br/>                     Multicellular Organisms<br/>                     Respiration<br/>                     Investigating Respiration<br/> <b>Genetics &amp; Inheritance</b><br/>                     Genetic Material<br/>                     Extraction of DNA Practical<br/>                     Inheritance &amp; Natural Selection<br/>                     The Importance of Biodiversity</p> <p><b>Chemistry</b><br/> <b>Particles, Atoms and Elements</b><br/>                     Elements and Compounds<br/>                     The Periodic Table<br/>                     Metals and Non-metals<br/> <b>Chemical Analysis</b><br/>                     Chromatography</p> <p><b>Physics</b><br/> <b>Electricity</b><br/>                     Resistance<br/>                     Series and Parallel Circuits</p> | <p><b>Biology</b><br/> <b>Biological Systems</b><br/>                     Anatomy of Breathing<br/>                     Volume and Pressure<br/>                     Diet &amp; The Digestive System</p> <p><b>Chemistry</b><br/> <b>Chemical Reactions</b><br/>                     Conservation of Mass<br/>                     Thermal Decomposition<br/>                     Endothermic and Exothermic Reactions</p> <p><b>Physics</b><br/> <b>Magnetism and Electromagnets</b><br/>                     Magnetic Fields<br/>                     Earth and Electromagnets<br/> <b>Forces and Motion</b><br/>                     Balances and Unbalanced Forces<br/>                     Buoyancy<br/>                     Pressure</p> | <p><b>Biology</b><br/> <b>Plants</b><br/>                     Growing Plants<br/>                     Photosynthesis<br/>                     The Roots and Stem<br/>                     The Leaves &amp; Glucose<br/> <b>Ecology</b><br/>                     Sustainability &amp; Sampling<br/>                     Our Carbon Footprint</p> <p><b>Chemistry</b><br/> <b>Chemical Reactions – energy changes</b><br/>                     Chemical changes<br/>                     Endothermic and exothermic reactions<br/>                     Conservation of mass</p> <p><b>Physics</b><br/> <b>Space</b><br/>                     Our Solar System and the Universe<br/>                     Day, Night and The Seasons<br/>                     Light and Distance<br/> <b>Forces and Motion</b><br/>                     Distance-Time Graphs<br/>                     Relative Motion<br/>                     Forces and Levers</p> |