

# YEAR 8 CURRICULUM OVERVIEW



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>ENGLISH</b>	<p><b>Women in Literature</b> Through this unit, students will study a range of literature and literary non-fiction/ non-fiction.. They will begin to look at a range of female authors, female characters and female activists. The unit focuses on women in order to celebrate women through the ages and their contribution to literature and society.</p>	<p><b>Women in Literature</b> Pupils will develop their understanding of writers' use of language devices and structural features and begin to make evaluative judgements about texts. They will also develop their own transactional writing skills. Oracy skills will be developed through debate and discussion about wider themes and issues relating to the texts.</p>	<p><b>Shakespeare Romeo and Juliet</b> Pupils will learn about Shakespeare's life and works. They will explore the social and historical context of Elizabethan England and explain how this is reflected in the play. They will analyse the methods Shakespeare employs to introduce and develop characters, plot and themes. This will include the use of the sonnet form and methods such as foreshadowing and dramatic irony.</p>	<p><b>Shakespeare Romeo and Juliet continued</b> Pupils will explore extracts from the play and the structure of the text as a whole. Oracy skills will be developed through performances and presentations. Pupils will make comparisons between different productions of the play and evaluate their impact on the audience. The text will also be used as a stimulus for writing.</p>	<p><b>The Novel</b> In this unit, pupils will develop their understanding of how writers use language features and structural devices to create meaning. Pupils will identify and analyse the techniques and devices used in the novel and the effects they have on the reader. They will examine how the writer develops themes and characters in the novel.</p>	<p><b>The Novel</b> The social and historical context of the novel will be explored and pupils will examine how this is reflected in the text. Oracy skills will be developed through debate and discussion about wider issues themes arising from the novel. Pupils will develop their own creative writing skills.</p>
<b>SCIENCE</b>	<p><b>Tissues and Organs</b> This topic explores the respiratory and digestive systems and how they provide nutrients for the body.</p> <p><b>Acids, bases and Indicators</b> Identifies what makes an acids and alkali's, the process of neutralisation and its role in everyday life. Investigations introduce the role of indicators and the pH scale.</p>	<p><b>Magnetism and Electrical Energy</b> Identifies the properties of magnetic materials and how they interact with each other. Concepts such as magnetic fields and its impact on everyday are explored. Electricity with particular emphasis on current, voltage and resistance are demonstrated through practical investigations and modelling.</p> <p><b>Respiration</b> The topic will develop understanding of the importance of respiration in plants and animals Students will be able to identify that there are two forms of respiration including their reactants and products.</p>	<p><b>Climate</b> The Climate Investigate the contribution that natural and human chemical processes make to our carbon dioxide emissions</p> <p><b>Light</b> Students will identify the properties of light through investigative approaches including reflection, refraction and the light spectrum.</p>	<p><b>Evolution</b> Identify the key concepts which contribute to evolution including genes, variation, competition and survival of the fittest. Students will explore the methods used to promote biodiversity in ecosystems.</p>	<p><b>Reactions of metals and reactivity</b> Students explore the reactivity of different metals including the products of reactions with water, oxygen and acids.</p>	<p><b>Movement</b> Students will explore the effect of unbalanced forces, factors that affect the distance travelled by an object and will explore speed and motion graphs.</p>

# YEAR 8 CURRICULUM OVERVIEW



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>MUSIC</b>	<p><b>Elements Across Genres</b> In this unit, pupils will learn about how certain elements of music are used in different genres of music, including pop, dance and classical. They will learn about melodic features and techniques that composers use within these genres.</p>	<p><b>Rap and Riffs</b> Pupils will learn about the history of Rap and how Riffs are used within rap. They will be able to perform a rap and will learn about structure when composing their own rap and riff.</p>	<p><b>Chords</b> Pupils will learn about Chords - they will learn what a triad is, what an inversion is, what root position is and what an added note chord is. They will also learn about tonality: major and minor. They will be able to play chords on keyboard and ukulele and will be able to perform the four chords that are used in pop music through history.</p>	<p><b>The Blues</b> In this unit, pupils will develop their understanding of chord sequences by learning about The Blues. They will learn about the history of the blues and will learn how to improvise on the keyboard using the blues scale.</p>	<p><b>Musicals</b> In this unit, pupils will learn about Musicals. They will learn about different song types in musicals and will be able to aurally identify and analyse them, as well as perform a variety of songs from musicals.</p>	<p><b>Pictures at an Exhibition</b> In the final unit of Year 8, pupils will learn about Pictures at an Exhibition. They will strengthen their understanding of the musical elements when learning how to apply them to different pieces of art and how music can tell a story.</p>
<b>ART</b>	<p>Pupils will work on the theme of "Self". They will explore concepts of Self and Identity. Pupils will produce self-portraits using tone, they will use different methods (such as proportion, grids and measuring) to create realistic outcomes. Pupils will use both line and tone to create three-dimensional form. They will begin to explore artists who have created work appropriate to the theme.</p>	<p>Pupils will continue to work on the theme of "Self". They will learn how to use colour in their work to create skin and hair tones. They will learn about contemporary portrait artists and use inspiration from their methods and styles in their own outcomes.</p>	<p>Pupils will continue to work on the theme of "Self". They will use their own photography to inform a large-scale self-portrait. They will experiment with mixed media to create appropriate backgrounds in the style of contemporary artists. Pupils will strive to make personal and original outcomes that reveal something of their own personality and individuality.</p>	<p>Pupils will work on the theme of "Observation". They will produce a range of primary observation drawings of food. Pupils will learn different drawing techniques aimed at improving confidence, pace, hand/ eye co-ordination and skills of observation. Pupils will begin to learn about artists who have used food as an inspiration.</p>	<p>Pupils will continue to work on the theme of "Observation". They will produce a sculpture based on their drawings and photography of food. Pupils will learn about composition and produce composition sketches using their sculptures as subject matter. They will learn to evaluate compositions, both their own and other artists'.</p>	<p>Pupils will continue to work on the theme of "Observation". They will produce a still-life painting of food objects, informed by their prior composition sketches. They will learn how to mix shadows and create the illusion of depth through blending paint. Pupils will continue to learn about contemporary artists and compare and contrast their work.</p>
<b>COMPUTER SCIENCE</b>	<p>Pupils will recall input, output and storage devices. Pupils will look at scenarios where they will identify input, output and storage devices and be able to describe storage devices in terms of their characteristics (e.g. capacity, speed, durability, portability). Pupils will learn about the different roles of the most important hardware components of</p>	<p>Pupils will learn about different types of software and will delve into the topic of operating systems software, building an understanding of the different types of operating systems and the functions of each. Pupils will recap over their understanding of application software. They will begin to investigate each type of application software, looking into the</p>	<p>Pupils will recap over their understanding of Algorithms in the form of flowcharts and pseudocode. They will begin to write their own pseudocode solutions for given scenarios using common pseudocode notation. Pupils will code solutions to computational problems using the python programming language. They will continue to</p>	<p>Pupils will learn how to use variables and constants in programming and will be introduced to string handling functions including upper, lower, len, Count and will learn about the concept of casting. They will understand the benefits of smart programming and will learn how to comment their code. They will delve further into iteration,</p>	<p>Pupils will continue to develop an understanding of developing spreadsheet applications. They will learn how to use more advanced formula such as if statements to carry out mathematical calculations in a spreadsheet and will use functions (count, index) to carry out more complex calculations. Pupils will be able to sort and filter data and use a</p>	<p>Pupils will continue to develop their knowledge of databases. They will use methods of data collection to gather data for their database and look at the relative merits and drawbacks of each method. Pupils will use queries, including use of multiple criteria and complex queries to search data and will create reports to display data. They will</p>

# YEAR 8 CURRICULUM OVERVIEW



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
	computer systems i.e. the CPU and memory. Pupils will learn about the specific hardware needed to construct a network and their purpose. Pupils will learn about different types of networks i.e. LAN, WAN and PAN and will be able to describe different network topologies (star, mesh).	features they offer to complete specific tasks. Pupils will learn how to convert between 8-bit binary numbers to decimal numbers and vice versa. They will learn about the use of the hexadecimal number system to represent data and will look at how images and sound are represented in computer systems.	develop an understanding of the common programming constructs of sequence, selection and iteration through coding more complex problems. They will identify types of errors in coding and build in validation to prevent errors in code.	looking at different uses of iteration e.g. count controlled loops and condition-controlled loops. Pupils will recap their understanding of Subroutines. They will look at the difference between a procedure and a function in Python. They will construct programs which uses functions.	variety of charts and graphs to represent data sets. Pupil will make use of spreadsheet models to make predictions.	learn how to use forms to simplify data entry, in particular the use of command buttons to alter the display of data.
<p><b>FOOD TECHNOLOGY</b></p> <p><b>TEXTILES</b></p> <p><b>DESIGN TECHNOLOGY</b></p>	<p><b>Food</b> Healthy eating Pupils will be taught about the importance of eating a healthy balanced diet and the problems associated with eating an unbalanced diet. They will assess their own diet against current guidelines and suggest improvements they could make to it. They will learn about the importance of not eating too much sugar, salt and fat in their diet and how and why we need to eat more fibre and fruit and vegetables in their diet. Pupils will extend and develop their range of practical skills making a range of healthy food products. Pupils will assess the benefits of organic and fair-trade fruit and vegetables.</p>	<p><b>Food</b> Healthy Eating Pupils will develop their research skills finding out about ways of using less salt in cooking and what we mean by seasonal vegetables and the impact on the environment of not eating locally produced foods. They will use this research to plan to make a healthy soup using appropriate seasonal vegetables. Pupils will be taught how to plan their own practical work and encouraged to work in a more independent way.</p>	<p><b>Textiles</b> Sustainable design. Pupils will develop their knowledge of sustainable design and the impact of textile production. Pupils will investigate the issue of recycling and identify the environmental impact of textile productions. Pupils will analyse the life cycle of a textile item and identify ways in which the environmental impact could be reduce</p>	<p><b>Textiles</b> Using a commercial pattern to make a product Pupils will analyse a design brief and generate their own design ideas. Pupils will use a commercial pattern to construct a garment. Pupils will work independently to write their own lesson objectives to make progress with their final idea</p>	<p><b>Product Design</b> Basic mechanisms. Making a mechanical toy using cams and followers. Investigating, explaining a variety of mechanisms, forces and movement. Producing a folder of work to build up technical knowledge and making skills including making and assembling mechanisms to change motion. Basic skills with hand tools, computer software/programmes, presentation skills.</p>	<p><b>Product Design</b> Knowledge and understanding of computer packages. 2D Design and CAD CAM Ability to investigate and analyse existing products. Presentation skills in making and folder of work. This project builds upon knowledge learned in year 7 in a Science project.</p>



# YEAR 8 CURRICULUM OVERVIEW



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>MATHEMATICS</b>	<p><b>Unit 1 – Indices, factors, multiples and primes</b> Set 1 &amp; 2 Index laws, solve problems including LCM use prime factor decompositions to find HCF and LCM of a set of numbers Set 3 Index laws for the multiplication and division of integer powers, recognise, list and define prime numbers, perform prime factor decompositions, find HCF and LCM of a set of numbers. Set 4 &amp; 5 Find integer powers and roots, recognise, list and define prime numbers, index laws, find HCF and LCM of a set of numbers</p> <p><b>Unit 2 – Positive and negative numbers</b> Set 1 &amp; 2 Use the four operations with positive and negative integers, substitute negative integers into expressions and formulae, including with powers, apply BIDMAS and solve problems including negative integers. Set 3 Use the four operations with positive and negative integers, substitute negative integers into expressions and formulae, including</p>	<p><b>Unit 3 – Rounding and Estimation</b> Set 1 &amp; 2 Round to a given degree of accuracy, significant figures, estimate in calculations, estimate roots, use inequality notation to specify simple error intervals due to rounding. Set 3 Round to a given degree of accuracy, significant figures, estimate in calculations, estimate roots Set 4 &amp; 5 Round to a given degree of accuracy, significant figures, estimate simple calculations</p> <p><b>Unit 4 – Length and area</b> Set 1 &amp; 2 Find the diameter and radius given the circumference or area, calculate the area and perimeter of parts of circles, find area of compound shapes including parts of circles, apply understanding to functional problems. Set 3 Compound shapes, finding missing lengths, area of trapeziums, area and circumference of circles Set 4 &amp; 5 Area of rectangles, triangles Parallelograms, finding missing lengths, Area of compound shapes, functional problems</p> <p><b>Unit 5 – 3D shapes</b> Set 1 &amp; 2 Construct and interpret plans and elevations of 3D shapes, calculate volume</p>	<p><b>Unit 6 – Compound measures</b> Set 1 &amp; 2 Read speed time and distance time graphs, find speed from a distance time graph, convert compound units, calculate using the formulas for speed distance time and density mass volume. Set 3 Read speed time and distance time graphs, find speed from a distance time graph, convert compound units, calculate using the formulas for speed distance time and density mass volume. Set 4 &amp; 5 Read speed time and distance time graphs, calculate using the formulas for speed distance time and density mass volume.</p> <p><b>Unit 7 – Calculations with fractions</b> Set 1 &amp; 2 Add, subtract, multiply and divide with fractions, improper and mixed number fractions, recognise, find and use reciprocals. Set 3 Add, subtract, multiply and divide with fractions, improper and mixed number fractions, solve problems. Set 4 &amp; 5 Add, subtract, multiply and divide with fractions, improper and mixed number fractions.</p>	<p><b>Unit 8 – Probability</b> Set 1 &amp; 2 Calculate probabilities from listing outcomes, two-way tables, sample spaces, Venn diagrams, calculate expected outcomes. Set 3 Calculate probabilities from listing outcomes, two-way tables, sample spaces, Venn diagrams, calculate expected outcomes Set 4 &amp; 5 Probability scales, calculate probabilities from listing outcomes, two-way tables, sample spaces.</p> <p><b>Unit 9 – Algebraic manipulation</b> Set 1 &amp; 2 Form and simplify complex expressions, substitute into complex formulae, expand and simplify brackets, factorise quadratic expressions in the form <math>x^2+bx+c</math>, prove identities. Set 3 Form and simplify complex expressions, substitute into complex formulae, expand and simplify brackets, factorise, prove identities. Set 4 &amp; 5 Expand single brackets, factorise, form expressions, substitution.</p>	<p><b>Unit 10 – Solving equations</b> Set 1 &amp; 2 Construct and solve linear equations including unknowns on both sides, brackets and fractions. Change the subject of a given formula, inequalities Set 3 Construct and solve simple linear equations with an unknown on one side, solve equations with unknowns on both sides, check solutions using substitution, inequalities. Set 4 &amp; 5 Solve multiple stem equations, write simple equations from a problem or area and perimeter of shapes, represent inequalities on a number line, solve one step inequalities.</p> <p><b>Unit 11 – Angles</b> Set 1 &amp; 2 Solve angle problems, find unknown interior and exterior angles of any regular or irregular polygon, apply understanding to solve problems. Set 3 Solve angle problems using the standard angle facts, names and properties of polygons, find unknown interior angles in any regular or irregular polygon, find exterior angle of any regular polygon. Set 4 &amp; 5 Solve angle problems using the standard angle facts, names and properties of polygons, use the sum of</p>	<p><b>Unit 12 – Transformations</b> Set 1 &amp; 2 Reflection, rotation, translation and enlargement of 2D shapes, transform and describe, similar shapes. Set 3 Reflection, rotation, translation and enlargement of 2D shapes, transform and describe. Set 4 &amp; 5 Reflection, rotation, translation and enlargement of 2D shapes. Identify which basic transformation has occurred.</p> <p><b>Unit 13 – Statistics</b> Set 1 &amp; 2 Interpret, compare and find averages given a set of data, adjust the mean, frequency tables, pie charts, scatter graphs, compare distributions. Set 3 Interpret, compare and find averages given a set of data, adjust the mean, frequency tables, pie charts, scatter graphs Set 4 &amp; 5 Find averages given a set of data, adjust the mean, frequency tables, pie charts, scatter graphs</p>

# YEAR 8 CURRICULUM OVERVIEW



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

	<p>with powers, apply BIDMAS including negative integers Set 4 &amp; 5 Compare and order positive and negative integers using inequality notation, interpret negative values in context, use the four operations with positive and negative integers</p>	<p>and surface area of prisms including cylinders, convert between units of area and volume. Set 3 Construct and interpret plans and elevations of 3D shapes, calculate volume and surface area of prisms including cylinders Set 4 &amp; 5 Recognise and complete the nets of 3D shapes, identify the properties of 3D shapes, calculate the volume by counting cubes, calculate the volume and surface area of cubes and cuboids.</p>			<p>angles in a triangle to deduce the angle sum of a polygon, find the exterior angle of any regular polygon.</p>	
<b>HISTORY</b>	<p>1603. They will examine Who Richard III was what happened at the Battle of Bosworth, they will then look at the problems Henry VII faced Pupils will then examine the reign of Henry VIII studying why Henry wanted a divorce from Catherine of Aragon, the Break with Rome and Dissolution of the monasteries. Pupils will also study the reign of Mary I and her policies as well as the domestic problems of Elizabeth I and her problems abroad, most notably with Spain.</p>	<p>Pupils will investigate the reign of James I, examining whether he was a wise or a foolish king. Guy Fawkes and the Gunpowder Plot will then be evaluated as pupils decide whether he was framed. Pupils next analyse the causes of the English Civil Wars and the role of Charles I. The key battles of the Civil Wars will be examined, for instance, Marston Moor and for local significance, the Siege of Liverpool. Pupils will then assess evidence to decide whether Oliver Cromwell was a hero or villain. Also, the Great Fire and Glorious Revolution are evaluated.</p>	<p>Britain, Liverpool in the Trans-Atlantic Slave Trade. Why did Britain have an Empire? The American war of independence, what happened during the Battle of Trafalgar and Waterloo? The British in India. When examining the Slave Trade, pupils will study the prominent role Liverpool had during this time and its lasting legacy in Liverpool, they will also look at life during the Middle Passage and life on a plantation as well as studying key individuals in the role of abolishing the slave trade.</p>	<p>The focus will firstly be on the Industrial Revolution, the new inventions and the new entrepreneurs. Pupils will next investigate the different living standards in the Victorian era, between middle and lower-class families. This in-depth study of Victorian life continues with an investigation into the working conditions. Pupils then turn to the medicine of the Victorian age, focussing on the work of Florence Nightingale and John Snow. In addition to this, pupils will examine key aspects of Crime and Punishment, for example the Police Force and the Prison System.</p>	<p>One. The causes of the war (short and long term) will be considered. There will be a local link throughout, as we evaluate the reasons why people from Liverpool came to join the Army and why the Liverpool Pals were formed. The unit turns to the use of propaganda posters. The key features of Trench Warfare are then assessed, before an investigation into the Battle of the Somme. The medical advancements of the conflict are studied, including the use of X-Rays, by Marie Curie. Pupils will also consider the role of both Local and Empire Soldiers.</p>	<p>focus. Initially, wider events of World War One will be studied, namely the Russian Revolution. Next, Life in Britain from 1900 to 1939 is examined. Life on the Home Front is assessed and the Votes for Women movement studied in depth. The impact of the war and the Great Depression are analysed. Moreover, European and World History is further investigated, with the terms and impact of the Treaty of Versailles, the League of Nations and the struggle for Irish Independence.</p>

# YEAR 8 CURRICULUM OVERVIEW



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>PE</b>	Pupils will develop their knowledge and skills in a range of Invasion games, Net and Wall games, Fitness, Dance, and They will combine some advanced skills and perform with precision, control and fluency.	Gymnastics events. In dance and gymnastics, pupils will learn to use choreographic skills to develop and enhance movement.	Pupils will learn to apply heart rate to different types of physical activity. Through invasion games, pupils will learn to adapt core skills, developing tactics and strategies. Leadership skills will be developed through leading small groups of peers.	Winter Activities Continued	Pupils will develop their skills in striking and fielding games, net and wall games, and athletic events. Pupils will learn to evaluate their own and others work against a perfect model. They will start to include skill and tactic and compositional development when giving feedback to a peer about their performance. Pupils will learn to use some advanced skills when performing in a competitive situation in athletic events and games.	Summer Activities Continued
<b>GEOGRAPHY</b>	Pupils will learn about the key physical hydrological processes that can shape the natural landscape on a national and global scale. The topic will allow students to explore the role of glaciers, rivers, weathering processes and seas/oceans in changing the natural landscapes of places around the world. Students will investigate a range of natural landforms and the hydrological processes involved in their formation.	Pupils will use a range of geographical sources to assess the causes, impacts and responses to river and coastal flooding. Decision making activities will allow students to assess the effectiveness of flood management techniques. This unit will allow pupils to understand how human and physical processes interact to influence changing landscape and environments; and equally how human activity relies on effective functioning of natural systems	Pupils will extend their locational knowledge and deepen their spatial awareness with a detailed exploration of the continent of Africa. The topic will explore the key physical and human characteristics of the continent, countries and major cities. Within this, pupils will delve into a study of hot deserts, its physical characteristics and how humans have adapted their lifestyles to survive in this environment.	Pupils will learn about the role of tectonic activity in shaping our planet. Students will study the role of geology in the structure of earth. This basis will allow students to locate earthquakes and volcanoes around the world, understanding why they are found in these locations. Further exploration of this unit will consider a range of physical events that will arise as a result of tectonic activity, including earthquakes, tsunamis and volcanoes.	Pupils will learn about the interaction between tectonic activity and humans, in terms of the impacts of tectonic activity and how the risks of tectonic activity can be minimised. Case studies from a range of geological locations will be explored, extending pupils' locational knowledge, using a range of thematic maps as well as aerial and satellite photographs.	Pupils will extend their knowledge of the continent on Asia, exploring the physical and human characteristics and features within the area. The topic will focus in upon three key global players in Asia; China, India and Russia. The geography of these countries will be examined, and how the geography of the country has far reaching, global impacts, socially, economically, politically and environmentally.



# YEAR 8 CURRICULUM OVERVIEW



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

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<b>RELIGIOUS EDUCATION</b>	<p><b>What does it mean to be Covenant people?</b> Pupils begin Year 8 by looking at the idea of promises and their importance to people's lives. Pupils will be taught about the concept of a covenant, and will explore the Old Testament covenants with Noah, Abraham, Moses and David. Pupils will look for similarities between these covenants and consider their importance for people today.</p>	<p><b>Can one person make a difference in the world?</b> Pupils will begin to explore the idea of living life as people who are following the covenant with Jesus. They will study the lives of inspirational Christians such as Martin Luther King, Nicky Cruz and Sister Helen Prejean. Pupils will consider their motivations for their work and will evaluate the impact they have had on the world.</p>	<p><b>Confirmation and Reconciliation</b> Pupils will have the opportunity to study two of the sacraments of the Catholic Church in depth. They will explore the gifts of the Spirit and how they have helped Catholics live out their vocation. They will examine the concepts of sin and conscience this term. They will discuss the concept of forgiveness, and debate whether there are limits to forgiveness, in addition to revisiting the Sacrament of Reconciliation.</p>	<p><b>Lent and Holy Week</b> Pupils will understand the scriptural basis of the practices of observing Lent and Holy Week. They will gain an understanding of the ways in which Catholics around the world mark the events of the final week of Jesus' life in Holy Week.</p>	<p><b>What are Hindu signs of identity?</b> Pupils have the opportunity to explore the main beliefs and practices of Hinduism in this term. Pupils will discover the key beliefs about Brahman and will explore how these beliefs affect the everyday life of Hindus. Pupils will learn about Hindu beliefs about life after death, and how these affect people's actions in life. They will learn about the ways in which the faith is practised, key rites of passage and festivals celebrated by Hindus in the UK.</p>	<p><b>What does it mean to be a Christian?</b> Pupils will explore the history of the growth and development of Christianity from the early church to present day. They will understand how denominations differ in the ways they practice Baptism and Eucharist. Pupils will be introduced to key differences between the Catholic Church and other denominations, but also examine the commitment to ecumenism.</p>
<b>SPANISH</b>	<p><b>Going on Holiday</b> Pupils will learn to talk about a past holiday that they have been on. Pupils will revise family members and will be able to describe who they went on holiday with. They will be able to describe what they did on holiday and any activities that they took part in. Pupils will learn the vocabulary and grammar needed to describe the last day of their holiday in detail. They will be able to say what their holiday was like and what they enjoyed doing while on holiday. Pupils will learn to talk about an amazing holiday.</p>	<p><b>My life</b> During this half term, pupils will learn to say what they use their phone for. They will learn to say what type of music they enjoy, giving a range of opinions about different types of music. Pupils will learn the vocabulary and grammar needed to talk about the TV programmes that they like to watch. They will understand a TV guide by tackling an authentic text. Pupils will also learn to say what they did yesterday and will learn about young peoples' lives, using two tenses in the 'he/she' form.</p>	<p><b>Food and Party</b> During this half term pupils will learn to use the vocabulary and grammar required to talk about the different types of food they like and dislike. They will give a wide range of opinions on different types of food. Pupils will also learn the vocabulary and grammar needed to talk about mealtimes and describe at what time they eat different meals. They will start to discuss what they would need to buy for a party and learn to give an account of a party using three tenses together.</p>	<p><b>Going Out and Clothes</b> In this half term pupils will learn the vocabulary and grammar needed to arrange to go out and meet friends. Pupils will be able to describe how they get ready to go out. They will also learn to make excuses. Pupils will continue to develop their understanding to describe what other people look like and their character, using verbs in the third person. Pupils will learn the vocabulary to describe different types of clothes. They will learn to talk about clothes saying 'this/these'. Culturally, pupils will look at the importance of Carnival in the Hispanic world, and how it is celebrated.</p>	<p><b>Plans for the summer</b> Pupils will develop their understanding of how to describe local areas and homes. Pupil will then study how to describe holiday homes and areas. They will learn how to say what activities can be done in different holiday destinations, as well as asking for and giving directions to different places around a town. This half term, pupils will learn how to talk about the different range of activities that can be done at summer camps. They will learn how to read about people's experiences of summer camps in the present, past and near future tenses.</p>	<p><b>Culture and identity</b> In this half term pupils will develop an understanding and awareness of the culture and identity of the countries and communities where Spanish is spoken. Students will read literary texts in Spanish such as poetry and expand their understanding of authentic language. Culturally, pupils will develop their understanding of Spanish traditions and festivals. Pupils will learn specifically about Las Fallas celebration, how it is celebrated and its significance in Spanish culture.</p>

# YEAR 8 CURRICULUM OVERVIEW



**MARICOURT  
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& SIXTH FORM CENTRE

	First Half-Term	Second Half-Term	Third Half-Term	Fourth Half-Term	Fifth Half-Term	Sixth Half-Term
<b>PSHE</b>	<p><b>Politics &amp; Democracy</b> in the UK building on what they learned in Year 7.</p> <p>Their <b>Rights &amp; Responsibilities</b> inside and outside of school building on what they learned in Year 7.</p> <p><i>Please see the PSHEE &amp; Citizenship Policy for a more detailed breakdown and <b>additional activities</b> that take place as part of the PSHEE programme.</i></p>	<p><b>Anti-Bullying</b> includes a look at different types of bullying (including online safety) with a focus on the consequences of bullying and reflecting on our own behaviour</p> <p><b>Careers</b> by looking at different routes for getting into chosen career paths including options post 16 and equal opportunities within employment</p> <p>How to reflect in their <b>Personal Development Record Booklet</b></p>	<p><b>Healthy Lifestyles</b> including an in-depth look at the consequences of drug and alcohol use and explores the qualities needed to avoid risky situations</p> <p><b>Environmental Issues</b> which explores the importance of being environmentally friendly and how we can do this in our school community.</p>	<p><b>Volunteering &amp; Participation</b> Includes identifying public and voluntary institutions and the importance of volunteering before preparing a business plan for a Good Shepherd Fundraising activity</p> <p><b>LORIC</b> which is Leadership, Oracy, Resilience, Initiative and Communication to help students develop essential life skills</p> <p>How to reflect in their <b>Personal Development Record Booklet</b></p>	<p><b>LORIC</b> topics to help develop essential life skills</p> <p><b>Enterprise &amp; Employability Skills</b> building on previous knowledge to help develop enterprise capabilities</p>	<p><b>Jobs &amp; Money</b> with some reflection on possible career options and the importance of work. Also explores what people do with money and how people manage their money.</p> <p>How to reflect in their <b>Personal Development Record Booklet</b></p>