

Year 8 Arts Curriculum Map

Subject/Term	Term 1 Knowledge	Term 2 Knowledge	Term 3 Knowledge	Term 4 Knowledge	Term 5 Knowledge	Term 6 Knowledge
Drama 6 projects covered <i>Skills: Beyond; Performance; Devising; Appraisal</i>	Physical theatre People as props, mime, silent movies		Dreams - 'It's all in the mind': Ideas exploration; Physical Theatre; Transitions; Abstract representation; Devising techniques	Devising Scenario exploration Devising techniques Performance techniques	'Ernie's incredible: Scene exploration; Physical Theatre; Style/Genre; Directing	'Ernie's incredible Illucinations' script work: Play on a page layout; Characterisation; Rehearsal techniques
English 3 units covered <i>Skills: Structure and coherence; Spelling, punctuation and grammar; Applying context; Using evidence; Analysing technique; Awareness of impact; Listening, discussing and presenting</i>	The Play (War related) - Journey's End To include: characters, plot, themes, structure, context, stagecraft and writer's methods.		The Novel – Of Mice and Men To include: characters, plot, themes, structure, context and writer's methods.		Shakespeare – Much Ado About Nothing To include: characters, plot, themes, structure, context, stagecraft and writer's methods.	
History 3 units covered per term <i>Skills: Construct relevant, structured and evidentially supported written work; Use evidence and evaluating evidence; Develop own hypothesis and conclusions; Evaluate different interpretations about the past; Use historical terms and concepts.</i>	The Stuarts and Civil War. The Restoration and 17 th Century. The Industrial Revolution. Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of change and continuity and the significance of the key events of the early modern period: the Gunpowder plot, the civil war, Oliver Cromwell, Charles II, the plague of 1665		Industrial Revolution and Jack the Ripper. Transatlantic Slave Trade. Students will extend and deepen their chronological understanding of the period and throughout this use the key historical concepts of diversity and the significance of the key events of the modern era: differences in living/working conditions, Jack the Ripper, causes and consequences of the slave trade, life for enslaved people.		British Empire. Native Americans. Students will extend and deepen their chronological understanding of the period and use the key historical concepts of cause and consequence and the significance of key events: why did Britain build and empire, consequences of colonialism. The year ends with an introduction to Native American culture as a way to introduce non-European history to the KS3 curriculum.	
Citizenship 3 units covered <i>Skills: Knowledge and understanding; Explanation; Use of Sources of Authority; Analysis and Interpretation; Evaluation; Written Communication</i>	Rule, Rights and Responsibilities Types of rules and laws The difference between rights and responsibilities The justice system and key legal institutions Fairness, equality and justice How laws affect everyday life		Democracy and Government Basics What democracy is The role of Parliament, Government and Prime Minister How laws are made Elections and voting systems Key democratic values and principles		Community and Participation What a community is Ways citizens participate in society Volunteering, campaigning and social action Local and national public institutions How individuals can influence change	

RE 5 units covered <i>Skills: Knowledge and Understanding; Explanation; Use of Sources of Authority; Analysis and Interpretation; Evaluation; Written Communication</i>	Unit 1: What is good and what is challenging about being a Muslim teenager in Britain today? The meaning of Iman, Ibadah and Akhlaq Muslim beliefs, identity The Five Pillars in daily life Challenges facing Muslims in Britain Islamophobia and misconceptions Diversity within Islam	Unit 2: How are Sikh teachings on equality and service put into practice today? Sikh beliefs about God The teachings of the Gurus Equality in Sikhism Seva (selfless service) The Gurdwara and Langar Sikh identity in modern Britain	Unit 3: Why do Christians believe Jesus was God on Earth? Meaning of Incarnation Jesus as fully God and fully human Biblical evidence Christian beliefs about salvation Influence on Christian worship and practice	Unit 4: Why are people good and bad? The Fall narrative Christian beliefs about sin Human nature Moral decision-making Religious and non-religious explanations of behaviour	Unit 5: What do people do when life gets hard? Sources of wisdom Prayer and meditation Sacred texts Community support Resilience and coping strategies Religious and non-religious responses to suffering
Music 3 units covered <i>Skills: Performing; Composing; Listening and appraising</i>	Film and computer game music Identify and describe leitmotifs and sound effects (SFX). Explain the importance and impact of music in films and games, including its historical and cultural context. Perform simple melodies or bass lines from a range of game and film music scores.	Riffs & Hooks in Pop and Rock music: Ability to recognise and play full fingered chords in root position Be able to follow a simple score To know the term riff		Acoustic guitar playing and techniques To recognise different guitar techniques, including proper posture, hand positioning, and strumming patterns. Engage with a range of musical styles, explore the historical and cultural context of acoustic guitar music.	
French 3 units covered <i>Skills: listening; speaking; reading and writing</i>	TV and cinema Different activities, TV programmes, films	Paris Activities in Paris, weather, transport, tourist attractions, describing a visit		Carnival Describing an event, music, clothes, food and drink, meals	
German 3 units covered <i>Skills: listening; speaking; reading and writing</i>	Staying healthy Parts of the body Illnesses food and drink Healthy lifestyles	Holidays and destinations Transport Holiday accommodation In a restaurant Holiday activities, Weather		Clothes and music Clothes Music	
Spanish 3 units covered <i>Skills: listening; speaking; reading and writing</i>	Holidays - Talking about where I went, who with and how I travelled in the past, present and future tenses. Being able to give your opinion on these holidays and explain a wide range of activities in the past and present tenses. Ideas should be linked together well with connectives and sequencers. To be able to describe what is in your suitcase, in 3 tenses and for different weather types.	Hobbies and technology - To be able to understand and produce vocabulary relating to how you use your mobile phone, in the present and future tense. Talking about which musical genres you like, and to be able to give justified reasons. To be able to compare different genres of television, and to justify those comparisons. Finally, to talk about hobbies in 3 different tenses and be able to recognise each clearly.		Cuisine - Recognise key Spanish food delicacies, and to be able to talk about foods you like/dislike and justify why. To be able to discuss dietary requirements and be able to order food in a restaurant and understand what a waiter is likely to say, using ‘usted’ to address the customer formally. To be able to discuss which food items you are buying at a market in 3 tenses. To have the opportunity to participate in Spanish food tasting	