

The Avon Valley School – Year 8 Curriculum

	Autumn	Spring	Summer
English	<p>Modern Play: Noughts and crosses: An opportunity for students to engage with a modern play which explores a range of relevant societal issues.</p> <p>Dystopian Literature: Students are introduced to dystopian conventions through the study of a range of texts including fiction, non-fiction and poetry.</p>	<p>Speeches and Ideologies Linked to Power and Protest: Students explore a range of non-fiction texts enhancing their knowledge of the key ideologies encountered in literary texts.</p> <p>Media Unit: An exploration of contemporary multimedia conventions through a range of fiction and nonfiction sources.</p>	<p>Creative Writing - Caricatures Students have the opportunity to study a range of literary caricatures and create their own fictional characters.</p> <p>Shakespearean Heroes and Villains: Building on from the Year 7 Romeo and Juliet unit, students will explore a range of Shakespeare's diverse characters.</p>
<p>All of these areas are delivered in small parts, and are no more than a couple of weeks in duration. All topics are interrelated and constantly refer to others. Each topic will consist of problem solving, challenge, and hence have a need for resilience. Alongside this is a constant need to recall basic facts and revisit older topics. All topics can be studied and practiced on www.drfrostmaths.com and https://maths.sparx-learning.com.</p>			
Maths	Whole Numbers and Decimals Rounding and Error Bounds Measures, Perimeter and Area Introduction to Algebra Expressions & Formulae Add and Subtract Fractions Circles Fractions, Decimals and Percentages Angles and 2D Shapes Coordinates & Graphs Decimal Calculations	Mental and written Mathematics Estimating Probability Powers and Roots Percentages 3D Shapes and Constructions Statistics Equations Loci Pythagoras 3D shapes	Equations Transformations Calculations, scale and bearings Multiplying and Dividing Fractions Powers & Roots Sequences Similarity 3D Shapes Ratio and Proportion Probability Percentages Venn Diagrams
<p>All of these areas are delivered alongside the department's homework tool - Tassomai. Students will be introduced to a range of curriculum content from all KS3 areas via tassomai. This enables them to be ambitious with their learning, pre-learn topics and develop their recall skills.</p>			
Science	<p>Health: A balanced diet, healthy lifestyles and organ systems in the body, exercise, the impact of vaping and smoking</p> <p>Respiration: Impact of exercise, respiration (aerobic and anaerobic respiration), fermentation and diffusion</p> <p>The Periodic Table: The periodic table and different groups in the periodic table.</p>	<p>Reactions: Discover a variety of important chemical reactions.</p> <p>Photosynthesis: Plants and photosynthesis. Adaptations of leaves and transportation of water</p> <p>Light: Light waves, structure of the eye. Coloured light and reflection and refraction</p> <p>Energy Changes: Heating and cooling; conduction, convection and radiation.</p>	<p>Electricity: components of series and parallel circuits.</p> <p>Magnetism: Magnetism, electromagnets and Permanent and non-permanent magnets.</p> <p>Earth: Rock cycle, composition of the Earth, Earth's atmosphere</p>
History	<p>British Empire : A study of the British Empire, focusing on case studies of countries within the empire and the experiences of colonized people, leading to a judgment on whether the British Empire was a force for good.</p>	<p>Slavery: Students will examine the growth of the slave trade, linking this knowledge to the previous unit on the British Empire to deepen their understanding of economic causation. They are encouraged to recognize the inhumanity of slavery, with a strong focus on themes of resistance and independence.</p> <p>Industrial Revolution : Students will learn how the Industrial Revolution changed life in Britain. They will explore new inventions, poor working conditions, and health problems, and understand how protests and reforms helped improve rights, living conditions, and democracy.</p>	<p>WWI Causes : Students will learn why tensions in Europe led to World War I. They will explore competition for power, alliances, militarism, and nationalism, and understand how these factors made conflict more likely by 1914.</p> <p>WW1 Students will learn about life during World War I, including why soldiers enlisted, the role of propaganda, trench warfare, and new weapons. They will also explore medical advances and how the war changed British society and politics.</p> <p>Inter War Period : Students will learn about the period between the wars, comparing communism and fascism. They will explore the Russian Revolution and understand how leaders like Hitler and Mussolini rose to power during times of uncertainty.</p>

Geography	<p>Moral Issues: Deforestation. Is it ever okay to cut down the rainforest?: We evaluate how our actions may have unintended consequences through a study on deforestation.</p> <p>Moral Issue: Climate change: We explore potential causes and consequences of climate change and question our approaches to managing it in the future.</p>	<p>How do humans interact with cold climates?</p> <p>Students learn about the opportunities and challenges of living in a cold environment, with specific attention given to Russia. Students will examine the landscapes of the UK as examples of glaciated landscapes and research the conflicts that can exist in these landscapes today.</p>	<p>How does a demographer help governments manage resources?: Students learn about the importance of natural resources, the consequence of the exploitation of them, and how to manage them more sustainably</p> <p>How do meteorologists forecast the weather: Students begin to understand why the weather in the UK is so variable, and take a look at extreme weather events before completing fieldwork on microclimates of The Avon Valley School.</p>
	<p>Authority and Power: Should the Bible Be Taken Literally?</p> <p>Students learn about disciplines: Human and Social Sciences, Theology. This unit explores why some believers interpret scriptures literally while others see them metaphorically. They evaluate how sacred stories can convey moral truths for both religious and non-religious people.</p> <p>Topic 2 – Belonging and Believing: How Does Malala Embody Her Islamic Faith? Students learn about Theology, Human and Social Sciences, History. This unit explores the story of Malala Yousafzai, students explore Islam as a lived religion examining belief, practice, and identity. They address misconceptions and apply theological, sociological, and historical perspectives.</p>	<p>Belonging and Believing enquiry unit</p> <p>Students learn about Disciplines: Theology + HSS + History</p> <p>This unit explores diversity within religions and the reasons for differing practices. Pupils learn that worldviews are lived expressions shaped by culture, context, and interpretation.</p>	<p>Topic 4 – Social Justice: How and Why Do Sikhs Pursue Equality?</p> <p>Disciplines: Theology, Human and Social Sciences, Philosophy</p> <p>This Unit explores Sikh teachings such as Seva (selfless service), Langar (community kitchen), and Ik Onkar (oneness of God), linking them to social justice and human rights.</p> <p>Suffering and the Holocaust : Students will learn about the religious origins of evil and how religions respond to the issue, together with real life examples.</p>
French	<p>Moi et ma famille + temps libre</p> <p>Students will learn to present themselves; describe their family; talk about their free time activities. Grammar focus will be on present tense (all verbs, regular and irregular); adjectival agreement and comparison; opinions and reasons; connectives and past tense with avoir.</p>	<p>Les vacances</p> <p>Students will learn to talk about holidays: countries; duration; means of transport; suitcase items; accommodation; weather; activities during holidays; describing past holidays. Grammar focus will be on present tense (all verbs); past tense with avoir; past tense with être; question words; opinions and reasons.</p>	<p>L'avenir</p> <p>Students will learn to talk about jobs and future plans for the weekend, and in life. Grammar focus will be on present tense; near future tense; connectives; negation and question words.</p> <p>La nourriture</p> <p>Students will learn to talk about food and drink; French eating habits and customs; their own eating habits. Grammar focus will be on opinions and reasons; present and past tenses; the partitive (du, de la, des, de l'). Ratatouille project.</p>
German	<p>Hallo: Students will analyse grammatical terminology to discuss linguistic concepts, experiment with basic everyday language (greetings, number, days, months...) and demonstrate an understanding of German phonetics and the link to grapheme (alphabet) to be able to apply to future contexts.</p>	<p>Familie und Freunde: Students will process and apply the German verbs <i>haben</i> and <i>sein</i>, which will ensure access to other tenses (present, past and future).</p> <p>They will explore and embed adjectives (including agreement) to communicate simple information about themselves, their family and pets.</p>	<p>Freizeit: Students will demonstrate knowledge of language related to hobbies and free time activities using both the present and future tense.</p> <p>Die Schule: Students will communicate likes, dislikes and opinions on their studies, teachers and school. Students will also revisit numbers so they are able to tell the time in German and use this to outline their school timetable and learn more about the English and German education systems.</p>
Spanish	<p>Hola: Students will learn greetings and introductions; alphabet and pronunciation (phonics); numbers 1-100; classroom objects; days of the week and months; school bag items and colours; telling the time. Grammar focus will be on punctuation; verbs <i>ser</i> and <i>tener</i> (I and you); the sounds of specific letters; possessive case; definite and indefinite articles; adjectival agreement with colours; feminine and masculine cases.</p>	<p>Mi familia : Students will learn to describe themselves and their family members/friends both physically and in terms of personality, as well as their pets. Grammar focus will be on: <i>tener</i> and <i>ser</i> (full verb paradigm); adjectival agreement; connectives and intensifiers; definite and indefinite articles; word order (sentence structure - adjectives after noun).</p>	<p>Mi tiempo libre: Students will learn to talk about their free time activities and plans for the weekend/next week; sports and hobbies, as well as TV programmes. Grammar focus will be on opinions + infinitive; definite articles; verbs <i>jugar</i> and <i>hacer</i>; present tense all regular verbs; extended opinions; time phrases; adverbs; comparative and near future.</p> <p>Mi instituto: Students will learn to talk about their school subjects and teachers; describe their teachers and school day. Grammar focus will be on opinion and reasons; adjectival agreement; connectives and intensifiers; telling the time; days of the week; near future tense.</p>

Computing	<p>Media: Vector Graphics Students will learn how to design digital images such as logos and icons using vector graphics. They will use shapes, layers, and tools to create clear, professional-looking designs that can be resized without losing quality.</p> <p>Layers of computing systems Students will learn how computers work, from programs and operating systems to hardware and binary code. They will also explore modern ideas such as artificial intelligence and open-source software to understand how computing affects everyday life.</p>	<p>Developing for the web Students will learn how websites are made using HTML and CSS. They will build their own web pages and understand how websites are organised and found online, developing practical skills for creating content on the internet.</p> <p>Representations: from clay to silicon Students will learn how computers use binary numbers to store and represent text and images. They will explore how digital information works and why binary is essential to modern technology.</p>	<p>Mobile app development: Students will learn how to design and create mobile apps using coding. They will focus on user needs, safety, and problem-solving while working together to build, test, and improve their own apps. merging as proficient app creators ready to tackle real-world challenges.</p> <p>Introduction to Python programming: Students will learn how to write simple programs using Python. They will practise coding skills such as decision-making, repetition, and problem-solving through hands-on activities and teamwork.</p>
<p>Students take part in a Design and Technology (DT) carousel, rotating through different material areas at the end of each term.</p>			
DT- textiles	<p>Pop Art Cushions / Pop Art Shoes In this project, students design and make either a cushion or a shoe inspired by the Pop Art movement. Students develop a deeper understanding of contextual sources by researching the 1950s Pop Art movement. They will recognise, analyse, and describe the work and compositions of key artists, which may include Andy Warhol, Roy Lichtenstein, Richard Hamilton, and David Hockney. Students will design imagery in the style of these artists and create their own personal responses, developing a stronger understanding of visual language and artistic intention. They will learn a range of surface decoration techniques for application onto fabrics, including printing and fabric painting. Students will also explore embellishment techniques such as embroidery, beading, sequins, lace trims, and tassels. Students making cushions will additionally learn how to thread and safely operate a sewing machine to join and shape fabrics.</p>		
DT - Product Design	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Understanding Thermoforming and Thermosetting: Learners will gain more knowledge and understanding about various polymers, polymer abbreviations and the different machines and tools used for particular thermoforming and thermosetting polymers. Learners will know various polymer families, and be able to describe a small selection of polymers and their properties. Learners will explore and experiment with acrylic (PMMA) to understand the workability of this specific polymer before creating their own acrylic clock.</p> <p>Designing – Inspirational Clock Designing: Learners will creatively understand how to use the influence of past designers to help generate design sketches for their acrylic clock project. Learners will be shown and be expected to understand the direction of light, textured techniques to show the products aesthetic properties as well as sketching design ideas in 2D/3D to an actual identical working outcome of their actual acrylic clock. Learners will be able to reflect upon design ideas by being able to describe creative ideas through both annotation and verbal communication. Learners will recall on experimentation and may have the option to implement elements of polymer bends, twists, hand sawn shapes using a coping saw or fret saw and the creation of storage areas within their acrylic clock making it multifunctional. Whilst understanding the safe use of a distinctive solvent to assemble and piece together their acrylic.</p> <p>Manufacturing Specifications: Learners will learn how to explain how a final 2D/3D creative design sketch can be turned into a working manufactured outcome of a fully functional clock with a working mechanism based upon prior learning and will know why certain techniques have been made for different aspects of the design outcome. Learners will also learn how to use dimensioning accurately, to aid with precision and quality during manufacturing.</p> <p>Manufacturing Outcome: Learners will produce a functional acrylic clock with the use of creativity and designer inspiration and will add at least one creative secondary feature into the product. Learners should gain experience in the use of workshop machinery, tools and techniques to aid in the manufacture of a final creative safe working product, whilst understanding how to use a solvent safely to assemble different acrylic shapes. Students will gain experience in solving problems whilst manufacturing and finally be able to evaluate the functional outcome against the original creative 2D/3D sketched design.</p>		
DT - Food and Nutrition	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Introduction to Food and nutrition: Students will have an introduction to food and nutrition, looking at hygiene, safety and food preparation techniques.</p> <p>Baking skills: Students will learn new skills such as shaping, rolling out and rubbing-in. They will learn about Macronutrients. Carbohydrates, proteins and fats</p> <p>Cooking Skills: Students will continue to learn skills that become more complex. Skills include the bridge hold and claw grip, slicing, simmering, draining, mixing, baking and looking at different temperatures.</p>		
DT - Graphics	<p>Students are on a carousel in DT and will move across different material areas at the end of each term.</p> <p>Music Branding Project: Students will learn how graphic design is used in the music industry by researching existing materials and presenting their research as a mood board. They will work from a design brief to create visuals for a music artist, including concert tickets, album covers, and logos.</p> <p>CAD/CAM Skills: Students will be introduced to basic CAD/CAM techniques using Adobe Photoshop and Techsoft 2D Design. They will develop their digital design skills and understand how these tools are used in industry.</p> <p>Merchandise Design: Students will design a keyring for their music artist using 2D Design software. They will consider branding, audience appeal, and how products are made and marketed as merchandise.</p>		
Art	<p>Henry Moore: Students will learn how to make objects look 3D using contour lines. Students will develop these skills to enable them to draw the human form. Students will employ this new skill using a range of different media to try out many techniques.</p>	<p>Edvard Munch: Students will learn how to draw using one point perspective, resulting in them creating a 'Scream' painting of their own design.</p>	<p>Eye Project: Students will learn how to create a project independently. Based on the subject of eyes, students will learn new skills, think about composition, and design a final outcome of their choice, using their chosen media.</p> <p>Wooden Man: Students will learn how to observe body shapes. They will create a piece of work based on the human form and patterns.</p>

	All curriculum topics are delivered throughout the year on a rotation system.		
PE	<p>Games: Students are taught how to improve their level of individual skill and tactical awareness, as well as learning the principles of attack and defense, in a range of indoor and outdoor games activities.</p> <p>Students perform skills in progressive practices and small game situations, to maximise understanding and personal application.</p>	<p>Gym and Trampolining: Students learn the principles of body tension, and are taught basic gymnastic skills. These skills and movements are then put into use onto the trampoline. In both areas, students are required to create, adapt, and perform an individual routine showcasing their level of skill.</p>	<p>Athletics/Safe Exercise/Orienteering: Students are encouraged to implement the safe principles of exercise and subsequently try to maximise their performance in the athletic disciplines. Here they are encouraged to achieve personal bests in all activities, by applying techniques learnt alongside the motivation to improve.</p> <p>In orienteering, pupils develop the ability to map read, and to do so under increased pressure via various competitive orienteering challenges.</p>
Drama	<p>Imperfection: Gangs: Students will begin to understand the development of gang culture and gender differences within Gangs.</p> <p>They will create performance work within a T.I.E style, with the application using some Brechtian techniques.</p>	<p>The Holocaust: Students will learn about the historical background and the empowerment of Adolf Hitler, leading into genocide, and the routing of propaganda. Students will learn empathy and compassion in exploring this historical event, and will create thought provoking work through looking at the story of Anne Frank.</p>	<p>Nought and Crosses: Students will learn how to develop characters within a play and expand their understanding of Brecht within performance work.</p> <p>They will learn about the social and cultural aspects of the text, and how to embed K&U within their performance work.</p>
Dance	<p>Performance Piece - 'Written in the Stars': Students will collaborate as a class to create their own class dance piece based on the theme of Destiny. They will develop their choreography skills, and will be required to generate all movement material from the stimulus through group work. Students will focus on communicating the theme of their dance, and applying spatial elements.</p> <p>Street Dance: Students will work on developing their performance skills (accuracy of actions, space, commitment and confidence), and focus on capturing the style and performance qualities of street dance in a set phrase. Choreography skills are explored through learning and creating a waacking phrase as well as learning rehearsal discipline.</p>	<p>Musicals: Students will take part in a cross faculty scheme of work where they will be exploring musicals in Dance, Drama and Music. In Dance they will learn the history and types of musicals as well as learning professional repertoire from different musicals working on their performance skills. They will then create their own choreography for set scenes from a specific musical. They will be developing teamwork skills when working with others and further their performance skills to communicate the dance idea.</p>	<p>Performance Piece: Students will learn and create a dance piece based on a set theme. They will be inspired by different professional works. They will be focusing on their choreographic skills as well as being committed to their rehearsals.</p>
Music	<p>Jazz & Blues: Students will build on previous learning by focusing on instrument-based performance tasks that should include an improvisational composition element. In addition, students will complete listening tasks designed to aid understanding of where Jazz and blues came from as well as common musical features of the genre.</p>	<p>Musical Theater: Students will build on previous learning by focusing on listening and performance tasks. Students will explore how music is set to words to convey emotion, how musicals are put together by looking at the different job roles and perform excerpts from well known works such as The Phantom of the Opera.</p>	<p>Remixing: Students will be to build on previous learning by focusing on how a good basic knowledge of chords is still required to create Dance Music of all genres.</p> <p>Students will learn how to use a Digital Audio Workstation (Logic Pro X) to create a complete Dance Track. Within this process students will gain a basic knowledge in each of the component parts of dance music</p>
PSHE	<p>Emotional wellbeing: Students learn about mental health and emotional wellbeing, including body image, grief, coping strategies, and available support pathways.</p> <p>Community and careers: Students explore personal interests, develop job application skills, reflect on success and work-life challenges, plan their future, consider careers' environmental impact, and challenge workplace stereotypes.</p>	<p>Discrimination: Students learn about discrimination in all its forms and how to challenge unfair treatment.</p> <p>Drugs and alcohol: Students learn about alcohol and drug misuse and how to resist pressures related to drug use.</p>	<p>Identity and relationships (includes Sex Education): Students learn about understanding themselves, consent, safe use of digital media, and an introduction to contraception.</p> <p>Digital literacy: Students learn about online safety, digital literacy, and evaluating media reliability, including understanding digital risks, scams, AI-generated content, and gambling hooks.</p>
RWV	<p>Unit 1- Should the Bible be taken literally?: Students to explore the importance of the Bible in Christianity and should the stories be taken literally or metaphorically.</p>	<p>Unit 2- How does Malala embody the Islamic faith?: Students learn the basics of Islam and how this is shown and practiced through the story of Malala.</p>	<p>Unit 3- If it is the same worldview why does it look so different?- Students to Explore different denominations within religions and explain the similarities and differences.</p>