



THE WOODSIDE CURRICULUM

CURRICULUM MAP 2019 - 2020

INTENT: To create a personalised curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap in order to provide a platform for our students to succeed in whatever they aspire to do.

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE	Modern Drama: A View from the Bridge	Modern Prose: Curious Incident	Poetry: Poetic Voices	Non Fiction: Media and Advertising	Shakespeare: Romeo and Juliet	19th Century Fiction: Hound of the Baskervilles
	SKILLS	Reading: Form, Language (Dialogue), Themes	Writing: Character and Setting, Language (Narrative Voice), Author's purpose (WHY)	Reading: Character (Tone, Voice, Structure), Comparison, Academic Writing (discourse markers)	Multimodal project: Form, Language (Persuasive writing), Overall effect (WHY), Evaluation, Synthesis	Reading: Tragic genre, Structure, Language (Vocab/ Form), Context (WHY), Academic writing (modifiers)	Writing: Narrative-plotting and structure, Character Setting (Detective), 19 th Century Detective genre
Maths	KNOWLEDGE	Ratio and Scale. Multiplicative Change. Multiplying and Dividing Fractions.	Working in the Cartesian Plane. Collecting and Representing Data. Probability.	Brackets, Equations and Inequalities. Sequences. Indices.	Fractions and Percentages. Standard Index Form. Number Sense.	Angles in Parallel Lines and Polygons. Area of Trapezia and Circles. Line Symmetry and Reflection.	The Data Handling Cycle. Measures of Location.
	SKILLS	Ratio and its link to multiplication. Ratio notation. Simplifying ratios and solving ratio problems. Circumference of a	Plotting and interpreting straight line graphs, equations of parallel lines to the axes. Scatter graphs and correlations, one	Multiplying out single brackets. Forming and using expressions, formulae and identities. Forming and solving equations	Revisit equivalence of fractions, decimals and percentages. One number as a percentage of another. Conversion	Review Y7 angles rules, parallel lines and angles. Revisit geometric notation. Angles in special quadrilateral and	Collecting data, interpreting statistical diagrams and dual bar charts. Constructing and interpreting pie charts. Mean, mode,

		circle. Simple direct proportion problems. Scale factors, scale diagrams and maps. Multiplying and dividing a fraction by an integer and fraction.	and two-way tables. Listing outcomes, using sample space diagrams and tables.	and inequalities without brackets. Sequences with more complex rules. Writing expressions with powers.	between ordinary numbers and standard form. Developing mental strategies, measures, units, estimation. Revisit order of operation.	polygons. Review of shapes covered in Y7. Area of a trapezium, area and parts of a circle, using significant figures and area of compound shapes. Line symmetry in polygons. Reflections of shapes in horizontal, vertical and diagonal lines.	median and range. Mean for grouped data. Choosing the appropriate average. Comparing distributions.
Science	KNOWLEDGE	<p><u>Science in Wood Green</u> Nutrition and food tests Drugs and their effects (including smoking and alcohol) Identifying chemical reactions Chemical reactions – conservation of mass Chemical reactions – word and symbol equations Chemical reactions – endothermic and exothermic Reproduction – Human Reproduction – Plants Growth Plants and photosynthesis Sound and waves</p>		<p><u>Armageddon</u> Rock Cycle Space – Solar system Space – Gravity and orbits Energy – GPE Energy - KE Atoms – Structure Atoms - Compounds Atoms – electron configurations Periodic Table Groups of the Periodic Table Classification of living organisms Extinction Evolution and natural selection Adaptations of organisms Changing animal behaviour</p>	<p><u>Interstellar travel</u> Space – Universe Space – stars and galaxies Space – nuclear fission and fusion Space – day/night/seasons cycles Space – gravity, mass and weight Waves – transverse waves Light – properties, reflection and refraction Light – colour Light – structure of the eye Light – lenses and telescopes EM Spectrum Separating techniques – distillation and fractional distillation Energy transfers – conduction, convection and radiation</p>		
	SKILLS	<p><u>Practical skills:</u> Lab safety Identifying risks and hazards Use of a microscope Use of a Bunsen burner Manipulating lab equipment Planning an experiment Writing conclusions <u>Mathematical skills:</u> Calculations and rearranging Using standard form Significant figures and decimal places Identifying anomalies Drawing graphs</p>	<p><u>Practical skills:</u> Lab safety Identifying risks and hazards Use of a microscope Use of a Bunsen burner Manipulating lab equipment Writing conclusions Evaluating experiments and data <u>Mathematical skills:</u> Calculations and rearranging Using standard form Significant figures and decimal places Identifying anomalies Drawing graphs</p>	<p><u>Practical skills:</u> Lab safety Identifying risks and hazards Use of a microscope Use of a Bunsen burner Manipulating lab equipment Evaluating experiments and data Analysing experimental technique and improvements <u>Mathematical skills:</u> Calculations and rearranging Using standard form Significant figures and decimal places Identifying anomalies, Drawing graphs</p>			

History	KNOWLEDGE	<p>Challenges to the Catholic Church Was the Reformation a 'good thing'? Who won: Catholics or Protestants?</p>	<p>The English Civil War Why did the English fight the English in 1642? What were the differences between roundheads and cavaliers? Why did the English kill their king?</p>	<p>Changing ideas (alt. Revolutions) Why were kings back in fashion by 1660? What made Restoration London exciting? Who ran the country: King or Parliament? How 'modern' was England by 1789?</p>	<p>Slave Trade What was it like to be involved in the slave trade? Why was the slave trade abolished?</p>	<p>Developing British Empire How did the British Empire develop? Who benefited from the British Empire?</p>	<p>Industrial Revolution What was the Industrial Revolution? Would you have survived the Industrial Revolution? Did the Industrial Revolution bring only progress and improvement?</p>
	SKILLS	Analytical narrative	Causation and consequence	Change and continuity	Causation and consequence	Chronology	Change and continuity
Geography	KNOWLEDGE	Extreme Environments	Russia	Active Earth	Development	London	Weather and Climate
	SKILLS	<p>Biomes – where are the world's main biomes located? How does climate affect their location? Link to atmospheric circulation. Where are TRF located? How have flora and fauna adapted? What are the threats to TRF? Palm oil Where is the Taiga? Adaptions of flora and fauna. What are the threats to the Taiga?</p>	<p>Where is Russia? How diverse is the climate? How does this affect biome distribution? Where do people live in Russia? Russia and the Arctic.</p>	<p>Structure of the earth Plate movement Volcanoes and earthquakes – comparison of impacts in developed, emerging, developing</p>	<p>What is development and how is it measured? Where is the world's money? The development Gap – global and national (IMD) Causes of poverty Gender equality Sustainable development (UN)</p>	<p>Where is London? How has urbanisation changed London? – land use models, changes in industry (Docklands – potential fieldwork) How has migration changed London – potential research project on different boroughs and culture) How have the demographics of London changed? Why are people leaving London?</p>	<p>What is weather and climate? How can it be measured? Why does it rain? Pressure – low and high Why is the monsoon climate important to India? Microclimate study or what type of weather system affected the weather at my school? – fieldwork write up</p>

French	KNOWLEDGE	<p><u>Module 1: T'es branché(e)</u> TV programmes, films, reading, the internet and what you did yesterday evening</p> <p>Cultural capital: French film: "Le Petit Nicolas"</p>	<p><u>Module 2: Paris je t'adore</u> What you did in Paris, when you did things, information about a tourist attraction, where you went and how</p> <p>Cultural capital: Museums in Paris: Le Pompidou and Le Louvre</p>	<p><u>Module 3: Mon identité</u> Personality, relationships, music, clothes, your passion</p> <p>Cultural capital: French regions</p>	<p><u>Module 3: Mon identité</u> Personality, relationships, music, clothes, your passion</p> <p>Cultural capital: French regions</p>	<p><u>Module 4: Chez moi, chez toi</u> Where you live, describing home, meals, what food to buy, an event</p> <p>Cultural capital: Carnival in Nice</p>	<p><u>Module 5: Quel talent?!</u> Talent and ambition, encouraging or persuading, rehearsing for the contest, who is the best/the most/the least</p> <p>Cultural capital: A French talent show: "Nouvelle Star"</p>
	SKILLS	<p>Speaking: making sentences more interesting, preparing a presentation</p> <p>Grammar: <i>aller</i> and <i>faire</i>, the perfect tense of regular verbs</p>	<p>Reading: identifying the context, getting the gist</p> <p>Grammar: the perfect tense of irregular verbs, the perfect tense with être</p>	<p>Speaking: playing for time, listening and reacting</p> <p>Grammar: Adjectival agreement, the near future tense</p>	<p>Speaking: playing for time, listening and reacting</p> <p>Grammar: Adjectival agreement, the near future tense</p>	<p>Writing: using a dictionary, dealing with more than one meaning</p> <p>Grammar: comparative adjectives, prepositions, three tenses</p>	<p>Listening skills: listening for time expressions and verb tenses, listening for points of view</p> <p>Grammar: infinitives and the verbs <i>vouloir</i>, <i>pouvoir</i>, <i>devoir</i>, the imperative, the superlative</p>
Spanish	KNOWLEDGE	<p><u>Módulo 1- Mis vacaciones</u> A past holiday, the last day on holiday, what your holiday was like</p> <p>Cultural capital: Hispanic holiday destinations</p>	<p><u>Módulo 2 – Todo sobre mi vida</u> What you use your phone for, type of music you like, TV, what you did yesterday</p> <p>Cultural capital: Spanish singers: Juanes and Malú</p>	<p><u>Módulo 3 - ¡A comer!</u> Food you like, mealtimes, ordering a meal, what to buy for a party</p> <p>Cultural capital: Spanish cuisine</p>	<p><u>Módulo 3 - ¡A comer!</u> Say what food you like, describing mealtimes, ordering a meal, discussing what to buy for a party</p> <p>Cultural capital: Spanish cuisine</p>	<p><u>Módulo 4 - ¿Qué hacemos?</u> Arranging to go out, making excuses, getting ready to go out, clothes, sporting events</p> <p>Cultural capital: Spanish fashion chains</p>	<p><u>Módulo 5 - Operación verano</u> A holiday home, holiday activities, directions, about summer camps</p> <p>Cultural capital: Oviedo: a Spanish city</p>
	SKILLS	<p>Speaking: making sentences more interesting, preparing a presentation</p>	<p>Reading: identifying the context, getting the gist</p>	<p>Speaking: playing for time, listening and reacting</p>	<p>Speaking: playing for time, listening and reacting</p>	<p>Writing: using a dictionary, dealing with more than one meaning</p>	<p>Listening skills: listening for time expressions and verb tenses, listening for points of view</p>

		Grammar: simple past (pretérito), conjugation skills focusing on regular AR and ser and ir irregulars, past and present tenses together	Grammar: conjugation skills in the past and present with AR/IR and ER verbs and more focus on irregulars. Distinguishing tenses. Opinions and using comparatives	Grammar: negatives and complex opinions. Cultural awareness of Spanish food. Introduction of near future and use with present + simple past to combine use of 3 tenses together. Engaging in more meaningful/informative dialogue	Grammar: negatives and complex opinions. Cultural awareness of Spanish food. Introduction of near future and use with present + simple past to combine use of 3 tenses together. Engaging in more meaningful/informative dialogue	Grammar: plans (me gustaría), accepting/rejecting invitations, excuses, poder and querer. Stem changing and reflexive verbs. Adjectival endings and agreement. Demonstrative adjectives. 3 tenses together. Dictionary skills	Grammar: the comparative and the superlative. The imperative through giving directions. Further developing use of three tenses with time markers. Tackling more challenging listening
Design Technology	KNOWLEDGE	Investigation/Design Speaker Project-Rm/Electronics	Make. Speaker project-RM/Electronics	Make. Evaluate. Light Project-CAD/CAM	Technical Knowledge. Light Project-CAD/CAM	Technical Knowledge. Make. Slot Together Toy-Graphics	Make. Slot together Toy-Graphics
	SKILLS	Problem solving. Use research. Understand the user needs. Respond to needs in a variety of situations. Develop specifications. To be creative. Develop design skills.	Designing through sketching and modelling. Innovation through iterative design. Prototyping. Select tools, processes, equipment, and machinery precisely. Use CAM.	Forces and stresses. Investigate new and emerging technologies. Test ideas. Understand developments in design.	Functionality and aesthetics. 3D Printing. Understand the properties of materials. Understand electrical systems.		
Art	KNOWLEDGE	Intro to art forms. Light/Dark. Paper/wire sculpting Photo workshop	Tone/Contour drawing. Respond. Evaluate.	Culture/Identity. Artist response. Make –Clay Reflect.	Animal/Heroes/Identity. 3D Mask. Making. Painting. Evaluate.	Art competition. Self-respond. Plan.	Art competition. Experiment. Make. Present.
	SKILLS	Investigate art vocabulary and formal elements. Photography skills. Respond to artists work. 3D wire works.	Exploring art vocabulary. Improving formal art skills. Art critiquing. Analysing.	Developing art responses. Artist research. 3D making. Clay sculpturing using tools, and techniques. Art critiquing.	Artist research. 3D designing and planning. 3D works using various materials Self-/peer reflecting.	Artist research and investigating. Exploring self-responses. Exploring formal elements. Developing planning and designing.	Show depth and understanding of planning and designing. Show progress with various materials. Art critiquing. Self-evaluation.

Music	KNOWLEDGE	National/Pop Anthems Understanding and appreciating anthems	Four Chord Progression Pop/Blues/Reggae Influences Creating a song	Film Making From Silent to Modern	Media Studies Creating Adverts for a product or appeal	Windrush Celebration Calypso and Reggae Music	World Music Indian & bhangra Music
	SKILLS	Listening & appreciation Composing Score Reading	Listening g Composing Performance	Ensemble skills Performing Skills Theory Skills	Music technology Composing Technical skills	Keyboard skills Theory skills Composing skills	Ensemble Composing Performing
Drama	KNOWLEDGE	Horror Genre (Darkwood Manor) How to use drama skills to tell a story	Introduction to Devising Using the stimulus of knife crime.	Introduction to Stanislavski/monologues (Mohammed Ali) Historical knowledge of American Civil rights, and Mohammed Ali	Physical Theatre Historical context of English judicial system	Studying a play Looking at the play Hard to Swallow by Mark Wheeler. Looking at characters and storyline	Social and Historical Context of World Wars Looking at previous wars in the world and seeing what we can learn from them
	SKILLS	Genre, Physical theatre, teacher in role, storytelling, music, suspense and tension	Devising, stimulus, Physical theatre, script writing, monologues, fiction, plays	Stanislavski, realism, Stage combat, monologue, factual improvisation,	Factual improvisation, monologue, script, debate,	Creation of Character. From Page to Stage. Thinking behind writing.	Forum theatre, improvisation, script, factual improvisation, TIE
Computer Science	KNOWLEDGE	Understanding Computers Why computers use binary Why programmers use hexadecimal. The factors the impact memory capacity and processor performance.	Graphics The different reasons for creating original graphics The different uses of graphics in computing Graphics Applications	Developing websites The uses of and differences between advantages and disadvantages of the web-stack: HTML, CSS, Javascript.	Introduction to Python Similarities and differences between the web-stack technologies and high level programming languages. When should each be used?	Micro-Python Different components of the BBC Microbit Block programming vs text programming.	Past Present and future. Who were the pioneers of the technology we rely on today? Where will their inventions take us in the future?
	SKILLS	Number conversion Binary -> Denary Denary -> Binary Binary addition Storage calculation Performance analysis	How to manipulate images How to create original images How to use graphics package tools and techniques.	Developing HTML code to create the content of a website. Using CSS Using CSS to	Basic programming of simple programs using variables, constants, conditional statements, condition and counter controlled loops and some in built functions	Programming a physical computer with text based programming. Using python to code the BBC Micro:bit.	Analyses how technology currently impacts our lives & how its role may develop in the future. Identify & discuss the moral, cultural, ethical and environmental implications.

PRS	KNOWLEDGE	<p><u>Citizenship</u> - What is fairness? Understanding different forms of discrimination and its impacts life in modern society. Black history - Nelson Mandela</p>	<p><u>Religious studies</u> – Christianity unit Students will learn the basic foundations of Christianity</p>	<p><u>Citizenship</u> Global Citizenship – Young people and global issues</p> <p><u>PSHE</u> - Careers unit Who are we and where are we going - Understanding electives and our career options</p>	<p><u>Citizenship</u> What is Democracy?</p> <p>Students understanding different types of leadership from around the world and the impacts of them.</p> <p><u>PSHE</u> Mental health</p>	<p><u>Religious Studies</u> Islam unit</p> <p>Students will learn the basic foundations of Islam – incl. understanding Alevism</p>	<p><u>Citizenship</u> Prejudice unit Incl. Refugee week Windrush</p> <p><u>PSHE</u> Drugs</p>
	SKILLS	Developing mutual respect and understanding Presentation skills	Discussion, presentation and researching skills	Presentation and researching skills	Creating and debating bills and problem-solving skills	Discussion, presentation and researching skills	Debate/discussion and learning how to discuss sensitive topics
PE	KNOWLEDGE	<p>All - Indoor Athletics Boys - Football Girls - Netball</p>	<p>Boys – Rugby Girls - Football</p>	<p>Boys – Basketball Girls - Trampoline</p>	<p>Boys - Table tennis Girls -Dance</p>	<p>All - Athletics</p>	<p>Boys – Softball Girls - Rounder’s All - Competitions</p>
	SKILLS	Continuing to develop the skills and techniques in more challenging scenarios	Continuing to develop the skills and techniques in more challenging scenarios	Continuing to develop the skills and techniques in more challenging scenarios	Continuing to develop the skills and techniques in more challenging scenarios	Continuing to develop physical attributes such as stamina	Continuing to develop the skills and techniques in more challenging scenarios