

# Saffron Walden County High School Curriculum



## CURRICULUM SUMMARY

SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A portraiture/diversity in British culture	TERM 1B portraiture/diversity in British culture	TERM 2A sea life/ceramics	TERM2B sea life/ceramics	TERM 3A water/mixed media	TERM3B water into print
Art & Design	KNOWLEDGE DOMAIN	Students investigate the key elements of portraiture through a series of technical workshops that explore black and white media. Students explore how portraiture has been interpreted by a range of artists, celebrating the diversity of cultures in Modern Britain and link to their own cultural heritage.	Students develop their understanding of portraiture through exploration of colour media. Students explore how Artists use tonal colour media to create skin tones, hair, features, likeness to capture the identity of the individual.	Links to the washed ashore project and endangered marine life to build students awareness of environmental concerns. Students design through sketching and application of tonal colour and patterns linked to artists and cultures.	Students learn how to exploit the properties of ceramic materials and tools to record the three-dimensional qualities of natural forms through direct observation of secondary sources.	Students build their observational skills through observation of primary and secondary sources using 2-dimensional media. They learn how to select and record elements of tone, pattern, surface and texture using wet and dry media.	Students learn how to translate elements of observational work into print related media. They make links to printmakers inspired by the theme to develop an understanding of printing techniques and processes.
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>Introduction to portraiture through exploration of portraits through time, exploring the diversity of cultures in modern Britain.</li> <li>Workshops on portraiture proportions and anatomy to create accuracy when working from direct observation.</li> <li>Exploration and application of line, tone and mark making to capture likeness, expression, and emotion.</li> <li>Experimentation with pencil, pen, chalk and charcoal, ink.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to cultural identity and how Artists have explored this through portraits over time.</li> <li>Exploration of using tonal colour media to create skin tones, hair and facial features</li> <li>Exploration and application of line, tone and mark making to capture likeness, expression, and emotion.</li> <li>Experimentation with tonal colour pencil, oil pastel, chalks, water-based paints.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of hand building techniques to record shape, form and structure.</li> <li>Developing skills of sculpting, modelling, joining and construction.</li> <li>Investigation into ceramic Artists to inform the development of techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>Experimentation with decorative techniques: relief, impressing, incising, carving and mark making.</li> <li>observation of pattern, texture and detail through selection and application of techniques.</li> <li>Students paint and decorate final outcomes using tonal colour to enhance the detail and pattern within their work.</li> </ul>	<ul style="list-style-type: none"> <li>Application of tone and mark making to record scale, proportion, pattern, detail and surface qualities.</li> <li>Experimentation with wet and dry media to record through direct observation using BW and colour tonal work.</li> <li>Exploration of mixed media, layering and collage to record pattern, shape, detail, and surface texture.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of print makers that have been inspired by the theme.</li> <li>Experimentation with line, mark making and pattern through layered printing.</li> <li>Print workshops: monoprint, printed papers and materials, collograph and polyblock.</li> <li>Layered print and materials to capture abstract pattern, shape, and surface texture.</li> </ul>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B	
Computing	KNOWLEDGE DOMAIN	<b>Hello Universe</b> <b>Algorithms and Programming</b> <ul style="list-style-type: none"> <li>• Python syntax</li> <li>• Programming concepts are understood and used correctly in programs, input, output, variables, for, while, if-else if – else.</li> <li>• Program design methods are understood and used to design programs.</li> <li>• Pupils are able to debug code</li> <li>• Physical computing</li> </ul>		<b>Big Data</b> <b>Excel and Word skills</b> <ul style="list-style-type: none"> <li>• Pupils will learn how to collect data and then develop the skills they need to analyse it using Excel.</li> <li>• The excel knowledge will cover writing formulae and functions and graph creation.</li> <li>• Analysis and evaluation of their findings will be presented in a professional manner, learning some key functions available in word.</li> </ul>		<b>Cosmic City</b> <b>Networks</b> <ul style="list-style-type: none"> <li>• Students are able to explain what a network is and how data travels through it.</li> <li>• Students can explain the difference between a hub, router and switch.</li> <li>• Students can explain the difference between the web and the Internet.</li> <li>• Students can explain the difference between a PAN, LAN and WAN.</li> <li>• Students are able to explain what the Internet is and how data travels through it.</li> <li>• Students can explain the difference between a ring, bus and star topologies.</li> </ul>		<b>Ready Player 1</b> <b>Ethics surrounding Computing</b> <ul style="list-style-type: none"> <li>• Students learn about the laws surrounding computing and data; Snoopers charter, GDPR and DPA, copyright laws.</li> <li>• They are able to describe the laws and what it means for themselves and companies.</li> <li>• Pupils should be able to describe different types of plagiarism.</li> <li>• Students understand how the resources for technology are collated and detrimental effects on people and the environment</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Decomposition</li> <li>• Abstraction</li> <li>• Programming</li> <li>• Pattern Recognition</li> <li>• Algorithmic Thinking</li> <li>• Debugging</li> </ul>		<ul style="list-style-type: none"> <li>• Use of Microsoft Excel – formulas and functions AND producing graphs and charts</li> <li>• Use of Microsoft Word – formatting</li> <li>• Data analysis</li> <li>• Survey creation</li> </ul>		<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Design</li> <li>• Research</li> </ul>		<ul style="list-style-type: none"> <li>• Ethical thinking</li> <li>• Debating</li> <li>• Research</li> </ul>

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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Drama	KNOWLEDGE DOMAIN	<b>Blood Brothers</b>	<b>Blood Brothers</b>	<b><i>Peter Pan Goes Wrong</i></b>	<b><i>It Snows</i></b>	<b><i>It Snows</i></b>	<b><i>Introduction to Scriptwriting</i></b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Students will be introduced to the play 'Blood Brothers' by Willy Russell.</p> <p>Practical exploration of the text to develop understanding of characters and themes.</p> <p>Students to perform small sections of script, to develop their understanding of bringing a playwright's intentions to life.</p> <p>Analysis of script.</p> <p>Performing.</p>	<p>Students will be introduced to the play 'Blood Brothers' by Willy Russell.</p> <p>Practical exploration of the text to develop understanding of characters and themes.</p> <p>Students to perform small sections of script, to develop their understanding of bringing a playwright's intentions to life.</p> <p>Analysis of script.</p> <p>Performing.</p>	<p>Watch and evaluate the professional production of 'Peter Pan Goes Wrong' by Mischief Theatre Company.</p> <p>Analyse how effective the actors/designers decisions are in bringing the play to life.</p>	<p>Practical exploration of It Snows to develop understanding of characters, themes and playwrights' original intentions.</p> <p>Exploration of techniques: Marking the moment Cross-cutting Split-stage Stereotypes</p> <p>Students will be responsible for staging and developing a section of script for performance.</p> <ul style="list-style-type: none"> <li>• Analysis of script.</li> <li>• Off text improvisation</li> <li>• Performing.</li> </ul>	<p>Practical exploration of It Snows to develop understanding of characters, themes and playwrights' original intentions.</p> <p>Exploration of techniques: Marking the moment Cross-cutting Split-stage Stereotypes</p> <p>Students will be responsible for staging and developing a section of script for performance.</p> <ul style="list-style-type: none"> <li>• Analysis of script.</li> <li>• Off text improvisation</li> <li>• Performing.</li> </ul>	<p>Introduction to different elements that are involved in creating a script</p> <p>Develop students understanding of dialogue, language, plot development, scene structure and text interpretation.</p> <p>Students will be responsible for creating their own original text and workshoping in lessons</p>

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Year 8: Expanding Horizons		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE DOMAIN	<p><b>Monsters Across Literature</b></p> <p>Wider reading for pleasure – ‘Beowulf’</p>	<p><b>The Novel (Hound of the Baskervilles, The Boy in Striped Pyjamas or Animal Farm)</b></p>	<p><b>Travel Writing</b></p> <p>Wider reading for pleasure – ‘The Penguin Lessons’</p>	<p><b>Romeo and Juliet</b></p>	<p><b>Poetry from Around the World, with author study: Maya Angelou</b></p>	<p><b>Writing to Argue and Persuade: Taking a Stand: stand up and speak out!</b></p> <p>Wider reading for pleasure – ‘I Am Malaha’</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>To use original and imaginative creative writing techniques in a piece of fictional writing.</p> <p>To accurately use paragraphs and sentencing, and to use these for effect.</p> <p>To accurately use a range of punctuation, including sophisticated punctuation such as colons and semi colons.</p> <p>To use a range of ambitious vocabulary.</p>	<p>To read, understand and make thoughtful inferences about a text, using quotations to support a clear argument.</p> <p>To analyse a range of devices used by the author, including their choice of form or structure.</p> <p>To explain how the writer’s views are linked to the social or historical background.</p>	<p>To use original and imaginative creative writing techniques.</p> <p>To accurately use paragraphs and sentencing, and to use these for effect.</p> <p>To accurately use of a range of punctuation, including sophisticated punctuation such as colons and semi colons.</p> <p>To use a range of ambitious vocabulary.</p> <p>To create a piece of travel writing that is engaging, entertaining and effectively meets the needs of an audience.</p>	<p>To read, understand and make thoughtful inferences about a text, using quotations to support a clear argument.</p> <p>To analyse a range of devices used by the author, including their choice of form or structure.</p> <p>To explain how the writer’s views are linked to the social or historical background.</p>	<p>To read, understand and make thoughtful inferences about a text, using quotations to support a clear argument.</p> <p>To analyse a range of devices used by the author, including their choice of form or structure.</p> <p>To explain how the writer’s views are linked to the social or historical background.</p> <p>To make comparisons between the presentation of culture and identity in two different poems.</p>	<p>To use original and imaginative creative writing techniques.</p> <p>To accurately use paragraphs and sentencing, and to use these for effect.</p> <p>To accurately use of a range of punctuation, including sophisticated punctuation such as colons and semi colons.</p> <p>To use a range of ambitious vocabulary.</p> <p>To confidently deliver ideas as a speech.</p> <p>To develop confident skills in oracy, communicating with clarity, fluency and intonation.</p>

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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - French	KNOWLEDGE DOMAIN	<p><b>Destination Vacances</b></p> <ul style="list-style-type: none"> <li>Talk about usual holidays and preferred holidays</li> <li>Talk about what you take on holiday</li> <li>Describe your ideal holiday</li> <li>Describe a past holiday, where you went and what you did</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>The present tense: choisir/finir/prendre</li> <li>The near future: Je vais prendre</li> <li>Je voudrais/J'aimerais + Infinitive</li> <li>In + countries/cities: en/aux/au/à</li> <li>'In' + Countries: au/en</li> <li>The perfect tense with avoir</li> <li>The perfect tense of aller</li> </ul>	<p><b>Bouger, c'est important</b></p> <ul style="list-style-type: none"> <li>Talk about sports, leisure activities and active holidays</li> <li>Name parts of the body</li> <li>Talk about sports injuries</li> <li>Describe sports personalities and sports events</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Jouer</li> <li>Faire</li> <li>Depuis + Present tense</li> <li>Je voudrais/J'aimerais + infinitive</li> <li>The perfect tense of aller</li> <li>Pouvoir + Infinitive</li> <li>J'ai mal au/à la/aux/ à l'</li> </ul>	<p><b>Aux quatre coins du monde</b></p> <ul style="list-style-type: none"> <li>French speaking countries in the world</li> <li>Talk about where you live and where you are going to live.</li> <li>Describe your daily routine.</li> <li>Talk about what you did yesterday.</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Comparisons using plus and moins</li> <li>The near future</li> <li>Reflexive verbs</li> <li>The perfect tense with avoir and être</li> <li>Expressions using avoir : avoir soif/faim/peur</li> </ul>	<p><b>Le monde des médias</b></p> <ul style="list-style-type: none"> <li>Talk about television programmes.</li> <li>Musical genres: give detailed opinions</li> <li>Talk about film genres and review a film</li> <li>Talk about reading preferences</li> <li>Understand and use the language of advertising</li> <li>.</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Direct object pronouns</li> <li>Faire + infinitive and rendre + adjective</li> <li>Ce que</li> <li>Opinions in the past</li> <li>Verb + infinitive structures</li> </ul>	<p><b>Accro à la technologie</b></p> <ul style="list-style-type: none"> <li>Describe old and new technology.</li> <li>Talk about using technology for leisure activities.</li> <li>Identify the risks of social networking sites.</li> <li>Discuss the pros and cons of new technology.</li> <li>Talk about favourite technology and gadgets.</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Adjectives: Agreement and Position</li> <li>Verb + Preposition + infinitive</li> <li>Impersonal structures</li> <li>Structure an argument</li> <li>A + definite article</li> </ul>	<p><b>C'est quoi la France?</b></p> <ul style="list-style-type: none"> <li>Compare France and Britain.</li> <li>Describe a country.</li> <li>Talk about French personalities.</li> <li>Talk about transport and new technology.</li> <li>Discuss Francophone cartoon characters.</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Present tense with -er verbs</li> <li>Use on</li> <li>Comparatives and Superlatives</li> <li>Perfect tense (revision)</li> <li>Ask questions</li> <li>Use qui to link sentences</li> </ul>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exploring French culture and France as a country</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exploring the French speaking world</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exploring French culture and France as a country</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exploring French culture and France as a country</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exploring French culture and France as a country</li> <li>Dictionary skills</li> </ul>

Students will continue to develop their knowledge of French phonics through a systematic programme and regular revisiting of key phonemes.

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		Changing Urban Places	Quaternary Period	Copper	Limestone Landforms	The Almighty Dollar	
Humanities - Geography	KNOWLEDGE DOMAIN	<p>What is the difference between a brownfield and greenfield site?</p> <p>What is urban regeneration?</p> <p>What is globalisation?</p> <p>How has globalisation caused a change in the economic situation in East London</p> <p>How has the east end of London been regenerated?</p> <p>What evidence is there of regeneration and gentrification?</p> <p>How successful was the regeneration of the docklands?</p>	<p>How can physical processes cause climate change?</p> <p>What evidence is there of past climate change?</p> <p>Explaining positive and negative feedback cycles</p> <p>What evidence is there of climate change during the quaternary?</p> <p>Why did the dinosaurs go extinct?</p> <p>What was the UK like during the last Ice age?</p> <p>How do humans evolve and change?</p> <p>Where and why do humans migrate out of Africa?</p> <p>What is meant by the Anthropocene?</p>	<p>What is our stuff actually made of?</p> <p>What processes hold the material world together?</p> <p>What is copper used for and why will it be important in the 21<sup>st</sup> century?</p> <p>What are the impacts of copper extraction in Chile?</p> <p>Will we reach peak copper?</p> <p>What are the alternatives for copper extraction?</p>	<p>How are sedimentary rocks formed within the Rock Cycle?</p> <p>How is limestone formed?</p> <p>What are the typical features of a limestone landscape?</p> <p>How do limestone pavements form?</p> <p>How do limestone caves and gorges form?</p> <p>What are the opportunities and challenges for people in a limestone landscape?</p>	<p>How does the dollar hold the world together?</p> <p>Why is a radio so cheap and is this a good thing?</p> <p>Why do we trade?</p> <p>Does free trade mean fair?</p> <p>Why is China the workshop of the world and is this a good thing?</p> <p>What does China gain from the dollar?</p> <p>Should Nigeria welcome Chinese investment?</p> <p>How is India chasing dollars?</p> <p>Why can't women save?</p>	

<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p><b><u>Graph Skills</u></b></p> <p>Examining and analysing graphs showing change over time and maps showing demographic figures</p> <p><b><u>Investigation Skills</u></b></p> <p>Use of EQS, photo analysis and field sketches to collect data from second hand photos of fieldwork</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p>	<p><b><u>Diagram Skills</u></b></p> <p>Drawing, annotating and using diagrams to accurately explain natural processes</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p>Collaborative group work.</p>	<p><b><u>Diagram Skills</u></b></p> <p>Drawing, annotating and using diagrams to accurately explain natural processes</p> <p>Use of flow charts to show cause and effect</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p>Collaborative group work.</p>	<p><b><u>Diagram Skills</u></b></p> <p>Drawing, annotating and using diagrams to accurately explain natural processes</p> <p>Use of flow charts to show cause and effect</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p>Collaborative group work.</p>	<p><b><u>Diagram Skills</u></b></p> <p>Drawing, annotating and using diagrams to accurately explain natural processes</p> <p><b><u>Map Skills</u></b></p> <p>Interpreting satellite images.</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p><b><u>Annotation Skills</u></b></p> <p>Drawing diagrams with annotations.</p>	<p><b><u>Map Skills</u></b></p> <p>Reading and interpreting maps.</p> <p>Using an Atlas.</p> <p><b><u>Literacy Skills</u></b></p> <p>Understanding of key terminology.</p> <p>Reading and understanding articles/longer texts.</p> <p><b><u>Dialogic Skills</u></b></p> <p>Class and paired discussions.</p> <p>Collaborative group work – the trade game.</p>	
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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - German	KNOWLEDGE DOMAIN	<b>Urlaub</b> <ul style="list-style-type: none"> <li>Talking about a holiday in the past</li> <li>Weather</li> <li>Countries</li> <li>Accommodation</li> <li>Modes of transport</li> <li>Opinion in the past</li> </ul> <b>Grammar Focus</b> <ul style="list-style-type: none"> <li>Introducing the perfect tense with haben</li> <li>Regular and irregular past participles</li> <li>Perfect tense with sein 'es war' and 'es gab</li> </ul>	<ul style="list-style-type: none"> <li><b>Mein Zuhause</b></li> <li>Types of house</li> <li>Daily routine</li> <li>Chores</li> <li>Describe your house</li> <li>Say where you'd like to live in the future</li> </ul> <ul style="list-style-type: none"> <li><b>Grammar Focus</b></li> <li><b>Recap regular present tense</b></li> <li><b>Recap future tense</b></li> </ul>	<b>Meine Klamotten</b> <ul style="list-style-type: none"> <li>Clothes</li> <li>Style</li> <li>Transactional language for buying clothes</li> <li>Shopping habits</li> </ul> <b>Grammar Focus</b> <ul style="list-style-type: none"> <li>Introduce the accusative</li> <li>Adjectival endings</li> <li>Introduce conditional tense</li> <li>Recap present/past</li> </ul>	<b>Meine Klamotten</b> <ul style="list-style-type: none"> <li>Food and drink vocab recap</li> <li>Sports and exercise vocab</li> <li>Healthy living vocab</li> </ul> <b>Grammar Focus</b> <ul style="list-style-type: none"> <li>Recap present tense</li> <li>Recap past tense</li> <li>Recap future tense</li> <li>Introduce modal verb</li> </ul>	Berlin Transactional language for tourism <b>Grammar Focus</b> <ul style="list-style-type: none"> <li>Future tense recap</li> </ul>	
	<p><b>Students will continue to develop their knowledge of German phonics through a systematic programme and regular revisiting of key phonemes.</b></p>						
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exploring Germany and the German speaking countries as a travel destination</li> <li>Language skills when travelling – real life application!</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Learning about towns in Germany/German speaking countries and comparing homes there with homes in the UK</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Comparing daily life in the UK with that of a young person in Germany/Austria/Switzerland</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exploring German culture and Germany as a country</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>Exploring German culture and Germany as a country</li> <li>Dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Writing</li> <li>Listening</li> <li>Reading</li> <li>The history of Berlin (Berlin wall/GDR)</li> <li>Dictionary skills</li> </ul>



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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A 7 weeks = 10 lessons	TERM 1B 7 weeks = 10 lessons	TERM 2A (5.5 weeks = 6-8 lessons)	TERM 2B 6 weeks – 9 lessons	TERM 3A 6 weeks – 9 lessons	TERM 3B 6 weeks – 9 lessons
Humanities - History	KNOWLEDGE DOMAIN	1. How did Britain encounter new worlds? 1500-1700 (2)  2.a What was dehumanising about transatlantic slavery?, (2)  2 b.How was transatlantic slavery abolished? (5)	3.What was the big story of change in the period c.1750-1900? (5)  4. What did the French revolution achieve? (4)	5.What were the key steps towards democracy in the period 1800-1900? (2)  6.How did women in Britain campaign for the right to vote? (4)	7. How did Britain encounter new worlds? 1800-1914? (1)  8. What was it like to be ruled by the British? (6)	9. Why did the First World War break out in 1914? (6)  10.What was life like as a soldier on the Western Front? (2)	11. Why was the First World War so significant? (2)  12.How and why did the Allies win the Second World War? (3)
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	1. Historical Enquiry 2. Cause, consequence and change	3. Change and continuity 4. Historical Enquiry	5. Historical Enquiry 6. Historical enquiry	7. Historical enquiry 8. Consequence and change	9. Causation and interpretations 10. Historical enquiry	11. Change and significance 12. Causation

# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - Latin	KNOWLEDGE DOMAIN	Latin word order and noun endings Roman daily life Roman food	Latin verb endings - present	As Term 1A (second cohort)	As Term 1B (second cohort)	Latin nouns – s/pl Latin verb endings for imperfect and perfect tenses Roman theatre	Tenses Roman slavery Roman beliefs in life after death (if time)
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Translation skills: analysis, close attention to detail and problem solving  Comprehension skills: as above  Vocab learning  Establish links between Latin and English derivations  Analysis of a different culture and its values; its impact on our own culture today	As Term 1A	As Term 1A	As Term 1A	Build on translation and comprehension skills establish in first term of study  Dictionary skills – students begin to understand what information they can mine from the CLC 1 dictionary  Vocab learning  Establish links between Latin and English derivations  Analysis of a different culture and its values; its impact on our own culture today	Build on translation and comprehension skills establish in first term of study  Dictionary skills – students begin to understand what information they can mine from the CLC 1 dictionary  Vocab learning  Establish links between Latin and English derivations  Analysis of a different culture and its values; its impact on our own culture today

# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Maths	KNOWLEDGE DOMAIN	Number, Ratio Algebra Geometry	Number, Ratio Algebra	Data Algebra	Algebra Number, Ratio	Number Geometry	Geometry Data
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Ratio (including gradient and circumference)  Multiplicative change (including similar shapes)	Multiply and divide fractions (including algebraic fractions)  The Cartesian plane  Expand and factorise expressions	Tables and probability  Equations and inequalities	Sequences  Indices  Fractions and percentages	Standard index form  Angles in parallel lines and on polygons	Areas of trapeziums  Averages

# Saffron Walden County High School Curriculum

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SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Music	KNOWLEDGE DOMAIN	<b>The History of Popular Music</b>	<b>World Music</b>	<b>Music &amp; Film</b>	<b>World Music</b>	<b>Music, Power &amp; Ritual</b>	<b>Commercial Music</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Understanding four chords harmony, blues chords and structure, the blues scale.</p> <p>Listening and Appraising; Soul and Popular Song. Cross Curr</p> <p>Performance task – The Blues.</p>	<p>A focus on the diversity of Central and South America through Music. Cross Cur.</p> <p>Learning about rhythm (Brazilian Samba)</p> <p>Fusion and sonority (Cuba and Argentina)</p> <p>Class performance of Samba and devised group rhythm performances.</p> <p>Singing.</p> <p>Ukulele performance; Reggae and the Music of the Caribbean.</p>	<p>Analysing Film music</p> <p>Timbre, tone colour, dynamics, sonority</p> <p>Composers use musical elements to respond to a specific commission</p> <p>Letimotifs and thematic transformation</p> <p>Perform leitmotifs</p> <p>Composing task to a piece of Music based around Music and War. Cross Curr.</p>	<p>A focus on the diversity of Central and South America through Music. Cross Curr.</p> <p>Learning about rhythm (Brazilian Samba)</p> <p>Fusion and sonority (Cuba and Argentina)</p> <p>Class performance of Samba and devised group rhythm performances.</p> <p>Singing.</p> <p>Ukulele performance; Reggae and the Music of the Caribbean.</p>	<p>Group performances including;</p> <ul style="list-style-type: none"> <li>○ Sea Shanty</li> <li>○ The Hakka</li> <li>○ Protest Song Cross curr</li> </ul> <p>Creative Task; a devised contemporary composition e.g., Hip Hop.</p>	<p>A music technology unit exploring cliché, jingles and music for gaming.</p> <p>To consider the 'use' of Music commercially and the impact of Music.</p> <p>Creative task – to write an underscore to an embedded video.</p>

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SAFFRON WALDEN  
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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1 or 2	TERM 1 or 2	TERM 1 or 2	TERM 3	TERM 1,2,3	TERM 3
Core PE	KNOWLEDGE DOMAIN	<b>Fitness</b>	<b>Games</b>	<b>Trampolining</b>	<b>Athletics</b>	<b>Racket Sports</b>	<b>Striking and fielding</b>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Understand immediate, short and long term effect of exercise</p> <p>Understand the different components of fitness</p> <p>Be able to create activities that develop specific components of fitness</p> <p>Start to understand SPORT and FITT principles of training</p> <p>Introduction to training methods and continue fitness tests</p>	<p>Recap basic skills and use in full game situations under pressure</p> <p>Understand and use rules of the game</p> <p>Learn and use tactics and strategies to beat opponents</p> <p>Analyse performers strengths and weaknesses</p>	<p>Recap safety procedures</p> <p>Recap basic skills with control and height</p> <p>Start to introduce some advanced twist and rotations, cradle, cat twist, turntable, somersaults</p> <p>Link skills together with control, perform 8-10 bounce routine and analyse performances</p>	<p>Recap safety procedures in events</p> <p>Recap basic techniques and rules of events</p> <p>Understand how to check, mark and record times/distances of competitions</p> <p>Analyse performances and coach in some events</p> <p>Introduce more advanced/complex techniques</p>	<p>Recap basic skills and understand what shot to use and when</p> <p>Start to develop tactical awareness in a game situation in singles and doubles</p> <p>Understand more advanced rules and scoring, pupils should feel confident in umpiring a game</p>	<p>Recap fielding, batting and bowling techniques with accuracy and control</p> <p>Understand and be able to play appropriate shots</p> <p>Develop decision making in game situations e.g., where to throw, type of throw. Identify strength and weaknesses</p>

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SAFFRON WALDEN  
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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
RPE	<p>KNOWLEDGE DOMAIN</p> <p>Substantive Disciplinary Personal</p> <p>WORLDVIEWS</p> <p>Theology Lens (T) Philosophy Lens (p) Historical and Social Sciences Lens (HSc)</p>	<p><b>Morality- What does it mean to be good?</b></p> <p>Religion, Philosophy, Ethical Theory, History What does 'good' mean? (P)</p> <p>What do we use to make moral decisions? (P) Is it people or actions that are good? (P) Examination of Virtue Ethics, also touching on Utilitarianism, Situation</p> <p>Ethics and Divine Command Theory. (P) What does the story of Esther tell us about what it means to be good? (T, P) What does the story of Maximillian Kolbe tell us about what it means to be good? (P, HSc)</p>	<p><b>Continue Morality.</b></p> <p><b>Assessment:</b> Written assessment (keywords, beliefs, evaluate how easy it is to be a good person using personal views, worldviews and teachings from topic)</p> <p><b>Abrahamic religions- Who are 'the people of the book'?</b></p> <p>Religion, History, Philosophy, Theology, Art History</p> <p>What is an Abrahamic religion? (T) What is the 'book'? (T, HSc) Who was Abraham? (T) Who was Moses? (T, HSc) What did Moses do? (T) How is the Exodus remembered? (T, HSc) How do Jews celebrate today? (T, HSc) Who was Jesus? (T, HSc)</p>	<p><b>Philosophy- Does God exist?</b></p> <p>Philosophy, Science, Humanism/Non-Religious Worldviews</p> <p>How do religious experiences try to prove God exists? (P) How does the Design Argument try to prove God exists? (P, HSc) How does the Cosmological argument try to prove God exists? (P, HSc) How might scientific responses try to disprove God's existence? (P, HSc)</p> <p>How might the Problem of Evil try to disprove God's existence? (P, HSc)</p>	<p><b>Continue Philosophy - Does God exist?</b></p> <p>Philosophy, Science, Humanism/Non-Religious Worldviews</p> <p><b>Assessment:</b> Written assessment (keywords, beliefs and theories on existence of God, evaluation of whether religious experience proves the existence of God)</p>	<p><b>Religion- What does it mean to live a good life in Judaism?</b></p> <p>Religion, Philosophy, Ethics, History</p> <p>Abraham and his covenant (T, HSc, D) The covenant in practice – Brit Milah (T, HSc, P) Moses and the commandments (T, HSc, D) Remembering the Exodus - Pesach Diversity in celebrating Passover (T, HSc, P) Diversity in Judaism: Ashkenazy, Sephardi, Mizrahi, Orthodox and Reform Jewish life Living a Jewish life (the mitzvot) (D, P, T, HSc)</p>	<p><b>Continue Religion- What does it mean to live a good life in Judaism?</b></p> <p>Religion, Philosophy, Ethics, History</p> <p><b>Assessment:</b> Creative/written assessment 'My symbolic meal' and an end of unit written assessment (keywords, beliefs and whether following the mitzvot mean a person is living a good life)</p>

	<i>ENGAGE</i> <i>ENQUIRE</i> <i>EXPLORE</i> <i>EVALUATE</i> <i>EXPRESS</i>	Literacy Research Interpretation of evidence Evaluation of viewpoints Analysis of arguments Reflection Discussion Presentation	Literacy Research Textual analysis Evaluation of viewpoints Analysis of arguments Reflection of resources Discussion on impact of prophets Explore how stories from the past are celebrated today	Literacy Interpretation of evidence Collaboration Evaluation of viewpoints Analysis of arguments Oracy Debate and discussion Exploration of philosophical theories
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# Saffron Walden County High School Curriculum

## CURRICULUM SUMMARY



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Science	KNOWLEDGE DOMAIN	<b>Organisms 2-</b> Nutrient groups, food tests and balanced diets. The digestive system including the role of bacteria and enzymes. Gaseous exchange in humans and the mechanism of breathing. How drugs, alcohol and smoking affect the body.	<b>Genes 2-</b> Natural selection, Darwin and the theory of evolution. Extinction and preserving biodiversity. Inheritance of characteristics. The structure of DNA and dominant and recessive alleles.	N/A	<b>Ecosystems 2-</b> Aerobic and anaerobic respiration. Fermentation. Photosynthesis and investigating factors that affect photosynthesis.	<b>Ecosystems 2 (cont.)-</b> How leaves are adapted for photosynthesis. The importance of plant minerals.	
	BIOLOGY						
	CHEMISTRY	<b>Matter 2 –</b> particle model, atoms elements and compounds chemical formulae and writing symbol equations, polymers, group 0, group 1, group 7	N/A	<b>Reactions 2 –</b> Chemical reactions, the differing properties of metals and non metals. The reactivity series of metals, their reactivity with oxygen and the products. The reactions of metals with water and the products. Displacement reactions, writing word and symbol equations. Combustion reactions, thermal decomposition, conservation of mass and endo/exothermic reactions.	<b>Reactions 2 (Cont) –</b> Combustion reactions, thermal decomposition, conservation of mass and endo/exothermic reactions.	N/A	<b>Earth –</b> Structure of the earth Sedimentary rocks Igneous and metamorphic The rock cycle Ceramics
	N/A	<b>Forces and Electromagnets 2 –</b> How do drag, friction and air resistance affect movement, Squashing and stretching springs	<b>Forces and Electromagnets 2 –</b> How do gasses produce pressure? How does water pressure change with depth and how is	N/A	<b>Energy and Waves 2 –</b> Calculating and defining work done, relating energy and temperature in objects, Describing how heat transfers	<b>Energy and Waves 2 –</b> Introducing transverse and longitudinal waves, and how we model and label them	



	PHYSICS		with practical investigation on relationship between force and extension	upthrust produced? How do we calculate stress on a solid? Shape of magnetic fields, Structure and uses of electromagnets and how we make them stronger		through conduction, convection and radiation,	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Investigation planning Write-ups of investigations  Collecting and presenting data.  Calculating percentages	Investigation planning Write-ups of investigations  Carry out investigations into Friction	Investigation planning Write-ups of investigations  Calculation skills around calculating pressures	Investigation planning Write-ups of investigations  Calculating percentages  Carry out investigations on various metals. Analyse and present results.	Investigation planning Write-ups of investigations	Investigation planning Write-ups of investigations  Carry out practical procedures using instructions without guidance and in a calm fashion with due regard to the safety of others

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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
<p><b>TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSYEM ACROSS ALL THREE TERMS</b></p>							
<p>Project: Desk organiser / Phone Holder</p> <p>Context: Students are tasked to create a dual product that stores both a phone and various stationary items.</p>							
Technology – Product Design - Timbers	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Understand the importance of why CAD/CAM is used in the manufacturing process of a product.</li> <li>• Understand the working properties &amp; characteristics of acrylic, pine and aluminium.</li> <li>• Understand mechanical joining methods.</li> <li>• Understand the process of thermoforming.</li> <li>• Have an awareness of specific terminology linked to the project.</li> <li>• Identify issues in a real word situation and produce a design brief.</li> <li>• Understand the safety implications of working in a practical environment.</li> </ul>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Ability to create a design inspired by iconic design styles/movements.</li> <li>• Be able to accurately create designs in both 2D &amp; 3D projections.</li> <li>• Ability to use CAD accurately.</li> <li>• Ability to deploy a range of graphical drawing techniques to produce a final design that is clear for a third party to interpret.</li> <li>• Evidencing a range of practical skills to produce a combined Phone holder and Desk Tidy that is designed reflecting a chosen design movement, including sanding, cutting, marking out and drilling materials.</li> <li>• Independent research.</li> <li>• To apply subject specific terminology accurately and correctly.</li> <li>• Understand how to interpret a design specification to successfully create a functional product.</li> </ul>					

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		<p><b>TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSSYEM ACROSS ALL THREE TERMS</b></p>					
		<p>Project: Rainforest inspired zipper case with batik pocket.</p> <p>Context: Students will be working as a designer for a top brand and have been commissioned to design a range of accessories to help the rainforest alliance raise awareness of their work.</p>					
Technology – Textile Design	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Understand the importance of conserving the rainforest for future generations. Why is this important?</li> <li>• Understand how to gather relevant research to inspire creative thinking. (design inspiration and client research)</li> <li>• Understand the concept of how to design and create a batiked textile – looking at how patterns can repeat/develop.</li> <li>• Select and use specialist tools and equipment safely i.e. How to confidently use a sewing machine and the tjanting tools for the hot wax.</li> <li>• Understand the concept of how to use wax and dye to create a print.</li> <li>• Have an awareness of specific terminology linked to the project content.</li> </ul>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Ability to present research creatively to reflect the theme and their chosen designer.</li> <li>• Use research and evaluation skills to analyse the style of their chosen fashion brand.</li> <li>• Design in response to a brief for a brand with their rainforest inspiration in mind.</li> <li>• Ability to deploy a range of art techniques to produce textile print ideas, accessory designs and fashion illustrations. (extension tasks/cover resources)</li> <li>• Use a range of practical skills to produce a zipper case with a pocket that reflects the theme and their brand: batik, creating seams and applying a zipped fastening.</li> <li>• To apply subject specific terminology accurately and correctly.</li> <li>• Understand how to interpret a design specification to successfully create a functional product.</li> <li>• Be able to demonstrate their knowledge by successfully completing a batik sample and the final fabric piece</li> </ul>					

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEM ACROSS ALL THREE TERMS					
		<p>Project: Healthy Eating and Nutrition</p> <p>Context: The population is becoming unhealthier with today's young people in danger of having a lower life-expectancy than previous generations. In order to stem this tide, we must guide students into healthier diet choices and teach them the practical skills so that they are in a position to make informed lifestyle choices in the future. We are also introducing dishes from other cuisines to develop skills, use of ingredients from other cultures and to widen food horizons.</p>					
Technology – Food Preparation & Nutrition	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Understand the importance of healthy eating and understand some health issues that may arise in later life if a healthy diet and lifestyle is not followed.</li> <li>• Understand how the Eatwell Guide can be used to plan and evaluate one's diet.</li> <li>• Understand the basis of the Traffic Lights food labelling system.</li> <li>• To understand how a diet can be adjusted to include healthier options.</li> <li>• Research into a range of Special Diets – for ethical, medical, religious reasons or for life stages or lifestyle choices</li> <li>• Have an awareness of specific terminology linked to the subject/project.</li> </ul>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Develop knife skills/vegetable preparation/use of hob and oven/pastry making/portioning/lining tins/setting a mixture.</li> <li>• To be able to suggest adjustments to include healthier food options.</li> <li>• To be able to identify the amount of energy, protein, fats and carbohydrate in packaged food.</li> <li>• To be able to suggest suitable healthy dishes that could be served to an individual on a specific diet.</li> <li>• To develop practical skills and familiarise students with cooking methods and the handling of ingredients from other cultures.</li> <li>• To apply subject specific terminology accurately and correctly.</li> </ul>					

<h1>Year 8</h1>		<h2>AUTUMN TERM</h2>		<h2>SPRING TERM</h2>		<h2>SUMMER TERM</h2>	
		<b>TERM 1A</b>	<b>TERM 1B</b>	<b>TERM 2A</b>	<b>TERM 2B</b>	<b>TERM 3A</b>	<b>TERM 3B</b>
		<b>TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEM ACROSS ALL THREE TERMS</b>					
		Project: Regeneration Project					
		Context: Students are repurposing old shipping containers. They will design and develop a social space of their choice to utilise the area.					
<b>Technology – 3D Design - Architecture</b>	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> <li>• Have an awareness of specific terminology linked to the subject/project.</li> <li>• An awareness of what types of sustainable measures are being used by Architects to improve the efficiency of building designs.</li> <li>• Understand the design process of how to create, refine and develop an idea into a final design proposal.</li> <li>• Understand the core principles of successfully creating an industry standard architectural floor plan to a set scale.</li> <li>• Understand the application of CAD in architecture</li> <li>• Understand the constraints that could affect the design and development of an architectural structure e.g. access, sun light etc.</li> </ul>					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> <li>• Present research creatively and to a high standard.</li> <li>• Designing in response to a brief (problem solving) and for a set audience</li> <li>• Use of scale and unit conversions to produce Architectural working drawings.</li> <li>• Ability to deploy a range of graphical drawing techniques to successfully communicate high quality design drawings.</li> <li>• The ability to produce an accurate Architectural Floor plan.</li> <li>• The ability to successfully interpret and use a design specification to inform the development of design ideas.</li> <li>• Critically evaluate work to aid in the process of addressing areas to refine and improve.</li> <li>• Successfully create a final 3D visualisation using CAD software.</li> <li>• To apply subject specific terminology accurately and correctly.</li> </ul>					

# Saffron Walden County High School Curriculum



SAFFRON WALDEN  
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## CURRICULUM SUMMARY

Year 8	Students are taught PSHE on rotation. Please see the subject areas below:					
	WELLBEING	CAREERS	RELATIONSHIP SEX EDUCATION	HEALTHY LIVING	SMSC	EXTERNAL INPUT
PSHE	<p>Mental health and mindfulness</p> <p><b>L1: Stress</b> In this lesson students explore what causes them stress. We look at the importance of having some stress (optimum stress). Introduction to the stress performance curve and ways that we can stay in the optimum stress window.</p> <p><b>L2: The Window of Tolerance</b> Introduction to 'The Window of Tolerance'. What is our window of tolerance. What keeps us in and what takes us out.</p> <p><b>L3: Fight, Flight, Freeze, Flop</b> What happens when we come out of our window of tolerance. Students learn about Hypo arousal and hyper arousal. How our bodies and minds respond when we feel fear. What can we do to when our bodies go into Fight, flight, freeze, flop.</p> <p><b>L4: The Hot Cross Bun model</b> This introduces students to how our thoughts, emotions and physical sensations impact on our behaviours. We explore how we can change our behaviours through being aware of this. Looking at Action rather than Reaction</p>	<p><b>L1: Baseline assessment</b> Y8 SkillsBuilder Competencies handout for PSHE book Unifrog 'What Are Skills' Lesson SkillsBuilder Checklist</p> <p><b>L2: Review SkillsBuilder Checklist – identify areas to develop</b> Unifrog 'Competencies Bingo' lesson Reinforce using Unifrog Competencies Tool with STAR method - Good, Bad Brilliant</p> <p><b>L3: Reinforce use of Unifrog Careers Library – explore options by preferred subjects (link to Y8 options)</b> Using Locker to record snapshots Explore Unifrog 'Read, Watch, Listen' tool</p> <p><b>L4: What does success mean for me – explore motivations</b> Using Unifrog Careers Library and Favourites Locker Baseline Assessment Plenary</p>	<p><b>L1: FAMILIES &amp; FRIENDSHIPS</b> How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe</p> <p><b>L2: FAMILIES &amp; FRIENDSHIPS</b> How to recognise a lack of safety in others' relationships and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p><b>L3 AND 4: MARRIAGE: DIVORCE AND REMARRIAGE</b> To understand the laws surrounding divorce. The impact divorce can have on family and friends. Different types of blended families.</p>	<p><b>L1: EMOTIONAL LITERACY</b> How to talk about their emotions accurately and sensitively, using appropriate vocabulary. To recognise that happiness is linked to being connected to others.</p> <p><b>L2: IMPACTS ON MENTAL HEALTH</b> How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p><b>L3: PHYSICAL HEALTH: WHAT IS A HEALTHY LIFESTYLE</b> The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight</p> <p><b>L4: LINKS BETWEEN INACTIVE LIFESTYLE AND POOR PHYSICAL HEALTH</b> The links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p>	<p><b>L1: BODY IMAGE: COMPARISONS</b> The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)</p> <p><b>L2: ONLINE LIFE</b> How people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p><b>L3 AND 4: EQUALITY</b> The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>	<p>Brook - <b>Sexual Health</b> TICBOX - <b>Racist language and othering</b></p>

# Saffron Walden County High School Curriculum

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SAFFRON WALDEN  
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Year 8						
	Sport	Music	English	Humanities & Science	Drama	Others
Extra-Curricular	Basketball Football Rugby Hockey Trampolineing Netball  Sue Raven Dance Club (External) Step into Dance	<p><b>Junior/Intermediate Ensembles:-</b> these are open to performers that are working between grades 1 &amp; 5 – students must contact the Music Department before attending</p> <p><b>Junior/Intermediate Ensembles:</b>                      Intermediate Strings                      Intermediate Concert Band                      Junior Jazz Band                      Show Choir                      Lower School Choir</p> <p><b>Senior Ensembles</b> - once a performer has reached grade 5 -- students must contact the Music Department before attending                      Senior Strings                      Senior Concert Band                      Jazz Band                      Symphony Orchestra                      Show Choir                      Chamber Choir</p> <p><b>Smaller Ensembles</b> -these tend to be directed by members of the peripatetic team and can vary year on year.                      The Rhythm Corporation                      Pure Sax                      Classical Guitar Ensemble                      Wind Ensemble                      Brass Ensemble</p>	Poetry Club Magistrates Mock trial Literature Club	Politics Club Year 8 Science & Engineering Club Agricultural Science	Lower School Drama Club (External) LAMDA Acting (External) SWCHS Musical Theatre Group (External)	Unit – Lunch and after school Chess Club Computing Club Diversity Allies LGBTQ+ Allies