



De La Salle School

Year 8 Curriculum
2026 / 27



De La Salle Lesson Episode



Knowledge Recall

So that...

Memory is developed through regular testing of knowledge

Challenge

So that...

Students have high expectations of what they can achieve

Explanation and Modelling

So that...

Students acquire knowledge and skills and know exactly what to do with it

Checking for Understanding

So that...

Students are made to think with breadth, depth and accuracy

Student Independent Practice (IP)

Feedback

So that...

Students know how they are doing and how to achieve excellence

Lasallian Values

So that...

Positive relationships are modelled and student character is developed

Practical Application

So that...

Students gain culture capital and links to careers

Literacy and Numeracy
Support

Scaffolding

Accessible for ALL

Therapy

De La Salle School Art Curriculum Year 8

Year 8 Term 1 and Term 2	Year 8 Term 3
Architecture - This project will be an extended project providing student with the opportunity to explore a wider range of architecture from Gothic to Contemporary. Students explore door design inspired from all over the world and design and create a clay door magnet. We will explore a range of decorative patterns through drawing and reduction printing. - Fun elements will be introduction through this project such as guess the famous door, reminding students that creativity and imagination are sort after skills in the creative industry.	Creative and mythical creatures - This may start earlier than term three, we plan to review how the architecture project is going, in terms of engagement. - Pupils will look at a wide range of animation characters and through revisiting the formal elements will draw and design their own mythical creatures.
Knowledge and skills	
- Drawing for design purposes. - Ceramic techniques - Texture and relief - Artist and source analysis - Reduction Printing - Links to the creative industry – sellable products	- Drawing - Acrylic/watercolour paint - Revisit drawing and painting skills/formal elements - Links to the creative industry – film and animation
Assessment	
Analysis (4 marks) You can talk about the artist and sources studied and demonstrate clear links with the artists' style. Your written notes also evidence understanding of the work of others.	Analysis (4 marks) You can talk about the artist and sources studied and demonstrate clear links with the artists' style. Your written notes also evidence understanding of the work of others.
Creative outcome (4 marks) You can create a personal outcome which clearly links to the theme, artist or source.	Creative outcome (4 marks) You can create a personal outcome which clearly links to the theme, artist or source.
Refinement and the use of materials (4 marks) You demonstrate control and understanding of the techniques and materials studied	Refinement and the use of materials (4 marks) You demonstrate control and understanding of the techniques and materials studied.
Presentation of work (4 marks) You can present your work neatly and clearly; you have a visual awareness of how-to layout your work.	Presentation of work (4 marks) You can present your work neatly and clearly; you have a visual awareness of how-to layout your work.

De La Salle School Computing Curriculum Year 8

The five units of work will be delivered across the three terms. Term 3 may include content from Term 2, depending on the pace at which each class progresses through the material

Year 8 Term 1	Year 8 Term 2	Year 8 Term 3
<u>Coding with Edublocks</u> In Year 8, students will use EduBlocks to build on their Scratch experience from Year 7 and prepare for Python in Year 9 by learning about input and output, selection, iteration, and creating simple projects. This helps them understand key programming ideas in a more structured way and supports their progression from block-based coding to text-based programming. <u>Multimedia project</u> Students will complete a multimedia unit to prepare for KS4 IT by learning how to read scenarios, identify user requirements, and plan a website using design tools. They will then create a website using PowerPoint, helping them build key planning and design skills needed for Year 10.	<u>E. Safety</u> The Year 8 E-Safety unit helps pupils understand how to stay safe and responsible online. Pupils will explore topics including online safety, sexting and the Online Safety Act, helping them recognise risks and make informed decisions. The unit supports the KS3 National Curriculum by developing safe, responsible and confident users of technology. <u>Binary and Boolean logic</u> Students study binary and Boolean logic to understand how computers store data and make decisions. They will learn about binary numbers, binary addition, Boolean logic, and logic gates, supporting the KS3 National Curriculum by developing their understanding of digital systems and how computers process information.	<u>Software and networks</u> Pupils will develop their understanding of different types of software and how computer networks enable devices to communicate and share data. They will explore key concepts that provide a foundation for future study in Computing and Information Technologies. To consolidate their learning, pupils will create a Human-Computer Interface (HCI) revision resource, applying their knowledge of interface design and user needs. <u>App development</u> The Year 8 App Development scheme introduces pupils to designing and creating interactive digital products. Pupils will explore scenario reading, user requirements and design tools before building an app prototype using PowerPoint hyperlinks, external links and master slides. The unit supports the KS3 National Curriculum by developing creativity, problem-solving and digital literacy skills while introducing concepts used at KS4 IT.
Knowledge, Skills and Understanding		
<u>Coding with Edublocks</u> - Understand how programs use input and output - Understand how selection (if/else statements) is used to make decisions - Understand how iteration (loops) is used to repeat actions - Develop skills in using EduBlocks to create simple Python-style programs	<u>E. Safety</u> - Understand how to stay safe and responsible online. - Recognise the risks and consequences of sexting and sharing images online. - Understand the purpose of the Online Safety Act. - Identify safe and unsafe online behaviours. - Know how to report concerns and protect personal information online.	<u>Software and networks</u> - Understand the purpose and characteristics of different types of software, including system and application software. - Understand how computer networks connect devices and enable communication and data sharing.

- Apply programming concepts to build a simple project
- Build on prior knowledge from Scratch (Year 7)
- Prepare for Python programming in Year 9

Multimedia project

- Understand how to read and interpret project scenarios
- Identify and explain user requirements from a given scenario
- Use design tools to plan a website layout and structure
- Develop skills in creating a digital product using PowerPoint
- Apply planning and design decisions to meet a client/user need
- Build understanding of the KS4 IT approach to planning and development

- Develop responsible digital communication and decision-making skills.

Binary and Boolean logic

- Understand how computers use binary numbers to store data
- Perform simple binary addition calculations
- Understand the meaning of Boolean logic
- Recognise and use basic logic gates such as AND, OR, and NOT
- Develop problem-solving and logical thinking skills
- Understand how these topics link to how computers process information
- Build foundational knowledge for KS4 Computer Science

- Identify common networking hardware and explain the basic functions of network components.
- Apply knowledge of Human-Computer Interface (HCI) design to create an effective revision resource.
Develop digital literacy, communication and presentation skills through the creation of digital content.

App development

- Understand how apps are designed for specific users and purposes.
- Identify and interpret user requirements from a given scenario.
- Use design tools such as mind maps and visualisation diagrams to plan ideas.
- Create an interactive app prototype using PowerPoint.
- Apply hyperlinks, external links and master slides effectively.
- Develop creativity, problem-solving and digital literacy skills.
- Prepare for KS4 IT by using industry-style planning and design techniques.

Coding with Edublocks

- [Knowledge recall 1](#) – The assessment focuses on Edublock and basic programming techniques
- [Knowledge recall 2](#) – Reading and understanding the different constructs of coding using print and iteration
- [Knowledge recall 3](#) – Reading and understanding the different constructs of coding using the turtle code
- [Homework links](#) – Pupils will use a knowledge organiser to create a revision document. They will also complete the attached questions to check their understanding and prepare for their upcoming assessment.
- [End of unit assessments - Edublocks](#) – The assessment focuses on pupils' understanding of applying input/output, selection, iteration, and basic project design using Python-style blocks.
- [End of unit assessment - Inside the computer](#) – The assessment focuses on pupils' understanding of computer hardware in line with the KS3 National Curriculum, including input and output devices, the CPU, memory, and the motherboard, and their roles within computer systems.

Multimedia project

Binary and Boolean logic

- [Knowledge recall 1](#) – The assessment focuses on prior learning from term 1. This looks at the inside of the computer unit of work.
- [Wayground online quiz](#) – The assessment focuses on binary to denary number conversion
- [Knowledge recall 2](#) – Denary and binary number conversion
- [Wayground online quiz](#) – Assesses pupils understanding of binary conversion
- [Knowledge recall 3](#) – Denary and binary number conversion
- [Wayground online quiz](#) – Assesses pupils' understanding of binary conversion, including converting denary numbers to binary and binary numbers to denary.
- [End of unit assessment – Boolean logic and software and networks](#) – This is a combined assessment covering binary and Boolean logic, as well as software and networks.

Software and networks

- [Knowledge recall 1](#) – This checks pupils' understanding of input and output devices from the Year 7 Inside a Computer unit to ensure they are ready to progress onto Software and Networks.
- [Wayground online quiz](#) – Asses knowledge of hardware and software, including input, output and storage devices and their functions
- [Knowledge recall 2](#) – Assesses pupils understanding of the difference between operating systems and software.
- [Homework link](#) – Pupils will use a knowledge organiser to create a revision document. They will also complete the attached questions to check their understanding and prepare for their upcoming assessment.

App development

- [Knowledge recall 1](#) – The assessment focuses on Boolean and logic gates which was taught in the last term.
- [Knowledge recall 2](#) – focuses on logic gates and software and networks
- [Knowledge recall 3](#) – focuses on prior learning as well as design tools for app development
- [Knowledge recall 4](#) – focuses on design tools and visualisation of app.

- [Knowledge recall 1](#) – The assessment focuses on pupils understanding of target audience and purpose
- [Knowledge recall 2](#) – The assessment focuses on understanding of design tools
- [Homework link](#) – Pupils will use a knowledge organiser to create a revision document. They will also complete the attached questions to check their understanding and prepare for their upcoming assessment.
- [End of unit assessment – Multimedia](#) – The assessment focuses on knowledge of key terms, design features, audience needs, and the purpose of planning tools used in multimedia projects.

Drama - Year 8 Long Term Curriculum Map

TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Oh! What a Lovely War 50 years Celebration of the artistic intent and Work of Joan Littlewood and Theatre Workshop. Agit-prop and Epic Theatre. (Breaking the fourth wall.) Practitioner in Practice	Developing Comedy Performance and comedic devices through Exploring the work of Mischief theatre CAREERS in the Performing arts; routes ROLE OF A DRAMA THERAPIST	Dramatic written Forms: - Script Writing (Techniques and storyboarding) - Screenplay/ screenwriting - Radioplay Of “A Midsummer Night’s Dream” The Lovers The Mechanicals The Royals The Fairies	An Appreciation of Northern Talent through Willy Russell’s “Our Day Out” Adaptation Role of Tragi-comedy Naturalism	Performance and responding: Staging and performing scenes from “Our Day Out”	Injustice An introduction to BAME and injustices in society. Exploring the stylistic features of Verbatim and docu-drama. CAREERS CASE STUDY OF THEATRE COMPAMY LUNG Britain’s leading verbatim theatre company

De La Salle School Design Technology Curriculum Plan Year 8		
Year 8 1 Term Term 1	Year 8 1 Term	Year 8 1 Term
Resistant Materials Children's Toy with CAM Mechanism	CAD/CAM 3D Printed Toy Packaging for Toy	Food Food products that appeal to teenagers and how they meet the healthy eating recommendations.
Essential Knowledge, Skills and Understanding		
- Workshop Health & Safety - Tool Competency – hand tools & machinery - Understanding of Mechanisms and Movement/Motion - Stains & finishes - Identify the name and uses of key tools and equipment. - Design Movements – De Stijl vs Art Deco	- Workshop Health & Safety - Design skills – model & packaging design - Use of 3D design software (CAD) - Adobe Illustrator (CAD) 3D printer models (CAM) - Vacuum forming	- Nutrition – Eatwell guide, macro and micro nutrients - Food safety -Food poisoning causes and effects – vulnerable groups. - Development of practical skills – sauce making, edible casings & baking.
Assessment and Assessment Focus		
Formative assessment – throughout all practical activities during the term Regular retrieval activities during lessons to check prior learning of content and skills AP1 'Design' – Students to design the aesthetic of their train following a design movement AP2 'Knowledge' – Quiz – Mechanisms and Movement/Motion AP3 'Making' – Assembly of final product	Formative assessment – throughout all practical activities during the term Regular retrieval activities during lessons to check prior learning of content and skills AP1 'Design' – Designing of Skyscrapers (Hand drawn). AP2 'Knowledge' – Designing of Skyscrapers (3D Design Software). AP3 'Making' – Assembly of final product	Formative assessment – throughout all practical activities during the term Regular retrieval activities during lessons to check prior learning of content and skills AP1 -Knowledge – Nutritional needs of a teenager, common food poisoning bacteria – names, source and symptoms– identifying key temperatures and causes of cross contamination. AP2 – Making – sauce making-thickening agents, edible casings, raising agents. AP3 – Evaluation — Assessing the dishes made against the Eatwell guide, skills used, functions of the ingredients and skills used. Assess the suitability of the dish to the brief. star profiles to assess the criteria for a specific product,

De La Salle School - Curriculum Plan – Y8 DUALITY– Exploring how writers present ideas about duality in human nature (good vs evil, nurture vs nature, freedom vs oppression)		
Year 8 Term 1a – SHERLOCK HOLMES	Year 8 Term 1b – SHERLOCK HOLMES (CONTINUED)	Year 8 Term 2a ROMEO AND JULIET
Students to develop their knowledge of writer's methods and effects through their study of Sherlock Holmes. Students will explore how writers create suspense, develop character and construct narratives with mystery and tension.	Students will continue to develop their knowledge of writer's methods and effects through their study of Sherlock Holmes. Students will explore how writers create suspense, develop character and construct narratives with mystery and tension.	Students will build their knowledge of writer's methods and effects through their study of the Shakespeare play, 'Romeo and Juliet'. Students will explore the sonnet form, how writers use imagery and how writers create tension.
Essential Knowledge, Skills and Understanding		
➤ •How was crime investigated in the Victorian era? ➤ •Who is Doctor Watson? ➤ •How does Holmes use deduction when meeting Watson? ➤ •How is juxtaposition used to contrast Holmes and Watson? ➤ •How does Doyle present Holmes as dual-natured? ➤ •How does Conan Doyle present Holmes as a tenacious detective? ➤ How does the writer use character and a plot twist to create suspense and mystery? ➤ •How does the writer present Victorian attitudes towards women? ➤ •How does the writer present Sherlock's attitude towards Irene Adler? ➤ •How does Doyle present Holmes in 'A Scandal in Bohemia'? (Midpoint Assessment Prep) • How can I effectively annotate an extract? • How can I use FIT / connotations to help me explore the effect of the writer's choices / methods? • How can I use topic sentences?	➤ Can I create my own detective? ➤ Can I plan and create my own detective? ➤ Can I use setting and figurative language to describe my detective? ➤ How is Helen Stoner presented in The Speckled Band? ➤ What is the main conflict in the story? ➤ How does Conan Doyle create mystery and intrigue? ➤ How does Conan Doyle present Sherlock as a hero? ➤ How does Conan Doyle use setting to create tension and atmosphere? ➤ How does Conan Doyle present Sherlock's deduction skills to solve the murder? • How can I effectively annotate an extract? • How can I use FIT / connotations to help me explore the effect of the writer's choices / methods? • How can I use topic sentences? • How can I effectively write an analytical paragraph using What / How / Why? • How can I create a thesis statement? • How can I plan and write an extended essay response using what / how / why?	➤ How does Shakespeare use the Prologue to create tension and introduce the theme of duality to the audience? ➤ How is conflict presented in the opening scene? ➤ Who is the Prince and how does his speech link to the theme of duality? ➤ How does Shakespeare introduce the character of Romeo and what do the audience learn about him – how does the use of oxymorons contribute to the audience impression? ➤ How is Juliet introduced and what do the audience learn about her relationship with her parents and her Nurse? ➤ How does Shakespeare use light / dark imagery, religious imagery and the sonnet form in the first meeting of Romeo and Juliet? ➤ How does Shakespeare develop the audience's impressions of Romeo and Juliet on the balcony scene and how does he create tension through impulsive decisions? • How can I effectively annotate an extract?

• How can I effectively write an analytical paragraph using What / How / Why? • How can I create a thesis statement? • How can I plan and write an extended essay response using what / how / why?		• How can I use FIT / connotations to help me explore the effect of the writer's choices / methods? • How can I use topic sentences? • How can I effectively write an analytical paragraph using What / How / Why? • How can I create a thesis statement? • How can I plan and write an extended essay response using what / how / why?
Assessment and Assessment Focus		
How does Doyle present Sherlock Holmes in 'A Scandal in Bohemia'? (Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices) Daily knowledge check Use of mini white boards Visualiser feedback Peer / self-assessment	How does Conan Doyle present the character of Sherlock Holmes? Students must refer to a selected extract, and to at least one different Sherlock Holmes story we have studied in class. (Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices). Daily knowledge check Use of mini white boards Visualiser feedback Peer / self-assessment	How does Shakespeare present the first meeting between Romeo and Juliet? (Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices). Daily knowledge check Use of mini white boards Visualiser feedback Peer / self-assessment

Key vocabulary for the unit	Key vocabulary for the unit (CONTINUED)	
Deduction Juxtaposition Narrator Dual nature Suspense Plot twist Patriarchal Stereotype Victorian Detective Conflict Atmosphere Tension Hero Villain Inference Evidence	Deduction Juxtaposition Narrator Dual nature Suspense Plot twist Patriarchal Stereotype Victorian Detective Conflict Atmosphere Tension Hero Villain Inference Evidence	Conflict Oppose / opposition Ancient (long-standing) Civil (relating to citizens/society) Honour Grudge Melancholy Passion Admire Devotion Prologue Chorus Tragedy Feud Patriarchal Oxymoron Duality Foreshadowing Soliloquy Imagery Contrast Juxtaposition Dramatic irony Motif

Year 8 Term 2b ROMEO AND JULIET	Year 8 Term 3a ANIMAL FARM	Year 8 Term 3b SONNETS – 3 weeks RHETORIC – 3 weeks
Students will continue to build their knowledge of writer's methods and effects through their study of the Shakespeare play, 'Romeo and Juliet'. Students will explore the sonnet form, how writers use imagery and how writers create tension.	This unit allows students to explore how Orwell uses literature to examine the corrupting nature of power and leadership. This unit aims to enhance students' understanding of how those in positions of authority can manipulate language, fear and ideology to controls and how vulnerable groups are exploited when power goes unchecked. Through close analysis of character actions and relationships, students will explore how revolutions can fail, how ideals such as equality are betrayed and how systems of tyrannical leadership can be recreated under new leadership.	Students will develop their knowledge of how writers use rhetoric following on from their study of Animal Farm. They will explore how writers use pathos and ethos and apply this to their own writing. Students will re-visit the sonnet form. They will explore different types of sonnets and rhyme schemes and consider how the sonnet has changed over time.
Essential Knowledge, Skills and Understanding		
➤ How is Mercutio a foil to Romeo? ➤ How does Tybalt create tension at the start of A3:S1? ➤ How do the expectations of the Patriarchal society contribute to the violence and turning point in A3:S1 and how does this link to the theme of duality? ➤ How does Shakespeare show love and hate are connected? ➤ How does Shakespeare present the changing relationship between Juliet and the adults in her life? ➤ How does Shakespeare present Juliet as a character who changes and begins to show strength and maturity? ➤ How does Shakespeare use dramatic irony to increase tension? ➤ How does Shakespeare use foreshadowing before the final scene? • How can I effectively annotate an extract?	➤ Who is George Orwell and what did he write? ➤ Why do people remove tyrants and what can go wrong afterwards? ➤ What is an allegory and what is the purpose of it? ➤ What is the message of Old Major's speech? ➤ How does Orwell show inequality appearing on the farm? ➤ How does Squealer manipulate the animals? ➤ How does Orwell present Snowball as a leader? ➤ What is propaganda? ➤ How does Napoleon take control of the farm? ➤ How does Napoleon's behaviour show that he is a corrupt leader? ➤ How do we prepare for a midway assessment? ➤ How does Orwell present Napoleon as a corrupt leader in Animal Farm? ➤ How are the pigs becoming increasingly corrupt? ➤ How does Orwell show Napoleon using fear to maintain control over the farm? ➤ How does life on Animal Farm change after the show trials in Chapter 7?	➤ <u>RHETORIC</u> ➤ What is rhetoric? ➤ What is ethos, pathos, logos? ➤ How do writers develop ethos? ➤ How can I apply ethos to my own rhetoric? ➤ What is pathos? ➤ How do writers use pathos effectively? ➤ How can I apply pathos to my own writing? ➤ How can I plan and draft a speech? ➤ How can I deliver a speech effectively? ➤ <u>SONNETS</u> ➤ What is a sonnet, and why was it used to express love? ➤ How is a Petrarchan sonnet structured? ➤ What is iambic pentameter, and how does it shape a sonnet?

- How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?
- How can I use topic sentences?
- How can I effectively write an analytical paragraph using What / How / Why?
- How can I create a thesis statement?
- How can I plan and write an extended essay response using what / how / why?

- How does Napoleon build a cult of personality in Chapter 8?
- What happens in the Battle of the Windmill?
- How do the pigs use celebration and fear to control the animals after the Battle of the Windmill?
- How does Orwell show that the animals accept the pigs' lies as the truth?
- How does Orwell show that blind loyalty is dangerous?
- How does Orwell expose the pigs' complete betrayal of Animalism?
- How can I effectively annotate an extract?
- How can I use FIT / connotations to help me explore the effect of the writer's choices / methods?
- How can I use topic sentences?
- How can I effectively write an analytical paragraph using What / How / Why?
- How can I create a thesis statement?
- How can I plan and write an extended essay response using what / how / why?

- What are an octave and a sestet, and how do they organise ideas?
- How does rhyme scheme (ABBAABBACDCDCD) create meaning and structure
- How did Shakespeare adapt the Petrarchan sonnet?
- What is the structure of a Shakespearean sonnet?
- How does the rhyme scheme (ABABCDCDEFEFGG) differ from Petrarch's?
- What are quatrains and a couplet, and how do they develop ideas?
- How does Shakespeare present love differently from earlier sonnet writers?
- What does it mean to adapt a poem?
- Why do writers adapt older texts?
- How is literature a "conversation over time"?
- How does Imtiaz Dharker adapt a sonnet to present love in a modern way?
- How do imagery and structure (e.g. enjambment, light/dark imagery) shape meaning?
- How has the sonnet form changed across time and place?
- How does Jack Agüeros adapt the sonnet form to express identity and place?
- How does his poem present love for Puerto Rico?

		➤ How does the poem explore ideas about colonialism and its impact? ➤ How can breaking conventions reflect deeper meanings or messages? How can I use rhetoric to persuade my audience? How can I present my ideas effectively to an audience? How can I plan and perform a spoken response?
Assessment and Assessment Focus		
How does Shakespeare present.....? (Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices). Daily knowledge check Use of mini white boards Visualiser feedback Peer / self-assessment	How does Orwell present? Students must refer to a selected extract and produce an analytical essay. (Preparation includes CUBE and effective THESIS writing / developing an argument across an essay / using FIT if appropriate to explore connotations of writer's choices). Daily knowledge check Use of mini white boards Visualiser feedback Peer / self-assessment	Students will write and perform a speech using rhetoric to persuade the audience. (Preparation includes how to communicate effectively using body language, how to project your voice and change the use of your voice to highlight key information.) Daily knowledge check Use of mini white boards Visualiser feedback Peer / self-assessment

Key vocabulary for the unit	Key vocabulary for the unit	Key Vocabulary for this unit (CONTINUED)
➤ Revenge ➤ Justice ➤ Consequence ➤ Aggressive ➤ Provoked ➤ Betrayal ➤ Desperate ➤ Turning point ➤ Foil ➤ Climax ➤ Tragic hero ➤ Fate ➤ Structure ➤ Determined ➤ Courage ➤ Fearful ➤ Isolated ➤ Urgent	• allegory • revolution • tyrant • inequality • propaganda • manipulate • exploitation • dictatorship • corrupt • fear • scapegoat • ignorance • cult of personality • totalitarianism • blind loyalty • pyrrhic victory • treacherous • rival • strategic • rebellion	➤ ethos ➤ logos ➤ pathos ➤ rhetoric ➤ direct address ➤ rhetorical question ➤ hyperbole ➤ repetition ➤ imperative language ➤ emotive language ➤ triplets ➤ statistics ➤ facts and opinions ➤ anecdote ➤ undermine opposing view ➤ Shakespearean sonnet ➤ Petrarchan sonnet ➤ octave ➤ sestet ➤ iambic pentameter ➤ rhyme ➤ rhythm ➤ imagery

YEAR 8 CAREERS LINKS:

Detective / Police Officer - Link: Holmes' **deduction and evidence analysis** (*"Like Holmes, detectives use small clues to solve big problems."*)

Forensic Scientist - Link: careful **observation, inference, and evidence** (Skill emphasis: precision, logical thinking)

Lawyer / Barrister - Link: building arguments (**What/How/Why writing**) (*"Lawyers must prove a case using evidence—just like your essay writing."*)

Journalist / Investigative Reporter - Link: uncovering truth, analysing events. Exposing propaganda / manipulation (Skill: questioning, evaluating reliability)

Author / Screenwriter - Link: creating **suspense, character, plot twists**. Crafting language for impact – imagery/vocabulary choices/structural features

Actor / Theatre Director - Link: interpreting character, emotion, and dialogue (*"Actors bring characters to life by understanding their feelings and motivations."*)

Psychologist / Counsellor - Link: analysing **emotion, relationships, impulsive behaviour** (Example: Character's mood changes / decisions)

Mediator / Conflict Resolution Specialist - Link: understanding **conflict and its consequences** (*"What could have prevented the tragedy in R&J? Mediators help people avoid conflict like this in real life."*)

Historian / Cultural Researcher - Link: **patriarchal society, honour, social expectations** (Skill: linking text to context)

Social Worker - Link: family dynamics, pressure, young people's decisions (*"How do adults affect Juliet's choices? Social workers support young people in difficult situations."*)

Politician / Civil Servant - Link: leadership, decision-making

Marketing / Advertising Professional - Link: persuasion, influence (Squealer in 'Animal Farm') (*"Advertising uses similar persuasive language—but ethically."*)

Teacher / Academic – Link: **Explaining complex ideas clearly**

These career opportunities /developments of skills run across all units:

Writing & Analysis (Essay writing → **journalism, law, academia**) **Critical Thinking** (Evaluating ideas → **science, politics, business**) **Communication** (Speaking + presenting → **any leadership role**) **Evidence Use** (Textual analysis → **law, research, investigation**) **Understanding People** (Character analysis → **psychology, healthcare, teaching**)

De La Salle School Geography Curriculum Year 8

Year 8 Term 1	Year 8 Term 2	Year 8 Term 3
To examine the "Global Gauntlet" of population and development, exploring how nations like China manage growth. Students will then investigate "Impossible Places," analyzing human ingenuity and sustainability in extreme environments like Dubai and Las Vegas.	To continue the study of "Impossible Places" by evaluating life in cold and high-altitude environments. This moves into a Geopolitics focus, examining global resource distribution and Russia's status as an energy superpower.	To "Unveil Africa" by exploring its diverse physical and human geography. Students will challenge stereotypes by studying technological advancements, urban life in Nairobi, and the complex socio-political issues facing the continent.
Essential Knowledge, Skills and Understanding		
• Population & Development: Global population distribution, China's One-Child Policy, and measures of development. • Economic Activity: Categorizing different types of economic activity. • Urbanisation: Migration, types of settlement, and rapid urbanisation. • Sustainability: Study of The Palm (Dubai) and water resource management/xeriscaping in Las Vegas.	• Extreme Environments: Life in Svalbard (opportunities vs. challenges) and the physical/human effects of climbing Mount Everest in Nepal. • Resource Management: Global distribution of resources and issues of energy insecurity. • Geopolitics: Case studies of environmental disasters (Aral Sea, Chernobyl) and Russia's role as an energy superpower.	• Physical Geography: Africa's varied landscapes and biomes. • Technological Change: Positive and negative impacts of mobile phones in Africa. • Urban Life: Shanty towns and life in Nairobi. • Socio-Political Issues: Human geography of child soldiers, the impact of Malaria, and tourism's effect on the Maasai.

Assessment and Assessment Focus		
Formative: Class teacher-marked assessments on the Global Gauntlet and Las Vegas. • Data Drop 1 (DD1): Assessment focused on the sustainability of megastructures like The Palm. • Therapy: Dedicated sessions for revision and feedback.	Formative: Assessment on life and challenges in Svalbard. • Summative: Mid-year summative assessment and therapy sessions. • Data Drop 2 (DD2): Focus on energy superpowers and geopolitical issues.	Summative: End-of-year Summative Assessment 2. • Data Drop 3 (DD3): Focus on African human geography and social issues. • Reporting: Full academic reports generated in the final term.
Global Development (Human Geography)		
Tier 1 (Everyday Words)	Tier 2 (Academic Words)	Tier 3 (Geography Keywords)
Country	Distribution	Population density
People	Inequality	Birth rate
City	Growth	Death rate
Rich	Standard of living	Development indicators
Poor	Quality of life	GDP
Move	Migration	HDI
Jobs	Opportunity	LIC / HIC / NEE
		Push factors / Pull factors
		Urbanisation
Impossible Places (Extreme Environments)		
Tier 1	Tier 2	Tier 3

Hot	Extreme	Arid climate
Cold	Adapt	Permafrost
Dry	Survive	Altitude
High	Challenge	Infrastructure
Build	Harsh	Desalination
Live	Resources	Sustainability
Water		Climate adaptation

Geopolitics (Resources & Global Issues)

Tier 1	Tier 2	Tier 3
Energy	Conflict	Geopolitics
Oil	Control	Resource distribution
War	Influence	Fossil fuels
Power	Cooperation	Renewable energy
Trade	Demand	Energy security
Countries	Supply	Resource scarcity
		International relations

Africa (African Adventure)

Tier 1	Tier 2	Tier 3
Land	Continent	Sahara Desert
Desert	Environment	Natural resources
Farming	Economy	Economic activity
Food	Development	Primary industry

People	Industry	Rural / Urban
Animals	Climate	Development gap
		Sustainability

Key Resources & Wider Support

- **Term 1:** BBC Bitesize, Britannica/one child policy, Development KS3, Cool geography urbanisation
- **Term 2:** Global biomes BBC Bitesize, Sustainability of the Palm Dubai, drought and conservation in Nevada, Internet Geography Svalbard, Nat Geo climbing Everest, Britannica Chernobyl disaster, RGS natural resources, Russia a superpower BBC Bitesize.
- **Term 3:** Nat Geo Africa, BBC Bitesize biomes, Child soldiers, children of conflict, The Maasai culture and traditions.

De La Salle School - Curriculum Plan		
Year 8 Term 1	Year 8 Term 2	Year 8 Term 3
The Industrial Revolution	End of the Slave Trade	World War One
The Slave Trade	World War One	Nazi Germany
Knowledge, Skills and Understanding		
The Industrial Revolution Key question: <i>How did the Industrial Revolution change the face of Britain?</i> How did Britain change between 1750 and 1900? What was it like to work in a factory? How did railways change life in Britain? Why did Britain want an Empire? How did India react to British rule? What was life like under the British Raj? The Slave Trade Key question: <i>What was the impact of the transatlantic slave trade?</i> What does the life of Mansa Musa tell us about the Mali Empire? What was the slave trade? What conditions did slaves face during the middle passage? What happened once slaves arrived in America? What was life like for slaves on the plantations? How did slaves' rebel?	The Slave Trade Key question: <i>What was the impact of the transatlantic slave trade?</i> How did slaves' rebel? Why/how was slavery abolished? World War One Key question: <i>To what extent did WWI change the lives of ordinary people?</i> What were the causes of WWI? Why did men join the army in WWI? What conditions did soldiers face in the trenches? What happened at the Battle of the Somme?	World War One Key question: <i>To what extent did WWI change the lives of ordinary people?</i> What experiences did British people face on the home front? How did WWI impact women? How did WWI come to an end? Nazi Germany Key question: <i>How did life in Germany change after 1933?</i> What was the Treaty of Versailles? How did Hitler's early life impact his political career? How did Hitler come to power in 1933? How did Hitler create a dictatorship? How did Hitler change life in Germany? What experiences did young people face in Nazi Germany? Who opposed the Nazis?

Why/how was slavery abolished?		
Assessment and Assessment Focus		
Key questions regularly visited and used as a formative assessment piece of work. Regular formative assessment: Recap starters Literacy checks Show me boards Live marking Consolidation lessons (<i>including careers link</i>)	Summative assessment – Industrial Revolution, Slave Trade and WWI Key questions regularly visited and used as a formative assessment piece of work. Regular formative assessment: Recap starters Literacy checks Show me boards Live marking Consolidation lessons (<i>including careers link</i>)	Summative assessment - Industrial Revolution, Slave Trade, WWI and Nazi Germany Key questions regularly visited and used as a formative assessment piece of work. Regular formative assessment: Recap starters Literacy checks Show me boards Live marking Consolidation lessons (<i>including careers link</i>)
Key vocabulary		
Tier 2 Revolution Impact Interpretation Economy Resistance Tier 3 Empire Overlooker British Raj Plantation Abolition	Tier 2 Cause Consequence Source Impact Morale Tier 3 Militarism Alliances Assassination Propaganda Trench	Tier 2 Source Impact Consequence Interpretation Significance Tier 3 Home front Treaty Propaganda Dictatorship Democracy

De La Salle School Maths Curriculum Year 8

Year 8 Term 1	Year 8 Term 2	Year 8 Term 3
Number, Indices, Geometry and Probability Students deepen their understanding of number structure, focusing on multiplicative relationships, indices and standard numerical skills. Directed number work is embedded early to support algebra readiness. Geometry is extended to include circles and 3D shapes, with increasing emphasis on multi-step problem solving. Probability is introduced through structured representations such as sample spaces and Venn diagrams.	Fractions and Algebraic Development Students extend fraction work to include multiplication and division, reinforcing the concept of fractions as operators. Algebra is developed in carefully sequenced steps, moving from expressions to equations and inequalities. Students build fluency in manipulation while maintaining strong links to reasoning and structure.	Geometry, Transformations and Statistics Students apply angle reasoning in increasingly complex contexts, particularly with parallel lines and polygons. Transformations are taught through precise, step-by-step methods. Statistical understanding is extended to include more sophisticated representations and interpretation, with a focus on comparing data.
Knowledge and Skills		
• Prime numbers, factors and multiples • Prime factorisation (including HCF and LCM) • Index notation and basic index laws • Four operations with directed numbers • Substitution including negative values • Rounding and estimation (including checking answers) • Bounds and error intervals (introductory) • Area and circumference of circles • Volume and surface area of cuboids and prisms • Nets and 3D representations • Compound measures (speed, density, pressure) • Distance–time and speed–time graphs • Probability scale (0–1) • Sample spaces and listing outcomes • Venn diagrams (introductory probability)	• Adding and subtracting fractions (secure fluency) • Multiplying and dividing fractions • Understanding reciprocals • Fractions as operators in problem solving • Simplifying algebraic expressions • Expanding single brackets • Factorising by common factor • Substitution into formulae • Solving linear equations (step-by-step progression) • Solving equations with brackets and fractions • Forming equations from contexts • Solving inequalities • Representing inequalities on number lines	• Angle rules (review and extension) • Angles in parallel lines • Interior and exterior angles of polygons • Multi-step angle problems • Translations using vectors • Reflections in coordinate axes and lines • Rotations about a point • Enlargements with scale factors • Identifying and describing transformations • Mean, median, mode and range (applied contexts) • Frequency tables • Pie charts • Scatter graphs and correlation • Lines of best fit
Assessment		
Mathematical reasoning • Explaining use of factors, multiples and indices • Justifying rounding and estimation decisions • Describing probability using appropriate language	Mathematical reasoning • Explaining fraction operations and why methods work • Justifying algebraic manipulation steps • Explaining solutions to equations	Mathematical reasoning • Explaining angle relationships and rules • Justifying transformations • Interpreting statistical representations
Problem solving • Applying number skills in multi-step contexts	Problem solving • Solving fraction problems in context	Problem solving • Solving geometric problems involving angles

- Solving problems involving compound measures - Interpreting graphs such as distance–time	- Forming and solving equations from word problems - Applying algebra to multi-step problems	- Applying transformations in context - Analysing and comparing datasets
Accuracy and methods - Accurate use of directed number operations - Correct application of index laws (basic) - Accurate calculations involving measures	Accuracy and methods - Accurate multiplication/division of fractions - Correct expansion and factorisation - Accurate equation solving	Accuracy and methods - Correct use of angle rules - Accurate transformations (position and orientation) - Correct calculation of averages and interpretation
Presentation of work - Clear structured calculations - Correct notation for indices and units - Accurate graphs with scales and labels	Presentation of work - Step-by-step algebra clearly shown - Logical layout when solving equations - Clear use of mathematical notation	Presentation of work - Accurate geometric diagrams - Clear use of coordinates and grids - Well-presented charts and graphs
Assessment Strategies		
- Mini whiteboards: directed number operations and index notation - Purposeful circulation: circle area/circumference set-up and probability diagrams - Progress checks: compound measures, 3D shapes and Venn diagrams - Worked examples: teacher models prime factorisation and sample space diagrams	- Mini whiteboards: fraction multiplication/division and equation solving - Purposeful circulation: expanding brackets and factorising steps - Progress checks: solving equations including with brackets and fractions - Worked examples: teacher models algebraic manipulation at each stage	- Mini whiteboards: angle rules in parallel lines and transformation descriptions - Purposeful circulation: accuracy of transformations and scatter graph drawing - Progress checks: angle problems, transformations and statistical diagrams - Worked examples: teacher models polygon angles and lines of best fit

De La Salle School MFL Curriculum Year 8		
Year 8 Term 1	Year 8 Term 2	Year 8 Term 3
Talking about technology and holidays	Talking about my past holiday in detail and talking about foods	Talking about going out and making plans
Knowledge, Skills and Understanding		
Question words in Spanish and working out the meaning of key questions from Year 7	Talking about what I did on the last day of my holiday	Arranging to go out
Say what you use your phone for	Using the preterite of ER and IR verbs	Using me gustaría + infinitive
Say what you use your phone for and give your opinion on different activities	Say what your holiday was like	Making excuses
Say how often you do different activities on your phone	Using the preterite of SER	Using querer and poder
Talk about what type of music you like	Justify your opinions in the past	Discussing getting ready to go out
Give opinions about music	Saying what foods you like	Using reflexive verbs
Talk about different types of programmes and say how often I watch them	Using a wider range of opinions	Talking about clothes
Giving my opinions about different shows	Describing mealtimes	Saying 'this/these'
Compare different types of music and TV	Using negatives	Talking about sporting events
Learn how to say countries	Ordering a meal	Using three tenses
Say where you went and who with	Using usted/ustedes	Describing a fancy dress outfit
Using the preterite (past tense) of the verb IR	Discussing what to buy for a party	Describing a holiday home
	Using the near future	Discovering more about the comparative

Say how others and I travelled and give an opinion Say what I did on my holidays Using the preterite of regular -AR verbs Saying what you did on the first day	Giving an account of a party Using three tenses together Using coping strategies when speaking Responding to what people say Learn about Easter in Spain	Describing holiday activities Using the superlative Asking for directions Using the imperative Talking about summer camps Learning more about using three tenses Describing a world trip
Assessment and Assessment Focus		
Regular retrieval activities during lessons to check prior learning of content and skills. Formative listening, reading, writing, translation and speaking opportunities with teacher feedback. Calendared Summative Assessments of prior learning	Regular retrieval activities during lessons to check prior learning of content and skills. Formative listening, reading, writing, translation and speaking opportunities with teacher feedback. Calendared Summative Assessments of prior learning	Regular retrieval activities during lessons to check prior learning of content and skills. Formative listening, reading, writing, translation and speaking opportunities with teacher feedback. Calendared Summative Assessments of prior learning

De La Salle School Music Curriculum Year 8			
TERM 1A	TERM 1B AND 2A	TERM 2B and 3A	TERM 3B
<u>Elements 3 -</u> Musical Elements (rhythm, syncopation, timbre, dynamics, tempo, texture,) -Listening tasks -Rhythmic notation (crotchet, quaver, semiquaver, triplet, grouped-noting) -Use of binary, ternary and rondo form -Group performance of rhythmic composition <u>African Music GB</u> -Rhythm games -Listening tasks -Swahili singing & spiritual songs -African percussion music -Call & response, polyrhythm, improvisation, syncopated rhythms, dynamics -Black History Month links -Group performance of composition	<u>Blues</u> <u>Elements 4 (wasn't taught in year 7)</u> Tonality, scale, structure, timbre -12 bar blues, blues scale, walking bass line, improvisation and song writing -Listening tasks -Use of both keyboard and 3 chord STRTECH AND CHALLENGE guitar/ukulele (intro to guitar and ukulele) -Links to slavery, cultural context -Solo / group performance of 12 bar blues with improvisation Compositions and Playing Knowledge- Begin to understand the stylistic features of blues music. Understand how blues music developed from African music. To be able to continue developing our use of the 12 Bar Blues, the 'Blues scale' and 'walking bass line'. To be able to improvise using these. understand what primary chords are and identify them within different keys. Understand how roman numerals are used in music	<u>Funk, Soul and Tracking NGB</u> -Historical and social context -Listening tasks -Links to Blues -Syncopated chord patterns -Solo recorded performance of Get Lucky – Daft Punk with choice of keyboard, vocals, guitar, bass guitar or drums Technological awareness with use of DAW -Recording separate parts (syncopated chords, bassline, vocal melody, percussion)	<u>Samba NGB</u> -Advanced syncopation, rhythms and notation. -Listening tasks -Call & response, polyrhythm, improvisation and unison -Group performance of 'Samba De Janeiro' Keyboard and guitar (<i>Dm, Am, Em</i>) Compositions and Playing Knowledge- To be able to understand the structure of music. Intro A B Outro

Compositions and Playing

Knowledge – Acquire historical and cultural facts about African music. developing knowledge of call and response, patterns and polyrhythms.

-Mixing tracks for desired texture

Compositions, arrangements and Playing

Band Lab – Digital software

Knowledge- To begin to understand the stylistic features and historical context of Soul music. To be able to learn how to play the 4 chords featured in Get Lucky by Daft Punk. understand the use and importance of contemporary Soul and Neo-Soul music. learn how to record and layer tracks using BandLab

De La Salle School 202627 PE Curriculum Year 8

Over the course of the year student groups will rotate to cover a range of knowledge, skill and techniques in the following sports:

Athletics
Batting Sports
Football
Handball
Health Related Fitness
Netball
Racket Sports
Rugby
Trampolining

Assessment and Feedback

Students will be continuously assessed and provided with feedback in lessons through methods such as:

- Teacher observations
- Skill performance checklists
 - Peer assessments
 - Targeted questioning
 - Live verbal feedback
- Competitive and non-competitive sports

De La Salle School RE Curriculum Year 8

Year 8 Term 1	Year 8 Term 2	Year 8 Term 3
Creation & Covenant and Prophecy & Promise. Students explore the origins of sin through the Fall and the significance of the Covenant and Ten Commandments. The term shifts to the role of Prophets like Amos and Isaiah, examining messages of social justice and warnings of judgment, concluding with Advent traditions.	Galilee to Jerusalem and Desert to Garden. This term focuses on the ministry of Jesus, examining scripture through literal and moral senses. Students study Jesus' encounters with the marginalized, his parables, and the problem of evil and suffering, culminating in the Paschal Mystery and Reconciliation.	To the Ends of the Earth and Islam. Students examine the Resurrection accounts in Luke's Gospel and the significance of the empty tomb. The curriculum then introduces a comprehensive study of Islam, covering the life of Muhammad, the Five Pillars, the Qur'an, and the role of the Mosque.
Knowledge, Skills and Understanding		
• The meaning of Original Sin, Free Will, and the Fall. • The importance of the Covenant at Sinai and the Decalogue. • The pattern of prophetic texts (Call, Message, Fulfilment). • Social justice and care for the poor in the book of Amos. • Symbolism of the Advent Wreath and prophetic messages in Carols.	• Distinction between the literal and moral sense of scripture. • Characteristics of the Kingdom of God and 'Eschatology'. • Christian responses to the 'Inconsistent Triad' regarding evil. • The redemptive nature of Jesus' suffering (Suffering Servant). • Stages and effects of the Sacrament of Reconciliation	• Resurrection of Jesus in Luke's Gospel and the story of Lazarus. • Origins of Islam and the life of Prophet Muhammad. • Importance of the Qur'an and Hadith in Muslim worship. • The impact of the Five Pillars (Shahadah, Salah, Zakah, Sawm, Hajj). • Key beliefs of Sunni and Shi'a Islam.
Assessment and Assessment Focus		
Assessments: HT1 (Creation/Covenant) & HT2 (Prophecy/Advent). Focus: Evaluation of the Decalogue's relevance and the impact of modern prophets like Oscar Romero.	Assessments: HT3 (Ministry/Parables) & HT4 (Problem of Evil/Paschal Mystery). Focus: Analysis of the 'moral sense' of parables and effectiveness of various theodicies.	Assessments: HT5 (Resurrection) & HT6 (Islam). Focus: Assessing the role of the Mosque and the relevance of Islamic scripture in contemporary Britain.

De La Salle School Science Curriculum Year 8

Year 8 Term 1

Year 8 Term 2

Year 8 Term 3

Students will build on the work completed in year 7 on the periodic table; investigating elements, mixtures and compounds. They build on this to look at the conservation of mass and the following chemical reactions: neutralisation, exothermic and endothermic reactions, combustion, thermal decomposition, metal and acid reactions and displacement reaction.

In living together student build on the knowledge of cells to look at the structure of leaves, plant transport systems and photosynthesis. This leads on to looking at food chains / webs, competition, pyramids of number, adaptations and human impact on the environment.

Students will build on knowledge from year 7. They will look at stores of energy, energy transfer. We start to introduce the use of equations to calculate missing values based on experimental evidence and start to change to subject of equations.

In earth and its resources, we look at the three types of rock with examples of each. They will look at the difference between weathering and erosion and how these link to the rock cycle. They will look at the structure of the Earth, the carbon cycle, climate and global warming and how day, night and seasons result from the rotation of the Earth on its tilted axis and movement around the sun.

In waves, the students will look at properties of light and sound.

They will look at how reflection and refraction occur and use this to explain how the eye and cameras work. They will apply knowledge to develop and understanding about the colours of light and how we see coloured objects.

In wonderful variety the students will look at sexual and asexual reproduction. The structure of DNA and how we inherit our features. They will look at types of variation and the causes, collecting data and building on graph skills to plot graphs of the different types of variation. They will look at selective breeding, genetic modification and the importance of maintaining biodiversity and the causes of extinction.

Finally, they will look at electricity and magnetism. They will learn different symbols for electrical components and use these to draw series and parallel circuit diagrams. They will look at what is meant by static electricity, linking this and magnetism back to previous work on forces. They will look at how we use magnets for navigation, linking this back to the structure of the Earth that they studied earlier in the year.

Knowledge, Skills and Understanding

Module 1: Reactions

- Elements, compounds and mixtures
- Periodic table
- Acids and alkalis
- Neutralisation
- Combustion
- Energy in reactions
- Metals and non-metals
- Metals and acids
- Displacement reactions

Module 3: Energy

- Energy stores and transfers
- GPE
- Efficiency
- Renewable and non-renewable energy
- Power
- Work done
- Heat transfer

Module 5: Waves

- Waves
- Reflection
- Refraction
- The eye
- Correcting vision
- Colour
- Cameras
- Sound
- How we hear

- Reactivity series Module 2: Living together - Leaf adaptations - Photosynthesis - Testing leaves for starch - Limiting factors - Structure of a flower - Seed dispersal - Competition - Food chains and web - Interdependence - Bioaccumulation - Adaptations of plants and animals	Module 4: Earth and its resources - Rock cycle - Structure of the Earth - Carbon cycle - Climate change - Day night - Seasons - Solar system	- Light v sound Module 6: Wonderous variety - Structure of DNA - Variation - Inherited v environmental factors - Fossils - Extinction - Classification - Selective breeding Module 7: Electricity and magnetism - Circuits - Symbols - Voltage - Current - Resistance - Model circuits - Static electricity - Magnetism - Earth's magnetic field - Electromagnets
Assessment and Assessment Focus		
Key knowledge questions	Key knowledge questions	Key knowledge questions
End of module assessments	End of module assessments	End of module assessments
Feedback on investigation methods	Feedback on investigation methods	Feedback on investigation methods
Show me boards	Show me boards	Show me boards
Regular questioning to check progress	Regular questioning to check progress	Regular questioning to check progress

