



# Year 8 Curriculum Map

2017 - 2018

## TKA English Year 8 Programme of Learning – 2017/18

Half-term	Topic	Main Themes
<b>Autumn I &amp; II - all classes</b>	<b>'The Curious Incident of the Dog in the Night time' by Mark Haddon and writing to argue.</b>	Pupils will be exploring genre, theme, structure, characterisation and language through the novel and exploring the linguistic features and structure of non fiction articles about autism. Pupils will complete argumentative writing which explores the topics of online gaming or mobile phones and teenagers. They will write to present a point of view, give and respond to factual information, select, organise and emphasise facts, ideas and key points and include rhetorical devices.
<b>Spring I</b>	<b>Identity poetry</b>	Pupils will read a range of poetry relating to 'London identity' including 'London' by William Blake, 'Composed Upon Westminster Bridge' by William Wordsworth, 'The British' by Benjamin Zephaniah and 'Checkin out mi History' by John Agard. Pupils will explore how writers convey meaning through language and structure
<b>Spring II</b>	<b>A Midsummer Night's Dream' by William Shakespeare</b>	Pupils will be exploring elements of comedy and identity Shakespeare's ideas through language, stage directions, theme and characterisation. They will closely analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology. Pupils will have the opportunity to perform and improvise key scenes and hot seat characters in Drama lessons
<b>Summer II</b>	<b>Heroes and villains / creative writing</b>	Pupils will explore how heroes and villains are presented through a range of texts across the ages including 'Great Expectations', 'Oliver Twist' 'The BFG' 'Matilda' 'Harry Potter' and 'The Hunger Games' They will closely analyse how writers create meanings and effects using relevant linguistic terminology as well as creating their own heroic and villainous descriptions in preparation for an end of year assessment.
	<b>Charity team project</b>	Pupils will work in teams to research, design and produce their own charity campaign. This will

		<p>include: designing logos, slogans, poster campaigns, TV / radio adverts and campaign days.</p> <p>Pupils will develop presentational skills in order to 'pitch' their ideas to adults.</p>
--	--	---

## TKA Mathematics Year 8 Programme of Learning – 2017/18

Half-term	Topic	Main Themes
<b>Autumn I</b>	<b>Properties of numbers</b>	<ul style="list-style-type: none"> <li>• Primes, indices, roots</li> <li>• Prime factorisation to find LCM, HCF, squares, cubes</li> <li>• Using a calculator</li> <li>• Index laws</li> <li>• Rounding, significant figures and estimation</li> <li>• Multiply and divide fractions and mixed numbers (inc. cancelling)</li> <li>• Calculate with positive rational and decimal numbers</li> </ul>
<b>Autumn II</b>	<b>Algebraic expressions</b>	<ul style="list-style-type: none"> <li>• Calculate and evaluate expressions with rational numbers</li> <li>• Algebraic manipulation</li> <li>• Index laws</li> <li>• Linear equations (including unknown on both sides)</li> <li>• Expressions and equations from the real world</li> </ul>
<b>Spring I</b>	<b>2D Geometry</b>	<ul style="list-style-type: none"> <li>• Construct triangles, quadrilaterals (ruler, protractor, compasses)</li> <li>• Congruency</li> <li>• Bisectors</li> <li>• Find unknown angles (including parallel lines)</li> <li>• Conversion between length units and between area units</li> <li>• Area and perimeter of composite figures</li> <li>• Area of parallelograms and trapezia</li> </ul>
<b>Spring II</b>	<b>Proportional Reasoning</b>	<ul style="list-style-type: none"> <li>• Convert between fractions, percentages and decimals</li> <li>• Percentage change (inc. as a fraction or decimal)</li> <li>• finding the whole given the part and the percentage</li> <li>• Ratio (equivalent; dividing) and rate</li> <li>• Speed, distance, time</li> </ul>
<b>Summer I</b>	<b>Circles &amp; 3D Geometry</b>	<ul style="list-style-type: none"> <li>• Circumference and area of a circle</li> <li>• Conversion between mass units and between volume units</li> <li>• Visualise and identify 3D shapes and their nets</li> <li>• Surface area and volume of cuboids, prisms, cylinders, composite solids</li> </ul>

<b>Summer II</b>	<b>Statistics</b>	<ul style="list-style-type: none"><li>• Collecting and organising data</li><li>• Construction and interpretation of graphs – pictograms, bar charts, pie charts, histograms, line graphs</li><li>• Interpret and compare statistical representations</li></ul>
------------------	-------------------	--

## TKA Science Department Year 8 Programme of Learning – 2017/18

Chemistry, Physics and Biology are taught on rotation during the year

### Biology

Half-term	Topic	Main Themes
<b>Autumn I</b> 8 Exa 8 Giga 8 Kilo 8 Mega 8 Peta 8 Tera	<b>Biology</b>  <b>Ecosystems</b>	1. Exploring the world 2. Variation 3. Charts and graphs 4. Adaptations 5. Effects of the environment 6. Effects on the environment 7. Transfers in food chains 8. Human nomads
<b>Autumn II</b> 8 Exa 8 Giga 8 Kilo 8 Mega 8 Peta 8 Tera	<b>Biology</b>  <b>Food and Nutrition</b>	1. Food and advertising 2. Nutrients 3. Uses of nutrients 4. Weighting and bias 5. Balanced diets 6. Digestion 7. Surface area 8. Absorption 9. Packaging and the law
<b>Spring I</b> 8 Exa 8 Giga 8 Kilo 8 Mega 8 Peta 8 Tera	<b>Biology</b>  <b>Breathing and respiration</b>	1. Water sports and breathing 2. Aerobic respiration 3. Gas exchange system 4. Means and ranges 5. Getting oxygen 6. Cause and effect 7. Comparing gas exchange 8. Anaerobic respiration 9. Fitness training
<b>Spring II</b> 8 Exa 8 Giga 8 Kilo 8 Mega 8 Peta 8 Tera	<b>Biology</b>  <b>Plants and their reproduction</b>	1. Useful plants 2. Classification and biodiversity 3. Accuracy and estimates 4. Types of reproduction 5. Pollination 6. Fertilisation and dispersal 7. Germination and growth 8. Animals using plants

## TKA Science Department Year 8 Programme of Learning – 2017/18

## Chemistry

Half-term	Topic	Main Themes
<b>Autumn I</b> 8 Exa 8 Peta  <b>Spring I</b> 8 Giga 8 Kilo 8 Mega 8 Tera	<b>Chemistry</b>  <b>Atoms, element and molecules</b>	1. Our material world 2. Sorting resource data 3. The air we breathe 4. Earth's elements 5. Metals and non-metals 6. Making compounds 7. Chemical reactions 8. The problem with elements
<b>Autumn II</b> 8 Exa 8 Peta  <b>Spring II</b> 8 Giga 8 Kilo 8 Mega 8 Tera	<b>Chemistry</b>  <b>Combustion</b>	1. Test analysis for atoms 2. Engines 3. Burning fuels 4. Oxidation 5. Fire safety 6. Fair testing 7. Air pollution 8. Global warming 9.. Reducing pollution
<b>Spring I</b> 8 Exa 8 Peta  <b>Summer I</b> 8 Giga 8 Kilo 8 Mega 8 Tera	<b>Chemistry</b>  <b>The Periodic Table</b>	1. Fireworks 2. Dalton's atomic model 3. Chemical properties 4. Mendeleev's table 5. Anomalous results 6.. Physical trends 7. Chemical trends
<b>Spring II</b> 8 Exa 8 Peta  <b>Summer II</b> 8 Giga 8 Kilo 8 Mega 8 Tera	<b>Chemistry</b>  <b>Metals and their uses</b>	1. Building up 2. Metal properties 3. Corrosion 4. Describing materials 5. Metals and water 6. Quality evidence 7. Metals and acids 8. Pure metals and alloys 9. Metals in Art

## TKA Science Department Year 8 Programme of Learning – 2017/18

## Physics

Half-term	Topic	Main Themes
<b>Autumn I</b> 8 Giga 8 Kilo 8 Mega 8 Tera  <b>Summer I</b> 8 Exa 8 Peta	<b>Physics</b>  <b>Sound</b>	1. Animal sounds 2. Making sounds 3. Moving sounds 4. Line and scatter graphs 5. Detecting sound 6. Using sound 7. Remembering ideas 8. Comparing waves 9. Animals and noise
<b>Autumn II</b> 8 Giga 8 Kilo 8 Mega 8 Tera  <b>Summer II</b> 8 Exa 8 Peta	<b>Physics</b>  <b>Fluids</b>	1. Exploring extremes 2. The particle model 3. Calculations with density 4. Changing state 5. Pressure in fluids 6. Floating and sinking 7. Drag 8. Humans at the extremes
<b>Spring I</b> 8 Giga 8 Kilo 8 Mega 8 Tera  <b>Summer I</b> 8 Exa 8 Peta	<b>Physics</b>  <b>Light</b>	1. Seeing things 2. Light on the move 3. Drawings and conventions 4. Reflection 5. Refraction 6. Cameras and eyes 7. Colour 8. Invisibility cloaks
<b>Spring II</b> 8 Giga 8 Kilo 8 Mega 8 Tera  <b>Summer II</b> 8 Exa 8 Peta	<b>Physics</b>  <b>Energy transfers</b>	1. Living in extremes 2. Temperature changes 3. Choosing language 4. Transferring energy 5. Controlling transfers 6. Accuracy and precision 7. Power and efficiency 8. Paying for energy 9. Keeping warm



## TKA Art Year 8 Programme of Learning – 2017/18

Half-term	Topic	Main Themes
<b>Autumn I</b>	<b>The Formal Elements of Art and colour theory</b>  <b>Abstract Art</b>	<ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Mixing colours</li> <li>• The 7 formal elements of Art</li> <li>• Reading artworks</li> </ul> <p>Outcomes: elements of Art poster</p>
<b>Autumn II</b>	<b>Abstract Art &amp; 3D work</b>	<ul style="list-style-type: none"> <li>• Colour and abstraction</li> <li>• Clay work</li> </ul> <p>Outcomes: abstract sculpture</p>
<b>Spring I</b>	<b>Natural Form</b>	<ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Artist research</li> </ul> <p>Outcomes: mood board</p>
<b>Spring II</b>	<b>Natural Form continued</b>	<ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Repeated pattern</li> <li>• Design</li> </ul> <p>Outcomes: printed repeated pattern</p>
<b>Summer I</b>	<b>Art &amp; Architecture Perspective</b>	<ul style="list-style-type: none"> <li>• Rules of perspective</li> <li>• Key architects</li> <li>• Cityscapes</li> </ul> <p>Outcomes: a perspectival cityscape</p>
<b>Summer II</b>	<b>Poster Art Graphic Design</b>	<ul style="list-style-type: none"> <li>• Text and image</li> <li>• Graffiti Art</li> <li>• Propaganda Art</li> <li>• Graphic process</li> <li>• Working to a brief</li> </ul> <p>Outcome: poster combining text and image</p> <p><i>Whole school exhibition; a celebration of creativity @ Kingston College</i></p>

## TKA Design &amp; Technology Year 8 Programme of Learning - 2017/18

Half-term	Topic	Main Themes
<b>Autumn I</b>	<b>Electronic Circuit Construction (USB Torch)</b>  <b>Drawing &amp; Rendering Texture in Isometric</b>	<ul style="list-style-type: none"> <li>• Joining metals – soldering</li> <li>• Conductors and insulators</li> <li>• Polarity</li> <li>• Component identification</li> <li>• Series &amp; parallel circuits</li> <li>• Current v Voltage</li> <li>• Resistance and Ohm's Law</li> <li>• Line weight</li> <li>• Drawing in isometric</li> <li>• Drawing basic shapes</li> <li>• Crating</li> <li>• Rendering – surface texture &amp; colour</li> </ul>
<b>Autumn II</b>	<b>Coca-Cola v Innocent – Literacy – Persuasion</b>	<ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Arguments</li> <li>• Brand identification</li> </ul>
<b>Spring I</b>	<b>Cutting, Shaping &amp; Joining Timber (Jewellery Box)</b>	<ul style="list-style-type: none"> <li>• Measuring in mm</li> <li>• Marking out</li> <li>• Saw identification &amp; use</li> <li>• Joining timber-finger joints</li> <li>• Routing grooves</li> <li>• Pillar drill use</li> <li>• Generating a surface finish</li> </ul>
<b>Spring II</b>	<b>Working Drawing</b>	<ul style="list-style-type: none"> <li>• BS308</li> <li>• Line types</li> <li>• Size &amp; scale (ratio)</li> <li>• Drawing shapes in 2D/profile</li> </ul>
<b>Summer I</b>	<b>Electronic Circuit Construction (Amplifier)</b>	<ul style="list-style-type: none"> <li>• Joining metals – soldering</li> <li>• Conductors and insulators</li> <li>• Polarity</li> <li>• Component identification</li> <li>• Inputs/Outputs</li> <li>• ICs</li> </ul>
<b>Summer II</b>	<b>Illustration Extension (2-Point Perspective)</b>	<ul style="list-style-type: none"> <li>• Line weight</li> <li>• Horizon lines</li> <li>• Drawing basic shapes</li> <li>• Joining shapes</li> </ul>

## TKA Digital Literacy Year 8 Programme of Learning – 2017/18

Half-term	Topics	Themes
<b>Autumn I</b>	<b>HTML How data is represented</b>	<p>Web page design</p> <ul style="list-style-type: none"> <li>• HTML page structures</li> <li>• CSS inline and in the &lt;HEAD&gt; of a web page</li> </ul> <p>Coding data in digital systems</p> <ul style="list-style-type: none"> <li>• Binary numbers and data storage</li> <li>• Representing information as data; ASCII, colour codes</li> <li>• Hexadecimal</li> </ul>
<b>Autumn II</b>	<b>Text based coding</b>	<p>Programming in a text-based environment</p> <ul style="list-style-type: none"> <li>• SmallBasic environment</li> <li>• Coding properties and variables</li> <li>• Implementing programming structures in SmallBasic code</li> </ul>
<b>Spring I</b>	<b>Software components</b>	<p>Software components in a computer</p> <ul style="list-style-type: none"> <li>• Operating systems (proprietary and open source)</li> <li>• Using the command line for file management</li> <li>• Networking with TCP/IP and data in LANs and WANs</li> </ul>
<b>Spring II</b>	<b>Computer crime, cybersecurity. IT and the Law.</b>	<p>Modelling using a programming language</p> <ul style="list-style-type: none"> <li>• Variables and mathematical operations</li> <li>• Logical operators</li> <li>• Loops and subroutines</li> <li>• Creating a program to model a real world situation</li> </ul>
<b>Summer I</b>	<b>Developing for different devices: coding games</b>	<p>Cybersecurity</p> <ul style="list-style-type: none"> <li>• Email security and scams</li> <li>• Hacking</li> <li>• Personal data</li> <li>• Copyright and plagiarism</li> </ul>
<b>Summer II</b>	<b>Project: solving a problem using a program</b>	<p>Developing games for desktop and mobile</p> <ul style="list-style-type: none"> <li>• Game mechanics of popular genres</li> <li>• What makes a good game?</li> <li>• Sprites and events</li> </ul>

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Coding a simple game in a specialised software environment</li></ul> |
|--|--|--|

## TKA Geography Year 8 Programme of Learning – 2017/18

Half-term	Topic	Main Themes
<b>Autumn I</b>	<b>Migration in North America</b>	<ul style="list-style-type: none"> <li>• What is migration and where is it happening?</li> <li>• What is Mexico City like?</li> <li>• How does Mexico City compare to the American Dream?</li> <li>• Is migration successful?</li> <li>• Should we welcome immigrants?</li> <li>• Migration to the UK from Syria.</li> </ul>
<b>Autumn II</b>	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• What is sustainability?</li> <li>• Why is sustainability so important to each of us?</li> <li>• The three Rs</li> <li>• How sustainable is our local area?</li> <li>• How does our consumer culture affect us?</li> </ul>
<b>Spring I</b>	<b>Energy</b>	<ul style="list-style-type: none"> <li>• Types of energy</li> <li>• What are the positives and negatives of fossil fuels</li> <li>• Non-renewable vs renewable energy sources</li> <li>• What energy do we use in the UK?</li> <li>• Where is energy generated in the UK?</li> <li>• What will we do when fossil fuels run out</li> </ul>
<b>Spring II</b>	<b>Global Warming</b>	<ul style="list-style-type: none"> <li>• What is climate change and global warming?</li> <li>• What is causing climate change?</li> <li>• Are humans to blame for global warming?</li> <li>• What effects is global warming having on the world and people?</li> <li>• How can we reduce global warming?</li> </ul>
<b>Summer I</b>	<b>Dubai</b>	<ul style="list-style-type: none"> <li>• Introduction to the Middle East: What is a region?</li> <li>• The similarities and differences within the region</li> <li>• Climate/challenges of Dubai</li> <li>• The wonders of Dubai</li> <li>• What is Dubai like for workers and tourists?</li> <li>• What is the future for Dubai?</li> <li>• Is Dubai sustainable?</li> </ul>
<b>Summer II</b>	<b>Coasts</b>	<ul style="list-style-type: none"> <li>• Why are the coasts important?</li> <li>• How are the coasts under threat?</li> <li>• How are landforms created at the coasts?</li> <li>• How can we protect the coastline from erosion?</li> </ul>

## TKA History Year 8 Programme of Learning – 2017/18

Half-term	Topics	Themes
<b>Autumn I</b>	<b>Where did power lie? Religion and monarchy</b>	<ul style="list-style-type: none"> <li>• How important was the Church in the past?</li> <li>• Why did Henry VIII argue with the Church?</li> <li>• How did Edward VI change the English churches?</li> <li>• Did Mary deserve her nickname?</li> <li>• How successful was Elizabeth as Queen of England?</li> </ul>
<b>Autumn II</b>	<b>Where did power lie? Monarchy and parliament</b>	<ul style="list-style-type: none"> <li>• Were the Catholics framed for the Gunpowder plot?</li> <li>• Why was there a Civil War?</li> <li>• Why was Charles I executed?</li> <li>• Why did the people want their King back?</li> <li>• Were the Catholics framed for the Gunpowder plot?</li> <li>• How did the Restoration change power in England?</li> </ul>
<b>Spring I</b>	<b>Where did power lie? Revolution and reform</b>	<ul style="list-style-type: none"> <li>• What are the main ingredients of revolutions?</li> <li>• How close to revolution was nineteenth century Britain?</li> <li>• Did Emily Davison intend to die for the Suffragette cause?</li> <li>• Why are there different views on Margaret Thatcher</li> <li>• How has power changed in Britain?</li> </ul>
<b>Spring II</b>	<b>Changing life? Industrialisation and adversity</b>	<ul style="list-style-type: none"> <li>• How did London change between 1750 and 1900?</li> <li>• What were working conditions like in the nineteenth century?</li> <li>• How has London changed since the nineteenth century?</li> <li>•</li> </ul>
<b>Summer I</b>	<b>Changing life? Industrialisation and adversity</b>	<ul style="list-style-type: none"> <li>• How were people entertained in the nineteenth century?</li> <li>• How did people's lives change in the nineteenth century?</li> <li>• What was the British Empire?</li> </ul>
<b>Summer II</b>	<b>Changing attitudes? Effects of Empire</b>	<ul style="list-style-type: none"> <li>• Why did the Atlantic slave trade occur?</li> <li>• Why was the slave trade abolished in the British Empire?</li> <li>• How did the slaves fight back in the Americas?</li> </ul>

## TKA Music Year 8 Programme of Learning – 2017/18

Half-term	Topic	Main Themes
<b>Autumn I</b>	<b>African Music</b>	<ul style="list-style-type: none"> <li>• Pupils will learn about African music, focusing in particular on drumming and singing.</li> <li>• They will demonstrate their understanding of this genre with a listening and group performance assessment.</li> </ul>
<b>Autumn II</b>	<b>African Music 2- exploring rhythms</b>	<ul style="list-style-type: none"> <li>• Pupils will continue to learn about African music. They will also develop a foundation in rhythmic understanding through rhythmic dictation tasks, in turn developing their musical literacy.</li> </ul>
<b>Spring I</b>	<b>Music in Film 1</b>	<ul style="list-style-type: none"> <li>• Pupils will examine the ways in which music can be used to help set a scene and support the narrative of the film. This will include a number of listening and performing activities.</li> </ul>
<b>Spring II</b>	<b>Music in Film 2</b>	<ul style="list-style-type: none"> <li>• Pupils will develop their performance and composition skills, creating a storyboard and composing music to be performed alongside the film.</li> </ul>
<b>Summer I</b>	<b>The four-chord mash up- Pop Music</b>	<ul style="list-style-type: none"> <li>• Pupils will explore the fundamentals of pop music, in particular structure, instrumentation and harmony. This will be supported through a variety of activities centered around listening and performance of pre-existing songs.</li> </ul>
<b>Summer II</b>	<b>The four-chord mash up- Pop Music 2</b>	<ul style="list-style-type: none"> <li>• Pupils will apply their skills from the previous half term's learning and compose their own short pop song, taking into consideration the fundamentals covered so far.</li> </ul>

### TKA Spanish Year 8 Programme of Learning –2017/18

Half-term	Topic	Main Themes
<b>Autumn I</b>	<b>Holidays</b>	<ul style="list-style-type: none"> <li>● Talking about holidays using the preterite tense - where you went, what you did, what it was like.</li> <li>● Creating a holiday themed board game.</li> </ul>
<b>Autumn II</b>	<b>Holidays (project)</b>	<ul style="list-style-type: none"> <li>● Researching a Central American country.</li> <li>● Preparing a group presentation about a fictional journey and adventure.</li> </ul>
<b>Spring I</b>	<b>Let's eat!</b>	<ul style="list-style-type: none"> <li>● Food likes and dislikes</li> <li>● Describing meal times.</li> <li>● Ordering a meal in a restaurant.</li> <li>● Giving an account of a party.</li> <li>● Planning a party.</li> </ul>
<b>Spring II</b>	<b>Food (project)</b>	<ul style="list-style-type: none"> <li>● Researching typical Spanish &amp; South American dishes.</li> <li>● Designing a menu.</li> <li>● Writing a recipe.</li> <li>● Creating a masterchef style script in groups.</li> </ul>
<b>Summer I</b>	<b>My life</b>	<ul style="list-style-type: none"> <li>● Talking about TV</li> <li>● Saying what type of music you like</li> <li>● Saying what you use your phone/computer for</li> <li>● Saying what you did yesterday</li> </ul>
<b>Summer II</b>	<b>What shall we do?</b>	<ul style="list-style-type: none"> <li>● Arranging to go out</li> <li>● Making excuses</li> <li>● Discussing getting ready to do out</li> <li>● Talking about your passion</li> </ul>



## TKA Philosophy and Ethics Year 8 Programme of Learning – 2017/18

Half-term	Topic	Theme
<b>Autumn I</b>	<b>Ideas that Shook the World - Pt 1</b>	Considering: <ul style="list-style-type: none"> <li>- Descartes / Hume</li> <li>- Darwin's Dangerous Idea</li> <li>- Nietzsche &amp; Hitler</li> <li>- Karl Marx &amp; Animal Farm</li> <li>- Kierkegaard / Sartre</li> <li>- The Search for Certainty</li> <li>- The Quest for Truth</li> <li>- Revolutionaries and Rebels</li> </ul>
<b>Autumn II</b>	<b>Ideas that Shook the World - Pt 2</b>	Considering: <ul style="list-style-type: none"> <li>- Descartes / Hume</li> <li>- Darwin's Dangerous Idea</li> <li>- Nietzsche &amp; Hitler</li> <li>- Karl Marx &amp; Animal Farm</li> <li>- Kierkegaard / Sartre</li> <li>- The Search for Certainty</li> <li>- The Quest for Truth</li> <li>- Revolutionaries and Rebels</li> </ul>
<b>Spring I</b>	<b>The Hunt for Freedom - Pt 1</b>	Considering the ways various philosophers and thinkers have pursued freedom, in various different areas; moral, political, existential, spiritual, social, with regards to gender, race, wealth, etc.
<b>Spring II</b>	<b>The Hunt for Freedom - Pt 2</b>	Continuing the pursuit of freedom in the above categories, considering such figures as; Simone de Beauvoir, Rousseau, St Paul, Luther, Marx, Voltaire, Gandhi, Luther-King, Sartre and Jesus
<b>Summer I</b>	<b>The Thirst for the Divine</b>	Exploring religious responses to the fundamental questions of life and the role of religion in the development of civilisation.
<b>Summer II</b>	<b>The Thirst for the Divine</b>	Exploring religious responses to the fundamental questions of life and the role of religion in the development of civilisation.

## TKA Physical Education Year 8 Programme of Learning – 2017/18

Half-term	Topic	Main Themes
<b>Autumn I</b>	<b>Football</b>	<ol style="list-style-type: none"> <li>1. Ball control and dribbling</li> <li>2. Passing and shooting</li> <li>3. Attacking and defending</li> </ol>
	<b>Rugby</b>	<ol style="list-style-type: none"> <li>1. Passing and understanding basic rules</li> <li>2. Tackling and presenting the ball</li> <li>3. Rucking, mauling and line outs</li> <li>4. How to outwit the opponent</li> </ol>
<b>Autumn II</b>	<b>Health Related Fitness</b>	<ol style="list-style-type: none"> <li>1. Nutrition</li> <li>2. Components of health related fitness</li> <li>3. Components of skill related fitness</li> <li>4. Muscular system</li> <li>5. Somatotypes</li> </ol>
<b>Spring</b>	<b>Dance/ Gym</b>	<ol style="list-style-type: none"> <li>1. Pair, group and individual balances</li> <li>2. Forwards, backwards rolls and movement across the floor</li> <li>3. Routines</li> <li>4. Hand jive routine</li> <li>5. Bollywood routine</li> <li>6. Creating small group routines</li> </ol>
	<b>Sports Educations</b>	<ol style="list-style-type: none"> <li>1. Roles and Programme Content</li> <li>2. Football</li> <li>3. Netball</li> <li>4. Tag Rugby</li> <li>5. Handball</li> <li>6. OAA</li> <li>7. Presentations and Awards</li> </ol>
<b>Summer</b>	<b>Athletics</b>	<ol style="list-style-type: none"> <li>1. Throws</li> <li>2. Sprints</li> <li>3. Middle distance</li> <li>4. Long distance</li> <li>5. Jumps</li> </ol>
	<b>Mini-tennis and rounders</b>	<ol style="list-style-type: none"> <li>1. Groundstrokes</li> <li>2. Netplay</li> <li>3. Serving and gameplay tactics</li> <li>4. Batting and understanding the basic rules</li> <li>5. Fielding principles</li> <li>6. Gameplay and transferring skills into competitive matches</li> </ol>

### TKA Spanish Year 8 Programme of Learning – 2017/18

Half-term	Topic	Main Themes
<b>Autumn I</b>	<b>Holidays</b>	<ul style="list-style-type: none"> <li>• Talking about where you went on holiday - where you went, what you did, describing what it was like.</li> <li>• Creating a holiday themed board game.</li> </ul>
<b>Autumn II</b>	<b>Holidays (project)</b>	<ul style="list-style-type: none"> <li>• Researching a South American country.</li> <li>• Preparing a presentation about a fictional journey and adventure.</li> </ul>
<b>Spring I</b>	<b>Food</b>	<ul style="list-style-type: none"> <li>• Saying what food you like.</li> <li>• Describing meal times.</li> <li>• Ordering a meal in a restaurant.</li> <li>• Talking about a party you went to.</li> <li>• Planning a party you are going to host.</li> </ul>
<b>Spring II</b>	<b>Food (project)</b>	<ul style="list-style-type: none"> <li>• Researching typical Spanish &amp; South American dishes.</li> <li>• Designing a menu.</li> <li>• Writing a recipe.</li> <li>• Creating a cookery video.</li> </ul>
<b>Summer I</b>	<b>Film - Carlitos</b>	<ul style="list-style-type: none"> <li>• Watching a Spanish film - describing what happened, giving opinions and predicting what is going to happen.</li> <li>• Writing a review .</li> <li>• Talking about favourite films.</li> </ul>
<b>Summer II</b>	<b>Film (project)</b>	<ul style="list-style-type: none"> <li>• Writing scripts and creating your own film trailers.</li> <li>• Predicting other groups' narratives.</li> </ul>