



Subject	Aims and purpose/Intent	Content Summary
English Language & Literature	<p>Reading</p> <ul style="list-style-type: none"> ✓ To experience reading in all its forms, developing independence, inference and deduction. ✓ To develop reading skills, including: analysis of texts using linguistic terminology, understanding links between text and context, simple comparison of texts. ✓ To explore a range of texts – prose, poetry, plays, fiction and non-fiction. <p>Writing</p> <ul style="list-style-type: none"> ✓ To experience a wide range of writing for different audiences and purposes ✓ To develop and build upon skills of Technical accuracy in spelling, punctuation and grammar ✓ To explore the effect of linguistic tools and strategies. <p>Vocabulary</p> <ul style="list-style-type: none"> ✓ To experience the power of a wide and varied vocabulary. ✓ To develop confidence and competence in applying new vocabulary. ✓ To explore the effect that vocabulary choices can have. <p>Spoken Language</p> <ul style="list-style-type: none"> ✓ To experience Individual, paired and group tasks ✓ To develop confidence and competence in both formal and informal settings. ✓ To explore the impact of our spoken language choices. 	<p>Topics will include formal and summative assessment of reading writing and spoken language</p> <p>Topics:</p> <p>Term 1 – Dystopia Looking at the Dystopian genre of Literature, with a focus on classic short stories, and the writer’s craft. Developing skills of inference and deduction.</p> <p>Term 2 - Points of View Focusing on a wide range of thematic issues, from saving the planet to school uniform preferences! Students will examine how to effectively present their point of view, whilst developing their personal viewpoint on a range of topics.</p> <p>Term 3 – Class & Society Based around a study of Priestley’s ‘An Inspector Calls’, students will be invited to consider the theme of social responsibility, and what makes us ‘good’ citizens.</p> <p>Year 8 Reading for Pleasure Novels</p> <ul style="list-style-type: none"> • The Giver • Then • Crime Fiction Short Stories

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Mathematics	<p><u>Develop fluency</u> To develop understanding of the laws of indices, percentage increase/decrease, scale factors, ratio and standard form. To use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement). To derive and use standard ruler and compass constructions.</p> <p><u>Reason mathematically</u> To interpret and compare numbers in standard form where n is a positive or negative integer. To describe, interpret and compare statistical diagrams involving discrete, continuous and grouped data. To describe simple mathematical relationships between two variables.</p> <p><u>Solve problems</u> To model situations or procedures by translating them into algebraic expressions or formulae and by using graphs. To explore and use the relationship between parallel lines and alternate and corresponding angles. To solve simple direct proportion problems.</p>	<p>Topic will include formative and summative assessment:</p> <p><u>Number:</u> Write numbers of any size in standard form; round to a given number of decimal places and significant figures; multiply and divide fractions; percentage increase and decrease including multipliers.</p> <p><u>Algebra:</u> Finding the nth term of a linear sequence; draw linear and graphs; multiply a single term over a bracket and expand the product of two binomials; factorise expressions by taking out common factors; form and solve equations with brackets; introduce inequalities on a number line and solve basic inequalities; work with indices.</p> <p><u>Ratio, proportion and rate of change:</u> Understand and use ratio notation; dividing a ratio; scale diagrams and maps; solve proportion problems e.g., recipes. Geometry and measures: Circumference of a circle and angles in parallel lines.</p> <p><u>Probability:</u> Listing outcomes; construct and use sample space diagrams for more than one event.</p> <p><u>Statistics:</u> Interpret and draw two-way tables; construct scatter diagrams, identify outliers and understand correlation.</p> <p>Develop fluency</p> <ul style="list-style-type: none"> • Extend their knowledge of the number system • Select and use appropriate strategies to solve increasingly difficult problems • Substitute values into expressions, rearrange and solve equations • Develop algebraic fluency, including understanding linear and simple quadratic functions <p>Reason mathematically</p> <ul style="list-style-type: none"> • Extend and formalise knowledge of ratio and proportion • Identify relations between variables • Explore what can and cannot be inferred in statistical and probabilistic setting <p>Solve problems</p> <ul style="list-style-type: none"> • Further develop their mathematical knowledge through problem solving and evaluating their outcomes • Develop their use of formal mathematical knowledge to interpret and solve problems • Select appropriate concepts, methods and techniques to apply to non-routine problems

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Science	<p>To experience how different aspects of the universe interact. This will build on our understanding of core concepts from year 7, focussing in on more specific disciplines e.g. 'reactions' is a topic that builds completely on the year 7 understanding of particles. In 'reactions' students investigate how the particles react in different situations.</p> <p>To continue to develop curiosity about the natural world. The curriculum will further students investigative skills with students developing their current skills whilst developing new skills. This will enable students to better ask and answer scientific questions.</p> <p>To explore key examples of science in action by submersing in ideas and case studies of scientific discoveries, mysteries and future technologies. This is an aim to better think about and combat current and imminent issues facing our planet and the living organisms that inhabit it.</p>	<p><u>BIOLOGY</u></p> <ul style="list-style-type: none"> • Ecosystem Processes - Students will study the fundamental processes that underpin the functioning of a stable ecosystem. Students will explore photosynthesis, respiration, the factors that affect both and then the principles of food webs and food chains including what happens when they are disrupted. • Diet & Digestion - Students are introduced to the major food groups and explore the role of different nutrients in the body. Students learn the fundamentals of digestion and further explore the role of enzymes, factors that affect the activity of enzymes and other chemicals such as bile in digestion. They learn about the importance of emulsifying fats and the villi in digestion. • Disease - Students are introduced to the concept of health and explore the risk factors for non-communicable and communicable diseases. Students are introduced to pathogens and compare how animals and plants defend themselves against disease. <p><u>CHEMISTRY</u></p> <ul style="list-style-type: none"> • Separation Techniques - Developing our understanding and skills of some key separation techniques that can be used in labs universally. Students will practice the techniques of crystallisation, distillation, chromatography and filtration. They will also investigate the factors affecting solubility. • Further Chemical Reactions - Developing their understanding of the fundamentals in chemistry, students will begin to understand how chemical reactions take place more deeply. Students will also develop an understanding of the reactivity series and learn how to apply this knowledge. This will lead onto a deeper understanding of reaction types including exo and endothermic reactions and be able to represent and recognise these in a reaction profile diagram. • The Earth - Students will discover how the Earth is structured in layers. They will also explore the structure of rocks that makes up the Earths composition along with the phenomena that is the rock cycle. The production and impact of atmospheric pollutants will be also be introduced. <p><u>PHYSICS</u></p> <ul style="list-style-type: none"> • Introduction to Energy - Exploring the core principles of energy and how it underpins all processes seen in the natural and physical world. Students will learn the names of the different types of energy, how one type of energy is transferred into another and be able to make predictions of scenarios based on calculation. • Electricity and Magnetism - Discover the properties and uses of electricity. Students will learn the fundamental principles of what electricity is and will then explore the characteristics of current, potential difference and resistance. Students will experience building electrical circuits and manipulating them to make them fit for purpose.

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Religious Education	<p>To experience the importance of forgiveness and reconciliation and to prepare for the Sacrament of Confirmation.</p> <p>To develop an understanding of the Covenant history and how these Covenants revealed God's unconditional love to us.</p> <p>To explore the new Covenant and how we live as a covenant people by putting faith into action by living justly on our own personal faith journeys.</p> <p>To explore the signs of identity for the Jewish community.</p>	<p>Topics will include formal and summative assessment.</p> <p>Term 1: Are there limits to forgiveness? What does it mean to be a Covenant people?</p> <p>Year 8 starts with pupils recognising the importance of forgiveness and reconciliation in their own lives and in the life of the Church. They will consider the difficulties involved in following Jesus' teaching of 'turning the other cheek' and forgiving not '7 times' but '70x7 times'. They will explore modern examples such as Gee Walker before exploring the Sacraments of Healing.</p> <p>A study of the Covenant Story will ensure that pupils understand the relationship between humans and God and how this developed across the Old Testament. This will lead to an understanding of the origins of the Christian faith through Jesus Christ as the New Covenant.</p> <p>Pupils will participate in an experiential experience when they visit the chapel for a Service of Reconciliation.</p> <p>Term 2: What is Confirmation? Can one person change the world? What is vocation?</p> <p>In line with Archdiocesan policy, pupils will explore the Gifts of the Holy Spirit and the Rite of Confirmation as pupils prepare for the Sacrament at the beginning of the Unit.</p> <p>The overall aim is for pupils to explore the lives of those who have been inspired by Christ and the Holy Spirit and lived a life inspirational to other Christians based on Kingdom values. Pupils will understand how these values can inspire vocation and will explore how Christians can build God's Kingdom today, through the lives of inspirational figures such as Snr Rita, Malala and Pope Francis.</p> <p>Pupils will explore the Christian life as a journey and a vocation to God explaining why many Catholics choose to go on pilgrimage to places like Taizé and Knock. They will consider religious and non-religious vocations before examining the Sacrament of Holy Orders.</p> <p>Term 3: What are the signs of identity for Jewish people? How can Christians live justly and put their faith into action?</p> <p>Given the nature of our catchment area, many of our pupils will have little experience of Jews or Jewish culture therefore the purpose of this unit is to offer an introduction to Judaism, covering key beliefs and worship and Jewish practices, for example, the place of the synagogue in the community and rituals and festivals.</p> <p>Pupils will explore the work of Christian charities that demonstrate faith in action and to develop empathy for those in more difficult circumstances. They will look at the origins, motivations and work of the charity, e.g. CAFOD, and links will be made back to the work pupils have done on Christian Kingdom values and vocation. They will be encouraged to think about what they could do to support local and international charities and putting their own faith into action in light of Catholic Social Teaching.</p>

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Geography	<p><u>Locational Knowledge</u> To experience... a range of different climates, cultures, demographics and geomorphology. To develop...an understanding of geographical similarities, differences and links between places through the study of human and physical geography To explore...a wide range of locations on a global scale including regions in Africa and Asia as well as countries and regions in other continents of the world.</p> <p><u>Processes</u> To experience...a variety of physical and human geographical features of the world. For example, Volcanoes in Indonesia. To develop...an appreciation of how physical and human geographical features are interdependent. To explore... how processes bring about spatial variation and change over time.</p> <p><u>Geographical Skills</u> To experience...collection, analysis and communication with a range of data gathered through experiences. To develop...a deeper understanding of how geographical information can be communicated through maps, numerical and quantitative skills. To explore...a range of sources used to interpret geographical information including maps, diagrams and photographs.</p>	<p>The focus of the year 8 geography curriculum is based on the interaction between people and their environment on a regional and global scale.</p> <p><u>Population</u> - The population topic looks at demographic issues around the world. A focus on global population trends leads into how population controls have been rolled out in various countries with a focus on India and China. A closer look to the UK's demographics and future implications are also investigated.</p> <p><u>Earthquakes</u> – Students will apply their knowledge of tectonic processes studied during the volcanoes topic in year 7 to the context of earthquakes. Students will understand the causes of earthquakes and the how impacts and responses vary based on a range of factors. Linking back into the population topic and why people live in regions vulnerable to tectonic activity.</p> <p><u>Development</u> – Students will continue to develop their understanding of development and its impacts on countries ability to respond to natural events. Students will understand how development is measured and how countries can reduce the development gap.</p> <p><u>Glaciation</u> - How has ice shaped the UK? What features have been formed as a result of glaciation? How are glacial regions of the UK such as the Lake District under threat and how are these areas managed?</p> <p><u>Ecosystems (Hot Deserts)</u>- Students will investigate local and global ecosystems. A specific focus will be on the hot climates of northern Africa. What drives the weather conditions in these areas and how do people, plants and animals adapt to survive in these regions of the world. Students will investigate the threat these regions are under and the evaluate a range of solutions to these threats. Students will be encouraged to draw on their knowledge of weather and climate studied in year 7.</p>

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History	<p>To know and understand To explore the history of these islands from Stuart 'Britain' to 17th century Britain. To develop an understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by key events, and understand long-term implications of events such as the Plague and Great Fire. To experience an insight into the nature of 17th century and Victorian British civilisations, characteristic features of past societies and the achievements and follies of mankind. The 'Meanwhile, Elsewhere' studies enable pupils to place their local and national history studies in a more global context and appreciate how seemingly isolated events far away can often have far reaching and long-term significance in shaping our world and in helping us to more fully understand the society we live in today.</p> <p>To gain and deploy historically grounded abstract terms and concepts Terms such as 'the Divine Right of Kings', 'dynasty', 'democracy', 'Republic', 'Interregnum', 'empire', 'revolution', 'industry', 'indigenous people' are explored. The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>To experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts. Pupils explore a range of evidence to gain an understanding of how civil war, plague, fire and murder shaped British civilisations both in the short and more significantly the longer term. Pupils explore sources of evidence to gain an understanding of the various reasons</p>	<p>Case study 1: How far did the Tudors shape Church, state and society?</p> <ul style="list-style-type: none"> • Begin by exploring the cause and consequence of the Wars of the Roses, investigating what happened to the Princes in the Tower and the significance of the Battle of Bosworth field. • Evaluating the cause of consequence of the Reformation in England and how far can it be argued that reigns of Henry VIII, Edward VI and Mary I constitutes as a 'mid-Tudor crisis'. <p>Case study 2: Did Elizabethan England experience a 'Golden Age': How convincing is historian Jackie Eales's interpretation?</p> <ul style="list-style-type: none"> • What challenges did Elizabeth face during her upbringing? • Why was marriage such a contentious issue for Elizabeth? • Was Elizabeth forced to execute her cousin? • Why did the Armada end in defeat? • How far did Elizabethan society experience change? <p>Case study 3: a government conspiracy or terrorist plot?</p> <ul style="list-style-type: none"> • Why do we celebrate Bonfire Night? <p>Case study 4: Why did the King lose his head: How convincing is Professor Tim Harris's interpretation?</p> <ul style="list-style-type: none"> • How responsible was Charles' character for the outbreak of the English Civil War? • What was the most significant long term and short term cause of the English Civil War? • Did the people want to execute their king? <p>Case study 5: How far did Church, state and society develop from 16th century-18th century?</p> <ul style="list-style-type: none"> • Exploring the causes and consequences; Interregnum Period, Restoration, disasters of 1665 and 1665, the Glorious Revolution. <p>Case study 6: The impact on new ideas, political power, industry and Empire on shaping Britain from 1745-1901.</p> <ul style="list-style-type: none"> • What was the impact of the Industrial Revolution on peoples working lives?

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	<p>for the English Civil War and apply this understanding to construct their own substantiated perspectives. Pupils gain knowledge, demonstrate understanding and reach judgements on the utility of sources and significance of events taking into account the concepts of social, political, economic, religious, and military history within short and long term timescales.</p>	<ul style="list-style-type: none"> • What do the events of Peterloo reveal to historians about British democracy at the start of the 19th century? • Was the British Empire a force for good? <p>Evaluating similarities and differences with England's experience compared to the settlers in Roanoke, the character of Grace O'Malley compared to Elizabeth I, Scotland's witch-hunts, Louis the Sun King, French Revolution, Australian Penal Colony, The Great Hunger and Serf Emancipation. Exploring black history through the case study of Mary Seacole and LGBTQ+ history through the case study of Alan Turing and the victims of the Holocaust.</p>

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MFL	<p>Linguistic competence & cultural understanding</p> <p>To experience reading and responding to the written language for different purposes (menus/invitations/songs/text messages) and to be able to express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>To develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.</p> <p>To explore the cultural difference between England and Spain, as well as other Spanish speaking countries and in particular the different uses of social media, different eating habits and mealtimes as well as how the formal register is used to different extents in different settings.</p>	<p>Topics will include formative and summative assessment of listening, speaking, reading, and writing.</p> <p>Mi familia y yo (en casa): Naming and describing different relatives and saying how many people are in your family; using large numbers (40-100) to talk about age; using colours and other adjectives to describe hair and eyes; using adjectives with SER to describe self and others both physically and in terms of character; using the present tense of VIVIR to say where you live; using SER and ESTAR to describe where you live and using prepositions accurately to describe rooms in the house.</p> <p>Mi ciudad: Naming places in the town; telling the time; using the present tense of the irregular verb IR to say where you and others go; using the stem-changing verb <i>querer</i>; naming and ordering snacks in the café; using the near future tense to talk about plans for the weekend; ordering a meal in a restaurant; <i>usted & ustedes</i>; shopping at the market; using large numbers to talk about weight/quantities; using the near future tense to discuss plans for a party.</p> <p>¿Qué hacemos? Making arrangements to go out; using <i>me gustaría</i> + infinitive; making excuses; using the stem-changing verbs <i>poder & querer</i>; using reflexive verbs to discuss getting ready to go out; talking about clothes to say what you are going to wear (future tense); using the demonstrative adjectives <i>este/esta/estos/estas</i>.</p> <p>Todo sobre mi vida: Talking about the use of mobile phones and mobile technology; revising the use of the present tense of regular verbs; talking about different kinds of music and expressing a range of opinions; talking about TV programmes and using the comparative; introduction to the past tense; using the preterite tense (<i>hice</i>) to talk about what you did in the past.</p> <p>Listening & responding to the spoken language</p> <ul style="list-style-type: none"> • listen to a variety of forms of spoken language to obtain information and respond appropriately • transcribe words and short sentences that they hear with increasing accuracy • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation <p>Reading & responding to the written language</p> <ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

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Computing	<p>The aim of the Computing curriculum is to provide pupils with opportunities to develop as computer scientists who are confident in their use of IT and are digitally literate.</p> <p>Our aim is that all pupils:</p> <p>Computer Science</p> <ul style="list-style-type: none"> • will develop their understanding of the fundamental principles and concepts of computer science • represent solutions using a structured notation (algorithms) • will build on their programming skills from year 7, gaining experience this year in Python and Small Basic programming languages (text based programming language). <p>Information Technology</p> <ul style="list-style-type: none"> • can justify the choice of and independently combine and use multiple digital devices, internet services and application software to achieve a given goal <p>Digital Literacy</p> <ul style="list-style-type: none"> • understand how their use of the internet and social media can impact on their digital footprint. 	<p>Topics: Digital Footprint, Control technology, Networks, Understanding Computers, Python (text based programming language), Small Basic (text based programming language), Spreadsheets, Animation (Flash), In my Liverpool Hope (Web Design),</p> <p>Algorithms and programming</p> <ul style="list-style-type: none"> • Pseudocode • Repeated practical experience of writing computer programs in order to solve problems (Python and Small Basic), including standard libraries <ul style="list-style-type: none"> ○ uses nested selection statements ○ knows the difference between and uses appropriately functions and procedures • Control Technology (sequencing, sensors, subroutines, actuators, variable) <p>Data and Data Representation</p> <ul style="list-style-type: none"> • Sorting (Insertion and Bubble Sort) and searching algorithms (Linear and Binary) • Understands how numbers, images and character sets use the same bit patterns • Data analysis using spreadsheets (functions, formulas, validation, graphs, charts) <p>Hardware and Processing</p> <ul style="list-style-type: none"> • Elements of a computer • CPU • Storage devices • Convergence and new technologies <p>Communication and Networks</p> <ul style="list-style-type: none"> • Networks (The internet, Connectivity, Topologies, Client-server networks, Encryption) • Understanding of how their online behaviour contributes both positively and negatively to their digital footprint <p>Information Technology</p> <ul style="list-style-type: none"> • The ability to create, re-use, revise and re-purpose digital artefacts for a given Audience using software such as Movie Maker, Dreamweaver and Flash Animation Software and Microsoft Office.

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Art	<p>To experience</p> <ul style="list-style-type: none"> Students deepen their understanding of the formal elements-strengthening key skills will build upon their experiences and understanding of artist from Year 7, consolidating knowledge/ understanding of context and style, widening the range of artists they can draw upon for inspiration <p>To develop</p> <ul style="list-style-type: none"> Students transfer/ apply key elements of the formal elements (line shape form tone perspective) and deepen understanding of composition balance, colour. Students will widen breadth of materials and techniques/ layering of skills/ understanding of strengths and limitations <p>To explore</p> <ul style="list-style-type: none"> Students will transfer and apply key elements of the formal elements such as line shape form tone perspective and deepen understanding of composition balance colour. Students will widen the breadth of materials and techniques touched upon in yr. 7 layering of skills and understanding of strengths and limitations Having focused on the requirements of the NC in depth students are able to make an informed decision as the suitability of art as a pathway 	<p>Exploring Ideas</p> <ul style="list-style-type: none"> How to suggest 3D images in 2D work? What are the possibilities and limitations of a range of differing materials/ techniques? How does the work of graphic designers shape our consumer world? <p>Range of techniques and media</p> <ul style="list-style-type: none"> Deepening skills/ understanding of formal elements: Tonal, form and shape (Sphere, Cube, Cylinder, cube, Three objects: cone, Transferring of these skills to real objects: still life (apple, skull, robot hand, various still-life set ups) <p>Using different materials</p> <ul style="list-style-type: none"> Vassily Kandinsky: initial composition felt pen Family of colours (oil pastel) Painting Kandinsky Press print Kandinsky Graphic process and CAD Fonts/typography <p>Analyse and evaluate</p> <ul style="list-style-type: none"> Set 3 assessment points- drawn, evaluated and reworked: Bottle, Shoe Pots and tape What gives an Artist a 'Style'? How can this influence our own work? How does this compare to the work of others? How can this be developed? How can this be applied to my own work? <p>History of art, craft, design and architecture</p> <ul style="list-style-type: none"> Intro to Kandinsky Range of Still life artists such as Patrice Caulfield, The Cubists, the old masters. Introduction to Graphic design, transferring /logos, Designing trainers, sports poster

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Drama	<p>Creating</p> <ul style="list-style-type: none"> • To develop ability and confidence with a range of approaches to creating and devising including researching and creating their own stimulus. • To build on characterisation skills and sustaining a role throughout an extended performance • To develop the use of drama techniques using them to support the creative intention of the performance. <p>Performing</p> <ul style="list-style-type: none"> • To develop awareness of stage presence and stage areas. • To convey relationships through the use of proxemics • To show an understanding of the performance requirements of different styles of theatre. • To experience live theatre through trips and visits <p>Evaluating</p> <ul style="list-style-type: none"> • Pupils will experience different means of assessing and evaluating their own and others work. • Pupils will explore how to support and structure more detailed answers while evaluating their own and others work. • Pupils will develop their drama literacy skills and apply key terms correctly during verbal and written feedback and class discussion. 	<p>Pupils will explore</p> <ul style="list-style-type: none"> • Haunted Liverpool • Interpreting a Role • Devising Theatre <p>Creating</p> <ul style="list-style-type: none"> • Exploring and developing multirole. • Creating and sustaining a more complex role • Responding to a range of stimulus such as poems, quotes and texts • Developing communication skills through exploration of texts and subtext • Creative/imaginative thinking to explore and develop material, viewpoints and style. <p>Performing</p> <ul style="list-style-type: none"> • Use of blocking and stage directions to support a final performance • Types of staging and their creative intention • Building tension and creating atmosphere through performance and production techniques <p>Evaluation</p> <ul style="list-style-type: none"> • Exploration of the role and structure of feedback P.E.E answer structure to provide examples and creative intentions.

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Music	<p><u>Performance</u> To experience performing solo and within an ensemble on a variety of instruments including voice. To develop musical skills such as timing, instrumental technique, pitch, voice control, tuning and articulation. To also develop social skills such as leadership within a group, independence and communication To explore a variety of genres and their context. To understand instrumental techniques. The opportunity to engage with extra curricula music, instrumental lessons, choir and band.</p> <p><u>Listening</u> To experience music from a variety of cultures and genres including film music, blues, rock n roll and popular music. To develop an understanding of key terms and theory including rhythmic and treble clef notation. To develop the ability to describe music and its effect using element – describe – impact, increasing the musical language used, including tonality and texture words. Understand the history of popular music from the blues to music today. To explore musical traditions and techniques from a variety of cultures. To investigate the role of music within different societies. Explore composer use of the key elements such as tempo, dynamics, timbre and pitch. To learn and experience a variety of instrumental ensembles including music for film, blues, rock n roll, popular music and western classical.</p> <p><u>Composing</u> To experience different types of musical notation and compositional techniques such as rhythm notation, graphic score and staff notation. To experience composing in specific musical structures using Band Lab for Education. To use the blues scale to improvise and compose. To develop their ability to express themselves and to be able to use appropriate musical and notational devices. Develop their knowledge of key musical elements, instruments and musical theory. To explore musical notations and theory. To explore how atmospheres are created through manipulating musical elements.</p>	<p>Autumn Term <u><i>Fur Elise (Beethoven) Performing & Listening</i></u></p> <p>An introduction to sharps, flats, tones, semitones and chromatics on the keyboard. A brief history of Ludwig Van Beethoven & Fur Elise. Students will then develop their listening skills using ‘Fur Elise’. Year 8 will then create a performance of ‘Fur Elise’ on the keyboard using two hands (melody and bass). Students will then introduce chords and broken chords into their performance.</p> <p>Spring Term <u><i>The History and Development of The Blues</i></u></p> <p>Year 8 will focus on the beginnings of the blues and its links with the slave trade and African Musical traditions. They will listen to and discuss famous pieces of Blues music through time. Students will then create a Blues performance using the twelve-bar blues pattern. Using skills from the previous unit of work, students will perform with two hands. The performance will also use some compositional skills such as improvisation.</p> <p>Summer Term <u><i>Musical Structure using Band Lab</i></u></p> <p>Year 8 will gain an understanding of the use of different structures in music, this includes binary and ternary form. They will then use Band Lab for Education to demonstrate their understand of musical structure. Students will compose a piece of ternary form music using samples and loops from the programme.</p> <p>Formative Assessment During formative and summative assessments students will focus on four areas; knowledge, performance, listening and composition.</p>

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Design Technology	<p>To experience</p> <p>Students will build on yr. 7 to widen the range of knowledge, skills, and understanding through a broadening variety of activities. Pupils will apply these to new and more challenging problems within differing contexts and for a wider range of users.</p> <ul style="list-style-type: none"> • New and Emerging technologies. The impact of new and emerging technologies on the design and organisation of the workplace, buildings and the place of work. Tools and equipment. • The impact of resource consumption of the planet. • Respecting different people of different faiths and beliefs. <p>To develop</p> <ul style="list-style-type: none"> • Develop further a deeper knowledge of CAD CAM systems and possible applications • Research Contemporary and potential future use of production techniques and systems. <p>To explore</p> <ul style="list-style-type: none"> • How technology push and market pull affect choice. • How products are made and designed to avoid having a negative impact on others. 	<p>Design, Make, Evaluate</p> <ul style="list-style-type: none"> • Design & Make: Automation • Design & make • Computer-aided design • Computer-aided manufacture • Flexible manufacturing systems <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Automation • Enterprise • Technology Push & Market Pull • Sustainability • People • Culture • Society • Environment • Production techniques & systems • Computer-aided design • Computer-aided manufacture • Flexible manufacturing systems

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Food	<p>To experience</p> <ul style="list-style-type: none"> • Good food & personal hygiene • Growing your own seasonal fruit & vegetables <p>To develop</p> <ul style="list-style-type: none"> • Confidence using a range of cooking methods when making both savoury & sweet dishes • Basic knife skills to ensure safe preparation of a food product • Awareness of how diet impacts on health • Understanding of the benefits of seasonal produce • Ability to grow your own seasonal produce <p>To explore</p> <ul style="list-style-type: none"> • Correct methods to conduct cooking methods such as boiling, simmering, sautéing, baking & frying. • What cooking method would be appropriate for particular dishes 	<p>Seasonality</p> <ul style="list-style-type: none"> • Seasonal produce • Food miles • Food wastage – composting <p>Diet & Good Health</p> <ul style="list-style-type: none"> • Diet & good health • Functions of nutrients • Special diets <p>Cooking methods</p> <ul style="list-style-type: none"> • Boiling • Simmering • Sautéing • Frying • Baking <p>Practical skills</p> <ul style="list-style-type: none"> • Basic knife skills (the bridge & the claw method) • Preparing a sweet & a savoury product • Accurately weighing out ingredients using electronic scales • Using seasonal produce to make a food product • Preparation skills – deseeding, slicing, dicing, peeling, seasoning • Preparing a high risk food

Subject	Aims and purpose/Intent	Content Summary
Physical Education	<p>To Experience</p> <ul style="list-style-type: none"> • Performing in a broad range of activities • Performing in competitive sports and activities • Tactics and strategies will be taught to overcome opponents in direct competition in both team and individual sports • Analyse performances and demonstrate improvement to achieve personal best • Performing at maximum levels, replicating skills accurately and outwitting opponents in game situations <p>To Develop</p> <ul style="list-style-type: none"> • Resilient performers over a period of sustained activity and duration. • Technique and improve performance in sports participated in Y7 • Leading and enjoying an active and Healthy Lifestyle • Build on tactical and strategical awareness introduced in Year 7 • Leadership activities to encourage working as part of a team and enhancing leadership skills <p>To Explore</p> <ul style="list-style-type: none"> • Outdoor and adventurous activities which present challenges and encourage team work. • Take part in competitive sports with links to outside community sports clubs. 	<p>In year 8 our students will build upon the knowledge, understanding and skills in the activities taught in year 7 including rules and regulations in each of the activities.</p> <p>Pupil's will also run through a battery of fitness tests to monitor their health related and physical skills. These scores will be recorded and monitored over the key stage 3 so progress can be observed against their own previous date and against national standards</p> <p>My Personal Best</p> <p>In year 8 My Personal Best will focus on Social Me aspect of the programme. Pupils will have a focus in lessons of understanding and working with others. This will develop our student's empathy and interpersonal skills.</p> <p>The areas of Social Me pupils will develop are: Communication, collaboration, empathy and motivating/ influencing others.</p> <p>Areas of activity taught in year 8:</p> <ul style="list-style-type: none"> • Athletics/ x country/ Badminton/ Short Tennis/ table tennis • Football/ Rugby/Cricket/ dodgeball/ basketball • Fitness testing / Nutrition/ training programmes <p>The boys will also experience competition through Inter-form in activities such as: x country, football, badminton, table tennis, dodgeball, cricket, short tennis</p>

Developing Leadership

Subject	Aims and purpose/Intent	Content Summary
Careers	<p>To understand their skills and interest and how these can be used in different careers. Looking into transferable skills and the importance they have on a range of careers. Gatsby (1, 2, 3, 4 & 5)</p> <p>To develop pros and cons of university and apprenticeships to identify which path could be more suited to their individual learning styles. Gatsby (1, 3, 7 & 8)</p> <p>To explore their chosen career paths from year 7 identifying any changes. Look at desirable or essential requirements to get into this career and how to achieve them. Gatsby (1 & 3)</p>	<p>Identifying interests PP Supporting PSHE careers section – linking to prior work in Y7 Assembly/ Workshop</p> <p>Workshop on the debate of University V Apprenticeship</p> <p>Skills and careers profiles Careers booklet in PSHE</p> <p>Unifrog careers library Industry Day Choices, Choices</p>
Charity and Service	<p>To understand servant leadership and the moral imperative to serve and share</p> <p>To develop an attitude of gratitude and a commitment to service and charity</p> <p>To explore/experience serving others in settings in and out of school and promoting a better and more just society through service and charity</p>	<ul style="list-style-type: none"> • Charity events – including raising money for CAFOD, The Royal British Legion, the Christmas food hamper appeal • Supporting MacMillan Cancer Charity (Year group charity) • Collections for the Nugent Food bank markets • Assemblies and workshops from outside speakers • Faith in Action award scheme, involving voluntary hours both in and out of the school setting

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Spiritual Formation	<p>To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the school and its founder</p> <p>To develop as critical thinkers as they reflect on their place in the world. Philosophical questions of human existence and Christian answers to the questions.</p> <p>To explore/experience the sources and interpretations for our knowledge of the past</p>	<ul style="list-style-type: none"> • Chapel – provision for reflection for pupils, time spent in curriculum and non-curriculum time in the chapel • Collective Worship – daily, based on a theme for the week which challenges • Community Advent service • Lent services • Weekly Mass (Wednesday) and involvement of local clergy • Retreat days with <i>Animate Youth Ministries</i> • Good Shepherd Mass • West Derby Learning Network Mass • Faith in Action award scheme reflection points – looking at scripture, writings of the Church and reflecting upon how faith and action work together in their lives • Confirmation preparation in conjunction with the Archdiocese

Subject	Aims and purpose/Intent	Content Summary
PSHE	<p>We firmly believe that a meaningful PSHE curriculum is the key to students becoming confident, tolerant and well-rounded adults. Our intention is that, when students' progress through their journey at Cardinal Heenan, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society.</p> <p>To understand:</p> <ul style="list-style-type: none"> the importance of having high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. how to keep themselves and others safe and healthy in all its form. democracy, government and law. their place in society as responsible citizens. <p>To develop</p> <ul style="list-style-type: none"> a confidence in sharing their own thoughts and opinions with others. skills and attributes to keep themselves healthy and safe. an attitude of a responsible global citizen. tolerance of others' beliefs, religions and life choices. To build positive, respectful relationships with other people. <p>To explore:</p> <ul style="list-style-type: none"> a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, students can build up tolerance, resilience and a sense of responsibility of being a global citizen. From engagement with a variety of interactive and discussion-based resources, students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves. 	<p>Mental health and emotional wellbeing, including body image and coping strategies</p> <ul style="list-style-type: none"> Growth mind-set Healthy routines Managing grief <p>Community and careers</p> <ul style="list-style-type: none"> Equality of opportunity in careers and life choices, and different types and patterns of work <p>Discrimination</p> <ul style="list-style-type: none"> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia Gender equality <p>Drugs and alcohol</p> <ul style="list-style-type: none"> Alcohol and drug misuse and pressures relating to drug use County lines Knife Crime <p>Identity and relationships</p> <ul style="list-style-type: none"> RSE Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. <p>Digital literacy</p> <ul style="list-style-type: none"> Online safety, digital literacy, media reliability, and gambling hooks