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| College | Achieve |
| Faculty | English |
| Year Group | Year 8 |

CURRICULUM MAP

2025 - 2026

| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|-----------------------------|--|---|---|---|---|---|---|---|
| | Focus | Non-fiction unit - Revisiting thesis statements; creating an argument in opinion writing | Non-fiction unit - Metaphors in non-fiction and creating tone | Non-fiction unit - Speech analysis and writing | Non-fiction unit- Emotive language and its effects | Non-fiction unit - Crafting an article | Non-fiction unit - creating personas and considering purpose | Non-fiction unit - Letter writing using war letter prompts | Non-fiction unit - consolidation of skills |
| | Extended Learning | Week 1: Students to research half-termly career spotlight using framework | Students to engage with English extra reading | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. |
| | Benchmark Task | On-entry analysis | | | | | | Benchmarking Monday this week | Persuasive writing assessment |
| | Enrichment, Careers & Trips | Career spotlight: Journalist | | | | | | | |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | Events that shocked the world - Introduction to the three pillars of rhetoric | Events that shocked the world - using pathos in speeches | Events that shocked the world - Writing diaries; adverbial time phrases | Events that shocked the world - Diaries and crafting metaphor | Events that shocked the world - Letter writing and using logos | Events that shocked the world - Letter writing and cyclical structure | Events that shocked the world - Articles and using ethos | |
| | Extended Learning | Week 1: Students to research half-termly career spotlight using framework | Students to engage with English extra reading | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | |
| | Benchmark Task | | | | | | Benchmarking Monday this week | Speech writing assessment | |
| | Enrichment, Careers & Trips | Career spotlight: Lawyer | | | | | | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | Stories from around the globe - storytelling through time: oral storytelling traditions | Stories from around the globe - Colonisation and attitudes towards Native Americans | Stories from around the globe - Polynesian culture and legends | Stories from around the globe - Patriarchy in Ancient China | Stories from around the globe - Victor Hugo and prejudice | Much Ado About Nothing - Introduction to Shakespearean comedy | | |
| | Extended Learning | Week 1: Students to research half-termly career spotlight using framework | Students to engage with English extra reading | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Week 1: Students to research half-termly career spotlight using framework | | |
| | Benchmark Task | | | | | Benchmarking Monday this week | Victor Hugo - Literary analysis | | |
| | Enrichment, Careers & Trips | Career spotlight: Counsellor | Students trip to Cambridge University | | | | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Much Ado About Nothing - Stichomythia | Much Ado About Nothing - Dramatic irony as a playwright's technique | Much Ado About Nothing - Deception and the Shakespearean masquerade | Much Ado About Nothing - Animalistic metaphors and natural imagery | Much Ado About Nothing - Proving a thesis and the consequences of trickery | | | |
| | Extended Learning | Students to engage with English extra reading | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | | | |
| | Benchmark Task | | | | | Benchmarking Monday this week | | | |

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| | Enrichment, Careers & Trips | | | | | | | |
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Focus | The Woman In Black - introduction to the gothic conventions | The Woman in Black - Foreshadowing as a technique | The Woman in Black - Using motif to create tension | The Woman in Black - Pathetic fallacy as a gothic convention | The Woman in Black - analysis of atmosphere | The Woman in black - understanding flashback | |
| | Extended Learning | Week 1: Students to research half-termly career spotlight using framework | Students to engage with English extra reading | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | |
| | Benchmark Task | | | | | Benchmarking Monday this week | Granular literary analysis | |
| | Enrichment, Careers & Trips | Career spotlight: Novelist | | | | | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | Narrative writing: the gothic - Freytag's Pyramid | Narrative writing: the gothic - Creating a convincing setting | Narrative writing: the gothic - the gothic protagonist; wants and needs | Enterprise week | Narrative writing: the gothic - Understanding the 'uncanny' | Narrative writing: the gothic - Ambitious gothic vocabulary | Narrative writing: the gothic - Creating a sympathetic villain |
| | Extended Learning | Week 1: Students to research half-termly career spotlight using framework | Students to engage with English extra reading | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. | Extended learning explicitly linked to Venture Vitals and to spotlighted whole school retention strategies. |
| | Benchmark Task | | | | | Narrative writing: the gothic | Benchmarking Monday this week | |
| | Enrichment, Careers & Trips | Career spotlight: Editor | | | | | | |

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| College | Achieve |
| Faculty | History |
| Year Group | Year 8 |

CURRICULUM MAP

2025 - 2026

| | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|-----------------------------|---|---|--|---|---|---|--|--|
| Autumn 1 | Focus | Enlightenment - Did the American Revolution 'set the stage' for the French Revolution? Enlightenment ideas | Enlightenment - Did the American Revolution 'set the stage' for the French Revolution? Causes of the American Revolution | Enlightenment - Did the American Revolution 'set the stage' for the French Revolution? Results of the American Revolution | Enlightenment - Did the American Revolution 'set the stage' for the French Revolution? Causes of the French Revolution | Enlightenment - Did the American Revolution 'set the stage' for the French Revolution? Causes of the French Revolution | Enlightenment - Did the American Revolution 'set the stage' for the French Revolution? Assessment/Feedback | Slavery - Why was the Slave Trade abolished? European involvement in Africa | Slavery - Why was the Slave Trade abolished? Middle Passage |
| | Extended Learning | Extended Learning Booklet - Revolutions- Task 1 | Extended Learning Booklet - Revolutions- Task 2 | Extended Learning Booklet - Revolutions- Task 3 | Extended Learning Booklet - Revolutions- Task 4 | Extended Learning Booklet - Revolutions- Task 5 | Extended Learning Booklet - Wider Reading | Extended Learning Booklet - Slavery - Task 1 | Extended Learning Booklet - Slavery - Task 2 |
| | Benchmark Task | | | | | | End of unit assessment | Benchmarking Monday this week | |
| | Enrichment, Careers & Trips | | | | | London Trip to Hamilton | Careers spotlight: Market Researcher | | |
| | | | | | | | | | |
| | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| Autumn 2 | Focus | Slavery - Why was the Slave Trade abolished? Planations/Slave Resistance | Slavery - Why was the Slave Trade abolished? Opposition to ending slavery | Slavery - Why was the Slave Trade abolished? Abolition of the Slave Trade | Slavery - Why was the Slave Trade abolished? Assessment/Feedback | Industrial Revolution - Was the Industrial Revolution 'Liberty's Dawn?' Britain in the 1700s | Industrial Revolution - Was the Industrial Revolution 'Liberty's Dawn?' Reasons for increase in population | Industrial Revolution - Was the Industrial Revolution 'Liberty's Dawn?' Creation of factories | |
| | Extended Learning | Extended Learning Booklet - Slavery - Task 3 | Extended Learning Booklet - Slavery - Task 4 | Extended Learning Booklet - Slavery - Task 5 | Extended Learning Booklet - Wider Reading | Extended Learning Booklet - Industrial Revolution - Task 1 | Extended Learning Booklet - Industrial Revolution - Task 2 | Extended Learning Booklet - Industrial Revolution - Task 3 | |
| | Benchmark Task | | | | End of unit assessment | | Benchmarking Monday this week | | |
| | Enrichment, Careers & Trips | | | | Careers spotlight: Sales Representative | | | | |
| | | | | | | | | | |
| | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| Spring 1 | Focus | Industrial Revolution - Was the Industrial Revolution 'Liberty's Dawn?' Railway/Living conditions | Industrial Revolution - Was the Industrial Revolution 'Liberty's Dawn?' Development of democracy | Industrial Revolution - Was the Industrial Revolution 'Liberty's Dawn?' Assessment/Feedback | Empire - How did Britain impact its colonies? Reasons for Empires | Empire - How did Britain impact its colonies? Ireland and the Great Hunger | Empire - How did Britain impact its colonies? Impact of British Raj | | |
| | Extended Learning | Extended Learning Booklet - Industrial Revolution - Task 4 | Extended Learning Booklet - Industrial Revolution - Task 5 | Extended Learning Booklet - Wider Reading | Extended Learning Booklet - Empire- Task 1 | Extended Learning Booklet - Empire- Task 2 | Extended Learning Booklet - Empire- Task 3 | | |
| | Benchmark Task | | | End of unit assessment | | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | | Enrichment: National Archives - Black Victorians workshop | Careers spotlight: Criminologist | | | | | |
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| | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |

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| Spring 2 | Focus | Empire - How did Britain impact its colonies? Australia | Empire - How did Britain impact its colonies? Cecil Rhodes and South Africa | Empire - How did Britain impact its colonies? Collapse of the Empire | Empire - How did Britain impact its colonies? Assessment/Feedback | WWI - How did people across the British Empire experience the First World War? Causes of WWI | | |
| | Extended Learning | Extended Learning Booklet - Empire- Task 4 | Extended Learning Booklet - Empire- Task 5 | Extended Learning Booklet - Empire - Task 6 | Extended Learning Booklet - Wider Reading | Extended Learning Booklet - WWI - Task 1 | | |
| | Benchmark Task | | | | End of unit assessment | Benchmarking Monday this week | | |
| | Enrichment, Careers & Trips | | | | Careers spotlight: Human Resources Officer | | | |
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Focus | WWI - How did people across the British Empire experience the First World War? Trench Warfare | WWI - How did people across the British Empire experience the First World War? Soldiers across the Empire | WWI - How did people across the British Empire experience the First World War? Homefront/Role of Women | WWI - How did people across the British Empire experience the First World War? Unrestricted submarine warfare/USA entry into the War | WWI - How did people across the British Empire experience the First World War? Assessment/Feedback | Russian Revolution - How did the Russian Revolution impact society? Causes of the Revolution | |
| | Extended Learning | Extended Learning Booklet - WWI - Task 2 | Extended Learning Booklet - WWI - Task 3 | Extended Learning Booklet - WWI - Task 4 | Extended Learning Booklet - WWI - Task 5 | Extended Learning Booklet - WWI - Task 6 | Extended Learning Booklet - WWI - Task 7 | |
| | Benchmark Task | | | | End of unit assessment | Benchmarking Monday this week | | |
| | Enrichment, Careers & Trips | | | | Careers spotlight: Recruitment Consultant | | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | Russian Revolution - How did the Russian Revolution impact society? Impact of the Russian Revolution | Nazi Germany - How did Hitler control Germany? Hitler seizing power/Impact of the Great Depression | Nazi Germany - How did Hitler control Germany? Hitler becoming a dictator/Use of Terror for Control | | Nazi Germany - How did Hitler control Germany? Assessment/Feedback | Nazi Germany - How did Hitler control Germany? Propaganda/Control over women | Nazi Germany - How did Hitler control Germany? Loyalty amongst the youth/opposition |
| | Extended Learning | Extended Learning Booklet - Wider Reading | Extended Learning Booklet - Nazi Germany - Task 1 | Extended Learning Booklet - Nazi Germany - Task 2 | | Extended Learning Booklet - Nazi Germany - Task 3 | Extended Learning Booklet - Nazi Germany - Task 4 | Extended Learning Booklet - Nazi Germany - Task 5 |
| | Benchmark Task | | | | | End of unit assessment | Benchmarking Monday this week | |
| | Enrichment, Careers & Trips | | | | | Careers spotlight: Accountant | | |

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| College | Achieve |
| Faculty | Geography |
| Year Group | Year 8 |

CURRICULUM MAP

2025 - 2026

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|----------|-----------------------------|--|--|---------------------------------------|---|---|--|---|--------------------------------------|
| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
| | Focus | Rivers and Flooding - River Processes | Rivers and Flooding - How and why a river changes | Rivers and Flooding - River Landforms | Rivers and Flooding - What causes floods? | Rivers and Flooding - Managing floods | Rivers and Flooding - Hydrographs | Rivers and Flooding - Future flood risk | Africa - Physical and human features |
| | Extended Learning | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks |
| | Benchmark Task | | | | Rivers Mid Unit Assessment | | | | Benchmarking Monday this week |
| | Enrichment, Careers & Trips | Why study Geography? | | | Careers in river management | Using assessment feedback to learn from mistakes and develop resilience | What should be done to protect our local area from flooding? | | |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | Africa - Importance of the Nile | Africa - Sudanese Civil War | Africa - Tourism in Kenya | Africa - The Wildlife Trade | Africa - Diamond Mining in South Africa | Africa - Botswana country study | Ecosystems - Global biomes | |
| | Extended Learning | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | |
| | Benchmark Task | | | Rivers and Africa Assessment | | | Benchmarking Monday this week | | |
| | Enrichment, Careers & Trips | | | Careers in conservation | Using assessment feedback to learn from mistakes and develop resilience | Wildlife Trade - debate lesson | | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | Ecosystems - Distribution of Biomes | Ecosystems - Polar Biomes | Ecosystems - Hot Deserts | Ecosystems - Tropical Rainforests | Ecosystems - Temperate Forests | Ecosystems - Managing ecosystems | | |
| | Extended Learning | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | | |
| | Benchmark Task | | | Africa and Ecosystems Assessment | | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | How do ecosystems benefit our health and well being? | | Careers in conservation | Using assessment feedback to learn from mistakes and develop resilience | | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Asia - Physical and Human Features | Asia - Population | Asia - Development in China | Asia - Bangladesh flooding | Asia - Burma country study | | | |
| | Extended Learning | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | | | |
| | Benchmark Task | | | Asia Mid Unit Assessment | | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | | Debate - did China or India manage their populations better? | Careers in flood management | Using assessment feedback to learn from mistakes and develop resilience | | | | |
| | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | | |

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|----------|-----------------------------|-----------------------------------|--|--|--|---|--|---|
| Summer 1 | Focus | Asia - Geography of Russia | Asia - How is Russia changing? | Tourism - Types of tourism | Tourism - How does tourism benefit our local area? | Tourism - Dark Tourism | Tourism - Chernobyl and 9/11 museum | |
| | Extended Learning | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | |
| | Benchmark Task | | | | Asia and Tourism Assessment | Benchmarking Monday this week | | |
| | Enrichment, Careers & Trips | | Earth Day Assembly | Local careers in tourism | Debate - Is Great Yarmouth overly reliant on tourism | Using assessment feedback to learn from mistakes and develop resilience | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | Tourism - Rwanda and Slum Tourism | Tourism - Tourism in the future | Globalisation - What is globalisation? | Globalisation - TNC's | Globalisation - The UK Economy | Globalisation - Fairtrade | Globalisation - Does everyone benefit from globalisation? |
| | Extended Learning | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks | VV Focus on Tasks |
| | Benchmark Task | | | | | Tourism and Globalisation Assessment | Benchmarking Monday this week | |
| | Enrichment, Careers & Trips | World Ocean Day Assembly | Moral and ethical discussion around Dark Tourism | | | | Using feedback to learn from mistakes and develop resilience | |

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| College | Achieve |
| Faculty | MFL (set 4) |
| Year Group | Year 8 |

CURRICULUM MAP 2025 - 2026

| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|-----------------------------|---|--|---|--|--|---|---|---|
| | Focus | Holidays - expectation/ Where did you go on holiday last year? | Holidays - Why did you like it? | Holidays - What did you do? - past tense grammar - ar verbs just yo form - take of the ar and and é | Holidays - Who did you do it with? Family members revision and mini writing (structure strip) | Holidays - Where are you going to go on holiday next year? How is the future formed - what is the future | Holidays - how are you going to travel? voy a ir - voy a viajar (?) | Holidays - Reading skills/ dictation | Holidays - Combining tenses/ grammar |
| | Extended Learning | NEW Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | FINISH Vocabulary booklet (25 words) to be set per half-term. |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Careers spotlight - why do you study languages? | | | | | | | |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | Revision - grammar and dictation practice | Revision - core verb recall | Assessment | Feedback | Holidays - Christmas in Spain | Holidays - What would you like to do if you could at christmas | Holidays - Giving reasons why with modal verbs + infinitives - se puede | |
| | Extended Learning | NEW Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | FINISH Vocabulary booklet (25 words) to be set per half-term. | |
| | Benchmark Task | | | SET 4 L/R Grammar assessment score out of 30 | | | Benchmarking Monday this week | review with EWA | |
| | Enrichment, Careers & Trips | Why study a language? Career focus - Become a translator! | | | | | | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | Family and Friends - Describe your family: physical descriptions | Family and Friends - Describe your family: physical descriptions | Family and Friends: relationships - reflexive verb | Family and Friends: relationships - reflexive verb | Family and Friends: past tense experience | Family and Friends: What did you think about it? | | |
| | Extended Learning | NEW Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | FINISH Vocabulary booklet (25 words) to be set per half-term. | | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Career Focus - Become an MFL teacher | | | | | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Family and Friends - revision | Family and Friends - revision | Assessment - speaking (reading aloud- prepare answer to ONE question) | Feedback | Family and Friends - who do you admire? | | | |
| | Extended Learning | NEW Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | | | |
| | Benchmark Task | | | Assessment - Focus on Pronunciation rules in Spanish | | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | Why study a language? Career focus - Become a journalist about different regions/ countries | | | | | | | |

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|----------|-----------------------------|---|---|--|---|---|--|---|
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Focus | Work and Studies: what subjects do you study? | Work and studies: what subjects do you not enjoy/study? | Why are languages important? How can they be used? | Work and studies: What would you like to do for a job when you are older? | Work and Studies: What would you like to do if you could? | | |
| | Extended Learning | NEW Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | FINISH Vocabulary booklet (25 words) to be set per half-term. | | |
| | Benchmark Task | | | | | | | |
| | Enrichment, Careers & Trips | Why study a language? Career focus - Work in tourism/ flight attendants | | | | | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | Work and Studies: revision | Work and Studies: revision | Work and studies Assessment | Work and Studies: What are the school rules in your school? | Work and Studies: Opinions using modal verbs | Work and Studies: Describe your school uniform? | Recap |
| | Extended Learning | NEW Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | Vocabulary booklet (25 words) to be set per half-term. | FINISH Vocabulary booklet (25 words) to be set per half-term. |
| | Benchmark Task | | | Assessment - Grammar and writing | | | | Benchmarking Monday this week |
| | Enrichment, Careers & Trips | | | | | | | |

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| College | Achieve |
| Faculty | French |
| Year Group | Year 8 |

CURRICULUM MAP

2025 - 2026

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|----------|-----------------------------|---|--|--|--|---------------------------------------|--|--|-------------------------------|
| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
| | Focus | T'es branché - what you watch on TV | T'es branché - what films do you like/dislike | T'es branché - Revision and Assessment | T'es branché - what did you watch last night? past tense | T'es branché - what do you do online? | T'es branché - past tense recap | T'es branché - what do you do online/ past tense recap | Joyeux Noel ! |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets |
| | Benchmark Task | | | grammar, reading, writing | | Assessment | | | Benchmarking Monday this week |
| | Enrichment, Careers & Trips | Careers spotlight - why do you study languages? | | | | | | | |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | Paris je t'adore - modal verbs | Paris je t'adore - past tense week in Paris | Paris je t'adore - revision & assessment | Paris je t'adore - irregular verbs in past tense | Paris je t'adore - how did you travel | Paris je t'adore - speaking presentations | Paris je t'adore - speaking presentations | |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | |
| | Benchmark Task | | | Grammar and writing assessment | Grammar and writing assessment | | Benchmarking Monday this week | | |
| | Enrichment, Careers & Trips | | | | | UEA trip - subtitling workshops | | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | Mon identité - Descriptions of self and others | Mon identité - relationships with others/ activities | Assessment | Mon identité - how you spend your free time | Mon identité - what clothes you wear | Mon identité - writing about yourself and your passion | | |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | | |
| | Benchmark Task | | | SPEAKING | | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | | | | | | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Local Area - where you live | Local Area - rooms and prepositions | Local Area - prepare for speaking | Local Area - Assessment | Local Area - what do you eat | | | |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | | | |
| | Benchmark Task | | | | LRT | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | | | | | | | | |

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|----------|-----------------------------|----------------------------------|---|--|-------------------------|---|---------------------|-------------------------------|
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Focus | Mes projets pour le futur - Jobs | Mes projets pour le futur - translation into English focus | Mes projets pour le futur - why do you want to work as/ french translation focus | Revision and Assessment | Mes projets pour le futur - conditional | Film Study | |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | |
| | Benchmark Task | | | | writing | | | |
| | Enrichment, Careers & Trips | | | | | | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | Myself - hobbies | Myself - school | Revision and Assessment | Myself - where I live | Myself - descriptions of my town | Myself - Grammar | Les Choristes Study |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | vocabulary booklets |
| | Benchmark Task | | Benchmarking Monday this week | Grammar and writing assessment | | | | Benchmarking Monday this week |
| | Enrichment, Careers & Trips | | | | | | | |



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| College | Achieve |
| Faculty | Spanish |
| Year Group | Year 8 |

CURRICULUM MAP
2025 - 2026

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|----------|-----------------------------|---|--|---|---|--|--|---|--|
| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
| | Focus | Expectations and recap of preterit tense | Last holidays - regular, irregular verbs, consolidation of preterite and weather | Revision and assessment | Describing how the town was (era) and what it was like on holiday | Mixing imperfect and preterit for holidays | Did you like it and why? Preterite revision with adonde fuiste | Where did you stay with accommodations using imperfect revision (2 x lessons) | The best thing was when preterite verbs and the worst was when (disaster vocabulary) |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets |
| | Benchmark Task | | | | Listening, Reading, Writing - Y8 moderation | | | | Benchmarking Monday this week |
| | Enrichment, Careers & Trips | Careers spotlight - why do you study languages? | | | | | | | |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | Mi equipo - my family, what they like | Mi equipo - relationships and why | Conversation and prep for speaking | Speaking assessments | Zoom imperfect tense | Imperfect reflexive and describe your friend | Film/ Play study | |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | |
| | Benchmark Task | | | grammar and wrtiing | | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | Career Focus - Become an MFL teacher | | | | | | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | Mi equipo - my family, what they like | Mi equipo - relationships and why | Conversation and prep for speaking | Speaking assessments | Zoom imperfect tense | Imperfect reflexive and describe your friend | | |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | | |
| | Benchmark Task | | | speaking | | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | Career Focus - Become an MFL teacher | | | | | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Plans for the future - how you earn money | What you are going to do to earn money when you are older | If I had lots of money, what I would like to do | Revision and assessment | Feedback and why you study languages | | | |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | | | |
| | Benchmark Task | | | | LRT | Benchmarking Monday this week | | | |
| | Enrichment, Careers & Trips | | | | | | | | |

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|----------|-----------------------------|---|---|---------------------------------|---|--|---------------------|-------------------------------|
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Focus | What's important, bothers me | Leading a healthy diet, when I was little | Revision and writing assessment | What did you do to help the planet/ feedback | How you helped yesterday, what you would do if you could | | |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | | |
| | Benchmark Task | | | | | | | |
| | Enrichment, Careers & Trips | Why study a language? Career focus - Become a journalist about different regions/ countries | | Wriitng assessment | | | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | Culture capital and past tense | It would be better, grammar | Revision and assessment | Feedback and festivals in hispanohablante countries | Where you would like to go/ consolidation | Film study | Film study |
| | Extended Learning | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets | Vocabulary booklets |
| | Benchmark Task | | Benchmarking Monday this week | Grammar assessment | | | | Benchmarking Monday this week |
| | Enrichment, Careers & Trips | | | | | | | |

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| College | Innovate |
| Faculty | Science |
| Year Group | Year 8 |

CURRICULUM MAP

2025 - 2026

| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|-----------------------------|---|--|--|--|--|---|---|---|
| | Focus | B8A Variation | B8A Natural and Artificial Selection | B8A Menstrual Cycle and Reproduction | B8A Fertilisation | B8A Pregnancy | B8A Adolescence | B8A Assessment Follow-up | C8A Metals and Non-Metals |
| | Extended Learning | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca Extra Reading | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca |
| | Benchmark Task | | | Mid Point Assessment | | | B8A Assessment | | |
| | Enrichment, Careers & Trips | Careers - Plant Geneticist | Ethics of Artificial Selection | Personal Health Issues - Contraception Focus on: Extra Reading VV | Personal Health Issues - Pregnancy | Ethics of smoking and drugs whilst pregnant Careers - Gynaecologist | Personal Health Issues - Drugs | | |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | C8A Metals and Non-Metals | C8A Reactivity Series | C8A Indicators | C8A Effect of Concentration on Acid Reaction | C8A Neutralisation | C8A Gas Tests | C8A Assessment Follow-up | |
| | Extended Learning | KO learning, Consolidation Task on Seneca | KO learning, Doodle Work on Go4Schs | KO learning, Doodle Work on Go4Schs Extra Reading | KO learning, Doodle Work on Go4Schs | KO learning, Doodle Work on Go4Schs | KO learning, Doodle Work on Go4Schs | KO learning, Doodle Work on Go4Schs | |
| | Benchmark Task | | | | | | C8A Assessment | | |
| | Enrichment, Careers & Trips | | Applying knowledge of patterns to make predictions Careers - Materials Technician | Use of Plants Focus on: Extra Reading VV | Development of Scientific Method | Dealing with Wasp/Bee Stings | Careers - Analytical Chemist | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | P8A Waves | P8A Reflection and Refraction | P8A Prisms | P8A Electromagnetic Spectrum | P8A Wave Equation | P8A Uses of Waves | | |
| | Extended Learning | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca Extra Reading | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | | |
| | Benchmark Task | | | | P8A Assessment | | | | |
| | Enrichment, Careers & Trips | How surfing actually works | Solar mirrors and solar sails | Newton and the history of light Focus on: Extra Reading VV | Careers - Optometrist | | Careers - Audiologist | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | B8B Pathogens | B8B Human Defenses | B8B Antibiotics and Painkillers | B8B Developing Drugs | B8B Cancer and other non-communicable diseases | | | |
| | Extended Learning | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca Extra Reading | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | | | |
| | Benchmark Task | | | | | B8B Assessment | | | |
| | Enrichment, Careers & Trips | Types of Pathogen | Prevention of Spread of disease / hygiene | Development of Resistance in Bacteria (MRSA) Focus on: Extra Reading VV Careers - Pharmacist | Ethics of Drug testing on animals and humans Careers - Pharmacologist | Advances in treatment of disease - social history | | | |

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|----------|-----------------------------|--|---|---|--|---|---|---|
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Focus | B8B Smoking and Alcohol | C8B Earth Structure | C8B Earth Structure | C8B Forming Ions | C8B Forming Compounds | C8B RFM and Gas Tests | |
| | Extended Learning | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca Extra Reading | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | |
| | Benchmark Task | | | | | | C8A Assessment | |
| | Enrichment, Careers & Trips | Personal Health Issues - smoking and alcohol | Careers - Geoscientist | Careers - Seismologist | Metacognitive Skills Focus on: Extra Reading VV | Patterns | Application of Mathematical Process | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | C8B Metallic Bonding, Structure and Properties | P8B Electric Circuits | P8B Resistance Calculations | P8B Magnetic Fields | P8B Electromagnets | P8B Motors | P8B Use of Electromagnets |
| | Extended Learning | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca Extra Reading | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca | KO learning, Consolidation Task on Seneca |
| | Benchmark Task | | | | | | P8B Assessment | |
| | Enrichment, Careers & Trips | Understanding building materials | Careers - Energy Engineer | | Focus on: Extra Reading VV | Careers - Electrical Distribution Worker | | |

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| College | Create |
| Faculty | Design and Technology |
| Year Group | Year 8 |
| Dreyfus Model Stage | Advanced beginner |

CURRICULUM MAP 2025 - 2026

| | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|-----------------------------|---|---|---|--|--|--|---|---|
| | Catering | Bacteria Recal Lesson - Temperatures | Bacteria Recal Lesson - Poster | Cooking Recipe 1 Pasta Bolognese | Cooking Recipe 2 Fajitas | Cooking Recipe 3 Chow Mein | Written Evaluation of product | Pink pen / feedback and marking grid | Hazards and Hazard analysis - Recall lesson |
| Autumn 1 | Extended Learning | Wider Reading - Celebrity Chef 1 Gordon Ramsey | Catering and Hospitality Knowledge Organiser Food Related Causes of Ill Health | Catering and Hospitality Knowledge Organiser Intolerances | Catering and Hospitality Knowledge Organiser Food Poisoning Bacteria | Catering and Hospitality Knowledge Organiser Food and the Law | Catering and Hospitality Knowledge Organiser Food Allergies | Catering and Hospitality Knowledge Organiser Food Related Causes of Ill Health | Wider Reading - Celebrity Chef 1 Gordon Ramsey |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | | | Catering career focus - Celebrity Chef 1. Gordon Ramsey | Catering Cooking club every 2 weeks on a wednesday. Taste Testing every 2 weeks on a Wednesday. Alternate weeks - see signs outside Catering room. | Catering Room open every lunch time and after school for KS3 advice and planning for cooking. | Catering trip planning - Year 8 Taste Testing trip for Enterprise Week. | | |
| | Textile Design | Introduction to the 'Life Cycle' project and the work of Alexander McQueen. | Alexander McQueen inspiration / research page (half the class). Tie dyeing (the other half of the class). | Alexander McQueen inspiration / research page (half the class - the different half to the previous lesson). Tie dyeing (half of the class - the other half to the previous lesson). | Heat transfer printing with fabric crayons (abstract designs inspired by McQueen) - samples. | Heat transfer printing with fabric crayons (abstract designs inspired by McQueen) - refinement of tie dyed fabric. | Hand embroidery sample (practising stitches): back stitch, cross stitch, and satin stitch. | Hand embroidery - refinement of dyed and printed fabrics. | Hand embroidery - refinement of dyed and printed fabrics. |
| | Extended Learning | 1. Textile Design wider reading on Tyra Banks (in honour of Black History Month in the UK). Widget: make flashcards based on the information. | 2. Retrieval grid - recall of knowledge from Year 7 Textile Design project. | 3. Further research on Alexander McQueen, using the knowledge organiser to help. | 4. Analysis of a specific, relevant piece of work (students' choice) by Alexander McQueen. | 5. Drawing of a specific, relevant piece of work (students' choice - the same one as analysed) by Alexander McQueen. | 6. Research on a decorative technique: shibori / tie dyeing, heat transfer printing or embroidery (students' choice), using the knowledge organiser to help. | 7. Research on a second decorative technique: shibori / tie dyeing, heat transfer printing or embroidery (students' choice), using the knowledge organiser to help. | Research due in. Last week / lesson of rotation. |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Textile Design club every lunchtime (all year round) - open to all year groups. Textile Design room open to KS3 students after school every Tuesday and Wednesday. Textile Design career focus: Tyra Banks' career (fashion model, TV personality, producer, writer, actor and entrepreneur). | Textile Design: possible Year 8 autumn term trip to The Bug Parc in Lenwade, Norwich (weekdays: open Wednesday to Friday, 10am to 5pm). | | | | Textile Design: possible trip to The Knitting and Stitching Show at Alexandra Palace in London (Thursday 10th or Friday 11th October 2025). | | |
| | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Catering | Bacteria Recal Lesson - Temperatures | Cooking Recipe 1 Pasta Bolognese | Cooking Recipe 2 Fajitas | Cooking Recipe 3 Chow Mein | Written Evaluation of product | Pink pen / feedback and marking grid | Hazards and Hazard analysis - Recall lesson | |
| | Extended Learning | Wider Reading - Celebrity Chef 2 Jamie Oliver | Catering and Hospitality Knowledge Organiser Food Related Causes of Ill Health | Catering and Hospitality Knowledge Organiser Intolerances | Catering and Hospitality Knowledge Organiser Food Poisoning Bacteria | Catering and Hospitality Knowledge Organiser Food and the Law | Catering and Hospitality Knowledge Organiser Food Allergies | Catering and Hospitality Knowledge Organiser Food Related Causes of Ill Health | |
| | Benchmark Task | | | | | | | | |

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|----------|-----------------------------|---|--|--|---|--|--|---|
| Autumn 2 | Enrichment, Careers & Trips | | Catering career focus - Celebrity Chef 2. Jamie Oliver | | Catering Cooking club every 2 weeks on a wednesday. Taste Testing every 2 weeks on a Wednesday. Alternate weeks - see signs outside Catering room. | Catering Room open every lunch time and after school for KS3 advice and planning for cooking. | Trip planning - Year 8 Taste Testing trip for Enterprise Week | |
| | Textile Design | Introduction to the 'Life Cycle' project and the work of fashion designer Alexander McQueen. Tie dyeing (the other half of the class). | Alexander McQueen inspiration / research page (half the class). Tie dyeing (the other half of the class). | Alexander McQueen inspiration / research page (half the class - the different half to the previous lesson). Tie dyeing (half of the class - the other half to the previous lesson). | Heat transfer printing with fabric crayons (abstract designs inspired by McQueen) - samples. | Heat transfer printing with fabric crayons (abstract designs inspired by McQueen) - refinement of tie dyed fabric. | Hand embroidery sample (practising stitches): back stitch, cross stitch, and satin stitch. | Hand embroidery - refinement of dyed and printed fabrics. |
| | Extended Learning | 1. Textile Design wider reading on Tyra Banks (in honour of Black History Month in the UK). Widget: make flashcards based on the information. | 2. Retrieval grid - recall of knowledge from Year 7 Textile Design project. | 3. Further research on Alexander McQueen, using the knowledge organiser to help. | 4. Analysis of a specific piece of work (students' choice) by Alexander McQueen. | 5. Drawing of a specific piece of work (students' choice) by Alexander McQueen. | 6. Research on a decorative technique: tie dyeing, heat transfer printing or embroidery (students' choice), using the knowledge organiser to help. | 7. Research on a second decorative technique: shibori / tie dyeing, heat transfer printing or embroidery (students' choice), using the knowledge organiser to help. |
| | Benchmark Task | | | | | | | |
| | Enrichment, Careers & Trips | Textile Design club every lunchtime (all year round) - open to all year groups. Textile Design room open to KS3 students after school every Tuesday and Wednesday. Textile Design career focus: Tyra Banks' career (fashion model, TV personality, producer, writer, actor and entrepreneur). | | | | | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | |
| | Catering | Eatwell plate - Balance of Health | Cooking Recipe 1 Chicken Nuggets | Cooking Recipe 2 Meatball sub | Bbq Practical Assessment Cooking Recipe 3 Chilli con Carne Nachos | Pink pen / feedback and marking grid | Eatwell plate - Balance of Health 2 | |
| | Extended Learning | Wider Reading - Celebrity Chef 3 James Martin | Catering and Hospitality Knowledge Organiser Macro Nutrients Protein | Catering and Hospitality Knowledge Organiser Macro Nutrients Carbohydrates | Catering and Hospitality Knowledge Organiser Macro Nutrients Fats | Catering and Hospitality Knowledge Organiser Macro Nutrients Minerals | Catering and Hospitality Knowledge Organiser Macro Nutrients Vitamins | |
| | Benchmark Task | | | | | Practical Assessment Cooking Recipe 3 Chilli con Carne Nachos | | |
| | Enrichment, Careers & Trips | | Catering career focus - Celebrity Chef 3. James Martin | | Catering Cooking club every 2 weeks on a wednesday. Taste Testing every 2 weeks on a Wednesday. Alternate weeks - see signs outside Catering room. | Catering Room open every lunch time and after school for KS3 advice and planning for cooking. | Trip planning - Year 8 Taste Testing trip for Enterprise Week | |
| | Textile Design | Introduction to artist Damien Hirst. Inspiration page on Damien Hirst. | Spin painting (using fabric paints and salad spinners) and/or splatter painting, in the style of Damien Hirst. | Dyeing with Brusho (watercolour ink in powdered form). | Making a neoprene (foam) shape for block printing and stencil for stencil printing. | Block printing and stencil printing samples. | Block and stencil printing - refinement of painted and dyed fabrics. | |
| | Extended Learning | 9. Textile Design wider reading from the Venture Vitals booklet on careers (tailor and seamstress / seamster). Widget: make flashcards based on the information. | 10. Research on Damien Hirst, using the knowledge organiser to help. | 11. Analysis of a specific piece of work (students' choice) by Damien Hirst. | 12. Drawing of a specific piece of work (students' choice) by Damien Hirst. | 13. Retrieval grid based on the work completed in the autumn and spring terms. | 14. Evaluation of the work completed in the spring term. | |

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|----------|-----------------------------|---|--|---|---|---|---|
| | Benchmark Task | | | | | Textile Design - assessment of heat transfer printing with hand embroidery refinement (responding to feedback). | |
| | Enrichment, Careers & Trips | Textile Design club every lunchtime (all year round) - open to all year groups. Textile Design room open to KS3 students after school every Tuesday and Wednesday. Textile Design career focus: tailor and seamstress / seamster. | | | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | |
| | Catering | Eatwell plate - Balance of Health | Cooking Recipe 1 Chicken Nuggets | Cooking Recipe 2 Meatball sub | Bbq Practical Assessment Cooking Recipe 3 Chilli con Carne Nachos | Pink pen / feedback and marking grid | |
| | Extended Learning | Wider Reading - Celebrity Chef 4 Rick Stein | Catering and Hospitality Knowledge Organiser Macro Nutrients Protein | Catering and Hospitality Knowledge Organiser Macro Nutrients Carbohydrates | Catering and Hospitality Knowledge Organiser Macro Nutrients Fats | Catering and Hospitality Knowledge Organiser Macro Nutrients Minerals | |
| | Benchmark Task | | | | | Practical Assessment Cooking Recipe 3 Chilli con Carne Nachos | |
| | Enrichment, Careers & Trips | | Catering career focus - Celebrity Chef 4. Rick Stein | | Catering Cooking club every 2 weeks on a wednesday. Taste Testing every 2 weeks on a Wednesday. Alternate weeks - see signs outside Catering room. | Catering Room open every lunch time and after school for KS3 advice and planning for cooking. | |
| | Textile Design | Introduction to artist Damien Hirst. Inspiration page on Damien Hirst. | Spin painting (using fabric paints and salad spinners) and/or splatter painting, in the style of Damien Hirst. | Dyeing with Brusho (watercolour ink in powdered form). | Making a neoprene (foam) shape for block printing and stencil for stencil printing. | Block printing and stencil printing samples. | |
| | Extended Learning | 8. Textile Design wider reading from the Venture Vitals booklet on careers (tailor and seamstress / seamster). Widget: make flashcards based on the information. | 9. Research on Damien Hirst, using the knowledge organiser to help. | 10. Analysis of a specific piece of work (students' choice) by Damien Hirst. | 11. Drawing of a specific piece of work (students' choice) by Damien Hirst. | 12. Retrieval grid based on the work completed in the autumn and spring terms. | |
| | Benchmark Task | | | | | Textile Design - assessment of heat transfer printing with hand embroidery refinement (responding to feedback). | |
| | Enrichment, Careers & Trips | Textile Design club every lunchtime (all year round) - open to all year groups. Textile Design room open to KS3 students after school every Tuesday and Wednesday. Textile Design career focus: tailor and seamstress / seamster. | | | | | |
| | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May |
| | Catering | Eatwell plate - Balance of Health 2 | Basic Nutrition 1 - Venture Vitals | Cooking Recipe 1 Spanish Chorizo Empanadas | Cooking Recipe 2 Cheese scones | Practical Assessment Cooking Recipe 3 Sprinkle Traybake | Pink pen / feedback and marking grid |
| | Extended Learning | Catering and Hospitality Knowledge Organiser Micro Nutrients Vitamins | Wider Reading - Celebrity Chef 5 Monica Galetti | Catering and Hospitality Knowledge Organiser Nutrition at different life stages Adults | Catering and Hospitality Knowledge Organiser Nutrition at different life stages Children | Catering and Hospitality Knowledge Organiser Special Dietary needs | Catering and Hospitality Knowledge Organiser Medical Conditions |

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|----------|--------------------------------|--|--|---|--|---|---|
| Summer 1 | Benchmark Task | | | | | Practical Assessment Cooking Recipe 3 Sprinkle Traybake | |
| | Enrichment, Careers & Trips | Trip planning - Year 8 Taste Testing trip for Enterprise Week | | Catering career focus - Celebrity Chef 5. Monica Galetti | Catering Cooking club every 2 weeks on a wednesday. Taste Testing every 2 weeks on a Wednesday. Alternate weeks - see signs outside Catering room. | Catering Room open every lunch time and after school for KS3 advice and planning for cooking. | Trip planning - Year 8 Taste Testing trip for Enterprise Week |
| | Textile Design | Block and stencil printing - refinement of painted and dyed fabrics. | Introduction to interior designer Matthew Williamson, and textile design company <i>Timorous Beasties</i> . Teacher demonstration of placing decorated fabric squares together (right sides together), measuring and marking a seam allowance, and pinning them together. | Patchwork construction: pinning and machine sewing the decorated fabric squares together, a pair of squares at a time. | Patchwork cushion cover construction: pinning and machine sewing the decorated fabric squares together, a pair of squares at a time. Inserting a fastening (zip). | Assessment: pink pen self- assessment in response to teacher feedback on practical work. | Patchwork cushion cover construction: pinning and sewing together the front and back of the cushion cover. |
| | Extended Learning | 13. Evaluation of the work completed in the spring term. | 15. Textile Design wider reading from the Venture Vitals booklet on careers (photographic stylist and fashion photographer). Widget: make flashcards based on the information. | 16. Research on Matthew Williamson and <i>Timorous Beasties</i> . | 17. Retrieval grid based on the project. | 18. Evaluation. | Extended Learning 18 due in (final lesson). |
| | Benchmark Task | | | | | Textile Design - assessment of the piece of patchwork (responding to feedback). | |
| | Enrichment, Careers & Trips | Textile Design club every lunchtime (all year round) - open to all year groups. Textile Design room open to KS3 students after school every Tuesday and Wednesday. Textile Design career focus: stylist and fashion photographer. | | | | | |

| Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
|--------------------------------|---|---|---|---|--|---|---|
| Catering | Basic Nutrition 1 - Venture Vitals | Cooking Recipe 1 Spanish Chorizo Empanadas | Cooking Recipe 2 Cheese scones | Enterprise Week | Practical Assessment Cooking Recipe 3 Sprinkle Traybake | Pink pen / feedback and marking grid | Basic Nutrition 2 |
| Extended Learning | Wider Reading - Celebrity Chef 6 John Torode | Catering and Hospitality Knowledge Organiser Nutrition at different life stages Adults | Catering and Hospitality Knowledge Organiser Nutrition at different life stages Children | Enterprise Week | Catering and Hospitality Knowledge Organiser Medical Conditions | Catering and Hospitality Knowledge Organiser Dietary Requirements | Wider Reading - Celebrity Chef 6 John Torode |
| Benchmark Task | | | | | | Practical Assessment Cooking Recipe 3 Sprinkle Traybake | |
| Enrichment, Careers & Trips | | | | Catering Cooking club every 2 weeks on a Wednesday. Taste Testing every 2 weeks on a Wednesday. Alternate weeks - see signs outside Catering room. | Catering Room open every lunchtime and after school for KS3 advice and planning for cooking. | Trip planning - Year 8 Taste Testing trip for Enterprise Week. | |

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|----------|-----------------------------|--|---|---|--|--|---|---|
| Summer 2 | Textile Design | <p>Introduction to interior designer Matthew Williamson, and textile design company <i>Timorous Beasties</i>.</p> <p>Teacher demonstration of placing decorated fabric squares together (right sides together), measuring and marking a seam allowance, and pinning them together.</p> | Patchwork construction: pinning and machine sewing the decorated fabric squares together, a pair at a time. | Patchwork cushion cover construction: pinning and machine sewing the decorated fabric squares together, a pair at a time. Inserting a fastening (zip). | Enterprise Week | Assessment: pink pen self-assessment in response to teacher feedback on practical work. | <p>Patchwork cushion cover construction: pinning and sewing together the front and back of the cushion cover.</p> <p>Friday 10th July: Venture Games.</p> | Patchwork cushion cover construction: pinning and sewing together the front and back of the cushion cover. |
| | Extended Learning | 14. Textile Design wider reading from the Venture Vitals booklet on careers (photographic stylist and fashion photographer). Widget: make flashcards based on the information. | 15. Research on Matthew Williamson. | 16. Retrieval grid based on the project. | Enterprise Week | 17. Research on <i>Timorous Beasties</i> . | 18. Evaluation. | Extended Learning 18 due in (final lesson). |
| | Benchmark Task | | | | | | Textile Design - assessment of the piece of patchwork (responding to feedback). | |
| | Enrichment, Careers & Trips | <p>Textile Design club every lunchtime (all year round) - open to all year groups.</p> <p>Textile Design room open to KS3 students after school every Tuesday and Wednesday.</p> <p>Textile Design career focus: stylist and fashion photographer.</p> | Textile Design: possible trip to Norwich University of the Arts graduate show (opens Friday 13th June? 2025 dates TBC). | <p>Textile Design: possible trip to Graduate Fashion Week at The Truman Brewery, London - Friday 13th to Monday 16th June. Schools and Colleges Day: Monday 16th June 2025.</p> <p>Textile Design: possible trip to Norwich University of the Arts graduate show (closes Thursday 19th June? 2025 dates TBC).</p> | Textile Design: Year 7 and Year 8 trip to The Bug Parc in Norwich on 25/06/2025. | Textile Design: possible trip to Week 1 of 'New Designers' exhibition of university graduates' work, at the Business Design Centre, London (2025 school days dates: Thursday 3rd and Friday 4th July). | Textile Design: The Big D&T Meet at the UEA, Norwich? Baysgarth School, North Lincolnshire (2025 date: Friday 11th July). | Textile Design: Pure London - Graduate Fashion Week Showcase (exhibition and catwalk shows) at Olympia London? (2025 dates TBC. 2024 dates: Sun 14th to Tues 16th July). Could also visit the Design Museum / the V&A / the Moco Museum nearby. |

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| College | Create |
| Faculty | Performace |
| Year Group | Year 8 |

CURRICULUM MAP 2025 - 2026

| | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|-----------------------------|---|---|--|--|---|---|---|---|
| | Music | Introduction to Pachelbel's Canon: understanding concept of Ground Bass lines and movement in leaps. | Introduction to Pachelbel's Canon: understanding concept of Ground Bass lines and movement in leaps. | Pachelbel's Canon: understanding Melody and stepwise movement. Comparing leaps to stepwise movement. | Pachelbel's Canon: understanding Melody and stepwise movement. Comparing leaps to stepwise movement. | Introducing the element of texture and different musical parts, recognising different layers of sound. | Introducing the element of texture and different musical parts, recognising different layers of sound. | Introduction to ensemble playing: listening and rehearsing skills and developing fluency in different musical parts. | Introduction to ensemble playing: listening and rehearsing skills and developing fluency in different musical parts. |
| Autumn 1 | Extended Learning | Wider Reading: Film Music | Wider Reading: Film Music | Create flashcards to learn the basic note-names and note-values in your Venture Vitals | Create flashcards to learn the basic note-names and note-values in your Venture Vitals | Create flashcards to learn the different musical parts stated in your Venture Vitals. | Create flashcards to learn the different musical parts stated in your Venture Vitals. | Listen to 2 of the extracts in your Venture Vitals and list the different parts and layers that make up the music. | Listen to 2 of the extracts in your Venture Vitals and list the different parts and layers that make up the music. |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Careers focus: Director/Music Therapist | Music club every Tuesday. | Choir every Wednesday | | | | | |
| | Performing Arts | Introduction to Gumbboot Dance. Application of mental skills and more advanced choreographic skills and relationships in dance. | Introduction to Gumbboot Dance. Application of mental skills and more advanced choreographic skills and relationships in dance. | Developing choreography knowledge through use of addition and choreographic devices. | Developing choreography knowledge through use of addition and choreographic devices. | Gumbboot dance assessment. | Gumbboot assessment | Introduction to Bhangra dance. Application of mental skills and more complex choreographic devices. | Developing choreography knowledge through use of addition and choreographic devices. |
| | Extended Learning | Wider Reading: Director | Wider Reading: Director | Create a set of flashcards for the yellow box on your knowledge organiser. Use the purple QR code with a link to your Gumbboot song to rehearse. | Create a set of flashcards for the yellow box on your knowledge organiser. Use the purple QR code with a link to your Gumbboot song to rehearse. | Use the red box on your knowledge organiser and the red QR code to create a poster about Gumbboot dance and what it looks like. | Use the red box on your knowledge organiser and the red QR code to create a poster about Gumbboot dance and what it looks like. | Use the blue QR code to practice the Bhangra routine. Use the pink box and pink QR code to create a poster about Bhangra dance. | Use the blue QR code to practice the Bhangra routine. Use the pink box and pink QR code to create a poster about Bhangra dance. |
| | Benchmark Task | | | | | Assessment: Application of style, choreographic devices and performance skills. | Assessment: Application of style, choreographic devices and performance skills. | | |
| | Enrichment, Careers & Trips | Careers: Dancer/Sound Therapist | | | Dance club every Thursday | | | | |
| | | | | | | | | | |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Music | Ensemble work: adding structure and textural contrast to their arrangement . Developing rehearsal skills | Ensemble work: adding structure and textural contrast to their arrangement . Developing rehearsal skills | Developing ensemble playing and using correct rehearsal techniques to improve group timing and fluency. | Developing ensemble playing and using correct rehearsal techniques to improve group timing and fluency. | Final rehearsals and group performances. Peer and self-assessment. | Final rehearsals and group performances. Peer and self-assessment. | Final group performances and peer and self-assessment. | |
| | Extended Learning | Listen to 2 different extracts in your Venture Vitals and list the different parts and layers that make up the music. | Listen to 2 different extracts in your Venture Vitals and list the different parts and layers that make up the music. | Wider Reading: Sound Therapist | Wider Reading: Sound Therapist | Using your flashcards, revise note-values and musical parts key words for your assessment. | Using your flashcards, revise note-values and musical parts key words for your assessment. | Using your flashcards, revise note-values and musical parts key words for your assessment. | |
| | Benchmark Task | | | | Assessment: Keyboard skills, dexterity and fluency in performing, understanding of texture in Music | Assessment: Keyboard skills, dexterity and fluency in performing, understanding of texture in Music | | | |
| | Enrichment, Careers & Trips | Music club every Tuesday. | Choir every Wednesday | | | | | | |
| | Performing Arts | Introduction to Bhangra dance. Application of mental skills and more complex choreographic devices. | Developing Bhangra choreography using addition and choreographic devices. | Developing Bhangra choreography using addition and choreographic devices. | Assessment performance. Application of skills and peer feedback. | Assessment performance. Application of skills and peer feedback. | Pink pen assessment and feedback. Learning how to self-evaluate through extended writing. | Pink pen assessment and feedback. Learning how to self-evaluate through extended writing. | |
| | Extended Learning | Wider Reading: Dancer | Wider Reading: Dancer | Mind dump as much as you can remember about the following topics as possible: gumbboot, Bhangra dance, choreographic devices. | Mind dump as much as you can remember about the following topics as possible: gumbboot, Bhangra dance, choreographic devices. | Use your knowledge organiser to create a poster. | Use your knowledge organiser to create a poster. | Use your knowledge organiser to create a poster. | |

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| | Benchmark Task | | | | Assessment: Application of style, choreographic devices and performance skills. | Assessment: Application of style, choreographic devices and performance skills. | |
| | Enrichment, Careers & Trips | | | Dance club every Thursday | Careers: Dancer/Sound Therapist | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February |
| | Music | Assessment feedback and pink pen reflection. Learning how to self-evaluate through extended writing. | Assessment feedback and pink pen reflection. Learning how to self-evaluate through extended writing. | Introduction to Bandlab: understanding basic functions and sequencing a simple bass line. | Introduction to Bandlab: understanding basic functions and sequencing a simple bass line. | Developing BandLab knowledge and skills: recapping basic functions and sequencing a simple melody. | Developing BandLab knowledge and skills: recapping basic functions and sequencing a simple melody. |
| | Extended Learning | Wider Reading: Music Producer | Wider Reading: Music Producer | Using the diagram in your Venture Vitals, create flashcards to learn the names of the basic functions of BandLab. | Using the diagram in your Venture Vitals, create flashcards to learn the names of the basic functions of BandLab. | Create flashcards to learn the basic note-names and note-values in your Venture Vitals | Create flashcards to learn the basic note-names and note-values in your Venture Vitals |
| | Benchmark Task | | | | | | |
| | Enrichment, Careers & Trips | | Music club every Tuesday. | | Choir every Wednesday | Careers: Actor/Music Producer | |
| | Performing Arts | Introduction to Commedia Dell'Arte. Use of grammelot and improvisation to create a performance. | Introduction to Commedia Dell'Arte. Use of grammelot and improvisation to create a performance. | Develop understanding of status in the context of Commedia Dell'Arte. Application of grammelot. | Develop understanding of status in the context of Commedia Dell'Arte. Application of grammelot. | Gain an undersanding of characters within Commedia Dell'Arte. Application of slapstick comedy and rule of three. | Gain an undersanding of characters within Commedia Dell'Arte. Application of slapstick comedy and rule of three. |
| | Extended Learning | Wider Reading: Actor | Wider Reading: Actor | Create a set of flashcards for the red box and blue table from your Commedia Dell'Arte knowledge organiser | Create a set of flashcards for the red box and blue table from your Commedia Dell'Arte knowledge organiser | Read the information in the yellow box on your knowledge organiser. Design/create your own mask. | Read the information in the yellow box on your knowledge organiser. Design/create your own mask. |
| | Benchmark Task | | | | | | |
| | Enrichment, Careers & Trips | Dance club every Thursday | | Year 8 drama/dance workshop | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | |
| | Music | Developing BandLab knowledge and skills: Looping, changing instrument sounds, sequencing more-complex rhythms. | Developing BandLab knowledge and skills: Looping, changing instrument sounds, sequencing more-complex rhythms. | Basic rhythm-writing and learning how to add structure and texture to their music. | Basic rhythm-writing and learning how to add structure and texture to their music. | Understanding how to edit: accuracy in the midi-editor, automation and balancing sound, mixing-down to mp3. | |
| | Extended Learning | Wider Reading: Music Critic | Wider Reading: Music Critic | Using the diagram in your Venture Vitals, create flashcards to learn the names of the editing functions of BandLab. | Using the diagram in your Venture Vitals, create flashcards to learn the names of the editing functions of BandLab. | Using your flashcards, revise all BandLab functions learned for your assessment. | |
| | Benchmark Task | | | Assessment: Understanding of Music Technology, sequencing and editing skills. | Assessment: Understanding of Music Technology, sequencing and editing skills. | | |
| | Enrichment, Careers & Trips | Music club every Tuesday. | Choir every Wednesday | | Careers: Theatre reviewer/Music Critic | | |
| | Performing Arts | Introduction to how Commedia Dell'Arte characters physically presented their characters. | Introduction to how Commedia Dell'Arte characters physically presented their characters. | Assessment performance. Application of skills and peer feedback. | Assessment performance. Application of skills and peer feedback. | Pink pen assessment and feedback. Learning how to self-evaluate through extended writing. | |

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| | Extended Learning | Wider Reading: Theatre reviewer | Wider Reading: Theatre reviewer | Use the purple box/QR code to create a poster about the different characters within Commedia Dell'Arte. Watch the blue QR code to help further your understanding. | Use the purple box/QR code to create a poster about the different characters within Commedia Dell'Arte. Watch the blue QR code to help further your understanding. | Watch the peach QR code on your knowledge organiser. Write a review of the performance. | | |
| | Benchmark Task | | | Assessment: Application of style, skills and performance qualities. | Assessment: Application of style, skills and performance qualities. | | | |
| | Enrichment, Careers & Trips | Careers: Theatre reviewer/Music Critic | | Dance club every Thursday | | | | |
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Music | Understanding how to edit: accuracy in the midi-editor, automation and balancing sound, mixing-down to mp3. | Assessment feedback and pink pen reflection. Learning how to self-evaluate through extended writing. | Assessment feedback and pink pen reflection. Learning how to self-evaluate through extended writing. | Introduction to Reggae: origins; sub-genres; stylistic features. Listening skills and Performance: off-beat chords. | Introduction to Reggae: origins; sub-genres; stylistic features. Listening skills and Performance: off-beat chords. | Three Little Birds: learning the 3-chord progression and practicing moving between chords. | |
| | Extended Learning | Using your flashcards, revise all BandLab functions learned for your assessment. | Wider Reading: A Brief History of Steel Pulse | Wider Reading: A Brief History of Steel Pulse | Create flashcards for the Reggae stylistic features in your Venture Vitals | Create flashcards for the Reggae stylistic features in your Venture Vitals | Using the note-values in your Venture Vitals, experiment with clapping different (syncopated) rhythms | |
| | Benchmark Task | | | | | | | |
| | Enrichment, Careers & Trips | | Music club every Tuesday. | Choir every Wednesday | | | | |
| | Performing Arts | Pink pen assessment and feedback. Learning how to self-evaluate through extended writing. | Introduction to Physical Theatre and Frantic Assembly. Introduction to Hymns hands. | Introduction to Physical Theatre and Frantic Assembly. Introduction to Hymns hands. | Introduction to Round-by-Through. Create and develop using choreographic skills. | Introduction to round-by-through. Create and develop using choreographic skills. | Introduction to chair duets. Create and develop using choreographic skills. | |
| | Extended Learning | Watch the peach QR code on your knowledge organiser. Write a review of the performance. | Wider Reading: Choreographer | Wider Reading: Choreographer | Use the blue QR code to watch the trailer. Then create a set of flashcards for the green box on your knowledge organiser. | Use the blue QR code to watch the trailer. Then create a set of flashcards for the green box on your knowledge organiser. | Create a poster using the pink QR code on your knowledge organiser. | |
| | Benchmark Task | | | | | | | |
| | Enrichment, Careers & Trips | Dance club every Thursday & Dance competition at CNS / Careers: choreographer/Music Journalist | | | | | | |
| | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Music | Three Little Birds: learning the 3-chord progression and practicing moving between chords. | Syncopated bass lines and melodic hook. Performing to a backing-track. | Syncopated bass lines and melodic hook. Performing to a backing-track. | Developing two-handed keyboard skills, combining different note-values and movement in steps and leaps. | Developing two-handed keyboard skills, combining different note-values and movement in steps and leaps. | Paired-performance: developing listening and ensemble skills for accurate and fluent playing. | Paired-performance: developing listening and ensemble skills for accurate and fluent playing. |
| | Extended Learning | Using the note-values in your Venture Vitals, experiment with clapping different (syncopated) rhythms | Wider Reading: A Career as a Sound Engineer | Wider Reading: A Career as a Sound Engineer | Listen to a Reggae song from your Venture Vitals and compare to Three Little Birds using your knowledge of key elements | Listen to a Reggae song from your Venture Vitals and compare to Three Little Birds using your knowledge of key elements | Listen to another Reggae song from your Venture Vitals and compare to Three Little Birds using your knowledge of key elements | Listen to another Reggae song from your Venture Vitals and compare to Three Little Birds using your knowledge of key elements |
| | Benchmark Task | | | | | | | |
| | Enrichment, Careers & Trips | Music club every Tuesday. | Choir every Wednesday | | | Careers focus: Costume Designer/Song-Writer/Lyricist | | |

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| | Performing Arts | Introduction to chair duets. Create and develop using choreographic skills. | Introduction to Frantic Assembly 'The Curious Incident of the Dog in the Nighttime'. Script focus: train sequence. Application of knowledge of devising- Hymns Hands, Chair duets, Round-by-through | Introduction to Frantic Assembly 'The Curious Incident of the Dog in the Nighttime'. Script focus: train sequence. Application of knowledge of devising- Hymns Hands, Chair duets, Round-by-through | Assessment prep: Application of knowledge of devising to scriptwork. | Assessment prep: Application of knowledge of devising to scriptwork. | Assessment and pink pen self-evaluation. | Assessment and pink pen self-evaluation. |
| | Extended Learning | Create a poster using the pink QR code on your knowledge organiser. | Extended reading: Costume designer | Extended reading: Costume designer | Create a set of flashcards for the yellow table on your knowledge organiser. | Create a set of flashcards for the yellow table on your knowledge organiser. | Create a factfile using the peach box and QR code on your knowledge organiser. | Create a factfile using the peach box and QR code on your knowledge organiser. |
| | Benchmark Task | | | | Assessment: Application of style, skills and performance qualities. | Assessment: Application of style, skills and performance qualities. | | |
| | Enrichment, Careers & Trips | | | Dance club every Thursday | KS3 Y7/8 Theatre trip & OAT East | | | |

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| College | Create |
| Faculty | Visual Art |
| Year Group | Year 8 |

CURRICULUM MAP 2025 - 2026

| | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|-----------------------------|--|--|---|---|--|--|---|---|
| Autumn 1 | Art | Group 1 -Water colour painting inspired by Georgia O'keeffe.Introduction to Vincent Van Gogh | Oil pastels - Techniques in the style of Vincent Van Gogh. | Oil pastels- Techniques in the style of Vincent Van Gogh. | Landscape painting in the style of Vincent Van Gogh. | Landscape painting in the style of Vincent Van Gogh. | Landscape painting in the style of Vincent Van Gogh. | Sunflower chalk drawings in the style of Vincent Van Gogh. | Sunflower chalk drawings in the style of Vincent Van Gogh. |
| | Extended Learning | Wider reading - The most famous and influential artists in history. | Flashcards on colour theory | Drawing task 1 | Recall questions on the formal elements of art | Vincent Van Gogh drawing part 1 | Vincent Van Gogh drawing part 2 | Tutorial 1 - Vincent Van Gogh | Tutorial 2 Painting techniques |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Carreers in Art - painter VVG | | Tuesday Art club P6 | | Tuesday Art club P6 | | | |
| | Photography | Knowledge recall - what is photography? Different types of photography, formal elements and drawing in photography | Research and critical analysis - colour and texture in photography | Composition in photography, how can we use the formal elements to capture texture in still life photography | Digital editing techniques using Photoshop - knowledge recall - hue & saturation, colour balance, gradient map & posterize. | Digital editing techniques using Photoshop - select colour and masking tools | Artist analysis - Jeanette Hägglund. Formal elements breakdown to understand photographers work in more detail looking at colour in arcitecture. | Photoshoot inspired by Jeanette Hägglund. Using arcitecture to explore colour and texture. | Digital editing techniques using Photoshop - transform, reflect, rotate and selection tool. |
| | Extended Learning | Wider reading - Careers in Photography - Wildlife. | Mind dump of the formal elements with examples. | Flash cards on 4 different types of photography composition. | Read Adobe article ' How to take good photos'. | Watch 'Beginners guide to photoshop' video. | Photoshoot using the formal elements texture and colour. | Look, say, cover, write, check - DSLR camera diagram. | Mind dump on careers within photography. |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Careers in Photography - Wildlife Photographer. Carreers in Art - painter VVG | Photographers research - Petr Strnad. | | | | Photographers research - Jeanette Hägglund | | |
| | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| Autumn 2 | Art | Group 2 Water colour painiting Georgia O'keeffe. Looking at the work of Van Gogh. | Oil pastels techniques in the style of Vincent Van Gogh. | Oil pastels techniques in the style of Vincent Van Gogh. | Landscape painting in the style of Vincent Van Gogh. | Landscape painting in the style of Vincent Van Gogh. | Landscape painting in the style of Vincent Van Gogh. | Sunflower chalk drawings in the style of Vincent Van Gogh. | |
| | Extended Learning | Wider reading - The most famous and influential artists in history. | Flashcards on colour theory | Recall task on the formal elements of art | Vincent Van Gogh drawing part 1 | Vincent Van Gogh drawing part 2 | Tutorial 1 - Vincent Van Gogh | Tutorial 2 Brush mark techniques | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | | | Tuesday Art club P6 | | | | | |
| | Photography | Knowledge recall - what is photography? Different types of photography, formal elements and drawing in photography | Research and critical analysis - colour and texture in photography | Composition in photography, how can we use the formal elements to capture texture in still life photography | Digital editing techniques using Photoshop - knowledge recall - hue & saturation, colour balance, gradient map & posterize. | Artist analysis - Jeanette Hägglund. Formal elements breakdown to understand photographers work in more detail looking at colour in arcitecture. | Photoshoot inspired by Jeanette Hägglund. Using arcitecture to explore colour and texture. | Digital editing techniques using Photoshop - transform, reflect, rotate and selection tool. | |
| | Extended Learning | Wider reading - Careers in Photography - Wildlife. | Mind dump of the formal elements with examples. | Flash cards on 4 different types of photography composition. | Watch 'Beginners guide to photoshop' video. | Photoshoot using the formal elements texture and colour. | Look, say, cover, write, check - DSLR camera diagram. | Mind dump on careers within photography. | |

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| | Benchmark Task | | | | | | |
| | Enrichment, Careers & Trips | Careers in Photography - Wildlife Photographer. Carreers in Art - painter VVG | Photographers research - Petr Strnad. | | | Photographers research - Jeanette Hägglund | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February |
| | Art | Group 1 - Looking at the work of Henri Matisse and Fauvism- Still life painting. | Still life painitng - Designing a composition inspired by Henri Matisse. | Still life painting in the style of Henry Matisse, layering and colour application. | Landscape drawing and painting inspired by Henri Matisse . Compostion ideas. | Landscape drawing and painting inspired by Henri Matisse . layering and colour application. | Landscape drawing and painting inspired by Henri Matisse . layering and colour application. |
| | Extended Learning | Wider reading - Careers in Art Ceramicist | Tutorial 1 on Collage and Henri Matisse | Paper Collage | Tutorial 2 - Fauvism | Recall task 1 | Recall task 2 |
| | Benchmark Task | | | | | Painting assessment Spring | |
| | Enrichment, Careers & Trips | Looking at the work of Henri Matisse. | | | Tuesday Art club P6 | | |
| | Photography | Knowledge recall assessment - key terms, critical analysis, technical terminology and practical skills. | Assessment Feedback. Digital research assignment - colour theory linking to emotions | Photoshoot inspired by Steve McCurry. Capturing portraits using props and colours to display emotions. | Digital editing techniques using Photoshop - colour changing, select colour, colour manipulation | Physical editing technique in the style of Victoria Villasana - embroidery. Stitching into photograph to add texture. | Physical editing technique in the style of Victoria Villasana - embroidery. Stitching into photograph to add texture. |
| | Extended Learning | Wider reading - Careers in Photography - Commercial Photographer. | Mind dump on how colour can link and evoke emotions | Watch interview with Steve McCurry | Watch Photoshop tutorial 1 | Watch 'Embroidery for beginners' tutorial | Flash cards on core vocabulary |
| | Benchmark Task | | | | | Assessment task Spring | |
| | Enrichment, Careers & Trips | Careers in Photography and photrapghy - Commercial photographer, ceramicist. | Photographers research - Steve McCurry | Photographers research - Nadine Rovner | | Photographers research - Victoria Villasana | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | |
| | Art | Group 2 - Looking at the work of Henri Matisse - still life painting. | Still life painitng - Designing a composition inspired by Henri Matisse. | Still life painting in the style of Henry Matisse,creating, layring and application. | Landscape painting inspired by Henri Matisse . Compostion ideas. | Landscape painting inspired by Henri Matisse . layering and colour application. | |
| | Extended Learning | Wider reading - Careers in Art Ceramicist | Tutorial 1 on Collage and Henri Matisse | Paper collage | Tutorial 2 - Fauvism | Recall task 1 | |
| | Benchmark Task | | | | | Painting assessment Spring | |
| | Enrichment, Careers & Trips | Looking at the work of Henri Matisse. | | | Tuesday Art club P6 | | |
| | Photography | Knowledge recall assessment - key terms, critical analysis, technical terminology and practical skills. | Assessment Feedback. Digital research assignment - colour theory linking to emotions | Photoshoot inspired by Steve McCurry. Capturing portraits using props and colours to display emotions. | Digital editing techniques using Photoshop - colour changing, select colour, colour manipulation | Physical editing technique in the style of Victoria Villasana - embroidery. Stitching into photograph to add texture. | |
| | Extended Learning | Wider reading - Careers in Photography - Commercial Photographer. | Mind dump on how colour can link and evoke emotions | Watch interview with Steve McCurry | Watch 'How to change colours' in photoshop tutorial | Watch 'Embroidery for beginners' tutorial | |
| | Benchmark Task | | | | | Assessment task Spring | |
| | Enrichment, Careers & Trips | Careers in Photography and Art - Commercial photographer,ceramicist | Photographers research - Steve McCurry | Photographers research - Nadine Rovner | | Photographers research - Victoria Villasana | |

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|----------|-----------------------------|--|--|--|---|---|--|--|--|
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | | |
| | Art | Looking at the work of Paul Cezanne - still life compositions. Tonal drawings. | Looking at the work of Paul Cezanne - still life compositions. Tonal drawings. | Looking at the work of Paul Cezanne - still life compositions. Tonal drawings. | Oil pastel drawings inspired by Paul Cezanne | Oil pastel drawings inspired by Paul Cezanne | Oil pastel drawings inspired by Paul Cezanne | | |
| | Extended Learning | Recall task 2 | Wider reading Careers in Art - Art therapist. | Detailed observational drawing 1 | Recall task 1 | Recall task 2 | Detailed observational drawing 2 | | |
| | Benchmark Task | | | | | Assessment task Summer - Drawing. | | | |
| | Enrichment, Careers & Trips | Looking at the work of Paul Cezanne. | | Tuesday Art club P6 | | | | | |
| | Photography | Photoshoot inspired by the natural world. Capturing macro photographs of texture and colour. | Digital editing techniques using Photoshop - colour changing, select colour, colour manipulation | Final assessment - knowledge recall for both theory and practical skills. | Assessment Feedback. Digital editing techniques using Photoshop - Initial digital collage | Digital editing techniques using Photoshop - digital collage development | Physical editing techniques using collage to add texture and depth | | |
| | Extended Learning | Wider reading - Careers in Photography - Photojournalist. | Mind dump of different photoshop editing techniques and examples. | Watch 'David Benjamin Sherry Interview' | Watch 'Layer masks in photoshop' tutorial | Flash cards of the core vocabulary | Complete a research page on one of the photographers on your knowledge organiser | | |
| | Benchmark Task | | | | | Assessment task Summer | | | |
| | Enrichment, Careers & Trips | Photographers research - David Benjamin Sherry. Careers in Photography - Photojournalist. Careers in art printmaker. | | | | | | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July | |
| | Art | Looking at the work of Paul Cezanne - still life compositions. Tonal drawings. | Looking at the work of Paul Cezanne - still life compositions. Tonal drawings. | Looking at the work of Paul Cezanne - still life compositions. Tonal drawings. | CTT WEEK | Oil pastel drawings inspired by Paul Cezanne | Oil pastel drawings inspired by Paul Cezanne | Oil pastel drawings inspired by Paul Cezanne | |
| | Extended Learning | Wider reading Careers in Art - Art therapist. | Detailed observational drawing 1 | Recall task 1 | CTT WEEK | Recall task 2 | Detailed observational drawing 2 | Detailed observational drawing 2 | |
| | Benchmark Task | | | | | | Assessment task Summer - Drawing. | | |
| | Enrichment, Careers & Trips | Looking at the work of Paul Cezanne. | Tuesday Art club P6 | | | | | | |
| | Photography | Photoshoot inspired by the natural world. Capturing macro photographs of texture and colour. | Digital editing techniques using Photoshop - colour changing, select colour, colour manipulation | Final assessment - knowledge recall for both theory and practical skills. | CTT WEEK | Assessment Feedback. Digital editing techniques using Photoshop - Initial digital collage | Digital editing techniques using Photoshop - digital collage development | Physical editing techniques using collage to add texture and depth | |
| | Extended Learning | Wider reading - Careers in Photography - Photojournalist. | Mind dump of different photoshop editing techniques and examples. | Watch 'David Benjamin Sherry Interview' | CTT WEEK | Watch 'Layer masks in photoshop' tutorial | Flash cards of the core vocabulary | Complete a research page on one of the photographers on your knowledge organiser | |
| | Benchmark Task | | | | | | Assessment task Summer | | |
| | Enrichment, Careers & Trips | Photographers research - David Benjamin Sherry. Careers in Photography - Photojournalist. Careers in art printmaker. | | | | | | | |

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| College | Aspire |
| Faculty | Computer Science |
| Year Group | Year 8 |

CURRICULUM MAP 2025 - 2026

| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|-----------------------------|--|---|---|--|---|---|---|--------------------------------------|
| | Focus | CPU and Embedded Systems. Concept of stored programs and FDE | RAM/ROM in depth (Virtual memory and Performance) | Characteristics of Secondary Storage | Purpose of the Operating System | Roles of Utility software | Setting up a Network | Connecting a network to the internet | Connection types |
| | Extended Learning | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment / Extra reading | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment |
| | Benchmark Task | | | | | | | Benchmarking | |
| | Enrichment, Careers & Trips | Trip to Centre of Computing History this term. How has hardware developed and changed over time? | | Computing Club Weekly | | Managing computer systems | How networks work in the home | Career spotlight throughout - Hardware and software developer | Improving network performance |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | Network performance | Threats to networks and prevention | First Full Assessment Cycle | Feedback | Basics of Data Representation (Recap and Y7 core knowledge) | Binary Calculations (Addition and Shift) | Conversions using ASCII | |
| | Extended Learning | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment / Extra reading | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | |
| | Benchmark Task | | | | | | Benchmarking | | |
| | Enrichment, Careers & Trips | Improving network performance | Being safe online | Computing Club Weekly | | Career spotlight throughout - network manager, cryptography, cyber security analyst etc | Cross curricular links with maths throughout unit | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | Understanding Images | Understanding Images practical applications | Ethical Impacts of Computing | Environmental Impacts of Computing | Legislation - DPA/GDPR | Legislation - Computer Misuse | | |
| | Extended Learning | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment / Extra reading | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | | |
| | Benchmark Task | | | | | Benchmarking | | | |
| | Enrichment, Careers & Trips | Computing Club Weekly | Digital literacy | Career spotlight throughout - programming careers (games / app / web development) | | Problem solving | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Legislation - Copyright, designs and patents (Licensing) | Assessment | Feedback | Programming (Python) Declaring and using identifiers (I/O) | Programming (Python) Practical application of I/O statements | | | |
| | Extended Learning | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment / Extra reading | Venture vitals /KO Seneca assignment | | | |
| | Benchmark Task | | | | | Benchmarking | | | |

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|----------|-----------------------------|---|---|---|---|---|---|---|
| | Enrichment, Careers & Trips | Computing Club Weekly | | Career spotlight throughout - programming careers (games / app / web development) | | Problem solving | | |
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Focus | Programming (Python) Using selection | Programming (Python) Practical application of selection | Programming (Python) Creating loops/iteration | Programming (Python) Practical application of iteration | Programming (Python) Understanding Subprograms | Programming (Python) Practical application subprogramns | |
| | Extended Learning | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment / Extra reading | Venture vitals /KO Seneca assignment | |
| | Benchmark Task | | | | | Benchmarking | | |
| | Enrichment, Careers & Trips | Problem sovling | Real world applications of programming | Real world applications of programming | Real world applications of programming | Real world applications of programming | Computing Club Weekly | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | Assessment - Write a program to solve a problem using all constructs and skills | Feedback | Development and improvement | Games Design - simple game mechanics | Games Design - simple game mechanics | Games Design - simple game mechanics | Games Design - simple game mechanics |
| | Extended Learning | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment / Extra reading | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment | Venture vitals /KO Seneca assignment |
| | Benchmark Task | | | | | | Benchmarking | |
| | Enrichment, Careers & Trips | Computing Club Weekly | | | Games design industry / Learning development software | Games design industry / Learning development software | Games design industry / Learning development software | Games design industry / Learning development software |



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| College | Aspire |
| Faculty | Maths |
| Year Group | Year 8 |

CURRICULUM MAP
2025 - 2026

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|----------|-----------------------------|---|---|--|--|--|--|--|--|
| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
| | Focus | First Lesson Number and Number System (1) | Number and Number System (4) | Number and Number System (4) | Number and Number System (1) calculating (3) | Calculating (4) | Revision (1) Assessment (1) Calculating (2) | Calculating (1) Visualising and Constructing (3) | First Lesson (1) Visualising and Constructing (3) |
| | Extended Learning | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Extended reading from Venture Vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Career - Marketing | Career - Marketing | Career - Marketing | Career - Marketing | Career - Software developer | | Career - Software developer | Careers - Cartographer |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | Visualising and Constructing (4) | Visualising and Constructing (2) Understanding Risk (2) | Understanding Risk (4) | Algebraic Tinkering (4) | Revision (1) Assessment (1) Algebraic Tinkering (2) | Algebraic Tinkering (4) | Algebraic tinkering (2) | |
| | Extended Learning | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Extended reading from Venture Vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Careers - Cartographer | Careers - Cartographer | Career - Medicine | Career - Medicine | | Career - Carpenter | Career - Carpenter | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | First Lesson (1) Exploring Fractions Percentages and Decimals (3) | Exploring Fractions Percentages and Decimals (2) Proportional Reasoning (2) | Revision (1) Assessment (1) Proportional Reasoning (2) | Proportional Reasoning (4) | Proportional Reasoning (3) Pattern Sniffing (1) | | | |
| | Extended Learning | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Extended reading from Venture Vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | | | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Career - Pharmacist | Career - Pharmacist | | Enrichment, trip to Norwich castle. "Storming the castle." | Career - Pharmacist | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Pattern Sniffing (3) Angles (1) | First Lesson (1) Angles (3) | Angles (2) Calculating with Percentage (2) | Revision (2) Assessment (1) Solving Equations (1) | Calculating with Percentage (4) | | | |
| | Extended Learning | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Extended reading from Venture Vitals | Focus on previous week's learning with links to venture vitals | | | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Career - Insurance underwriters | Career - plumber | Career - plumber | Career - air traffic controller | Career - banking | | | |

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| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | | |
| | Focus | Calculating Space (4) | Calculating space (3) Algebraic Proficiency (1) | Algebraic proficiency (4) | Revision (3) Assessment (1) | Algebraic Proficiency (4) | Understanding Risk (4) | | |
| | Extended Learning | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Extended reading from Venture Vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Career - farming | Career - farming | Career - research scientist | | Career - research scientist | Career - Insurance underwriter | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July | |
| | Focus | Understanding Risk (1) Presenting Data (3) | Work Experience | Presenting Data (1)Measuring Data (3) | Measuring Data (1)Revision (2) Assessment (1) | Measuring Data (2) Functional Skills (2) | Functional Skills (1) | Functional Skills (1) | |
| | Extended Learning | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Extended reading from Venture Vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | Focus on previous week's learning with links to venture vitals | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | Career - Insurance underwriter | | Career - statistician | Career - statistician | Career - statistician | | | |

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| College | Achieve |
| Faculty | Religious Education |
| Year Group | Year 8 |

CURRICULUM MAP 2025 - 2026

| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
|----------|--------------------------------|--|---|--|---|--|---|---------------|---|
| | Focus | | How is Islam practiced? Foundations of Islam | | How is Islam practiced? Muhammad (pbuh) as a prophet | | How is Islam practiced? Beliefs about Allah and prayer | | How is Islam practiced? Zakah |
| | Extended Learning | | Extended Learning Booklet - Islam - Task 1 | | Extended Learning Booklet - Islam - Task 2 | | Extended Learning Booklet - Islam - Task 3 | | Extended Learning Booklet - Islam - Task 4 |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | | | | | | | | |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | | How is Islam practiced? Ramadan | | How is Islam practiced? Hajj | | How is Islam practiced? Assessment/Feedback | | |
| | Extended Learning | | Extended Learning Booklet - Islam - Task 5 | | Extended Learning Booklet - Islam - Task 6 | | Extended Learning Booklet - Wider Reading | | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | | | | | | | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | Buddhism - What does it mean to be a Buddhist? Foundations of Buddhism | | Buddhism - What does it mean to be a Buddhist? Enlightenment | | Buddhism - What does it mean to be a Buddhist? Four Noble Truths and the Eightfold Path | | | |
| | Extended Learning | Extended Learning Booklet - Buddhism - Task 1 | | Extended Learning Booklet - Buddhism - Task 2 | | Extended Learning Booklet - Buddhism - Task 3 | | | |
| | Benchmark Task | | | | | | | | |
| | Enrichment, Careers & Trips | | | | | | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Buddhism - What does it mean to be a Buddhist? Meditation | | Buddhism - What does it mean to be a Buddhist? Pilgrimage | | Buddhism - What does it mean to be a Buddhist? Festivals | | | |
| | Extended Learning | Extended Learning Booklet - Buddhism - Task 4 | | Extended Learning Booklet - Buddhism - Task 5 | | Extended Learning Booklet - Buddhism - Task 6 | | | |
| | Benchmark Task | | | | | | | | |

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| | Enrichment, Careers & Trips | | | | | | | |
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | |
| | Focus | Buddism - What does it mean to be a Buddhist? Assessment Feedback | | Hinduism - What are the core beliefs of Hinduism? Caste system | | Hinduism - What are the core beliefs of Hinduism? Hindu beliefs about God | | |
| | Extended Learning | Extended Learning Booklet - Wider Reading | | Extended Learning Booklet - Hinduism - Task 1 | | Extended Learning Booklet - Hinduism - Task 2 | | |
| | Benchmark Task | | | | | | | |
| | Enrichment, Careers & Trips | | | | | | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July |
| | Focus | Hinduism - What are the core beliefs of Hinduism? Afterlife | | Hinduism - What are the core beliefs of Hinduism? Dharma | | Hinduism - What are the core beliefs of Hinduism? Festivals | | Hinduism - What are the core beliefs of Hinduism? Assessment/Feedback |
| | Extended Learning | Extended Learning Booklet - Hinduism - Task 3 | | Extended Learning Booklet - Hinduism - Task 4 | | Extended Learning Booklet - Hinduism - Task 5 | | Extended Learning Booklet - Wider Reading |
| | Benchmark Task | | | | | | | |
| | Enrichment, Careers & Trips | | | | | | | |

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| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | | |
| | Focus | SECOND GUILD-Week 1 | SECOND GUILD-Week 2 | SECOND GUILD-Week 3 | SECOND GUILD-Week 4 | Safeguarding (3/3) | C-Community (Onlie Community) | | |
| | Lesson Title | | | | | | What are the dangers of being online? (interactive video) | | |
| | Benchmark Task | | | | | | | | |
| | Personal Development | Character Dev. | Character Dev. | Character Dev. | Character Dev. | Student Welfare | Student Welfare/RSHE | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July | |
| | Focus | C-Community (Online Community) | C-Community (Online Community) | C-Community (Online Community) | | C-Community (Online Community) | C-Community (Online Community) | | |
| | Lesson Title | Catfishing: Who am I talking to? | What is Digital Wellbeing? | How does a good gamer behave online? | | How do I manage my online presence? | How can screentime affect my health? | | |
| | Benchmark Task | | | | | | | | |
| | Personal Development | Student Welfare/RSHE | Student Welfare/RSHE | Student Welfare/RSHE | | Student Welfare/RSHE | Student Welfare/RSHE | | |

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| Faculty | Tools for Life |
| Year Group | Year 8 |

CURRICULUM MAP 2025 - 2026

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|----------|-----------------|---------------------------|--|---|-----------------------------------|---|---|---------------|-----------------------------|
| Autumn 1 | Week Commencing | 1st September | 8th September | 15th September | 22nd September | 29th September | 6th October | 13th October | 20th October |
| | Focus | | Welcome Back and Organisation | | Coping with Change and Transition | | Unintended Consequences | | Screening and Student Views |
| Autumn 2 | Week Commencing | 3rd November | 10th November | 17th November | 24th November | 1st December | 8th December | 15th December | |
| | Focus | | Managing Stress and Anxiety | | Building Resilience | | Dealing with Anger & Developing Empathy | | |
| Spring 1 | Week Commencing | 5th January | 12th January | 19th January | 26th January | 2nd February | 9th February | | |
| | Focus | New Year and Goal Setting | | First Aid Training with the Red Cross (Enhanced CASH) | | Internet Safety: Digital Wellbeing and Online Pressures (Enhanced CASH) | | | |
| Spring 2 | Week Commencing | 23rd February | 2nd March | 9th March | 16th March | 23rd March | | | |
| | Focus | Peer Pressure | | The Dangers of Smoking and Vaping (Enhanced CASH) | | Drugs and Alcohol Awareness (Enhanced CASH) | | | |
| Summer 1 | Week Commencing | 13th April | 20th April | 27th April | 4th May | 11th May | 18th May | | |
| | Focus | | An Introduction to Law (Enhanced CASH) | | Families and Parenting | | Self Care Skills and Personal Hygiene | | |
| Summer 2 | Week Commencing | 1st June | 8th June | 15th June | 22nd June | 29th June | 6th July | 13th July | |
| | Focus | | Preparing for Enrichment Week and LGBTQ+ and Pride Awareness | | Enrichment week | | Preparation for Year 9 | | |