

ENGLISH	<p>Students will spend the spring term reading and responding to Susan Hill's 'The Woman in Black', as well as a further selection of gothic horror extracts and short stories. A range of reading and writing activities will develop the skills of analysis, critical thinking and creative writing.</p> <p>Through their reading, students will be expected to learn new vocabulary, make inferences and refer to evidence in the text, commenting on how language, vocabulary, grammar, text structure and organisational features present meaning. In their writing, students will plan, draft and edit, writing their own dystopian and horror pieces.</p>
MATHEMATICS	<p>In the spring term, students will study the following topics:</p> <ul style="list-style-type: none"> • Working in the Cartesian plane • Fractions and percentages • Brackets, equations and inequalities • Standard index form • Applying number <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
SCIENCE	<p>During the spring term, students will learn about the following topics:</p> <ul style="list-style-type: none"> • Periodic table • Light • Unicellular organisms • Metals and their uses <p>More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<p>Students will continue with the Architecture Project this term. They will be making decisions about which materials to use in their John Piper-inspired final piece which will see them working on a larger scale for the first time. Students will then research the work of Surrealism and produce their own photomontage. They will then create surreal drawings from their compositions.</p>
COMPUTING	<p>Students will learn about Artificial Intelligence (AI) programs, how they work, the main types, their limitations and ethical considerations. They will further gain hands-on practice in using AI for different functions including file management and data analysis. Students will appreciate the importance of good prompts when using Large Language Models (LLMs) and will be routinely validating their generated AI output. After students have gained the theoretical and practical understanding of AI, they will move on to undertake an independent project where they will decode and analyse a mystery file with the help of a LLM software.</p>
COOKING & NUTRITION	<p>Students will expand their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
DANCE	<p>Students will delve into the dynamic world of Hip Hop Dance, exploring its cultural roots, key styles and fundamental techniques. A focus will be placed on understanding the concept of empowerment through movement, with an introductory exploration of the professional work "Emancipation of Expressionism", analysing how its themes and expressive qualities convey strength and freedom within the hip hop style. Students will develop their physical vocabulary, musicality and performance presence, applying these skills in practical choreographic tasks that celebrate self-expression and cultural understanding.</p>

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DESIGN & TECHNOLOGY	Students will explore the power of graphic design with particular focus on logo designs and branding. Students will apply their existing knowledge of the vacuum-forming process and computer-aided design to design and manufacture a product focused on the chocolate industry. Students, starting from February half term, will have an opportunity to design architecture inspired by Zaha Hadid to a set design brief and produce their ideas via Sketch Up, presentations and team work to produce a model prototype.
DRAMA	Students will be exploring Stage Combat where they will learn a sequence of believable combat movements, and they will then move onto the genre of 'Horror' through Shakespeare's 'Macbeth', considering the actor/audience relationship.
FRENCH	In the Spring term, students will start by performing the restaurant role plays they have been working on, which has given them an opportunity to hone their French speaking skills, developing their pronunciation, French accent and confidence asking and answering questions. We will then introduce students to all the French pronouns, so that we can then consider how to formulate present tense -er verbs in order to be able describe what they normally do/don't do in the evenings (revisiting negative sandwiches). Next, we will then review how to use modal verbs to talk about chores – or jobs around the house that we must/have to do. We will start the term learning how to describe their daily routine "ma routine", combining that with their knowledge of time phrases and sequencers to write an assessed French paragraph. They will then move on to learn the parts of the body and how to describe injuries or illness in French, returning to modal verbs from the previous to describe how they might treat those. Finally, just before the Easter holidays, they will learn about Easter traditions and celebrations in France and francophone countries.
GEOGRAPHY	Students will continue with their topic on development by tackling misconceptions about people and places globally. They will study big issues such as poverty and inequality and use the gapminder and Dollar Street websites to inform their thinking about how developed the world really is. This topic will allow students to use their graphicacy skills to present data and analyse data using a range of sources. Their knowledge will be informed by books such as 'Africa is not a country' by Dipo Faloyin, 'Factfulness' by Hans Rosling and 'the bigger picture' by Vanessa Nakate.
HISTORY	Students will complete their investigation into what Samuel Pepys's diary can reveal about the changing world of 17th century England. The focus will then switch to a study of how Native Americans resisted English expansion into North America, and why the British Empire acts as a prism through which the rest of the world views Britain. Finally, students will begin an enquiry into the Industrial Revolution through accounts from ordinary working people. Further work on the interpretation and evaluation of historical sources as well as how to create extended answers will form the backdrop to our lessons.
LIFE SKILLS	Within the 'Life Beyond School' topic, students will develop an understanding of the workplace by exploring various jobs, opportunities and business structures. They will examine workplace hierarchy to understand different roles and responsibilities, and learn about the concept of enterprise, including the skills and qualities needed to succeed in entrepreneurial activities. This topic will also cover diversity and equality in the workplace, helping students appreciate the importance of inclusive practices and equal opportunities for all. The second half term looks at the statutory topic of relationships. Students will build on their learning about the qualities of positive, healthy relationships and how to demonstrate positive behaviours in both friendships and partnerships. Students will explore issues such as diversity within relationships, roles and responsibilities, stereotypes and values.
MUSIC	The theme for the term is 'Pop and Rock Music'. Students will develop their understanding of the social and historical context of pop and rock music. They will explore the key musical features of this style through performing and composing activities.

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PHYSICAL EDUCATION	Physical Education (PE) lessons will cover netball, dance, gymnastics, sports hall athletics, rugby, football and basketball. In games-based lessons, students will concentrate on refining their skills and mastering the fundamental principles of play, including selecting and applying tactics for both attacking and defending situations.
RELIGION, PHILOSOPHY & ETHICS	Students will be investigating morality and ethics, investigating the big questions: 'Why is there suffering in the world?' and 'Are there any good solutions?' The first question delves into the 'problem of evil' and the inconsistent triad, asking 'How can God be all-loving if evil exists?' Students will explore both religious and non-religious responses to this problem. In the second question, students will investigate problems and solutions around prejudice and discrimination (including a case study on Jewish persecution through history) and the importance of upholding human rights.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.