



AUTUMN TERM 2026 - YEAR EIGHT

ENGLISH	During the course of this term, students will study Shakespeare and will examine increasingly challenging material. In the first half term, students will read and critically respond to the play 'Romeo and Juliet.' This unit will aim to challenge their reading skills and will encourage analysis of language, making inferences, referring to textual evidence and exploring the social/historical context of the play. Furthermore, this unit will develop students' creative writing skills. They will apply their growing knowledge of vocabulary, grammar, structure and literary devices to write imaginative and engaging texts. They will continue to demonstrate their academic writing skills. Students will end the term looking at post-1914 poetry and prose in a unit entitled War and Words. Detailed analysis of the themes, images and language presented in a variety of poems will lead to a written comparison of two of the poems studied. Students will also explore fiction and non-fiction relating to the topic of war and produce their own writing, thinking carefully about the purpose and audience. During the unit, students will practise their oracy skills through discussion and debate.
MATHEMATICS	Students will study the following units of work: • Multiplying and dividing fractions • Ratio and scale • Multiplicative change • Algebraic techniques • Representing data • Tables and probability Greater detail about the content of the units can be found on the maths curriculum page of the school website or in the courses section of your child's Dr Frost account.
SCIENCE	At the start of Year Eight, students will study the following topics: • Food and nutrition • Combustion • Fluids • Breathing and respiration More information can be found about these topics on the science curriculum page of the school website.
ART	Students will be working on the Architecture project. They will learn the technicalities of drawing with one and two-point perspective before investigating the work on John Piper. They will then begin practising using a wide range of materials to produce mixed media studies in the style of John Piper. This will continue in to the Spring Term where they will then start to develop ideas towards a final mixed-media piece.



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COMPUTING	Students will be introduced to data handling and analysis through Microsoft Excel software. This will include plotting graphs, performing calculations, solving equations, labelling data through IF statements, conditional formatting and data mining. Students will then move on to independently carry out a data mining and analysis project using the skills they have learned.
COOKING & NUTRITION	Students will prepare ingredients and create dishes of their own. They will investigate the nutritional properties of foods and learn about how to adapt recipes to suit their own tastes and budget. 90% of the dishes cooked will be savoury.
DANCE	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.
DESIGN & TECHNOLOGY	Students will build on existing knowledge to develop greater independence in both theoretical and practical work. They will strengthen their understanding of key terminology, material properties, and the advantages and disadvantages of CAD/CAM. The first unit focuses on accuracy using paper and boards, alongside developing orthographic drawing skills. In the second unit, students combine traditional hand tools with modern technologies, such as laser cutting and line bending, to design and manufacture a hand-crafted product.
DRAMA	This term, students will explore some key elements of Stanislavski's system. Stanislavski was one of the most influential theatre practitioners of the twentieth century, creating a detailed and disciplined system by which an actor could create a sense of truth on stage, challenging the melodramatic and declamatory style of acting present in theatres at the time.
FRENCH	Students will begin the autumn term discussing festivals and celebrations, celebrated in France and francophone countries. They will be introduced to related -er verbs with the pronoun "je". They will move on to speak also about sports, which ones they like and do not like, and then discover how to conjugate the verb "jouer" (and all regular -er verbs) with all the pronouns: je,tu,il/elle/on, nous, vous, ils/elles; this is the present tense in French, the first of three tenses that our Year Eight students will be introduced to this year and strive for confidence in. They will finish the term learning about how to make transactions at a market in France, buying quantities of fruit and vegetables in Euros.



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GEOGRAPHY	Students will begin by understanding the threats and opportunities facing some of the world's most fragile ecosystems and question their own actions and role in our globalised world. Students will then move onto the study of development and tackle some misconceptions about this. To do this, they will explore the perception and representation of a place using a range of sources to avoid a single narrative. Students will consider how the history, geography and politics of a place can still influence development today. This topic will allow students to use their graphicacy and numeracy skills to present and analyse data. Throughout their studies, they will draw on previously learned geographical skills and revisit old and new geographical concepts to connect the geography they are studying.
HISTORY	Students will begin their studies with a look at the English Civil War through the lens of an enquiry focused on when England came closest to being a Puritan society. Pupils will then begin to assess how much change there was in Britain through a study of Samuel Pepys's diary. Towards the end of term, students will look at how the transatlantic slave trade operated, how Native American tribes tried to defend their lands from English invaders, and how different countries perceive us because of the British Empire. Further development of the skills of understanding, chronology, interpreting sources and cause and consequence will take place, as we gradually build towards the higher-order skills required at GCSE level.
LIFE SKILLS	Students will explore how to promote good mental health and emotional wellbeing. Individual lessons will include a focus on the importance of exercise, quality sleep and a balanced diet in supporting good mental health, as well as challenging stigmas around mental health issues. In the second half of the term, the focus will shift to what empowerment looks like in a relationship, through which students will consider important issues such as: how relationships change over time, consent, abusive relationships, misogyny and how inequalities of power can make someone feel.
MUSIC	Students will be looking at Jazz. They will listen to a variety of styles within the Jazz genre including New Orleans, Swing and Modern. They will perform, improvise and compose in a Jazz style.
PHYSICAL EDUCATION	Physical Education will focus on developing students' physical skills across a range of sports, including football, rugby, netball, basketball, gymnastics, dance, and sports hall athletics. In games-based lessons, students will work on improving the quality and complexity of their skills with the goal of outsmarting opponents. Games covered will include football, netball or rugby.
RELIGION, PHILOSOPHY AND ETHICS	In the first half-term, students will use a variety of sources (TV listings, local organisations, festivals, news reports, architecture, art, etc) to explore the diversity of Muslim beliefs and practices in Britain and across the world. In the second half-term, students will study a unit called 'good, bad; right, wrong; how do I decide?' In this unit, students will explore religious and non-religious views on why humans can be both good and bad. It provides a stepping stone into our unit on morality and ethics in Year Nine.

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.