Year 8 Curriculum Map

Haybrook College Trust

2025-2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	**Number:** Fractions, decimals and percentages; Estimation and rounding; Squares and square roots	**Geometry and measures:** 2D and 3D shapes; Perimeter, area and volume; Angles in polygons	**Problem solving:** Money; Probability; Everyday events	**Algebra:** Sequences; Expressions and equations; Expanding and factorising; Linear equations	**Statistics and data:** Graphs and charts: Pictograms/tally charts; Line graphs; Bar charts; Pie charts; Stem and leaf diagrams; Venn Diagrams	**Statistics and data:** Reading and interpreting data; Averages; **Geometry and measures:** Time
English	Ignite 2 **It's a Mystery** Assessment focus: Writing. How different texts can be structured to achieve different purposes. Reading & activities: Private Peaceful	Ignite 2 **Words of war** Assessment focus: Reading. How text reflect the social and historical contexts. Language techniques to create atmosphere. Reading & activities: Private Peaceful	Ignite 2 **Technology Matters** Assessment focus: Speaking and listening. Presenting. Constructing a balanced argument. Reading & activities: Wonder	Ignite 2 **Campaign for a Cause** Assessment focus: Writing. Techniques to encourage and promote a viewpoint. Reading & activities: Wonder	Ignite 2 **Appearance and Reality** Assessment focus: Reading. Writing techniques to engage the reader. Reading & activities: Shakespeare - Romeo & Juliet	Ignite 2 **Power of Communication** Assessment focus: Speaking and listening. Debating. Language to influence. Reading activities: Shakespeare - Romeo & Juliet
Science	Food and Nutrition; Digestion and Transportation; Plants and their reproduction	Breathing and anaerobic and aerobic respiration; Finding a pulse; Unicellular organisms; Parts of a bacterial cell; Carbon cycle	Combustion, burning and reactions; Fire safety; Pollution and global warming; The periodic table- atoms, elements and chemical substances	Materials in the Earth; Metals and their uses; Properties & reactions of metals; Igneous and metamorphic rocks; Weathering & erosion	Properties of solids, liquids and gases; Fluids -floating and sinking, pressure and drag; Light; The travel of light, reflection and refraction; Coloured light	Energy transfer and control; Earth and space; Solar system and seasons; Magnetic Earth and Gravity
PSHE & RSE - Personal, Social, Health and Economic Education & Relationships and Sex Education	Independence and aspirations. **Developing risk management skills, analytical skills and strategies to identify bias:** Managing online presence; Digital and media literacy	Autonomy and advocacy. **Developing respect for beliefs, values and opinions and advocacy skills:** Stereotypes, prejudice and discrimination; Promoting diversity and equality	Choices and influences. **Developing agency and strategies to manage influence and access support:** Drugs and alcohol; Introduction to contraception; Resisting peer influence; Online choices and influence	Independence and aspirations. **Developing goal setting, motivation and self awareness:** Aspirations for the future; Career choices; Identity and the world of work	Autonomy and advocacy. **Developing communication and negotiation skills, clarifying values and strategies to manage influence:** Healthy relationships; Boundaries and consent; LGBT + inclusivity; Managing conflict	Choices and influences. **Developing agency and strategies to manage influence and access support:** Maintaining positive mental health; Importance of physical activity
Careers Education Information & Guidance (CEIAG)	Steps Booklet 2. Personal beliefs and values. Are school and work so different? What do you want from work? Job families. Ways employers recruit. Who does the job? Equality and stereotypes		Steps Booklet 2. Job families, using careers library /Online resources. Who does the job? How do you make decisions? The qualifications landscape. Writing an action plan		Steps Booklet 2. Budgeting. Review learning.	
Physical Education	**Practical:** Badminton (Hook - Football / Trampolining); **Baseline Test:** Coopers Run (Cardiovascular Endurance); **Theoretical Content:** Drugs in Sport	**Practical:** Basketball (Hook - Dodgeball / Trampolining); **Baseline Test:** Alternative Hand Wall Toss Test (Coordination); **Theoretical Content:** Movement Analysis	**Practical:** Table Tennis (Hook - Football / Trampolining); **Baseline Test:** Illinois Agility Test (Agility); **Theoretical Content:** Biomechanics	**Practical:** Handball (Hook - Dodgeball / Football); **Baseline Test:** Multistage Fitness Test (Muscular Endurance); **Theoretical Content:** Health, Fitness & Wellbeing	**Practical:** Athletics & Field Events (Hook - Rounders / Football); **Baseline Test:** Sit & Reach Test (Flexibility); **Theoretical Content:** Fitness Testing	**Practical:** Cricket (Hook - Rounders / Football); **Baseline Test:** Sargent Jump Test (Power); **Theoretical Content:** Injury Prevention
Art & Design	**Close up** **Animals,bugs and cells** Use a view finder to produce a close up image of an object or animal; Shading; Texture; Study of work from relevant artists; Visit zoo or wildlife park	**The Natural World** **Flowers and Landscapes** Pattern, shading and design; Proportion, space and perspective; Form; Add texture; Use IT to carry out research; Annotate work; Study the work of relevant artists; Visit relevant galleries or museums (Incl online)	**The Natural World** **Fossils and shells** Pattern- repeating, tesselation, rotation; Shape; Texture; Space; Reflection; Observational drawing and printing; Research and annotation; Study the work of relevant artists; Visit relevant galleries or museums (Incl online)	**Portraits** Proportion, and division; Grades of pencils; Shading and tone; Blending for skin tone; Study the work of relevant artists; Visit relevant galleries or museums (Incl online)	**Cubism** Geometric shapes; The principles of Cubism; Colour; Pattern; Research using IT; Annotate work; Study the work of relevant artists; Visit relevant galleries or museums (Incl online)	**Abstract** Characteristics of abstract design; Colour, shape, line and texture; Layering; Use personal creativity; Research using It and annotate work; Study the work of relevant artists; Visit relevant galleries or museums (Incl online)
3D Design	**Sustainable vessels** Recognise ancient monuments around the world, understand their design features, construction and intended uses; Learn how early trade routes shaped the world economy through the import and export of goods; Interpret instructions and images and understand that these forms of communication are open to interpretation. Practical project: Design, make and test a sustainable vessel	**World War 1** Learn how technology advanced rapidly due to conflict; Camouflage- identify it and its uses in nature and in man-made design. Practical project: Make a periscope and/or wooden tank	**The Natural World** Mark out, cut, shape and join timber; Recognise and use hand and elctric tools. Use tools safely; Drill holes accurately and to the correct depth using the bench drill; Use adhesives to join wood togther. Practical project: Make a habitat box (e.g bird box)	**Canals and culture** The history of the canal system and how this shaped the way goods were transported before the invention of the steam train; Learn about canal families, how they lived and worked; Learn about the design and decoration of a traditional canal boat and the importance of design in small space living; Graining. Practical project: Design and make a footstool. Use specialist tools and techniques to create the graining	**Environment, sustainablity and impact** Understand how designers and manufacturers have a responsibility for sustainable product design which have a low impact on the environment and are deisgned to not harm; Understand the impact that manufacturing can have on the environment and health	**Sustainable living** Learn about the changes in climate and resources impact on the way we live; Learn about sustainable energy and its use. Practical project: Use appropriate tools, materials and techniques to design and model sustainable living space
Geography		**Urbanisation** Industrial Revolution; Urbanisation across the world; Regeneration - A look at Manchester; Slums; Sustainability		**China** History; Communism; Population distribution; Rural China; Pollution; Trade		**Climate Change*** Factors that influence climate and the impacts on humans; Temperature and emissions; Impact of human activity; Global warming; Actions to tackle climate change
RE	**Islam** Islam around the world; Key Beliefs; Muhammad; The Qur'an; Symbols; Worship; Festivals		**Buddhism** Buddhism around the world; Key Beliefs; The Buddha; Buddhist scripture; Practicing Buddhism; Symbols; Festivals		**Ethics** Ethics and religion; Morality; Law; The Sanctity of Life; Ethics in relation to the environment, animals, drugs and medicine; Exploring attitudes; The relevance of religion in the modern world	
History	**The Industrial Revolution 1770-1842** Manufacture of products; The impact of machines; Factories, population and the creation of towns; Power; Child Labour, Working conditions and reform; Iron & Coal		**The Slave Trade** India; a British Empire 1563-1833; The role Britain played in the slave trade; Conditions on 'slave ships'; Ways in which slaves were sold; Life on a plantation; Factors that contributed to the abolition of the slave trade		**Tudor to Victorian Britain : what changed?** How and why people fought for improved rights. Peterloo, Kennington Common; Voting and women their rights and lives in the 18th and 19th century, sexism; Life in a Victorian school, why and how did schools change; Pain, infection and cleanliness, the issues and developments; Leisure time, why did it increase and what did people do?; Victorian high streets; The 'Great hunger'; Changes in population, politics and science	
Forest School	**Introduction to Outdoor Learning-** Exploring the woods; **Art-**Using nature to create-tool safety; **Construction** - Knot tying to make a swing/frame; Building a shelter, teamwork; **Survival** - Tracking using a map, orienteering; **PHSE/Wellbeing-**Forest mindfulness, yoga, cloud gazing, foreest bathing	**Survival Science** - Exploring Fire, fire safety, building a fire, putting out a fire; Food - bread, hot chocolate; **Conservation** -litter pick, making a bird feeder; **Using tools and crafting** - create festive decorations, tool safety; Festive baking on the fire	**Survival Science** - Fire safety, build, start and put out a fire; Make popcorn; **Construction**-knot tying to make a bridge, team work; **Survival**-Knife skills- whittle a toasting fork. Toast marshmallows; **Construction/PE**-Make and use natural obstacle course. Team building and competition; **Woodwork**- use a saw safely to saw a disc from a log; **Art**-create a piece of nail art. Use a hammer safely	**Survival**-Tracking and orienteering using a map; **Conservation** - Litter pick, male a plant pot out of disguarded items, decorate and plant; **Construction**-Team work, make a tower as tall as possible using natural resources; **Exploration**- explore the woodland in Spring. Safety, tree climbing; **Conservation/biology**- prepare soil and sow seeds. Explore flower meadows and learn about their benefits; **Survival/RE** -cooking. Build, start and put out a fire. Fire safety. Make Easter smores	**Survival**- Forage for wild garlic Make pesto. Work together to erect a tent. Competition; **Art** - use natural resources to create a Mandala; **Construction/Survival**- Tool safety, whittle a simple spoon; **Science/construction** - gather natural resources to make a mini wrap. Raft race- competition; **PE/Construction**-use natural elements to create a circuit to work identified muscle groups	**Conservation/ Cooking/PSHE** - Forage for ingredients, make a summer drink and enjoy with others over a summer picnic; **Art** - Learn about common threats and learn to adminster basic first aid; **Science/construction/Survival** - gather natural resources and construct water filters. Test for efficacy; PHSE/Wellbeing - Forest mindfulness; End of year picnic with exploration and team building games
ICT -incorporating Functional Skills	**Networks** **Interacting with ICT for a given purpose** What is a network?; Topologies; Networking hardware and Software; Wired and wireless networks; Identifying if a network is working correctly; Internet, internet services and the world wide web; Threats to data; Using touch type programme	**E-Safety: digital citizenship** **ICT based communications** Fake news and how to identify it, biased writing, echo chambers and filter bubbles; Cyberbullying; Dark web; Purpose of emotional manipulation; Divisions in society; Hate speech; Keeping safe when using sites; Positive use of the internet; Metaverse - a question; Using touch type programme	**Spreadsheets** Identifying columns, rows, cells, and cell references in spreadsheet software; Utilising a range of formatting techniques; Using cell reference; Using autofill; Creating charts; Labelling charts; Using cell data and references; Analysing data; Using sort and search filter; Using AVE, OR & IF; Conditonal formatting	**Desktop Publishing** Words and pictures; Can you edit it?; Templates; Becoming a designer; Lay it out; Why desktop publishing?; Using AI	**Computing Systems** Differences between general purpose computing system and purpose built device; Functions of hardware components; Computing systems with similar architecture; Analyse hardware components; Define operating system; Describe Not, And and OR; Logic gates and truth tables; Machine learning vs artifical intelligence; Moral dilemmas and AI; Steps for training machines	**Databases & related terminology** Creating & using databases; Creating queries to find specific data; Selecting, sorting & filtering data for a specific task; Logical reasoning; Relational databases