

# Reading Girls' School

Quality of Education – Curriculum INTENT

Key Stage 3 Curriculum Road Map - Year 8



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Introduction to Shakespeare	Romeo and Juliet	Prejudice and Discrimination	Of Mice and Men	Gothic fiction anthology	Blood Brothers
Maths	1. Calculations and Accuracy 2. Data and Interpreting Results 3. Simplification and Substitution	4. Lines shapes and Angles 5. Integers, Powers & Roots 6. Area and Perimeter	7. Forming & Solving equations 8. Fractions, percentages & Decimals 9. Transformations	10. Sequences, functions & Graphs 11. Ratio and Proportion	12. Pythagoras and Trig 13. Probability 14. Volume and Surface Area	15. Measures 16. Construction & Loci 17. Inequalities
Biology	Genetics and Evolution	Genetics and Evolution	Organ Systems	Food and Digestion	Food and Digestion	Bioenergetics
Chemistry	Reactants and Products	Periodic Table	Acid Reactions	Matter and Energy	Earth Systems	Using Resources
Physics	Radiation transfer	Light	Sound	Sound	Electricity and Magnetism	Electricity and Magnetism
Geography	The Middle East	The Middle East	Africa	Pole to Pole	Pole to Pole	Oceania and South East Asia

History	Benin. An African civilisation	Slavery	The Industrial Revolution	The Suffragettes	World War 1	World War 2 / The Holocaust
Languages <b>French and Spanish</b>	The speaking world	Describing where I live	In town	What I eat	Talking health and illness	Holiday time
Computing	Digital Literacy	Digital Literacy & ICT – interactive presentations	Spreadsheet Modelling	Spreadsheet Modelling	Computational Thinking	ICT – cyber safety
Music	<b>The elements of Music</b>  <i>Link: Listening, appraising, composing and performing</i>	<b>The instruments of the orchestra</b>  <i>Link: Listening, appraising, composing and performing</i>	<b>Ukulele 1</b>  <i>Link: Listening, appraising, composing and performing</i>	<b>Music in the Media</b>  <i>Link: Listening, appraising, composing and performing</i>	<b>Pop Music</b>  <i>Link: Listening, appraising, composing and performing</i>	<b>Musical Futures 1</b>  <i>Link: Listening, appraising, composing and performing</i>
Health & Nutrition	<b>Healthy Active Lifestyles 2</b>  Football/ Kitchen hygiene  <i>Link: Personal hygiene and safety – cooking &amp; PE</i>	<b>Healthy Active Lifestyles 2</b>  Badminton/ Healthy Eating  <i>Link: Vitamins and Minerals – body functions</i>	<b>Strength and Energy 2</b>  Netball/ Pastry  <i>Link: Protein &amp; Carbs – strength &amp; energy</i>	<b>Strength and Energy 2</b>  Gymnastics/ Pasta meals  <i>Link: Protein &amp; Carbs – strength &amp; energy</i>	<b>Energy and Endurance 2</b>  Athletics/ Own creations  <i>Link: Carbs &amp; Fat – energy/endurance</i>	<b>Energy and Endurance 2</b>  Rounders/ Cakes  <i>Link: Simple Carbs and Fat – energy/endurance</i>
Creative Arts	<b>Theatre and production</b>	<b>Theatre and production</b>	<b>Project</b>	<b>Project</b>	<b>Expressionism and Identity</b>	<b>Expressionism and Identity</b>

	<i>Link: Refine and modify techniques and approaches.</i>	<i>Link: Refine and modify techniques and approaches.</i>	<i>Link: Working towards a client's brief.</i>	<i>Link: Producing an effective outcome based on Client's brief.</i>	<i>Link: To analyse existing work while applying knowledge of skills and techniques.</i>	<i>Link: Applying knowledge and skill to create a personal response.</i>
Ethics	Philosophy	Philosophy	Ethics	Ethics	Philosophy of Language	Philosophy of Knowledge (Epistemology)