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## Year 8 Spring Curriculum Overview 2026

### Form Tutor: Francesa Knapman and Lue Wilson

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| <p style="text-align: center;"><b>English</b></p> <p style="text-align: center;"><b>Mrs Baron and<br/>Mrs Leeson</b></p> | <p>This term we will study the play <i>The Facility</i> by Sarah Hehir (adapted from <i>Antigone</i>). During this unit we are paying particular attention to the impact directors and actors have on creating meaning, and how a play differs from other texts such as poems and novels. We will then move onto how to effectively argue and debate.</p> <p>We will in parallel examine Sophocles' <i>Antigone</i> and draw parallels with <i>The Facility</i> modern adaptation of the Athenian tragedy.</p> <p>In the second part of the term we will be exploring stories and texts based on the theme of <b>the quest</b>. Through reading myths, legends and modern quest stories, the students will explore narrative structure, heroes and villains characterisation and the hero's transformative journey.</p> <p>Students are encouraged to read widely in English. Reading continues to be the best thing that they can do to improve their English at every level, and I would hope that students are reading a little every day at home. They are also encouraged to be active participants in their own learning; sharing ideas, favourite books and words in the hope that they will develop an understanding of themselves and of others.</p> |
| <p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;"><b>Mrs Knapman</b></p>                    | <p>This term the students will be working on the following topics:</p> <p><b>Brackets equations and inequalities</b></p> <p>Form algebraic expressions</p> <p>Use directed number with algebra</p> <p>Multiply out a single bracket and simplify</p> <p>Expand a pair of binomials (H)</p> <p>Solve equations, including with brackets</p> <p>Understand and solve inequalities</p> <p>Solve equations and inequalities with unknowns on both sides (H)</p> <p>Identify and use formulae, expression, identities and equations.</p> <p><b>Sequences</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                               | <p>Generate sequences given a rule, in words, given a simple algebraic rule and a complex rule</p> <p>Find the rule for the nth term of a linear sequence (H)</p> <p><b>Indices</b></p> <p>Adding and subtracting expressions with indices</p> <p>Simplifying algebraic expressions by multiplying and dividing indices</p> <p>Use the addition and subtraction laws for indices</p> <p><b>Fractions and percentages</b></p> <p>Convert fluently between key fractions, decimals and percentages</p> <p>Calculate key fractions, decimals and percentages of an amount</p> <p>Convert between fractions, decimals and percentages greater than 100%</p> <p>Divide fractions</p> <p>Percentage decrease with a multiplier</p> <p>Calculate percentage increase and decrease using a multiplier</p> <p>Express one number as a fraction or percentage of another with and without the use of a calculator</p> <p>Work with percentage change</p> <p>Choose appropriate methods to solve percentage problems</p> <p>Find the original amount given the percentage less than 100%</p> <p>Find the original amount given the percentage greater than 100%</p> <p><b>Standard form</b></p> <p>Investigate the powers of 10</p> <p>Work with numbers greater than 1 in standard form</p> <p>Investigate negative powers of 10</p> <p>Work with numbers between 0 and 1 in standard form</p> <p>Compare and order numbers in standard form</p> <p>Add and subtract numbers in standard form</p> <p>Multiply and divide numbers in standard form</p> <p>Use a calculator to work with numbers in standard form</p> |
| <p><b>Science</b></p> <p><b>Mr O'Hare</b></p> | <p>This term, we continue the science curriculum based on the model from Best Evidence Science Teaching (BEST). This model follows the big ideas in science and then links to key concepts. This term we will look at the following big ideas:</p> <ul style="list-style-type: none"> <li>● Heredity and lifecycles <ul style="list-style-type: none"> <li>○ changes during an organism's lifetime; reproduction</li> </ul> </li> <li>● Substances and Reactions; Particles <ul style="list-style-type: none"> <li>○ Acids, Alkalis and neutralisation; understand evaporation</li> </ul> </li> <li>● Matter; Forces and Motion <ul style="list-style-type: none"> <li>○ Heating and cooling; moving by force</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                  | <p>Scientific inquiry will also be incorporated into students' learning and, where possible, students will undertake practical work to further develop their investigative skills.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Sport</b></p> <p><b>Miss Seabourne</b></p> | <p>Preparing for Peak Performance: Designing a Sport-Specific Warm-Up</p> <p>Our statement of inquiry will be - Effective preparation and sequencing to develop warm up activities for a specific sport optimises performance and reduces the risk of injury</p> <p>Factual: What are the main components of a warm-up? (pulse raiser, mobility, skill prep)</p> <p>Conceptual: Why is each component of a warm-up important for reducing injury?</p> <p>Debatable: Should warm-ups be standardized for all players in a team, or tailored individually?</p> <p>Each student will plan and perform their warm-up to their peers in either korfball, volleyball, badminton or dodgeball.</p> <p>The first half term we will be focussing on<br/> <b>MONDAY</b><br/> Badminton- This will be played in the sports hall at Fulbourn centre. Students are welcome to bring in their own rackets if they prefer to play with them.</p> <p><b>WEDNESDAY</b><br/> Korfball - This is a new sport being introduced and will be played in the sports hall again.</p> <p>Please make sure the students have clean, non marking, indoor trainers</p> <p>In the second half term we will focus on<br/> <b>MONDAY</b><br/> Volleyball - This will be played in the sports hall at fulbourn centre.</p> <p><b>WEDNESDAY</b><br/> Dodgeball - This will be played in the sports hall at fulbourn centre.</p> <p>Please make sure all students have water bottles, hair tied up, no jewellery and appropriate sportswear worn on the two days they have PE.</p> |

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| <p><b>History</b></p> <p><b>Ms Vidal</b></p>  | <p>As we move into Term 2, the students will learn more about the Silk Road and the famous travellers such as Marco Polo and Ibn Battuta. We will conclude this topic with a look at Zheng He and the move to sea exploration.</p> <p>Following this, Year 8 will start to focus on Europe as an emerging region of the world. They will learn about significant changes that altered Europe and ended the Medieval Period starting with the Renaissance and changes in painting and architecture. The Reformation will also be studied and this links with the RS course.</p> <p>The students will continue to develop their skills in history: to be able to identify significant events; to use historical terms; to appreciate different cultures and different times; to develop their knowledge of events in the past; to evaluate sources; to understand continuity and change, cause and consequence; and to develop written skills that reflect their understanding of the past. Year 8 is important in beginning to understand how to write a Point, Evidence, Explanation essay and we will start this with an essay on the life of Ibn Battuta and or Leonardo da Vinci.</p> |
| <p><b>Geography</b></p> <p><b>Mr Chan</b></p> | <p>For most of the term we will be learning about Landform Processes in inquiry approach. This includes:</p> <ul style="list-style-type: none"> <li>● weathering and erosion (types of each and the formations created)</li> <li>● river systems (different courses, erosional and depositional landforms)</li> <li>● coastal environments (erosional and depositional features)</li> <li>● river flooding</li> </ul> <p>This is a wonderfully interesting topic, including many real-life case studies nationally or globally. The students will also have an opportunity to build a model of their choice (either river or coastal features). If there is time we will start World Development, to be continued in the Summer Term.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>RS</b></p> <p><b>Ms Vidal</b></p>       | <p>We will continue our course on Abrahamic religions by looking at the beliefs and practices of Christianity. The students will have the opportunity to learn about the significant events in the life of Jesus Christ. Following this, we will look at how Christians practice their religion and discuss the different denominations within the Christian faith. Christianity is the dominant religion in multi-faith Britain and the students will learn about the impact of this in society. There will be some overlap with our history course and the Reformation. A visit to Ely Cathedral for Thursday, 19 March 2026 is planned to see a Christian place of worship and to think about how this cathedral was important in the history of this region. Again, this trip links with History.</p>                                                                                                                                                                                                                                                                                                                                                                                |

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| <p><b>PSHE</b></p> <p><b>Mrs Venables</b></p>   | <p><b>Spring Term 1: Discrimination</b></p> <p>Students will explore discrimination in all its forms, including racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia, and transphobia, alongside understanding protected characteristics.</p> <p>They will learn how to manage influences on their beliefs and decisions, understand the effects of group-think and persuasion, and develop self-worth and confidence.</p> <p>Students will also focus on recognising and challenging different types of discrimination, including gender-based discrimination, homophobia, biphobia, racism, and religious discrimination.</p> <p><b>Spring Term 2: Emotional Wellbeing</b></p> <p>Students will explore mental health and emotional wellbeing, including attitudes towards mental health and challenging myths and stigma. The unit covers daily wellbeing, managing emotions, and developing digital resilience.</p> <p>Students will learn about healthy coping strategies, as well as understanding unhealthy coping strategies such as self-harm and eating disorders. This term helps students build awareness, resilience, and practical skills to support their own emotional wellbeing and that of others.</p> |
| <p><b>Visual Art</b></p> <p><b>Mr Yuill</b></p> | <p><b>3D Wire Bird Sculpture</b></p> <p>This term, students will explore the work of Katherine Harvey and her use of wire to create abstract bird sculptures. They will research British birds for inspiration, selecting one to focus on. Students will first produce simple line drawings of their chosen bird, influenced by Harvey's abstract style.</p> <p>Next, they will learn how to manipulate wire to construct their bird, developing skills in bending, twisting, and shaping the wire to create a 3D sculpture. The final outcome will be a dynamic wire bird sculpture, reflecting both the research and techniques explored throughout the project.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p><b>Spanish</b></p> <p><b>Mrs Silvestro</b></p> | <p>This term we will continue our course on ¡Viva! Libro 2.</p> <p>Our main topic is about 'Comida' (Food). Students will learn:</p> <ul style="list-style-type: none"> <li>• To talk about food they like</li> <li>• To describe mealtimes</li> <li>• To order a meal</li> <li>• To discuss what food to buy for a party</li> <li>• To learn about food in other countries</li> <li>• To create a crazy recipe!</li> </ul> <p>They will then learn about:</p> <ul style="list-style-type: none"> <li>• The type of music they like</li> <li>• The type of TV programmes they prefer to watch</li> </ul> <p>Culture: Easter in Spain.</p> <p>They will revise vocabulary and grammar (use of formal register Usted/Ustedes; focus on the three tenses: present, past and future), as well as Listening and Reading skills, through ActiveLearn website.</p> <p>Homework will be set on Thursday and due the following Wednesday.</p> |
| <p><b>French</b></p> <p><b>Mrs Smith</b></p>      | <p>This term we will continue using the Tricolore Total 1 textbook and will aim to complete units 8 and 9. Students have their own vocabulary booklets which they are encouraged to use both in class and at home.</p> <p>Language topics include:</p> <p>Telling the time, school subjects, the French school system, opinions of school subjects, food and drink items, opinions of food and drink, healthy eating.</p> <p>Grammar topics include:</p> <p>The verb 'faire' (to do), du/de la (some), the verb 'manger' (to eat), the future tense (aller + infinitive), recognising the regular past tense (avoir + past participle)</p> <p>The website <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> may be useful for revision.</p> <p>Homework will be set on Thursday and due the following Tuesday.</p>                                                                                          |
| <p><b>STEM</b></p> <p><b>Mr O'Hare</b></p>        | <p>This term, we will look at designing the cities of the future. As Cambridge is set to double in size, we will look at the current challenges (local, regional, national and global issues) the city faces, and the challenges its growth will present. Investigating how other cities have approached these, and emerging technologies, we will design the city of the future to solve as many of the challenges as possible. With small groups tackling different issues, we will combine them to present our vision of what Cambridge should look like in the year 2040.</p>                                                                                                                                                                                                                                                                                                                                                    |

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| <p><b>Design</b><br/><b>Mrs Venables</b></p> | <p><b>Unit 2- Merch Makers: Landmark Edition</b></p> <p>In this unit, students will individually design and create their own piece of Landmark International School merchandise. They will explore creative techniques such as fabric paint, stencils, heat transfer vinyl, and adhesive vinyl to produce products including T-shirts, tote bags, pencil cases, water bottles, phone cases, and stickers.</p> <p>After completing their individual products, students will work in small groups to create a website or webpage to showcase all of their merchandise. This will include photos, branding, descriptions, and pricing, giving students the experience of presenting and promoting their work.</p> <p>Throughout the project, students will develop design and digital skills, research existing products, identify target audiences, and analyse materials and techniques to make informed design decisions. They will generate and refine ideas, plan their production, test techniques, and reflect on their learning.</p> <p>By the end of the unit, students will have produced an individual product and a collaborative website, demonstrating creativity, problem-solving, teamwork, and practical design skills while learning how design can engage and appeal to an audience.</p> |
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