



Year 8 Curriculum Overview
The British International School Casablanca

Year 8 English	Autumn 1 Gothic Fiction	Autumn 2 Non-Fiction (Writing) Persuasive writing	Spring 1 Diverse Power and conflict Poetry	Spring 2 Shakespeare (Reading)	Summer 1 End of Year Exam: Language Paper 1 (reading and writing)	Summer 2 Fantasy (writing)
Theme	The Migrant Experience Rationale: Build upon skills of interpretation to focus on thematic aspects of novel, i.e. migration.		Conflict (Dreams and Disasters) Rationale: Develop skills from Y7 poems from around the world, introducing comparison.		Fantastic Tales Rationale: Develop structural skills learnt from Y7 Greek Gods; introduce further devices into writing.	
Curriculum Content	Study of the Gothic genre, wielding themes from <i>The Crucible</i> ; structuring short stories (hooks, twists, Gothic terror)	Pupils craft their writing in order to be imaginative and engaging. Students will prepare a compelling speech from a range of topics given in class.	Pupils will study a range of poetry and learn how to compare and contrast.	Build upon introduction into <i>AMND</i> , exploring contexts in which <i>Romeo and Juliet</i> was written and using a range of texts to develop knowledge of transactional writing.	Question skills for Language Paper 1 , including reading and writing skills. Use Fantasy-related extracts and Q5 prompts.	Study of the Fantasy genre . Introduce tropes such as heroism, questing, good and evil, supernatural powers, redemption, religion, and duality.
Assessment	End of Unit Assessment: Week 6: Extract and question; no paragraph limit	End of Unit Assessment: Students recite their speech in the auditorium against assessment objects from Cambridge IGCSE.	End of Unit Assessment: Students will be given a poem to analyse.	Midway Assessment: Group performance of a key scene; interview about characterisation. (1:1) End of Unit Assessment – week 6: Extract and question.	Midway Assessment: Knowledge-based quiz on Language Paper 1. (peer-assessment) End of Unit Assessment – Week 6: Section A:	Midway Assessment: Write a description of a fantasy setting End of Year Exam: Week 4 – GCSE-style English language Paper 1.

Year 8 Mathematics	Autumn 1 Proportional Reasoning	Autumn 2 Representations	Spring 1 Algebraic Techniques	Spring 2 Developing Number	Summer 1 Developing Geometry	Summer 2 Reasoning with Data
Curriculum Content	Ratio and scale. Understand and use ratios, simplify ratios and find equivalent ratios, share amounts into given ratios, solve problems using ratios. Multiplicative change Understand direct proportion and use it to solve problems in context either using the unitary method or graphically. Understand and use scale factors for similar shapes and maps. Multiplying and dividing fractions. Understand the concept of a reciprocal and its role in dividing by fractions.	Working in the Cartesian plane Recognise and draw straight-line graphs of the form $y = mx + c$. Understand and use the concepts of gradient, y-intercepts, and the midpoint of a line segment. Representing data Draw and interpret scatter graphs to identify lines of best fit, correlation, outliers, and trends. Represent discrete and continuous data using ungrouped and grouped data. Tables & Probability Construct and work with sample spaces, two-way tables, and Venn diagrams.	Brackets, equations, and inequalities. Manipulate algebraic expressions using positive and negative numbers by expanding and factorising into single brackets. Form and solve linear equations & inequalities including brackets & with unknowns on both sides. Sequences. Generate sequences from written and algebraic rules. Indices. Evaluate calculations involving indices. Simplify algebraic expressions power laws of indices.	Convert between fractions, decimals, and percentages. Find fractions, decimals, and percentages of an amount and also increase/decrease a number by any of these. Percentage changes with and without a calculator. Standard index form. Understand and use negative and fractional indices. Rounding to decimal places and significant figures, estimation error intervals. Convert between metric units of weight, capacity, length, area, and volume.	Angles in parallel lines and polygons. Calculate angles using relationships in parallel lines, triangles, quadrilaterals, and other polygons. Construct angle bisectors and perpendicular bisectors. Area of trapezia and circles. Calculate the areas and perimeters of triangles, quadrilaterals (including trapezia), circles, and compound shapes. Line symmetry and reflection	The data handling cycle Represent and interpret data in pictograms, bar charts, vertical line charts, pie charts, and line graphs and understand the benefits of each for different types of data. Find the range and compare distributions. Measures of location Understand and calculate the mean, median, and mode. Understand the benefits and limitations of each average. Calculate the mean from grouped and ungrouped frequency tables
Assessment:	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Nov 2024	Spring term 1 Progress test: Jan/Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: no formal data collection	End of year examination.



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Year 8 Science	Autumn 1 Cells & Inheritance	Autumn 2 Chemical Reactions & Rates of Reaction	Spring 1 Forces & Motion	Spring 2 Energy & Electricity	Summer 1 Reproduction	Summer 2 Resources & Sustainability
Curriculum Content	<p>Study of cell structure, DNA, genes, inheritance, and variation.</p> <p>The study of how DNA programmes proteins.</p> <p>Formative Assessment:</p> <p>Test on cell structure, DNA, and inheritance</p>	<p>Investigation of chemical reactions, balancing equations, factors affecting reaction rates.</p> <p>Focus on chemical reactions.</p> <p>Formative Assessment:</p> <p>Practical on reaction rates; quiz on chemical equations.</p>	<p>Understanding forces, speed, velocity, acceleration.</p> <p>Newton's laws of motion, and forces in everyday life.</p> <p>Formative Assessment:</p> <p>Practical on speed and acceleration; written test on forces.</p>	<p>Exploration of energy types, energy transfer.</p> <p>Electricity, circuits, voltage, current, and resistance.</p> <p>*Science Fair</p> <p>Formative Assessment:</p> <p>Practical investigation on circuits; Test on electricity.</p>	<p>Study of human and plant reproduction.</p> <p>The study of natural selection, evolution, and adaptations of organisms.</p> <p>Formative Assessment:</p> <p>Group project on evolution.</p>	<p>Study of Earth's resources, sustainable development, recycling.</p> <p>The impact of human activity on the environment.</p> <p>Formative Assessment:</p> <p>Human impacts on local environments</p>
Assessment	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Dec 2024	Spring term 1 Progress test: Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: Progress test on reproduction	End of Year exam

Year 8 Geography	Autumn 1 Population and Migration	Autumn 2 Development	Spring 1 Coasts	Spring 2 Coasts	Summer 1 Climate change	Summer 2 Climate Change
Curriculum Content	<p>Key knowledge How the world population has changed. How countries attempt to control: Migration Population change</p> <p>China's population as a case study</p> <p>Key skills Essay skills Critical thinking</p>	<p>Key knowledge Types of migration How is money spread around the world? How do we measure development? Sustainable development goals</p> <p>Key skills Inference Essay skills Comparing data Analysing data</p>	<p>Key knowledge What happens when the land meets the sea? What processes and features are formed?</p> <p>Key skills Fieldwork collection and presentation Group work Analysing data</p>	<p>Key knowledge Overfishing, the tragedy of the commons, making coasts more sustainable</p> <p>Key skills Critical thinking Group Presentation</p>	<p>Key knowledge The causes and consequences of climate change and what the future holds</p> <p>Key skills Analysing data Debate Presentation Group work</p>	<p>Key knowledge The future of the planet from the point of view of a geographer</p> <p>Key skills Debate Presenting data Analysing data Critical thinking</p>
Assessment	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Dec 2024	Spring term 1 Progress test: Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: No formal assessment	End of Year exam



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Year 8 History	Autumn 1 The Civil Rights Movement	Autumn 2 World War I	Spring 1 World War II	Spring 2 Rise of Dictators	Summer 1 World War II	Summer 2 Women's Movements
Curriculum Content	<p>Enquiry 1 – Did life improve for African Americans after the abolition of slavery? (4)</p> <p>Enquiry 2 – Why did a civil rights campaign emerge in the 1950's? (4)</p> <p>Enquiry 3 – How effective was the civil rights campaign (4)</p>	<p>Enquiry 1 – How did small conflict lead to a world war? Focus on Moroccan Crises (4)</p> <p>Enquiry 2 – How did the conditions in the war impact soldiers? (6)</p> <p>Enquiry 3 – How effective was the peace process? (4)</p>	<p>Enquiry 1 – What was the most significant problem Europe faced after WW1? (4)</p> <p>Enquiry 2 – How roaring were 1920's America? (4)</p> <p>Enquiry 3 – What were the consequences of the WSC? (4)</p>	<p>Enquiry 1 – What circumstances were prime for the rise of dictators? (3)</p> <p>Enquiry 2 – What were the key features of each regime (4)</p> <p>Enquiry 3 – What was the impact of dictatorship on the people? (3)</p>	<p>Enquiry 1 – To what extent was Hitler to blame for the outbreak of WW2? (2)</p> <p>Enquiry 2 – What were the key turning points of WW2? (7)</p> <p>Enquiry 3 – How did WW2 come to an end and were the Us justified in the use of the atomic bomb? (3)</p>	<p>Enquiry 1 – What was the reasoning for women's movements?</p> <p>Enquiry 2 – How did women fight for their rights? Focus on key world figures (incl. influential Moroccan women).</p> <p>Enquiry 3 – What was the public response to women's suffrage?</p>
Assessment:	<p>Formative: Writing - Practice of PEEL paragraph to learn how to use specific evidence. Source.</p> <p>Summative: PEEL x2, Source Features x2 Making a judgement and research homework</p>	<p>Formative: Writing – Development of PEEL paragraphs Sources – Learning to make inferences from sources</p> <p>Summative: PEEL, Source Inference Unit Assessment (incl. 3)</p>	<p>Formative: Writing – Focus on explanation in PEEL Sources – Learning to make inferences from sources</p> <p>Summative: PEEL x2, Source Inference x2 Conclusion</p>	<p>Formative: Writing – Focus on explanation in PEEL Sources – Using tone of author to develop inferences</p> <p>Summative: PEEL, Source – author's tone Unit Assessment (incl. 3)</p>	<p>Formative: Writing – Focus on linking aspect in PEEL Sources – Using tone of author to develop inferences</p> <p>Summative: PEEL x2, Source Inference x2Conclusion</p>	<p>Formative: Writing – Focus on linking aspect in PEEL Sources – Using tone of author/provenance to develop inferences</p> <p>Summative: PEEL, Source Author's Tone EOY Assessment (incl. 3)</p>

Year 8 French	Autumn 1 Vocab Topics	Autumn 2 Vocab Topics	Spring 1 Vocab Topics	Spring 2 Vocab Topics	Summer 1 Vocab Topics	Summer 2 Vocab Topics
Curriculum Content	<p>Vocab Topics: Shops, buying items and food preferences Quantities Food and drink: meals of day Likes and dislikes</p> <p>Grammar: Revisiting verbs / conjugation Reflexive verbs. Sequencing words (d'abord, puis, ensuite, après, enfin) Using connectives Talking about others (il/elle, ils/elles)</p>	<p>Vocab Topics: Holidays, Planning a trip Money management Budgeting, Ideal trip to Paris Holiday destinations Giving advice and recommendations for holidays.</p> <p>Grammar: Expressions of time Prepositions Past tense Aller+inf / synonyms antonyms.</p>	<p>Vocab Topics: Artisanal trades, knowing names of craft trades , Tools and materials used, Expressing preferences Studying famous people.</p> <p>Grammar: Reflexive verbs Tenses Connectives / intensifiers Opinion + justification Adjectival agreement, manger, boire and prendre Using 'il faut' + Subjonctif</p>	<p>Vocab Topics: The environment, pollution, Renewable energy, Ecological actions. Using modals to express obligation, comparatives, superlatives to write articles or reports.</p> <p>Grammar: Conjugation of environment-related verbs: il pleut, il neige, il vente, il tonne Using 2 tenses together Giving opinions, extending sentences, using time indicators.</p>	<p>Vocab Topics: Food, Healthy diets, Daily routine, Food categories Discuss food preferences and culinary traditions in France and Morocco.</p> <p>Grammar: Infinitives and vouloir, Modal verbs, The imperative Superlative using more complex sentence structures Expressions of quantity.</p>	<p>Vocab Topics: Poetry A poetry sequence will introduce students to rhyme and rhythm. Versification will be reviewed for the study of stanzas. Students will learn to write a calligram.</p> <p>Grammar: Adjectives, Perfect, present, near future tenses Modal verbs, Les omophones son/sont, et est/a a sans son</p>
Assessment	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Dec 2024	Spring term 1 Progress test: Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: No formal assessment	End of Year exam



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Year 8 Arabic	Autumn 1 Food & Drink	Autumn 2 Holidays	Spring 1 Artisanal Trades	Spring 2 The environment	Summer 1 The rights of the child	Summer 2 Inventions and inventors
Curriculum Content	Shops, buying items and food Meals of day, likes and dislikes Expressions of quantity. Discuss food preferences and culinary traditions. Compose menus for different types of meals. Grammar: The imperative The definite article and the indefinite article The prepositions	Holidays, Planning a trip Money management Budgeting, Ideal trip to Paris Holiday destinations Giving advice and recommendations for holidays. Grammar: The nominal and verbal sentences Writing the bound ta' and the basuta, The subject and the predicate	Artisanal trades Knowing names of craft trades Tools and materials used Expressing tastes and preferences for certain crafts or objects. Studying famous people. Grammar: Use of definite and indefinite articles Present tense verb Literal annifiers Singular, dual and plural	The environment, pollution renewable energy, ecology, desertification, migration. Using modals to express obligation or possibility comparatives / superlatives to write articles or reports. Grammar: Masculine and feminine plurals Participles	The different rights of the child in different contexts. Identifying info-explanatory text characteristics. Explanatory tapes, Parents' gift giving, UNICEF. Short story: Yasmine loves helping others Grammar: Conjugation in the past and present mode Past tense Phrasal verbs Prepositions	Describe an invention and explain how it works. Manifestations of progress and development. Modern technology Invention and people's lives. Description of a Moroccan inventor Grammar: Participles Active participle Extreme hamza Adverbs
Assessment	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Dec 2024	Spring term 1 Progress test: Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: No formal assessment	End of Year exam

Year 8 ICT	Autumn 1 Use of Technology	Autumn 2 Hardware & Software	Spring 1 Digital Storage	Spring 2 Creativity with ICT	Summer 1 Modelling & Algorithms	Summer 2 Programming Basics
Curriculum Content	Understand ways to use technology safely, respectfully, responsibly and securely, inc. protecting their online identity privacy; inappropriate content, contact and conduct and know how to report concerns. Design use, evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Understand several key algorithms that reflect computational thinking	Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.	Undertake creative projects that involve selecting, using, and combining multiple applications, collecting and analysing data. Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.	Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.	Introduction to Python Types of programming Selection and iteration. Validation and verification.
Assessment	Autumn term 1 progress test: Oct 2024	Autumn term 2 assessment: Dec 2024	Spring term 1 Progress test: Feb 2025	Spring term 2 assessment: Mar 2025	Summer term 1: No formal assessment	End of Year exam



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Year 8 Music	Autumn 1 Music for film	Autumn 2 Chords	Spring 1 Mash ups and jams	Spring 2 The power of lyrics	Summer 1 & 2 The Gig
Curriculum Content	<p>In this unit, learners will explore filmmaking and film soundtracks; both playing along with existing soundtracks and creating their own excerpts of film music.</p> <p>Music making will include singing, with opportunities to experiment playfully with sounds that can be created with the voice and any instruments that are available.</p> <p>Learners will consolidate their understanding of how melodies and rhythms are constructed.</p>	<p>In this unit, mostly through whole class and group activities, learners will learn and create their own verse for a song, with a sung melody, backing vocals, and chords.</p> <p>Music making will include singing in a variety of styles, with opportunities to experiment playfully with sounds that can be created with the voice / instrument.</p> <p>Learners will improve their ensemble skills through practical group work.</p>	<p>In this unit, mostly through whole class and group activities, learners will experiment with creating and performing using a variety of styles, genres and traditions. Group composing activities will span a number of lessons.</p> <p>Learners will consolidate their understanding of how melodies and rhythms are constructed, whilst progressing in their practical use of chords.</p> <p>Learners will improve their ensemble skills through practical group work.</p>	<p>In this unit, mostly through whole class and group activities, learners will focus on writing meaningful lyrics and supporting these lyrics with chords.</p> <p>Music making will include singing in rounds and singing in two or three parts, with opportunities to experiment playfully with sounds that can be created with the voice and any instruments that are available.</p> <p>Learners will improve their ensemble skills through practical group work.</p>	<p>In this unit, learners will select their favourite work from the year to revise, refine and perform as part of a final gig. They will explore ways of rehearsing and improve their ensemble skills.</p> <p>Learners will consolidate their learning from the stage, including understanding of melodies, rhythms, chords and notations.</p>
Assessment	Assessment of recorded sound	Assessment of written verses	Assessment of composition	Assessment of written lyrics	End of year graded performance - "The Gig"

Year 8 Art	Term 1 Portraits	Term 2 Built Environment	Term 3 Design Brief
Curriculum Content	<p>In this unit, learners research, experiment, produce and reflect upon a portrait or image of a friend or family member with the intention of conveying a particular mood. They will explore the proportions of the face and the figure. They will look at the work of artists from a variety of historical periods and cultures for inspiration. They will also consider the expression of their subject, the inclusion of periphery objects and the backdrop to their portrait, as well as selecting their own materials and processes. This could lead to a 2 or 3dimensional final outcome.</p> <p>Learners will build on art and design skills they might have developed in earlier stages, including:</p> <ul style="list-style-type: none"> ● drawing techniques ● mark-making ● use of colour ● developing concepts. 	<p>In this unit, learners draw using a range of media and/or use photography to record from local architecture. The focus will be on shapes and textures, exploring a range of viewpoints and angles. From these initial recordings learners create an abstract outcome using mixed media, developed from exploring processes such as cropping, altering scale, overlapping images and repeating images.</p> <p>Learners have the opportunity to build on art and design skills they might have developed in earlier stages, including:</p> <ul style="list-style-type: none"> ● drawing techniques ● mark making ● photographic techniques ● use of colour ● research ● pattern ● textures. 	<p>In this unit, learners create a poster to advertise an issue of their choice, for example recycling. Using digital media or conventional art materials, learners gather images and use design processes to develop a poster and a logo. They will consider the effects of different letter forms and fonts and explore how to create compositions combining text and image. They will also experiment with different colourways and compositions. At the end of the unit learners will create a final design which is presented to an audience outside of the classroom.</p> <p>Learners have the opportunity to build on art and design skills they might have developed in earlier stages, including:</p> <ul style="list-style-type: none"> ● drawing techniques ● mark-making ● use of colour ● research.
Assessment	In class assessment December	In class assessment March	In class assessment June



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