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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	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	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	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.	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

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	concept of a reciprocal and its role in dividing by fractions.	Construct and work with sample spaces, two-way tables, and Venn diagrams.	algebraic expressions power laws of indices.	Convert between metric units of weight, capacity, length, area, and volume.		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.

Year 8 Science	Autumn 1 Key objectives, Scientific Enquiry, Chemical Bonding and Photosynthesis	Autumn 2 Waves, Heating and Cooling, Excretion and Electricity	Spring 1 Human Biology, Chemical Reactions and The Environment	Spring 2 Climate Change	Summer 1 Practical Investigations	Summer 2 Skills in Science
Curriculum Content	Understand what is meant by a chemical bond Draw diagrams to represent covalent and ionic bonds, explaining their properties Recall the minerals needed for healthy plant growth and the equation for photosynthesis State the limiting factors for photosynthesis and explain how the factors of transpiration have an effect Use the periodic table to suggest trends in properties of elements. Calculate density of an object	Interpreting wave diagrams and labelling parts of a wave Recalling examples of longitudinal and transverse waves Understand what is meant by conduction and convection Identify components of the excretory system and explain how the kidneys function Draw circuit diagrams and recall equations to calculate voltage in series and parallel circuits	Stating what is meant by conservation of mass, displacement reactions and factors affecting rates of reaction Safely carry out a practical investigation on making salts Describe and explain the factors that affect the rate of reaction Students will be able to define variation and give examples of extinct species and possible reasons for extinction	Explain the causes and effects of climate change State what happens during tectonic plate movements British Science Week preparation	Students will begin small investigation projects in lessons based on modelling experiments in school Practical skills to develop experimental techniques	Students will work on skills in science, such as interpreting data, presenting information in graphical forms, identifying variables and working safely in a laboratory This forms the basis for future study at Key Stage 3 & 4.
Assessment	Autumn term 1 progress test: Oct 2026	Autumn term 2 assessment: Dec 2026	Spring term 1 Progress test: Feb 2027	Spring term 2 assessment: Mar 2027	Summer term 1: No formal data collection	End of Year exam June 2027

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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	Key knowledge How the world population has changed. How countries attempt to control: Migration Population change China's population as a case study Key skills Essay skills Critical thinking	Key knowledge Types of migration How is money spread around the world? How do we measure development? Sustainable development goals Key skills Inference Essay skills Comparing data Analysing data	Key knowledge What happens when the land meets the sea? What processes and features are formed? Key skills Fieldwork collection and presentation Group work Analysing data	Key knowledge Overfishing, the tragedy of the commons, making coasts more sustainable Key skills Critical thinking Group Presentation	Key knowledge The causes and consequences of climate change and what the future holds Key skills Analysing data Debate Presentation Group work	Key knowledge The future of the planet from the point of view of a geographer Key skills Debate Presenting data Analysing data Critical thinking
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 History	Autumn 1 Transatlantic Slave Trade	Autumn 2 The Civil Rights Movement	Spring 1 World War One	Spring 2 Interwar Period	Summer 1 Rise of Dictators and World War Two	Summer 2 World War Two
Curriculum Content	Enquiry 1 – What was life like in Africa before slavery? Enquiry 2 – Assess the impact of the slave trade of African people Enquiry 3 – How far did life change after the introduction of slavery?	Enquiry 1 – Did life improve for African Americans after the abolition of slavery? Enquiry 2 – Why did a civil rights campaign emerge in the 1950's? Enquiry 3 – How effective was the civil rights campaign	Enquiry 1 – How did small conflict lead to a world war? Enquiry 2 – How did the conditions in the war impact soldiers? Enquiry 3 – How effective was the peace process?	Enquiry 1 – What was the most significant problem Europe faced after WW1? Enquiry 2 – How roaring was 1920's America? Enquiry 3 – What were the consequences of the WSC?	Rise of Dictators Enquiry 1 – What circumstances were prime for the rise of dictators? Enquiry 2 – What were the key features of each regime Enquiry 3 – What was the impact of dictatorship on the people? WW2 Enquiry 1 – To what extent was Hitler to blame for the outbreak of WW2	Enquiry 2 – What were the key turning points of WW2? Enquiry 3 – How did WW2 come to an end and were the US justified in the use of the atomic bomb?
Assessment:	Writing - Explanation in essays. Source - how useful	Writing - Explanation in essays. Source – how useful and authors impression	Writing - link and conclusion in essays. Source – authors impression	Writing -two sided arguments in essays Source – comparison of sources	Writing -two sided arguments in essays Source – comparison of source	Writing -two sided arguments in essays Source – comparison of source

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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
BEGINNERS AND INTERMEDIATE	In this Unit, students will revise and consolidate language. They will expand their use of greetings in both formal and informal contexts, revise numbers , dates and telling the time, describe classroom objects using the correct articles (<i>un, une, des</i>), and practise basic question forms such as <i>Qu'est-ce que c'est ?</i> .	Students will compare the French school system with their own, use time expressions such as « à... » and « de... à... » to indicate when activities start and finish, and describe a full school day using sequencing and time expressions such as « d'abord », « ensuite », « puis », « après », « enfin », « le matin » and « l'après-midi ». They will also practise conjugating regular -er verbs (premier groupe) in the present tense, such as « je commence », « tu manges » and « il/elle étudie », to talk about their daily school routine.	Students will explore sport and physical activities, learning key vocabulary for different sports and building the structures "jouer à..." and "faire de..." to say which sports they play or practise; they will use frequency adverbs such as "souvent," "parfois," "rarement," and "jamais" to say how often they do an activity; they will express likes and dislikes about sport using verbs like "aimer," "adorer," and "détester" followed by the infinitive, and justify their opinions with "parce que" and "car"; they will practise the present tense of key irregular verbs such as "faire" and "aller"; and they will compare their own sporting habits with those of a classmate.	In this unit, students will learn vocabulary for healthy food and food categories, describe their daily routine and mealtimes, and discuss food preferences while comparing culinary traditions in France and Morocco; they will express quantities and give simple advice about healthy eating, and practise writing simple menus or recipes. Grammatically, they will use infinitives with modal verbs ("vouloir," "pouvoir," "devoir"), the imperative to give commands and advice, comparatives and superlatives, expressions of quantity ("beaucoup de," "un peu de," "trop de"), and simple connectives to link ideas and give opinion	Students will learn vocabulary to describe city life (la ville, les immeubles, les magasins, les transports en commun) and country life (la campagne, les fermes, le calme, la nature), comparing the two using simple comparatives like "plus," "moins," and "aussi... que" (e.g., "la ville est plus animée que la campagne"); they will express where they would prefer to live and explain why using "je préfère" and "parce que"; and they will create simple dialogues to ask for and give directions, talk about getting around, and name key landmarks (la mairie, la gare, le parc, la banque), using useful phrases like "où est...?", "tournez à gauche/à droite," and "c'est en face de."	In this unit, students will plan and present an imaginary trip using the near future tense (<i>je vais aller/visiter/faire</i>) and travel vocabulary. Learners will express vacation preferences using <i>parce que</i> and <i>car</i> , evaluate transportation modes using comparatives, and produce a sequenced travel diary utilizing transitional time expressions (<i>d'abord, ensuite, enfin</i>).
	INTERMEDIATE During this unit, students will explore various concepts through reading and comprehension activities. They will learn about different types	INTERMEDIATE During this unit, students will explore the theme of inventions through a variety of texts. They will develop their language skills by	INTERMEDIATE Through texts on historical heritage, pupils will develop their reading and comprehension skills whilst discovering different aspects of	INTERMEDIATE Students will explore different cultures through a variety of texts and activities. They will develop their language skills by learning the	INTERMEDIATE The theme of shows and entertainment will give students the opportunity to develop their reading, language and vocabulary skills.	INTERMEDIATE Through the theme of threats and dangers, students will deepen their understanding and expand their vocabulary.

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	of sentences, affirmative and negative forms, and verbs and actions in the past, present and future tenses. They will also develop their vocabulary and writing skills through short activities related to the topic being covered.	learning about the infinitive, verb groups, the subject of the verb and the present tense. They will also practise spelling and phonics, and use their knowledge to understand and produce clear sentences.	the past. They will learn about determiners, personal pronouns and the present tense of the verbs 'to be', 'to have' and others. They will also explore prefixes and suffixes to understand how words are formed and to expand their vocabulary.	imperfect tense, relative pronouns and subject-verb agreement. They will also work on the different sounds represented by the letters c and g.	They will learn about the future tense, direct and indirect objects. They will also expand their vocabulary by working on synonyms and antonyms.	They will learn about the past simple, subject complements and adverbs of place, time and manner. They will also develop their vocabulary by identifying and using general and specific terms.
Curriculum Content ADVANCED	Students will analyse how suspense and clues are developed in a detective text. They will justify interpretations and write a structured crime narrative with a logical conclusion. Language study will reinforce verb forms, sentence constituents, grammatical agreement and frequently confused homophones.	Students will investigate how literary and documentary texts portray courage and achievement. They will produce a detailed account of an inspiring action, using the imperfect and future tenses accurately and varying adjectives, pronouns and sentence structures.	Students will compare different representations of natural disasters and environmental phenomena. They will discuss tone, imagery and the writer's purpose before composing their own poem. Grammar will include the simple past, interrogative sentences and different types of complements.	Students will explore texts dealing with talent, ambition and personal achievement. They will debate ideas, present information and write a persuasive competition entry. They will develop accuracy in the simple past, sentence types, nominal agreement and the use of invariable words.	Students will analyse how fables communicate moral and social messages. They will compare characters and viewpoints before writing an original fable with an effective moral. Language work will consolidate compound tenses, complex sentences, participle agreement and lexical relationships.	Students will explore how fables communicate moral and social messages. They will create and dramatise a modern fable, justify its moral and consolidate complex sentences, past tenses and grammatical agreement.
Assessment	Autumn term 1 progress test:	Autumn term 2 assessment:	Spring term 1 Progress test:	Spring term 2 assessment:	Summer term 1: No formal assessment	End of Year exam

Year 8 Arabic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BEGINNERS AND INTERMEDIATE	Introducing myself Likes and dislikes The alphabet, numbers, months colours Describing yourself and someone else Beginners and Intermediate Grammar: -Position of alphabets within the word.	Daily routine, school subjects and opinions - Daily verbs: I wake up, I go, I eat, I study, I sleep - Time phrases: In the morning, In the evening - Describe your school day Beginners and Intermediate Grammar: - Verb "to like" in the present - Definite/indefinite nouns	Discover the customs and traditions of Morocco And some countries Learn about the culture of some countries	Learn about professions and crafts - What do you want to be? - Tools; places of work Beginners and Intermediate Grammar: - reading short sentences	The Importance of Reading Science and Culture Research on a Writer Beginners and Intermediate Grammar: -Reading a simple sentence	Getting to know some tourist areas Travel essentials Means of transportation Beginners and Intermediate Grammar: Recognizing the verbal sentence

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	-Alharakat: short and long vowels in Arabic. Tanween/ Ashada -To differentiate between male and female while asking about their names.	- Adjectives	Beginners and Intermediate Grammar: -reading short sentences - Demonstrative pronouns -Adverbs:on, under	- Recognizing a nominal sentence - Adjectives	-Recognizing a nominal sentence -Recognizing the subject and predicate	Verb Subject Past tense conjugation
Curriculum Content ADVANCED	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 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. 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:	Autumn term 2 assessment:	Spring term 1 Progress test:	Spring term 2 assessment:	Summer term 1:	End of Year exam

Year 8 ICT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	- Technology Impact - Technology Impact on Employment - Hacking - Software Copyright Theft - Artificial Intelligence - Online Safety and security: Spam	- Introduction to Networks - Internet and the World Wide Web - Domains and IP - Email and VoIP - Network Protocols - Network Security	- Binary and Memory - Representing Text and Numbers in Binary - Introduction to App Development - Events and Interactions - User inputs and variables - App development project	- Databases - Databases structure - The Software Development Cycle - Problem Decomposition and Algorithm Design - Testing and success criteria	- Cyber Security - Expert Systems - Data Science - Future Tech - Animation - Online Safety and security: Social media	- Introduction to Python - Data Types - Selection - Iteration - Validation and verification

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			- Online Safety and security: Secure Websites	- Program Development/Testing - Documentation		
Assessment	Assessment: Oct 2025	Assessment: Dec 2025	Assessment: Feb 2026	Assessment/project: Mar 2026	Project	Summer term 2: Jun 2026 End of Year exam

Year 8 Music	Autumn 1 Music Notation and Recorder Flute / Melodica	Autumn 2 Music for film: making your own soundtracks	Spring 1 Chords: making a bed of sound	Spring 2 Mash ups and jams	Summer 1 The Development of Western Music: Medieval to Classical	Summer 2 The Development of Western Music: Romantic to 21st Century
Curriculum Content	In this unit, students will learn how to read and write basic music notation, including pitch, rhythm, and key signatures. They will also learn how to play the recorder flute, applying their knowledge of notation to real-life musical performance. The unit will cover both theoretical and practical aspects, helping students to connect the written and performed elements of music.	In this unit, learners will explore filmmaking and film soundtracks; both playing along with existing soundtracks and creating their own excerpts of film music. 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. Learners will consolidate their understanding of how melodies and rhythms are constructed, whilst further developing their practical use of chords and/or harmonies. Learners will improve their ensemble skills through practical group work, using their bodies, symbols and different notation systems to make connections between sound and symbol.	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. Music making will include singing in a variety of styles, with opportunities to experiment playfully with sounds that can be created with the voice and any instruments that are available. Learners will consolidate their understanding of how melodies and rhythms are constructed, whilst further developing their practical use of chords. Learners will improve their ensemble skills through practical group work, using their bodies, symbols and different notation systems to make connections between sound and symbol.	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. Learners will further consolidate their understanding of how melodies and rhythms are constructed, whilst progressing in their practical use of chords. Learners will improve their ensemble skills through practical group work.	In this unit, learners will explore the development of Western European music from the Medieval period through to the Classical period. They will investigate how musical styles, structures, instruments and performance practices developed over time, making connections between different periods and the historical contexts in which the music was created. Learners will study the Medieval, Renaissance, Baroque and Classical periods, exploring the distinctive characteristics of each era through listening, discussion and practical musical activities. They will learn about significant composers and representative works, developing an understanding of how composers contributed to the development of musical ideas and influenced later styles. Learners will listen to and analyse a range of repertoire,	In this unit, learners will continue to explore the development of Western European music from the Romantic period through to music of the 20th and 21st centuries. They will investigate how composers responded to changing cultural, social and technological developments, leading to new musical styles, techniques and approaches to composition and performance. Learners will study the Romantic, 20th-century and 21st-century periods, exploring the distinctive characteristics of each era through listening, discussion and practical musical activities. They will learn about significant composers and a range of representative works, considering how musical ideas developed from the Romantic period into the diverse styles and approaches of modern music. Learners will listen to, analyse

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					identifying features such as melody, rhythm, harmony, texture, form, instrumentation and dynamics. They will develop their ability to describe and compare music from different periods using appropriate musical vocabulary, whilst making connections between historical developments and changes in musical style.	and compare repertoire from different periods, developing their understanding of melody, rhythm, harmony, texture, form, instrumentation, dynamics and other musical elements. They will develop their ability to use appropriate musical vocabulary when describing music and will make connections between changes in musical style, historical developments, technology and the ways in which music is created and performed.
Assessment	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	In-class assessment of performances.	Written assessment on music notation.	Written assessment on music notation.

Year 8 Art	Term 1 Portraits	Term 2 Built Environment	Term 3 Design Brief
Curriculum Content	Students will explore the exciting world of street art, developing their skills in graffiti-style lettering and learning how artists use symbols, imagery and visual language to communicate ideas and meaning. They will also consider how art can be used as a powerful form of activism and social commentary. Throughout the project, students will explore the work of two influential artists, Banksy and Jean-Michel Basquiat, using their approaches as inspiration for their own creative responses. In class assessment December	Students will undertake their own research as part of an independent art project. They will choose a Beatles song that inspires them and research an artist of their choice, using the artist's style and ideas to create an original piece of artwork inspired by their chosen song. Each student will have the opportunity to develop their own creative ideas and artistic style, with their finished canvas proudly displayed at the school Art Show. In class assessment March	Year 8 will explore the fascinating world of Surrealism, discovering how artists combine imagination and reality to create unexpected and thought-provoking artworks. Students will explore the work of artists such as René Magritte and Salvador Dalí, developing their skills in drawing, composition and creative thinking. They will experiment with unusual combinations of objects, scale and imagery before creating their own surrealist masterpiece. In class assessment June
Assessment			

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PE	Autumn 1 and Autumn 2 Basketball	Spring 1 Handball / Dodgeball	Spring 2 Volleyball	Summer 1 Badminton	Summer 2 Football
Theme	Rules and regulations, basic skills competency	Life Skills :			
Curriculum Content	Components of Fitness and how to test for each individual strand of fitness. Power, Speed, Stamina or aerobic endurance, muscular endurance, flexibility, balance, coordination, reaction time etc. Badminton – Serve, footwork, long and short plays.	How to execute and basic serve, dig shot, volley and smash will all be covered	How to execute and basic Dribble, Pass, Shot and Layup, rebound, defend.	Students will study the fundamentals of dodgeball / and or tag rugby. Here emphasis is on speed and agility of movement and throwing skills. Students will have a chance to apply their learning to a game scenario.	Here the emphasis will be on organisation and fair play – Can students create an atmosphere of fair play? Each session will focus on a skill such as dribbling or passing with a chance to apply this into a game.
Assessment	Fitness Testing (Bleep test , agility run)	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?	Criteria: Can the student execute each shot competently? Are they aware of the rules and regulations? Can they apply this to a game scenario?