ASPIRATION RESPECT CURIOSITY HAPPINESS

RMGS

RAINHAM MARK GRAMMAR SCHOOL

Year 8 Curriculum

2026

Curriculum intent

At RMGS we want our students to be **ARCH** learners who are **A**spirational, **R**espectful, **C**urious, and **H**appy in their learning. As a selective school we aspire to use our curriculum to encourage students to be the best version of themselves, harnessing their intellect, their work ethic, their individuality, and their natural curiosity.

Our curriculum has been built on our **PROUD** principles. Running through our curriculum areas we create opportunities for students to **P**hilosophise, to **R**ead, to be **O**rators, to **U**nderstand the world around them, and to **D**ebate.

We aim to inspire a lifelong love of learning and reading by offering a broad curriculum that will both challenge and excite our students. Our world is constantly changing, and, through our curriculum, we aim to give our students opportunities to prepare for a future that has not yet been imagined. We believe that they need a strong academic knowledge base, and the resilience to adapt, the ability to debate, the confidence of strong oracy skills, and the respect and empathy needed to work with others.

Every RMGS student is important to us, and every RMGS student is an individual. We have a strong teaching staff and Inclusion team. We aim to ensure that our curriculum meets the needs of all of our students, and we work hard to understand our young people so that we can support them as they flourish as learners. Throughout their time at RMGS we ensure that they are well supported with guidance about their future choices in life.

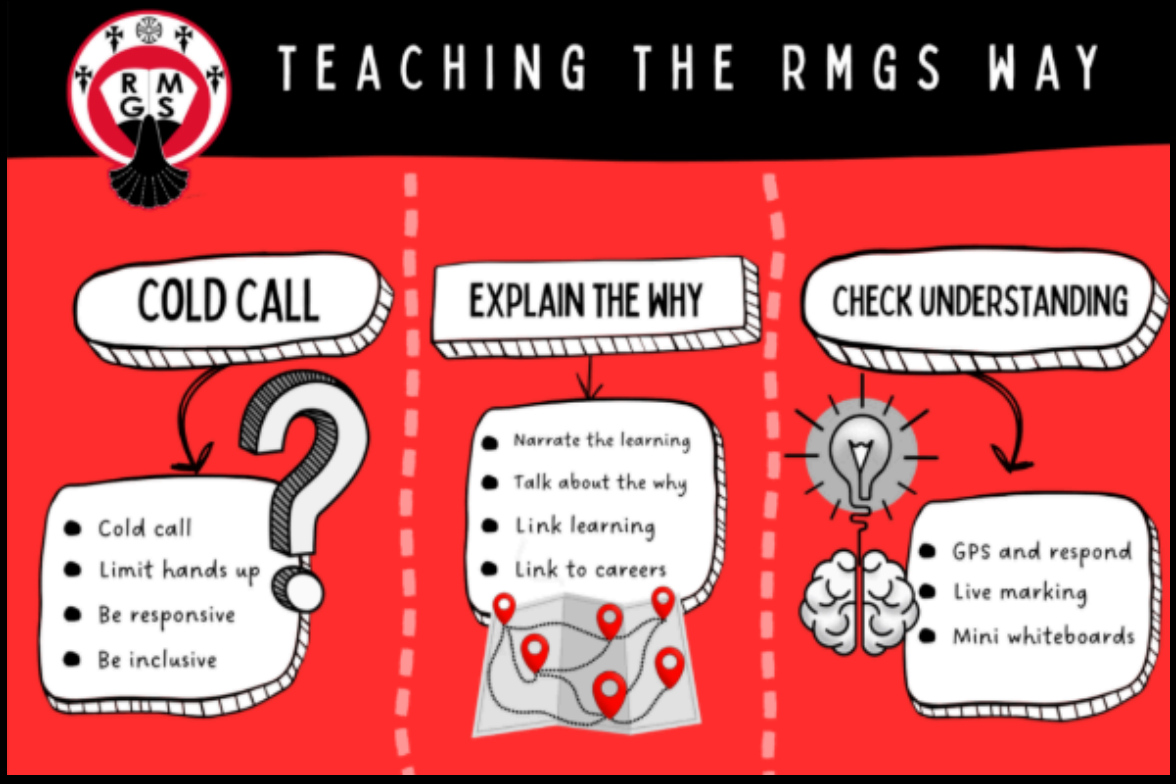
Rainham Mark Grammar School

Curriculum implementation

Our teachers are experts in their disciplines and their crafts. As a school, we are influenced by what we know about Cognitive Science, Sherrington's interpretation of Rosenshine's principles, and practice informed by research from reliable sources such as the EEF. We use The Teacher Standards as our rubric for what makes excellent teaching.
We teach "The RMGS Way" and our lessons will include:

- Do Now activities so that students are ready to learn;
- Narrating the learning so that students know why they are learning what they are learning, what their learning links to both in school and out of school;
- Thinking time so that students can think in depth and with curiosity, challenge themselves, and work towards mastering concepts;
- Opportunities for students to talk about their learning, and collaborate with others;
- Modelling processes and approaches in lessons so that students can learn from each other, from their teacher, and from strong examples of exemplary work;
- Scaffolding tasks so that students can build up to strong responses, and practise smaller sections;
- Opportunities for practice in lessons so that students can deliberately practice and embed their knowledge and skills;
- Formative assessment and feedback so that students know how to improve their work;
- Praise, positivity and rewards for students in lessons so that they know how well they are doing, building motivation

Curriculum implementation



We offer a three-year Key stage 3 curriculum that is broad and allows students to build on prior knowledge and interests whilst also introducing them to new subjects, new learning, and new ideas. We are proud to offer our students the opportunity to study two languages during key stage three, as well as a wide Expressive Arts offer. Reading is essential for excellent progress and for the development of empathy. Subsequently, habitual reading opportunities are built into our curriculum, and reading around topics in all subjects is expected. Our Maths curriculum is built around the concept of mastery and students are well supported to build on and master the knowledge gained at primary school. They are guided to make positive choices about their next steps.

Rainham Mark Grammar School

Lesson hours

Number of hour lessons taught per fortnight in Year 8

Subject	Year 8
Art	3
Design Technology	3
Drama	2
English	6
Geography	3
History	3
Computing	3
Languages	6
Mathematics	6
Music	2
PE	4
PSHE	1
RE	2
Science	6

* Each tutor group starts with two languages in Year 8.

Homework

RMGS Year 8 homework timetable example.

	8A	8B	8F	8L	8N	8P	8R	8S
WEEK 1								
MONDAY	Science English	History English	RS	RS	Geography	Geography	Geography	RS
TUESDAY		Art RS	French Music	Science Music	Science Art	RS Music	English Computin	Science Art
WEDNESDAY	Art		Science		History		Art	Geography
THURSDAY	Spanish Maths	Maths French	Maths History	Maths History	Maths French	Maths Computin	Maths	Maths English
FRIDAY	DT History	Science DT	English	French English	Computing	Science	Science Music	German
WEEK 2								
MONDAY	Science English	Geography	DT	DT Science	English Music	History	History Science	Science
TUESDAY	Music German		Geography	Geography	RS	English	English	
WEDNESDAY	Computing	Science Music	Science	German	Science	German Art	German	Spanish Music
THURSDAY	Maths RS	Maths Spanish	Maths	Maths	Maths Spanish	Maths French	Maths DT	Maths DT
FRIDAY	Geography	Computing	German Art	Art English	DT	Science DT	French RS	Computing

Rainham Mark Grammar School

Art

The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others

What is taught?

Term 1 : Pop Art
The underpinning concepts and themes of Pop Art and associated artists, such as Andy Warhol, Roy Lichtenstein, Peter Blake and Marjory Strider. How to use art movements to inspire own artworks. How Pop Art impacts todays visual culture.
Term 2 : Fauvism
The underpinning concepts and themes of Fauvism and associated artists, such as Henri Matisse, Emilie Charmy and Andre Derain. How Fauvism is both influenced by previous art movement and influenced future movement.
Extending
Term 3 : Surrealism
The underpinning concepts and themes of Surrealism and associated artists, such as Salvador Dali, Rene Magritte, Dorothea Tanning, Frida Kahlo, Meret Oppenheim and links to film and video games which influence todays visual culture. Understanding how to apply surreal concepts to the development and execution of own work and ideas.
Term 4 : Art movement selected by teacher and students
Development of knowledge and understanding of an art movement chosen collaboratively by the teacher and students depending on interests and areas for development. Students will gain an understanding of the themes underpinning this chosen
Term 5 : Buildings, Architecture and Fashion
Introduction to building and architecture across different eras, influenced by different art movements and across the world. Introduction to fashion and how this is impacted by context and trends. How to construct 3D work and

Term 6 : Image and Word
Exploring how artists, historically and presently, use image and word, to create diverse artworks, from illustration, protest art and graphic design to graffiti.
How to use the combination of image and word to effectively communicate ideas ad narratives, effectively

Art

How is Art taught?

Term 1

How to identify key themes, understand art within the context of history and art movements and how these influence and impact visual culture today. Use of block colour, comic strips, advertising, branding, outlines, bold imagery, onomatopoeias through drawing, printmaking, photography, painting and collage.

Term 2

Understanding of colour theory through Fauvism and how to create own work in response to the Fauvist movement. How to identify key themes, understand art within the context of history and art movements and how these influence and impact visual culture today. Colour theory and mark – making predominately through drawing, the use of oil pastels and painting.

Term 3

How to identify key themes, understand art within the context of history and art movements and how these influence and impact visual culture today. How to communicate conceptual ideas through drawing, collage, photography and mixed – media work, such as the making of a diorama.

Term 4

Movement and create relevant work in response to learning.
How to identify key themes, understand art within the context of history and art movements and how these influence and impact visual culture today. The media, materials and techniques used will be relevant to the art movement studied. Students will be stretched and challenged to explore beyond their comfort zone.

Term 5

using new media, materials and techniques to construct 3D outcomes. Use of carboard to construct and clay / ceramics to create textured and 3D work. Opportunities to explore design, such as fashion and architecture. Perspective drawing (two and three point)

Term 6

express oneself, construct meaning and relay messages.
Painting, drawing, collage and mixed – media skills further refined. Typography, fonts and different ways of approaching visual communication. Reaffirming the links between literature and art.

Art

Personal development

RSE
Online safety
Enrichment

The visual arts offer a wealth of opportunity for personal development, from learning to visually express oneself, explore topics such as identity, to learning empathy for others. We also embed the opportunity for our students to master their skills in resilience, risk – taking with their learning, developing their confidence and independence.

Alongside the art curriculum there are multiple opportunities to engage in the arts through lunch clubs, such as the arts for wellbeing club.

The school has Artsmark status, whereby there is a commitment to ensuring that the arts are accessible to all and this ensures that we continually review the breadth of our enrichment offers.

Home Support

Spend time looking and discussing branding and what sorts of colours, fonts and slogans are used in advertising. Draw from and / or photograph current pop culture items. Make a list of what constitutes popular culture today? Music, food, fashion, brands? Discuss the use of colour in artworks when the opportunity arises. Research Fauvist artists which may not be covered in the lessons but which are of interest. Attempt to summarise the key principles of Fauvism. Have a go at creating a Fauvist landscape or Observe current examples in films and video games of how surrealism has been used. Craete surreal scenes using objects in the home / outside of school and photograph them. Play surrealist games with friends and family. Support in research about the art movement chosen for study this term. This could also involve a gallery visit or perhaps there is a current exhibition which may support learning? Draw buildings, this could be home or a view from out of the window if other buildings are visible. Take photographs of buildings which you find interesting. Research further about different types of architecture and fashion. Observe examples of graffiti and mural art in the local area and anywhere visited. Look through books which show examples of illustration and acknowledge the different styles and approaches used. Find a text or poem that you value and attempt to illustrate it or re – write sections,

Art

Home Support

Spend time looking and discussing branding and what sorts of colours, fonts and slogans are used in advertising. Draw from and / or photograph current pop culture items. Make a list of what constitutes popular culture today? Music, food, fashion, brands?

Discuss the use of colour in artworks when the opportunity arises. Research Fauvist artists which may not be covered in the lessons but which are of interest. Attempt to summarise the key principles of Fauvism. Have a go at creating a Fauvist landscape or Observe current examples in films and video games of how surrealism has been used.

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Research further about different types of architecture and fashion. Observe examples of graffiti and mural art in the local area and anywhere visited. Look through books which show examples of illustration and acknowledge the different styles and approaches used. Find a text or poem that you value and attempt to illustrate it or re – write sections,

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RMGS

ARCH

Computing

Encourages critical thinking that questions assumptions. The students watch a number of videos concerning technology and are asked to question the usage.

What is taught?

Term 1 : E-safety
Online challenges, County lines, Online bullying Content which incites hate and violence, Fake profiles, Grooming, Live streaming, Use of CEOP website Unsafe communication, Impact on confidence (including body confidence). Flowol - The creation of flowcharts to control traffic lights and a range of other scenarios.

Term 2 : Game creation
GameMaker, Sprites, Objects, Actions, Events, Testing

Term 3 : Website design and HTML
HTML, Ordered lists, Unordered lists, Tables, Images, Hyperlinks

Term 4 : Graphics
Layer masks, Reflections, Lasso tools, Depth of field Black and white conversions, Adjusting colours

Term 5 : Theory
Units of data, Bit, Nibble, Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, Petabyte. Binary numbers How to count in binary numbers How to calculate binary numbers – addition, Convert binary to denary, Add binary numbers using column addition, Overflow errors, Binary shifts. Hexadecimal numbers, Convert Hex to Denary. Storing of digital files including pixels and compression.

Term 6 : Visual Basic programming – till system
Form application, Formulae, Icons, Testing

Computing

How is Computing taught?

Term 1

As part of the department's vision, the students will learn how to stay safe online. This covers the steps needed to browse safe sites, identify misinformation and hoaxes and communicate safely. For more information, please see the planned topics above.

Term 2

The students learn how to analyse problems and develop flowcharts whilst writing algorithms. Following this, they will use a range of languages to code solutions. End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate. End of year exam

Term 3

The department teaches traditional office software including spreadsheets and databases so that the students have a fundamental understanding of data management. This then ties in with legislation in the theory unit(s). End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate. End of year exam

Term 4

MEnd of unit assessment – PowerPoint . Microsoft Teams quiz if appropriate. End of year exam

Term 5

End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate. End of year exam

Term 6

The students learn how to use manipulate photos, video and graphics across a variety of units. They also learn how to create games using events and actions in different packages. The students will use digital cameras, voice recorders and related equipment such as tripods and different lenses during some of the units. End of unit assessment – PowerPoint. Microsoft Teams quiz if appropriate End of year exam

Computing

Home Support

- Encourage your child to write and test code regularly. Websites such as Codecademy, w3schools and freeCodeCamp offer interactive coding exercises.
- Suggest working on small projects or challenges to apply the learning.
- Read the Key Stage 3 Computer Science content on the BBC Bitesize website.
- Encourage the reading of the text books and electronic resources provided by the department
- Check the assignments and test scores that are visible on Teams
- Provide access to technology. Although technology can be expensive, there are a large number of second-hand computers available online and the software used is often free.
- Encourage your child to use flashcards, mind maps, and summary notes for key concepts and vocabulary.
- Act as a tester for their programs, helping them identify and fix bugs.
- Communicate with their computer science teacher to stay informed about their progress and any areas needing attention.
- Review progress periodically to ensure they stay on track.

Computing

Personal development

RSE
Online
safety
Enrichment

Studying Computer Science will provide enrichment in a range of ways:

- The students are taught, from Key Stage 3, how to stay safe online by following an expansive number of methods.
- It encourages critical thinking that questions assumptions. The students watch a number of videos concerning technology and are asked to question the usage.
- Problem-solving skills. The students are asked to analyse complex problems and break them down into smaller parts.
- It teaches the students to understand trends and patterns to aid in decision making and to help avoid bias and stereotypes.
- It boosts confidence through the ability to create, troubleshoot, and innovate using technology.
- Computer Science helps to foster a mindset that questions assumptions, evaluates evidence, and makes reasoned decisions. This is encouraged through the morals and ethics section of the curriculum.

Computing

Linking Computing to Careers

The Computer Science schemes of work at Key Stage 3 are designed to equip students with a blend of creative and technical skills relevant to the digital media and computing industries. They provide a strong foundation for various careers in computing and digital media. They include:

Graphic Design: Skills in creating and manipulating digital graphics prepare students for careers in graphic design, digital marketing, and advertising. The students are provided with a client brief which must be met, a situation which is common in industry.

Image Editing: Proficiency in image editing software such as Adobe Photoshop is essential for roles in digital content creation, multimedia design, and photo editing.

Project Planning: Understanding pre-production processes, such as storyboarding, scripting, and project management, is important for roles in media production, project management, and digital production coordination.

Concept Development: Skills in developing concepts and planning projects are crucial for creative roles in advertising, media planning, and content creation.

Video Editing: Proficiency in video editing software is essential for careers in video production, film editing, and digital media.

Sound Editing: Understanding sound editing and production prepares students for roles in audio engineering, podcast production, and multimedia design.

Digital Photography: Knowledge of digital photography techniques and editing is crucial for careers in photography, photojournalism, and visual content creation.

The Key Stage 3 Computer Science curriculum is designed to deepen students' understanding and skills in computing, further preparing them for a wide range of careers in the field. The links with careers are as follows:

Programming Languages: At KS3, students typically learn more complex programming languages, including Visual Basic, and concepts. This advanced knowledge is critical for careers in software development, mobile app development, and game development. Some may be encouraged to learn Python too as a second language. We also cover HTML and elements of JavaScript.

Algorithm Efficiency: KS3 Computer Science students learn about efficient algorithms and data structures, which are fundamental for roles in algorithm development and programming.

Complex Problem Solving: Enhanced problem-solving skills are applicable in roles such as operations research analysts, IT consultants, networking and systems analysts.

DT

Design and Technology (DT) is an inspiring, rigorous, and practical subject that prepares young people to live and work in the designed and made world.

What is taught?

1 Term: My Stand – how can possessions be displayed and stored?
Sources and Origins of Timber products, Planning and minimising waste, Classification and use of adhesives

1 Term : Inspired by industry – Accessible controllers
How real companies approach design and prototyping. Design Thinking Empathise, Define, Ideate, Prototype, Test)

1 Term : Casting – jewellery
Sources and origins of metals., Casting in Industry. Bitmap images vs vector graphics.

2 Terms : Food Preparation and Nutrition
Nutrition Recap of Health and Safety, and hygiene in the kitchen. Building on, and securing knife skills Weighing and measuring Hydration Carbohydrates Protein Fats Planning and evaluation.

1 Term : How can design and engineering rescue people? – Programmable components
Systems approach to designing, Electronic components, Systems and programming flow charts

DT

How is DT taught?

1 Term

Design : Identifying and defining needs and wants, Generating ideas using a variety of graphical skills, Planning and working drawings. Make : Working safety in the workshop with a wider range of resistant materials. Evaluate : Testing and refining their own ideas and products.

Design : Identifying user's needs and wants, develop primary research skills. Generate Ideas using more refined sketching and rendering techniques. Make : Develop Ideas and prototypes. Evaluate : Testing and refining their own ideas and products.

1 Term

1 Term

Design : Generating and developing ideas based on source imagery. Producing CAD vector graphics ready for laser cutting Make : Setting up and using laser cutter safely. Casting and finishing pewter. Evaluate : Evaluate and refine their ideas and CAD work

Practical lessons and focus: One pot pepper and chorizo pasta: Knife skills, Use of the hob Sweet, fruit or cheese scones: Rubbing in Method, shaping and forming, Use of the oven Vegetable Cous Cous: Knife skills, frying Keema Curry: Knife skills, use of the hob, reduction sauce. Lemon Drizzle cupcakes: Creaming method, folding in, use of the oven, portioning. Macaroni cheese: Roux sauce, boiling pasta, use of the grill

2 Terms

1 Term

Design : Developing code. Solving problems using inputs and outputs. Make : Embedding programable components into their solutions Safely build circuits with programmable components. Evaluate : Testing and refining circuits and programming

Home Support

BBC BITE SIZE, TECHNOLOGY STUDENT, Yoto Play.

Weighing and measuring ingredients at home ready for practical lessons, this is in place of written homework and must be carried out by the student. Practice washing drying and putting equipment away at home. Practice knife skills and peeling vegetables when possible.

DT

Personal development

RSE
Online safety
Enrichment

Philosophy: Understanding users needs & wants. Defining a problem which helps others where we need to empathise with the user who may be a different target market from ourselves. Critical path analysis- students need to be able to monitor their use of time and materials.

Reading: Analysis of feedback from teacher, peers, through crits, etc. Use of key terminology linked to their current project and industry standards. Reading examples of written work and analysing the outcomes to understand structure and format when completing their own writing. Use of key terminology linked to their current project and industry standards. Reading examples of written work and analysing the outcomes to understand structure and format when completing their own writing. Magazine articles and new material discoveries are shared on the class Teams page for students to read independently in their own time. DEAR time students are given subject related articles to read linked to a current topic.

Oracy: Understanding the World: Ethical awareness of materials and their origins Analysis of existing products to identify to positives and negatives within the design which can be utilised in further design developments. Analysis of the impact of modern technology on todays society and how it will impact future generations. Debate: Use of different energy sources and the ethical argument over which resources are sustainable for our futures

Linking Subject to Career

Inspired by industry project taught 2/3 times a year set by designers in industry. General lesson discussion applying theory and practical to real world scenarios. New Designers trip to look at university work and speak with graduates about career paths and subject options. Career stalls promoting university courses.

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Drama

Studying Drama fosters essential life skills including enhanced confidence, improved communication, empathy, and teamwork, while promoting emotional intelligence and creative thinking.

What is taught?

Term 1 : World Stories: Masks, puppets and physical theatre
How can abstract theatrical forms be used to explore the human experience on stage? Trestle masks, Puppetry, Physical theatre

Term 2 : Play Text - 'The Curious Incident'
What impact do contemporary theatre makers have on my understanding of themes and issues? Mark Haddon's 'The Curious Incident of the Dog in the Night-Time' , Physical theatre, Frantic Assembly

Term 3 : Core Drama Skills - Devising Drama
How might I define my voice as theatre maker when no script has been provided? Responding to stimulus material, Performing in a company, Creative leadership

Term 4 : Play Text - 'The Caucasian Chalk Circle' In what ways are stories of the past relevant to 'the now'? Brecht's 'The Caucasian Chalk Circle', Epic Theatre Didactic Theatre, Theatrical styles

Term 5 : Live Theatre - NT Collection 'Peter Pan'
'The modern adaptation encouraged me to suspend my disbelief.' National Theatre's 'Peter Pan ', Live Theatre Evaluation, Technical and design elements

Term 6 : Theatre History - 'Medea' Expressive Arts Revue
How might the roots of theatre inform our modern theatrical practice? Ben Powers' 'Medea' Choral work, Masked theatre, Ensemble work

Drama

How is Drama taught?

Term 1

Devised performance: Confidence, The Drama Skills Toolkit, Audience awareness, Leadership and groupwork

Term 2

Scripted performance: Technical accuracy, Understanding of the text, Voice and movement skills, Characterisation, Character interaction

Term 3

Devised performance: Confidence, The Drama Skills Toolkit, Audience awareness, Leadership and groupwork

Term 4

Scripted performance: Technical accuracy, Understanding of the text, Voice and movement skills, Characterisation, Character interaction

Term 5

Presentation: Oracy, Organisation, Collaboration, Professionalism
Evaluation & analysis

Term 6

Scripted performance: Technical accuracy, Understanding of the text, Voice and movement skills, Characterisation, Character interaction

Home Support

Visit your local library, read a selection of world heritage stories together.

Visit your local library, take out Haddon's original book and read together

Visit a local art gallery (we recommend The Halpern Gallery at Nucleus Arts in Chatham) – select a piece of artwork on display which could be used a stimulus in drama – discuss your ideas together for a new piece of drama
Share the following study guide together completing some of the suggested reading and activities

Visit your local library, take out JM Barrie's novel and read together
Visit the following V&A Museum webpage – discuss how theatre of the past and present is both similar and different

Drama

Personal development

RSE
Online
safety
Enrichment

Term 1 : Understanding other cultures, Culture, Belonging, Identity
Term 2 : Understanding other people
Term 3 : *Dependent on stimuli selected*
Term 4 : Family dynamics, Conflict
Term 5 : Gender and equality
Term 6 : Family dynamics, Conflict

Linking Subject to Career

Careers in Live Theatre, contemporary playwrights and theatre companies, signpost to places of study for notable figures studied, links on Curriculum Maps.

Offer Arts Award.

Presentation skills and focus on transferable skills.

Students access high quality enrichment opportunities taking on and replicating professional roles within the theatre

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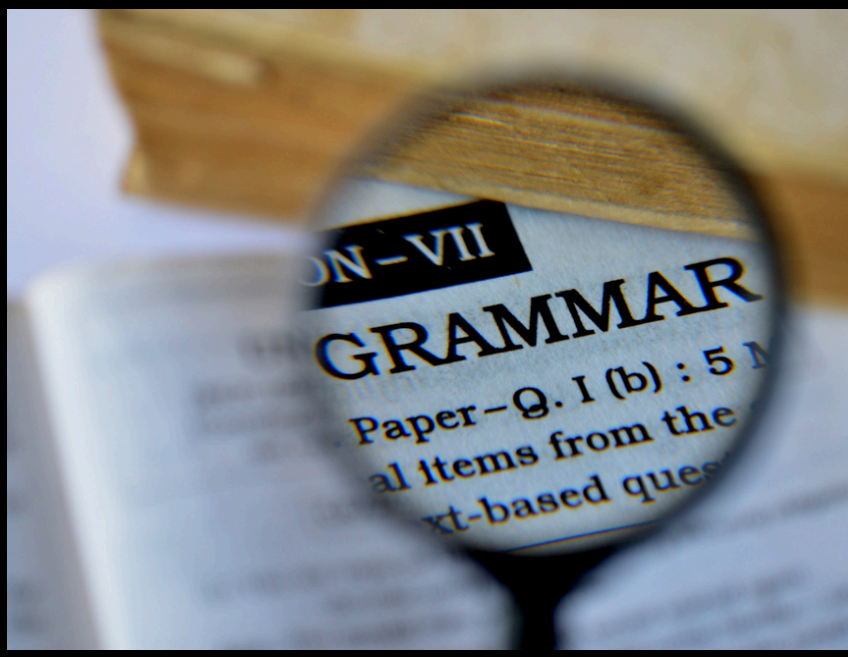
English

Studying English enhances critical thinking, communication, and cognitive abilities while providing access to global career opportunities, higher education, and diverse cultural media



What is taught?

Term 1 : Noughts and Crosses (Creative writing)
Bias, Propaganda, Tone, Creative writing, Language devices (simile, metaphor, personification), Prejudice

Term 2 : Noughts and Crosses (Extract analysis)
Bias, Propaganda, Analysis, Characterisation, Inference, Tone, Evidence, Prejudice

Term 3 : Dystopian Fiction (Extract analysis)
Analysis, Figurative language, Symbolism, Characterisation, Inference, Tone, Evidence

Term 4 : Romeo and Juliet (Extract analysis)
Analysis, Figurative language, Symbolism, Characterisation, Inference, Tone, Evidence

Term 5 : Romeo and Juliet (Rhetoric)
Rhetorical techniques (repetition, listing, oxymoron) Speech writing Structure (e.g. answering your own question)

Term 6 : Victorian Horror (Creative writing)
Genre, Tone, Figurative language, Structure, Unreliable narrators, Foreshadowing

English

How is English taught?

Term 1

Creative re-writing (reworking and adding to an existing text) Using language various language techniques, Writing clearly and imaginatively

Term 2

Commenting on how a writer creates meaning. Evaluating and debating opinions about literature. Explaining and exploring ideas in detail

Term 3

Commenting on how a writer creates meaning, Inferring information, from a text Explaining and exploring ideas in detail

Term 4

Analyse figurative language, Comment on how Shakespeare creates meaning. Select appropriate evidence for analysis

Term 5

Write persuasively using various rhetorical techniques Write clearly and imaginatively Use and analyse rhetorical techniques used by Shakespeare

Term 6

Writing clearly and imaginatively. Use the conventions of a genre (horror) Use appropriate vocabulary for Victorian literature. Varying tone

Home Support

Link to Vocabulary lists and homework for Year 8 using a range of tasks set

English

Personal development

RSE
Online safety
Enrichment

Discussion of relationships, mental health and abuse in families.

Discussions about equality, specifically regarding race.

Discussion of how power might be abused by those with authority.

Discussion of relationships, mental health and abuse in families.

Discussions about suicide and dealing with mental health.

Discussion of mental health and how “madness” was a common theme in Victorian literature

Linking Subject to Career

English develops transferable skills valued across a wide range of professions:

- Critical thinking and analysis
- Persuasive and creative writing
- Public speaking and presentation
- Empathy and social awareness
- Independent research

Career pathways include journalism and media, law and politics, publishing, education, broadcasting, advocacy and the creative industries.

History

Studying history develops critical thinking, research, and analytical skills while providing context for current events.

What is taught?

Term 1 : The Renaissance
What was the Renaissance? How did Leonardo da Vinci influence the Renaissance? What changes occurred in medicine, art and architecture in the Renaissance? How did science and religion clash during the Renaissance?

Term 2 : The Reformation and the Tudors
How did Martin Luther change the landscape of Europe? Why did Henry VIII break with Rome? Why was religion so divisive in the Tudor period? Elizabeth's 'Golden 'Age' and the Armada

Term 3 : Black Tudors – Miranda Kaufmann
Who lived in Tudor and Stuart England? Why was the world opening up to the Tudors and Stuarts? What do we know about Tudor interpretations?

Term 4 : The English Civil War and Interpretations of Cromwell
Why did Englishmen fight Englishmen? Why did parliament win the civil war? How is Cromwell remembered? Why do interpretations change over time?

Term 5 : Social History of the Industrial Revolution
Economic changes between 1750 and 1900, How historians have debated the Industrial Revolution, Use of biographies to tell the story of the Industrial Revolution from below, How and why historians differ in their interpretations

Term 6 : What did revolution mean in the Age of Revolution
The 'Revolutionary' Founding Fathers, Changing aims of the American Revolution Similarities and differences of the American and French revolutions The Haitian Revolution – a different revolution? How the British viewed revolution

History

How is History taught?

Students are taught a wide range of essential skills that are crucial for success in life. Students will learn how to analyse information critically, evaluating sources to determine their reliability and bias. You'll develop strong research skills, learning to gather information from different sources and organise it effectively. You'll also improve your writing and communication skills by learning to express your ideas clearly and persuasively. Additionally, history helps you understand the world around you by providing context for current events and shaping your perspective on global issues.

Personal development

RSE, Online, safety, nrichment

By studying the past, we gain valuable tools for personal development. We can learn from the successes and failures of others in areas like Relationships and Sex Education (RSE). Historical examples can illustrate healthy communication in past societies and the consequences of poor choices. Similarly, exploring history can teach online safety by showing how past misinformation campaigns spread and how societies addressed them.

Furthermore, history offers endless enrichment. Studying past cultures and innovations can spark curiosity and inspire us to pursue our own passions and goals. In short, history equips us with knowledge and critical thinking skills that empower us to navigate life's challenges and grow as individuals.

Linking Subject to Career

History equips you with a powerful set of transferable skills that are highly sought after in a diverse workforce. By analysing past events and trends, you develop critical thinking, research, and communication skills. These are essential for careers in business, where you need to analyse markets and present findings. Legal professions benefit from history's emphasis on evidence evaluation and constructing strong arguments. Understanding past social and political movements proves valuable in fields like education and social work. Ultimately, history fosters a broader perspective, allowing you to better understand the present and anticipate future challenges, an asset in any professional setting.

Geography

Geography is a highly versatile, interdisciplinary subject that bridges physical and social sciences to foster a deep understanding of global challenges like climate change, sustainability, and inequality.

What is taught?

Term 1 : Key Knowledge.
How do rocks affect our lives? Landscapes Processes and features

Term 2 : Urban change
How do cities and towns change?

Term 3 : Coasts
How does the sea shape our world? Landscapes Processes and features Management

Term 4 : International development
Why is there difference between rich and poor? People and power

Term 5 : Biomes
Rainforests, How is the world not all the same? Ecology and sustainability

Term 6 : Africa
The Sahel and Central Africa, How are other places different to here? Place study, culture, landmarks, vexillology.

Geography

How is Geography taught?

Term 1

Management , Diagram and photo analysis, Opportunities assessment

and use mapping Economic data interpretation. Understanding the futures of Geography

Term 2

Term 3

Management , Diagram and photo analysis.

Connecting human and physical geography, Measuring development.

Term 4

Term 5

Management, Satellite image interpretation.

Synoptic assessment Exploring a range of resources and linking to previous topics.

Term 6

Home Support

Watch documentaries linked to topics

Visit places linked to case studies in lessons

Allow your young person to teach you at home, Creating models of features studied in class.

Research job roles linked to topics.

Rent of buy books on the recommended reading list.

Buy an Atlas.

Geography

Personal development

RSE
Online
safety
Enrichment

Exploring culture and place

Finding our place in the world

Discovering what we can do to make our world a better place.

Examining interconnections of people and place.

Evaluating the success or failure of management.

Linking Subject to Career

From KS3 we now refer to topics by their formal title to emphasise they lead to careers e.g.meterology, nephology, anthropology, demography. Decision making assessments, report writing, mimicking actual career roles. If you were an engineer you would have to.: Primary, Secondary, Tertiary and Quarternary sectors explained. Role of economics in levels of development. ROles associated with economic development. NGO's, provision of Aid. Medway council town planning department guest speakers. Planned trips.

CCC library to learn about referencing and university level research. Displays on careers in Geography. Destinations board and university information display

ASPIRATION RESPECT CURIOSITY HAPPINESS
RMGS
ARCH

MFL - French

Studying French offers significant advantages, including enhanced career prospects in international business, diplomacy, and tourism, as it is a major global language spoken across five continents.

What is taught?

Ma famille, ma maison, ma ville (My family, my house, my town)
Talking about animals; Using higher numbers; Describing your family; Using the possessive adjectives 'my' and 'your'; Describing where you live; Using the nous form of –er verbs; Talking about places in a town or village; Saying where you go at the weekend; using the verb aller à (to go to); Saying what you are going to do using the near future tense (aller + infinitive); Talking about plans for a special weekend using two tenses together

Les vacances (holidays)
Inviting someone out using the verb vouloir (to want); Talking about school holidays revising the verbs avoir and être; Saying what you did during the holidays using the perfect tense of regular –er verbs; Describing a visit to a theme park using the perfect tense of irregular verbs; Saying where you went and how using the perfect tense of verbs that take être

La nourriture et les fêtes (food and celebrations)
Listening for negatives in the perfect tense and reading to spot the perfect tense in a text; Asking and answering questions using the present and perfect tenses together; Talking about breakfast using the partitive article (du / de la / de l' / des); Buying food at a market using transactional language

Home Support

Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.

MFL - French

How is French taught?

The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.

Personal development

RSE, Online, safety, enrichment

Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and it fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.

Linking Subject to Career

The National Language Strategy highlighted that whilst languages 'are strategically vital for the future of the UK', 'there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.' In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.

MFL - German

Studying German provides significant competitive advantages, including enhanced career prospects in engineering, science, and finance,

What is taught?

German Topics:
Talking about school, Talking about time, Giving opinions about school subjects, Talking about teachers, Talking about the school day, Talking about after school activities, Talking about food and drink, Buying food, Ordering food and drink, Reading restaurant reviews, Talking about healthy eating, Practising reading simple literary texts and fairy tales

Grammar:
Using subordinate clauses with “weil”, Using impersonal expressions, Consolidating the present tense, Using “man” with modal verbs, Revising verb as second idea rule, Using “mir” and “dir”, Using “möchte “ and “hätte”, Using the impersonal pronoun, Introduction into the perfect tense, Using imperfect “war” and “hatte”

Culture:
The German school system, Food in German, Shopping habits, More famous writers, Fairy tales, Das Leben der Anna Fran

Home Support

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Personal development

RSE, Online, safety, Enrichment

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MFL - Spanish

Studying Spanish provides significant cognitive, career, and cultural advantages, including improved brain function, enhanced memory, and increased earning potential.

What is taught?

Mi insti (my school)
Saying what you study, Giving opinions of school subjects and reasons, Describing your school, Saying what you do during break time, including what you eat and drink, Using -er and -ir verbs in the present tense

Mi familia y mis amigos (my family and friends)
Talking about your family, Describing people, Using the verbs ser and tener in the present tense, Talking about where you live, Using the verb estar

Mi ciudad (my town/city)
Describing what is in your town, Talking about what you do where you live, Ordering in a café, Using the near future tense to say what you are going to do

Home Support

Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of 'academic socialisation', identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children's achievement in school.

Rainham Mark Grammar School

MFL - Spanish

How is Spanish taught?

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Personal development

RSE, Online, safety, Enrichment

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Linking Subject to Career

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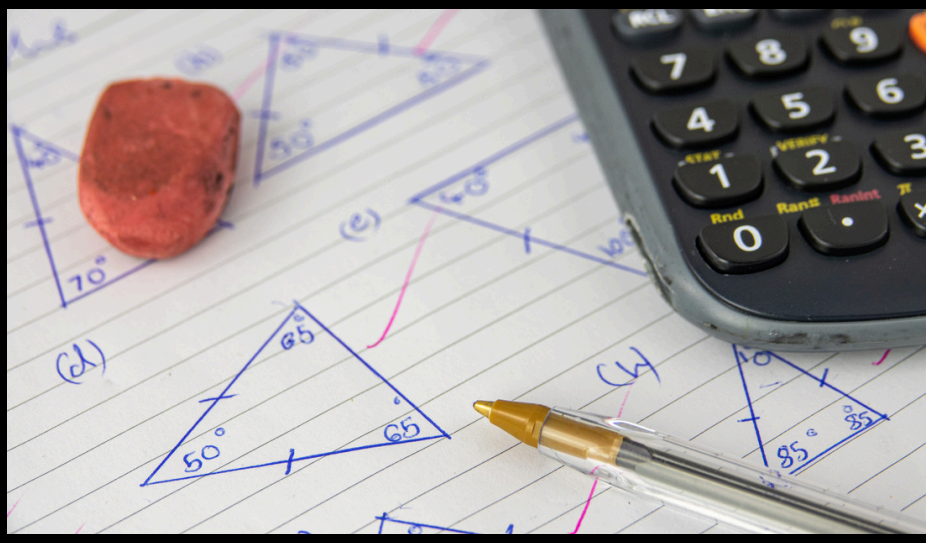
Maths

Studying mathematics provides crucial, transferable skills, including enhanced logical reasoning, critical thinking, and advanced problem-solving abilities.



What is taught?

Term 1 : Expressions & simplifying, Multiplying & dividing terms, Substitution, Statistics

Term 2 : Brackets & factorising, Algebraic fractions

Term 3 : Forming expressions, Solving linear equations , Rearranging formulae

Term 4 : Rearranging formulae ctd, Sequences, Inequalities

Term 5 : Inequalities ctd, Percentage change, Angles & polygons

Term 6 : Linear graphs, Loci & constructions

Home Support

Following each assessment, students will receive a feedback sheet that identifies their strengths and areas for improvement. Students are encouraged to utilise this feedback effectively and promptly address any gaps in their understanding. Students have access to the following online platforms for support: Sparx, Corbettmaths.

These platforms offer a range of resources and tools to help students revise and reinforce their understanding of mathematics at different levels of complexity. Students are shown in class how to use these tools effectively and match to their current learning needs. Revision lists and assessment feedback are linked to content on Sparx so students can direct their learning as needed.

Rainham Mark Grammar School

Maths

How is Maths taught?

Term 1

Students will begin their formal learning of algebraic language, skills and techniques. They will learn how to manipulate an algebraic expression, understand the commutative property of addition and multiplication and simplify an algebraic expression by gathering together 'like terms'. This will include practical application of skills learnt to algebraic perimeter. Students will also learn the meaning of the identity symbol and how it differs to the equal sign. Students will then learn to multiply and divide algebraic terms. Students will also recap on their previous learning on indices to include algebraic terms with indices. These skills are then developed further to substitute values into algebraic formulae and expressions, including scientific formula. Diverting away from algebra, students will develop further their learning of statistics to calculate types of averages and develop an understanding of measures of spread. They will learn to present information in a graphical form using pictograms, pie charts, line graphs, bar graphs and frequency tables.

Term 2

Students will develop their understanding of algebra to include working with brackets. They will learn to expand a single bracket, recognising common mistakes and misconceptions. They will be able to expand brackets that contain more complex terms such as negative signs, fractions and numbers in index form. Students will work with expressions that contain two sets of brackets and develop their understanding of the impact a negative number has on the contents of a bracket. This is then developed to expand double brackets. Students will be taught how to factorise an algebraic expression, identifying the highest common factor and writing their answer clearly. Students will then be able to draw on their knowledge and skills of fractions as they are introduced to algebraic fractions. They will learn to add and subtract, and then multiply and divide algebraic fractions and write them in their simplest form.

Term 3

This term students will learn to form algebraic expressions, following the convention of writing terms as a fraction rather than using the division symbol. They will build on prior learning to recognise the importance of the order of operations and the impact on the expressions. Armed with skills in working with algebraic expressions, students will now begin to solve linear equations. They will move from 1-step equations to 2step equations, including equations with fractions, brackets and the unknown term on both sides. Techniques developed so far will then enable students to learn how to change the subject of the formulae, recognising what it means to be the subject of the formula.

Maths

How is Maths taught?

Students will develop confidence in manipulating more complex formulae to change the subject of the formula, including those that require two or more steps, where the subject is in the denominator and where the subject is in a bracket. They will also rearrange formulae in context, working with formulae for area and the circumference of a circle. Students' algebraic journey is then developed to understand the terminology used with sequences and to find missing values in a sequence. They will learn to generate a sequence using the nth term, as well as being able to derive the nth term of a linear sequence for themselves. They will also be able to recognise Fibonacci-style sequences as well as quadratic and geometric sequences. Near the end of the term students will be introduced to inequalities and develop their understanding and use of the < and > symbols. They will consider the concept of greatest and least possible values in comparison with an equation which gives an exact value.

Term 4

Term 5

Students will take their understanding of inequalities further to include representing an inequality on a number line. They will be able to use the skills and techniques learnt in solving linear equations and apply them to solving linear inequalities. They will also have experience of applying inequalities to geometry problems and problem-solving style word problems. Students will then take a break from algebra to learn about percentage change, drawing on their learning from Year 7 on percentages, fractions and decimals. They will consider percentage increases and decreases and calculating reverse percentages, making use of a multiplier to carry out the changes. The final unit of the term is a geometry unit focusing on angles and polygons. They will learn about interior and exterior angles and how to find the angle sum of any polygon.

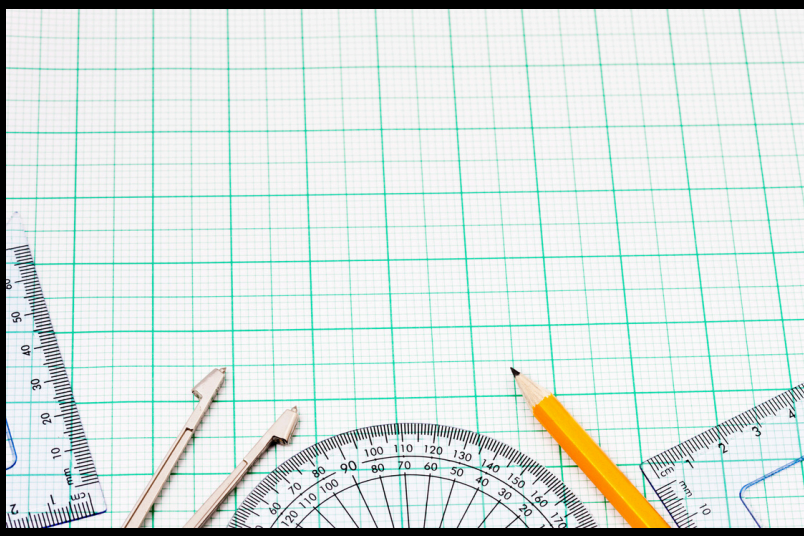
The first term this topic of linear graphs sees a return to algebra. Students will learn to recognise horizontal and vertical lines on an xy co-ordinate grid and the algebra that supports these graphs. They will learn to plot a linear graph and develop an understanding of $y = mx + c$ and the resulting relationship between the x and y values. Students will develop an understanding of gradient as the rate of change between the x any y co-ordinate, and how to find the gradient between two points. They will be able to determine if a point is on a line or not, and various ways to calculate the equation of a given line. They will work with parallel and perpendicular lines and recognise various properties relating to these lines. Students will then learn to recognise loci as a set of all points which satisfy a particular condition, and to carry out a variety of constructions using a ruler and a pair of compasses, such as a perpendicular bisector and an angle bisector.

Term 6

Maths

Personal development

RSE
Online safety
Enrichment



Year 8 maths lessons help students to develop not only mathematical skills essential for functioning in society but also important life skills related to relationships, respect and ethical decision-making. The skills learnt support students in progressing academically in other subject areas as well as real-world application.

In maths lessons we encourage and facilitate respectful discussions, listen to other's viewpoints and provide constructive feedback. Students are encouraged to present their mathematical findings to the class and develop an environment of clear and respectful communication. Teachers actively work on building students' confidence in their mathematical abilities, positively impacting their overall self-esteem. We look for opportunities to link their learning to real-life scenarios related to relationships and personal finance, such as budgeting and understanding loans and interest rates. We encourage collaborative problem-solving and group work to promote teamwork and communication skills.

Enrichment opportunities: Pupils are offered the opportunity to take part in the Intermediate Mathematics Challenge run by UKMT and may qualify for subsequent rounds.

Linking Subject to Career

Key Stage 3 maths provides an understanding of mathematical concepts and skills which can support a wide range of careers including finance, computing and engineering. The skills learnt also promote and develop numeracy, problem-solving and analytical skills which are beneficial for an increasingly wide range of careers and areas of society.

Rainham Mark Grammar School

Music

Studying music improves cognitive development, strengthens memory, and enhances academic performance in areas like math and language.

What is taught?

Term 1 : Keyboard skills; major and minor scales
Piano keyboard skills, Notation, Theory of major and minor scales, Music Technology

Term 2 : Improvisation
Musical genres from around the world, Notation, Musical elements

Term 3 : Chords and Sequencing
Chord theory, Music technology, Harmony, Musical elements

Term 4 : Chromatic and Whole tone scales
Theory, Further exploration of scales, Programme music

Term 5 : Blues and Jazz
Chord sequences, Context – musical and political, Texture

Term 6 : Festival
Performing conventions

Home Support

Listen to music and discuss features heard. Explore Focus on Sound and BBC Bitesize websites together. Attend concerts together, or watch on-line. Attend and support school concerts and musicals. Create appropriate playlists. Read articles and websites linked to curriculum content. Engage with subject reading book list.

Rainham Mark Grammar School

Music

How is Music taught?

Term 1 : Solo performance, Keyboard skills, Score writing software, Composition, Editing
Term 2 : Keyboard, Percussion, Structure, Ensemble skills
Term 3 : Use of notation software, Melody writing, Texture, Editing
Term 4 : Keyboard, Graphic scores, Fanfares
Tem 5 : Keyboard, Guitar, Appraising, Ensemble skills
Term 6 : Solo and group performance, Use of technology

Personal development

RES & Online Safety :
Correct playing technique to avoid muscle strain, Global citizenship, Social and political awareness, Celebration of musical and personal development

Personal development and enrichment running throughout the year:
Musical extra-curricular clubs open to all year groups. Practice room booking system for break and lunch time to enable fair access to all students. Practice rooms used in lesson time as a privilege breakout space. Availability of peripatetic instrument teachers to enhance and enrich the school experience.

School concerts and musicals give all students the opportunity to participate in live, large-scale, performance events.
School concerts raise money for charity.

Linking Subject to Career

Performing and composing, transferrable skills such as teamwork, resilience, leadership, creativity, self-expression, problem solving.

Aspirational display of alumni education / work destinations after leaving RMGS.

PE

Beyond just exercise, high-quality PE aims to develop a child's physical competence, confidence, and lifelong engagement in healthy activities

What is taught?

- Develop an understanding of more advanced techniques and how to apply tactics effectively.
- Explore structured practice to improve skills and self-assessment techniques.
- Gain a deeper understanding of teamwork dynamics in sports.

Home Support

- Encourage reflection on performance and goal-setting in sports.
- Support involvement in more competitive or structured sports activities.
- Provide opportunities to watch or discuss sports for tactical understanding.

PE

How is PE taught?

Building on the foundational skills introduced in Year 7, the Year 8 curriculum focuses on refining techniques and applying them in more complex scenarios. Students are encouraged to deepen their tactical understanding, learn the value of structured practice, and enhance their teamwork and communication abilities in both individual and team settings. The year emphasizes adaptability and resilience. Students will enhance decision-making and adaptability in competitive settings; Refine teamwork, leadership, and communication skills in small and large groups; Begin to analyse personal performance and set improvement goals.

Personal Development

RSE. Online. Safety. Enrichment

- Encourage empathy and collaboration in diverse team activities.
- Build resilience through more challenging physical tasks and feedback.
- Continue focusing on respectful interactions and personal well-being.

Linking Subject to Career

Students will learn how to explore roles like physiotherapy, physical education teaching, and sports analytics. Emphasise the importance of structured training in professional sports careers.

PSHE

Personal, Social, Health, and Economic (PSHE) education equips students with vital life skills, promoting mental and physical wellbeing, resilience, and safety.

What is taught?

Term 1 : Substance misuse and vaping
Caffeine, alcohol, and tobacco misuse and the pressures surrounding their use.

Term 2 : Discrimination
Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia. Protected characteristics and the growth of online misogyny.

Term 3 : The economy, money and financial risk
Financial decision-making including saving, borrowing, debt, and interest rates

Term 4 : Emotional wellbeing
Mental health and emotional wellbeing, including body image and coping strategies

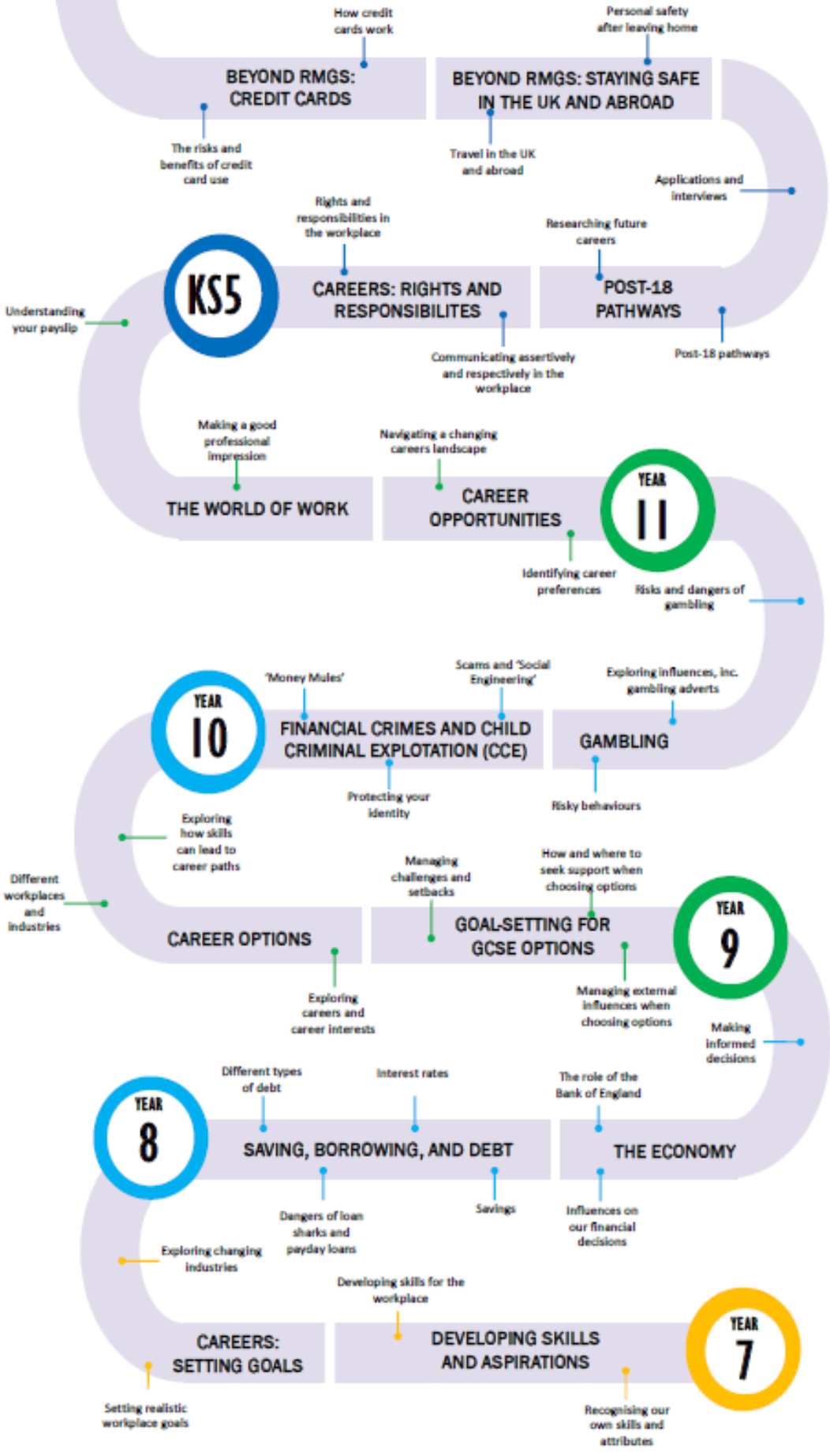
Term 5 : Identity and relationships
Sexual orientation, gender, consent, sharing intimate photos, and an introduction to contraception

Term 6 : Digital literacy
Online safety, digital literacy, scams, media reliability, and gambling hooks

Home Support

The focus of PSHE at RMGS is for a whole-school approach. This includes all teachers and pastoral leads playing a role, but also the vital input of parents and carers too. PSHE staff and parents/carers are all focused on the safety and wellbeing of students. Our first and last PSHE teachers are our families; everything from being taught to say “please” and “thank you” and how to brush our teeth, to advice on job interviews and on paying their first bills, all falls under PSHE education. Parents can support PSHE education from school by answering questions students may have. Some topics students may find particularly challenging and may wish to speak to family as well as school staff. All PSHE lessons also signpost additional support, such as helpful websites or local agencies, and parents can support us by helping students to access that additional support.

The PSHE Learning Journey: Living in the Wider World



PSHE

How is PSHE taught?

Case study analysis, individual and group mind-mapping, group discussion, evaluating and appraising situations, research, reflecting on our own understanding of topics

Personal development

PSHE meets statutory requirements of PSHE, RSE, and online safety throughout the curriculum for all Year 7 Students.

Linking Subject to Career

Term 3 has a specific focus on Careers and careers education. However, the PSHE coordinator also regularly meets with Careers coordinator to establish whole-school initiatives, including assemblies and form time activities.

RE

Religious Education (RE) fosters critical thinking, empathy, and religious literacy, enabling students to understand diverse beliefs, cultures, and global affairs.

What is taught?

Term 1 : Hinduism: Beliefs and Practices
Hindu gods and goddesses. Hindu worship at home and in the Mandir. The Samsara cycle of rebirth and concept of Moksha.

Term 2 : Religion in Medway
Places of worship in the local area. The Sikh Gurdwara and it's role in the community. Design a place of worship.

Term 3 : The Christian Story
The growth and change of Christianity from the death of Jesus to the current Christian denominations. St Paul/Pentecost. The Roman Empire and Christian martyrdom. The Reformation. Current denominations.

Term 4 : The case of the missing body
A crime investigation into the disappearance of Jesus using the gospel accounts (witness accounts, a pathology report, the Turin Shroud)

Term 5 : Worldviews: Humanism
The key beliefs of the British Humanist association (proof/evidence, the scientific endeavour, moral principles)

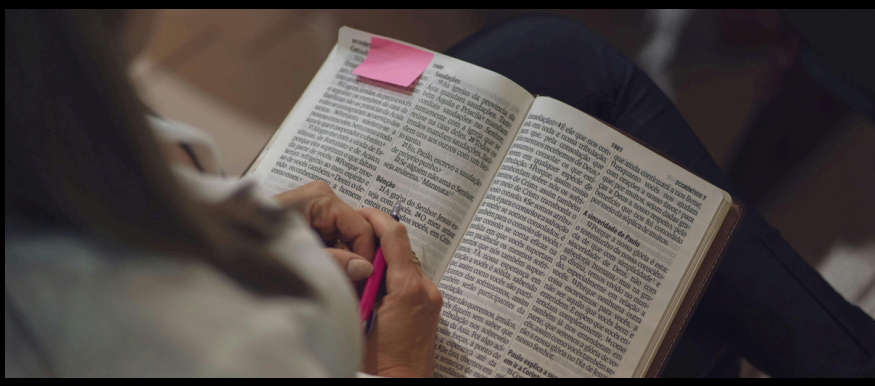
Term 6 : Environmental Ethics
The concept of personhood, humans vs animals and animal rights, pollution, food production, human impact on climate change and the oceans.

Home Support

Notice the complex nature of religion and culture in Medway. Look out for different places of worship near home. We have two historically significant cathedrals in Kent, which may be visited. Talk about Kent as an important first landing place for trade and exchange of ideas (Augustine introducing Christianity). Discuss environmental ethics, such as the practical issues relating to recycling or the use of plastics.

RE

How is RE taught?



Empathy and understanding of different belief systems.
Development of knowledge. What happened? How? Why?
Interpretation of religious texts. Critical thinking and evaluative writing. Close attention to detail.
Ethical debate, understanding different points of view to strengthen your own viewpoint.

Personal development

RSE, Online, safety, nrichment

How values are transmitted through family traditions.
Understanding the community we live in now.
Link to the History curriculum and understanding how the world we live in now has been shaped.
Evaluating belief and evidence, understanding and accepting different beliefs and opinions.
Evaluating evidence/truth.
How people influence their environment.

Linking Subject to Career

Developing critical thinking, analytical and evaluative skills through philosophical thought processes.
Empathy and understanding of other belief systems, cultures and viewpoints.
Developing extended writing skills.
Developing the ability to construct an ethical argument and consider counter argument.

Rainham Mark Grammar School

Science

Studying science fosters critical thinking, problem-solving, and analytical skills while providing a deeper understanding of the natural world and technology. It cultivates curiosity, enables evidence-based decision-making, and prepares students for high-demand, diverse careers.

What is taught?

Terms 1 & 2

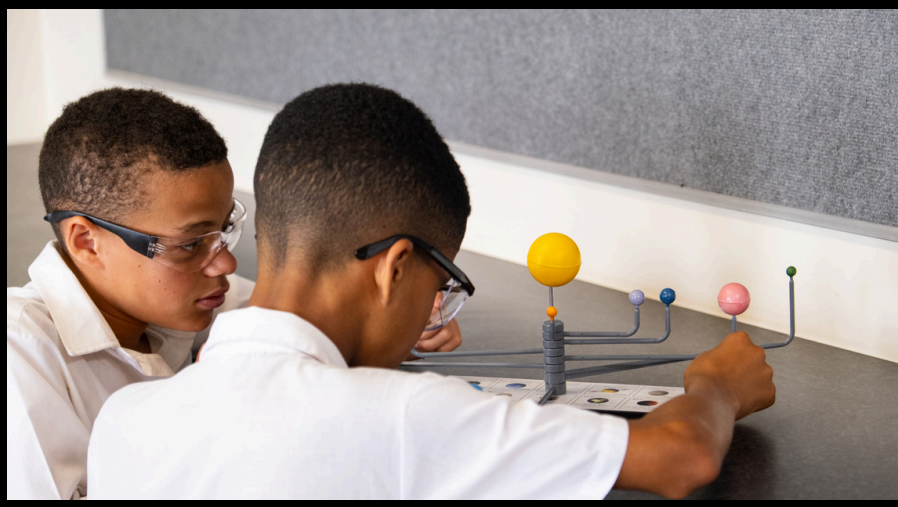
1. Forces : Analysing equilibrium What a drag Understanding stretch and compression Investigating. Hooke's Law Exploring pressure on a solid surface Exploring pressure in a fluid. Calculating pressure Explaining floating and sinking.
2. Organisms : Understanding how we breathe. Measuring breathing Explaining gas exchange in humans Exploring the effects of disease and lifestyle. Exploring a healthy diet. Understanding the effects of an unbalance diet Understanding the human digestive system. Understanding the roles of the digestive organ
3. Matter : Looking at the periodic table of elements. Exploring metals in the periodic table Exploring non-metals in the periodic table Analysing wider patterns within the periodic table Analyse patterns. Discuss limitations. Draw conclusions. Present data. Estimate risks. Review theories

Terms 3 & 4

1. Energy : Doing work, Making work easier Explaining thermal energy, How heat travels How to stop heat from travelling Energy, heating and cooling
2. Reaction : Understanding exothermic reactions, Comparing endothermic and exothermic changes, Investigating endothermic reactions, Explaining the use of catalysts, Exploring combustion Exploring the use of fuels, Understanding thermal decomposition, Explaining changes
3. Ecosystems : Understanding aerobic respiration, Exploring respiration in sport, understanding anaerobic respiration, Investigating fermentation, comparing aerobic and anaerobic respiration, Exploring how plants make food, looking at leaves

Science

What is taught?



Terms 5 & 6

1. Electricity : Investigating static charge, Explaining static charge, Understanding, electrostatic fields, Investigating electromagnetism, Using electromagnets, investigation strength of electromagnets, Forces and fields
2. Waves : Exploring waves, comparing transverse and longitudinal waves, Exploring sound, Describing sound, Hearing sounds, Understanding how sound travels through materials, Learning about the reflection and absorption of sound, Exploring sound
3.
4. Genes : Explaining natural selection, Understanding the importance of biodiversity, Explaining extinction, Understanding the nature of genetic material, Exploring the role of chromosomes, Understanding variation, Modelling inheritance
5. Earth : Understanding our atmosphere, Understanding how carbon is recycled, Exploring how humans affect the carbon cycle, Understanding global warming, Exploring damage to the Earth's resources, Considering the importance of recycling, how to extract metals

Home Support

Following assessments, the students are asked to reflect on their learning using the Teams-based Feedback Sheet and how they can improve going forward.

There are various platforms to enable them to do this, eg BBCBiteSize, ContinuityOak.

Science

How is Science taught?

Terms 1 & 2

Forces

Analyse patterns, Discuss limitations, Draw conclusions, Present data, Communicate ideas, Construct explanations, Collect data, Devise questions, Plan variables, Test hypothesis

Organisms

Analyse patterns, Discuss limitations, Draw conclusions, Present data, Communicate ideas Construct explanations Critique claims, Justify opinions, Plan variables, Test hypothesis, Interrogate sources

Matter

Analyse patterns, Discuss limitations, Draw conclusions, Present data, Communicate ideas Construct explanations Review theories, Analyse patterns, Discuss limitations, Draw conclusions, Present data, Estimate risks, Review theories

Term 3 & 4

Energy

Analyse patterns, Discuss limitations, Draw conclusions, Present data Communicate ideas Construct explanations Critique claims, Collect data, Devise questions, Plan variables, Test hypothesis

Reactions

Analyse patterns, Collect data, Communicate ideas Construct explanations, Critique claims, Devise questions, Discuss limitations, Draw conclusions, Estimate risks, Justify opinions, Present data, Test hypothesis

Ecosystems

1. Analyse patterns, Discuss limitations, Draw conclusions, present data, Communicate ideas, Construct explanations, Collect data, Devise questions, Plan variables, Test hypothesis, Estimate risks, Examine consequences

Science

How is Science taught?

Terms 5 & 6

Electricity

Analyse patterns, Draw conclusions, Present data, Communicate ideas, Construct explanations, Collect data, Devise questions, Plan variables, Test hypothesis, estimate risks

Waves

Analyse patterns, Draw conclusions, Communicate ideas, Construct explanations, Justify opinions, Examine consequences

Genes

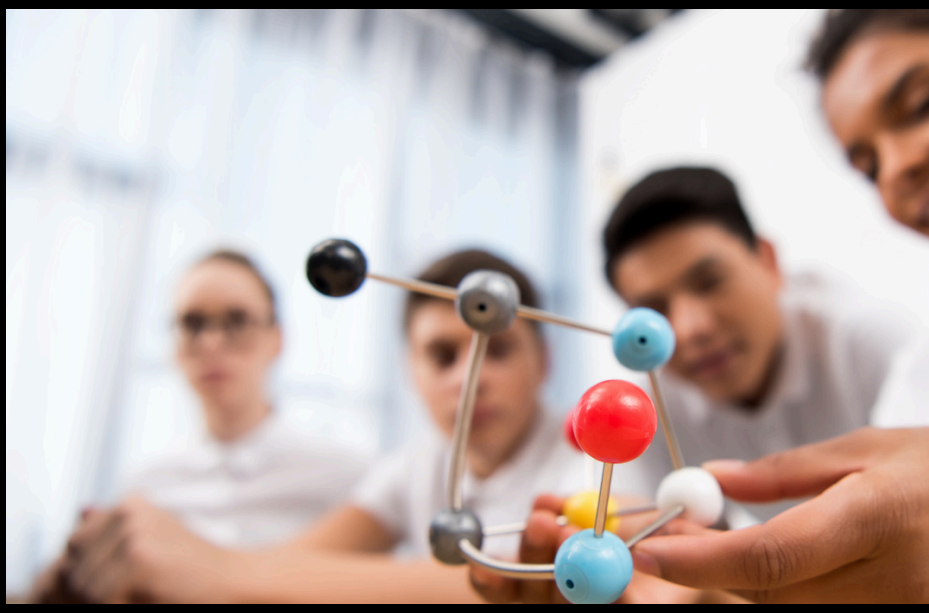
Draw conclusions, Communicate ideas, Construct explanations, Critique claims, Justify opinions, Review theories, Interrogate sources

Earth

Analyse patterns, Collect data, Communicate ideas, Construct explanations , Draw conclusions, Estimate risks, Examine consequences, Justify opinions, Present data, Review theories

Science

Personal development

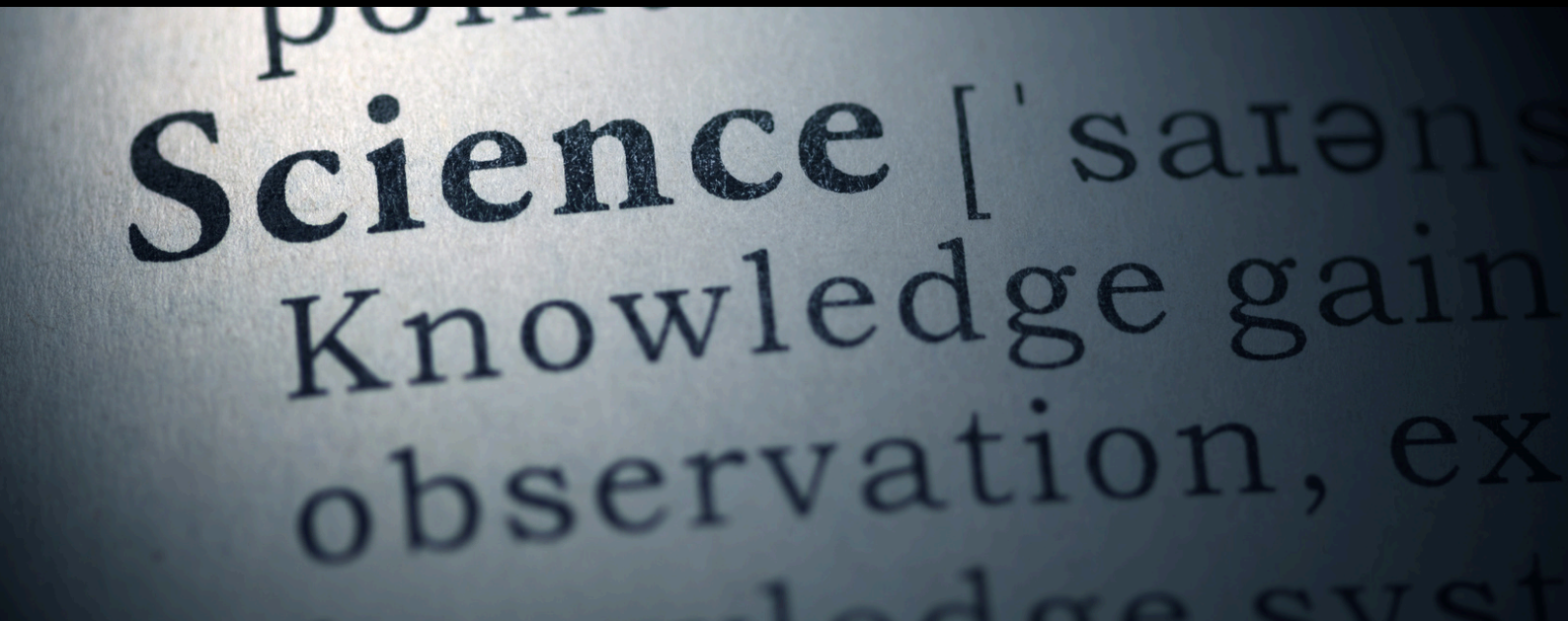


RSE
Online
safety
Enrichment

Science Club
Astronomy Club
Salter's Festival of Chemistry
Ada Lovelace Day (Women in Science) - STEM Event at Kent Science Park

Linking Subject to Career

Forces : Physicist
Matter : Analytical chemist
Organisms : Biologist Medical
Reactions : Chemist, Chemical engineer
Ecosystems : Biologist, Environmental scientist
Electricity : Physicist, Electrician, Electrical engineer
Genes : Medicine Midwife
Earth : Geologist, Geophysicist



ASPIRATION RESPECT CURIOSITY HAPPINESS

RMGS

RAINHAM MARK GRAMMAR SCHOOL

Year 8 Curriculum

2026