

| Grade 8 curriculum offer ( <i>subject to change</i> ) |                                |                       |                         |                                                                                                                             |
|-------------------------------------------------------|--------------------------------|-----------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Art and Design                                        | Drama                          | English Language Arts | Humanities (integrated) | Languages<br>Dutch<br>Language (electives),<br><i>students select 2 languages</i><br>French<br>Spanish<br>German<br>Chinese |
| Maths                                                 | Music                          | PE                    | Science (Integrated)    | RISS Reach                                                                                                                  |
| ICT                                                   | English as Additional Language |                       |                         |                                                                                                                             |

| Topic: Art | Term 1 | Term 2 | Term 3 |
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| <b>Curriculum Intent / overview.</b> | <p>Students will explore a range of artistic disciplines and concepts through three major projects.</p> <p>In Project 1: Cityscape, students learn to create the illusion of depth on a flat surface using techniques such as perspective, size, overlap, placement, and atmospheric effects—focusing on geometric forms common in architectural drawing.</p> <p>Project 2: Exploring Sculpture introduces students to three-dimensional art through observational drawing, collaborative research, and hands-on experimentation with various materials like clay, wire, and plaster, while developing both technical and conceptual understanding.</p> <p>In Project 3: Pop Art &amp; Society, students investigate how Pop Art reflects and critiques culture, choosing from themes such as celebrity influence, branding, advertising, and social media to create their own artworks inspired by Pop Art icons and techniques. Together, these projects build foundational skills in drawing, design, sculpture, and cultural analysis, encouraging creativity, critical thinking, and personal expression.</p> |                     |                                                |
| <b>Curriculum</b>                    | Creating Cityscapes and landscapes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Exploring Sculpture | The World in Pop Art: Media, Messages, Meaning |
| <b>Concepts</b>                      | Perspective, Change, Form                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |                                                |
| <b>ASSESSMENT</b>                    | 2-Point Perspective Cityscape, Presentations, Student Portfolio                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                                                |

| <b>Topic: Drama</b>                  | <b>Term 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Term 2</b>    | <b>Term 3</b> |
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| <b>Curriculum Intent / overview.</b> | <p>Drama Grade 8 gives students the opportunity to appreciate drama from different cultures and times and use elements of this in their work.</p> <p>Through this, students develop the ability to connect their own experience with the world beyond and consolidate their ability to reflect upon and respond in depth and detail to their own work and that of others in the class. This in turn gives students the opportunity to recognise quality and structure, and to analyse application of the skills required and what was communicated.</p> |                  |               |
| <b>Curriculum</b>                    | Girl Power                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Rites of Passage | Daydreaming   |

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| <b>Concepts</b>   | Identity, Communication, Transformation, Space                                                                             |
| <b>ASSESSMENT</b> | Create a Play based characters that have taken a stand, Use of transformation of age and gender as a theatrical convention |

| Topic: English                       | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Term 2                                                           | Term 3                   |
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| <b>Curriculum Intent / overview.</b> | Grade 8 English serves as a bridge from the key foundational knowledge of Grades 6 and 7 to the challenges of World Literature, First Language English and eventually IB English. This year's units focus on developing students' writing at the sentence level, in order to promote critical thinking and writing, and deepen students' interpretations of written and visual works. The course this year will explore both non-literary texts (speeches, articles, etc.) and literary texts such as short stories and Shakespearean drama, culminating in an exploration of The Sonnet across various contexts in literary history. |                                                                  |                          |
| <b>Curriculum</b>                    | Speeches that Changed the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Milestones: narratives of growth and transform<br>Romeo & Juliet | Timelessness: The Sonnet |
| <b>Concepts</b>                      | Culture, Development, Identity, Creativity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                  |                          |
| <b>ASSESSMENT</b>                    | Inference-based tasks culminating in poetry analysis, Narrative Writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                  |                          |

| <b>Topic:<br/>English as<br/>an Additional<br/>Language<br/>BEG</b> | <b>Term 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Term 2</b>                                                              | <b>Term 3</b>                                     |
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| <b>Curriculum<br/>Intent /<br/>overview.</b>                        | Some of our students arrive with little experience in the English language. Therefore, this course aims to provide instruction and support for students who are Beginning English learners in the Foundation years. The course focuses on basic grammar, beginning with “to be” and present tense, adapting to an international school environment and the four areas of language development: Reading, Writing, Speaking and Listening. These skills are developed by creating opportunities to learn and use language authentically in collaborative projects, in a positive and nurturing classroom environment. |                                                                            |                                                   |
| <b>Curriculum</b>                                                   | Introductions and Talking about the Home, there is/are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Talking about Habits and The World Around Us , present simple, imperatives | Food and History, present continuous, past simple |
| <b>Concepts</b>                                                     | Community, Connections, Creativity, Time Place & Space, Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                            |                                                   |
| <b>ASSESSMENT</b>                                                   | Formative: in-class work, group work, discussions, reading, writing<br>Summative: grammar quizzes, projects which incorporate speaking, listening and writing                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |                                                   |

| Topic: Humanities<br>(integrated)    | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Term 2                                                                                          | Term 3                                            |
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| <b>Curriculum Intent / overview.</b> | <p>At the end of grade 8 humanities, students will have the verbal, written and analytical skills to choose either IGCSE History or Geography. To help with that, students will investigate social, economic, political and environmental causes and consequences of human history.</p> <p>This course is built on the writing, research and analytical skills from previous years - specifically on source analysis and historical evidence from both primary and secondary sources. Students will work through content units on Roots of Inequality, the Industrial Revolution, Ideologies and how those shape current political discussions and end with a study on why conflicts occur and why some result in genocide. Each unit links specific connections to geography, history (and economics where possible).</p> |                                                                                                 |                                                   |
| <b>Curriculum</b>                    | <p>Roots of Inequality (Transatlantic slave trade; Colonisation; modern day examples)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Engines of Change: Industrial Revolution</p> <p>The Powers of Ideas: Ideology and Impact</p> | <p>Conflict and Intervention:</p> <p>Revision</p> |
| <b>Concepts</b>                      | <p>Inequality, Power, Cause, Change, Consequence, Innovation, Perspectives, Relationships, Systems, Identity, Belonging.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                 |                                                   |
| <b>ASSESSMENT</b>                    | <p>Term 1: 1. Presentation on Inequalities based upon student choice exploring socio-geographic inequalities based upon a culture connected to students. 2. Source analysis and terminology test</p> <p>Term 2: 1. Shark Tank on innovation. 2. Essay writing and source analysis.</p> <p>Term 3: 1. Case Study on Conflict with analysis. 2. Test/Source analysis.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                 |                                                   |

| Topic: ICT | Term 1 | Term 2 | Term 3 |
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| <b>Curriculum Intent / overview.</b> | <p>By Grade 8, students will have a good understanding of computers and will have developed their typing, programming and coding skills. They will develop further knowledge focused on understanding Networks, Internet, connectivity, topologies, client-server networks, encryption, spreadsheets MS Excel – Computer models, finance models, What if scenarios, Conditional formatting and validation, macros, charts, Website Design: HTML, Adobe Dreamweaver - Creating website with multiple interlinked web pages. Each web page has a different layout, structure and design.Database development MS Access – creating tables, queries, input forms, reports.</p> <p>Students will gain a strong understanding of how digital systems and data-driven tools work in real-world applications. They will explore computer networks, including internet functions, different types of connectivity and network topologies, client-server models, and encryption in securing data. In spreadsheets, students will learn to create and use computer and financial models, use conditional formatting and data validation, automation of tasks using macros and presenting data through charts. Students will develop foundational web design skills using HTML and Adobe Dreamweaver. They will have a project to create a simple, structured website. In the final term, students will gain experience in database development. Using MS Access, they will learn to design tables, build queries, create input forms, and generate reports—essential skills for organizing and managing data efficiently.</p> |                                                                                                                                                         |                                |
| <b>Curriculum</b>                    | <p>Understanding Networks, Internet, connectivity, topologies.</p> <p>Spreadsheets MS Excel – Computer models, finance models.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Spreadsheets MS Excel – What if scenarios, Conditional formatting and validation, macros, charts.</p> <p>Website Design: HTML, Adobe Dreamweaver</p> | Database development MS Access |
| <b>Concepts</b>                      | <p><b>Communication Skills:</b> Interpreting and documenting queries, Excel functions, or macros.<br/> <b>ICT Skills :</b> Using HTML, Dreamweaver, MS Excel, and MS Access<br/> <b>Thinking Skills :</b>Developing engaging reports and form designs in databases.<br/> <b>Transfer Skills / Cross-curricular Linking</b> - Applying math logic in Excel formulas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                         |                                |
| <b>ASSESSMENT</b>                    | <p>Term 1: Written test for Understanding Networks and Topologies.<br/> Practical test for Spreadsheet MS Excel.<br/> Term 2: Practical Test for Spreadsheet MS Excel.<br/> Web design Quiz.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                         |                                |

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|  | Term 3: Project submission for Website Design and Development.<br>Written test for Database development. |
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| Topic: Languages<br>Dutch Beginners  | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 2 | Term 3                           |
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| <b>Curriculum Intent / overview.</b> | In grade 8, students in the Dutch Beginners program receive two hours of Dutch per week. Lessons are aimed at providing students with the basic skills to communicate in the language of the country they are currently making their home in. Themes such as ‘Kennismaken’, ‘Familie’, and ‘Winkelen en boodschappen doen’ will provide students the vocabulary to introduce themselves in conversation with native speakers, and to communicate with staff members in shops. Apart from listening and speaking, students will also practice their reading and writing skills, helping them to understand and provide information in their daily lives. |        |                                  |
| <b>Curriculum</b>                    | Kennismaken, Hoe gaat het?, Familie                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        | Dagelijkse activiteiten, de tijd |
| <b>Concepts</b>                      | Audience, form, function, meaning, message, patterns, pronunciation, word choice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |                                  |
| <b>ASSESSMENT</b>                    | Students will show their understanding through a variety of reading, listening, writing and speaking tasks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                  |

| Topic: Languages<br>Dutch Intermediate | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 2 | Term 3 |
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| <b>Curriculum Intent / overview.</b>   | In grade 8, students in the Dutch Intermediates program receive two hours of Dutch per week. Lessons are built around engaging themes such as ‘Muziek’, ‘Technologie’, and ‘Leuk vinden en houden van’. Students develop core skills in reading and listening comprehension, writing, speaking, vocabulary acquisition, spelling, and a mastery of various intermediate-level grammar topics such as the past tense. The curriculum is designed to build confidence, accuracy, and fluency, and to ensure a strong foundation for success in the Dutch Advanced, IGCSE, and IB program. |        |        |

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| <b>Curriculum</b> | Muziek                                                                                                      | Technologie | Leuk vinden en houden van |
| <b>Concepts</b>   | Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice        |             |                           |
| <b>ASSESSMENT</b> | Students will show their understanding through a variety of reading, listening, writing and speaking tasks. |             |                           |

| <b>Topic: Languages<br/>Dutch Advanced</b> | <b>Term 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Term 2</b>           | <b>Term 3</b>                       |
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| <b>Curriculum Intent / overview.</b>       | At the end of each school year, the students have been exposed to different themes about daily life in the Netherlands. Topics vary from year to year to make learning authentic. Within these themes, the students had the opportunity to develop the four skills of language learning: reading, writing, speaking and listening. These four components are all trained and tested throughout the year. On the advanced level, reading comprehension means analysing longer texts, such as newspaper articles and stories. Writing comprehension is focused on writing larger texts, for instance writing reviews, manuals and short essays. Speaking is a daily practice, since Dutch is the spoken language in class. The students will also work on their interview and presentation skills. Lastly, the listening will be based on authentic materials, listening to dialogues and different accents in Dutch. All of this will be supported by vocabulary and grammar that is relevant for the skill we practice in class. |                         |                                     |
| <b>Curriculum</b>                          | Houden van & verliefd zijn;<br>overtuigen                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Toekomst & geld en werk | Nederland in beeld / regio per week |
| <b>Concepts</b>                            | Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                         |                                     |
| <b>ASSESSMENT</b>                          | Students will show their understanding through a variety of reading, listening, writing and speaking tasks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                         |                                     |

| Topic: Languages<br>Dutch First      | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 2                | Term 3             |
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| <b>Curriculum Intent / overview.</b> | In grades 6 to 8, students in the Dutch First program receive two hours of Dutch per week. Lessons are built around engaging themes such as identity, media, and environmental issues. Students develop core skills in reading comprehension, grammar, spelling, vocabulary, and structured writing across various text types—including informative texts, opinion pieces, reports, and creative writing. Each year, students read two novels to support literary understanding and reading motivation. The curriculum is designed to build confidence, accuracy, and fluency, and to ensure a strong foundation for success in Dutch at the middle years, IGCSE, and IB level. |                       |                    |
| <b>Curriculum</b>                    | Adverteren                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Ecologisch overtuigen | Creatief schrijven |
| <b>Concepts</b>                      | Communication, Perspective, Connections, Creativity, Culture, Global Interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |                    |
| <b>ASSESSMENT</b>                    | Students will show their understanding through a variety of reading, listening, writing and speaking tasks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |                    |

| Topic: Languages<br>French           | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Term 2 | Term 3 |
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| <b>Curriculum Intent / overview.</b> | <p>In Grade 8 French (A2.1), students continue to develop their communication skills with more detail and fluency. They learn to talk about past events using the <i>passé composé</i> and <i>imparfait</i>, and they practice building longer, more structured sentences. They also improve their ability to express opinions, describe experiences, and ask more complex questions. Through this, they develop <b>speaking, listening, reading, and writing skills</b></p> <p>Key themes include school life, food and recipes, shopping, hobbies, money, and future careers. Students expand their vocabulary and use new grammar structures</p> <p>By the end of the year, students are expected to write a short text of <b>50–60 words</b> and take part in a <b>3–4 minute</b></p> |        |        |

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|                   | <b>conversation or role play</b> , showing confidence in familiar situations.<br><br>They also have the opportunity in March to take the <b>DELFL Junior A1 or A2 exam</b> , depending on their level and progress. |                                  |                                                 |
| <b>Curriculum</b> | Le collège , la nourriture                                                                                                                                                                                          | Faire l'achat / préparation Delf | Les passions et les métiers, l'argent de poche. |
| <b>Concepts</b>   | Community , identity, communication, connections, development , time -place space.                                                                                                                                  |                                  |                                                 |
| <b>ASSESSMENT</b> | Both formative and summative assessments focus on all four skills (listening, reading, speaking and writing) and support students' progress through regular feedback and reflection.                                |                                  |                                                 |

| Topic: Languages Spanish             | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 2                             | Term 3                                                                                                                      |
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| <b>Curriculum Intent / overview.</b> | The units in Grade 8 have a more cultural focus than previously seen, as the students get to know the geography, weather, food of Spain and Latin America. There will also be a unit studying the literary work of Miguel de Cervantes, 'Don Quixote' and having an introduction to the past and future tenses. The purpose of this year is to prepare for the external DELE exam if the students wish to take it and also prepare for the IGCSE course that starts the following year. |                                    |                                                                                                                             |
| <b>Curriculum</b>                    | España ( <i>Spain</i> ), América Latina ( <i>Latin America</i> )                                                                                                                                                                                                                                                                                                                                                                                                                        | Don Quixote, El Camino de Santiago | Celebración de Lenguas ( <i>Celebration of languages</i> ), Repaso de Primer Ciclo ( <i>Revision of Foundation Course</i> ) |
| <b>Concepts</b>                      | Identity, Culture, Logic                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                    |                                                                                                                             |

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| <b>ASSESSMENT</b> | They will show their knowledge through a poster, a multiple choice quiz, a reading and writing test, and a listening test. |
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| <b>Topic: Languages<br/>German</b>   | <b>Term 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Term 2</b>                                           | <b>Term 3</b>                                                              |
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| <b>Curriculum Intent / overview.</b> | At the end of their German journey in the Foundation Years, students will aim to reach CEFR level A1, with elements of A2, and have the opportunity to take the Goethe-Institut A1 certificate. This year, students will consolidate and extend their skills in listening, reading, speaking, and writing through topics such as travel, health, and hobbies. They will work with a range of authentic materials to build confidence and accuracy in real-life contexts. Students will develop their ability to express opinions, ask and answer questions, and write coherent paragraphs. Cultural understanding will deepen through comparison and reflection. |                                                         |                                                                            |
| <b>Curriculum</b>                    | Treffpunkt: Spiegelstraße 12<br>Nico sammelt Schiffe                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Kati kommt nächsten Freitag<br>Das T-Shirt gefällt mir! | Das Konzert hat Spaß gemacht!<br>Vor dem Essen schauen wir das Fahrrad an! |
| <b>Concepts</b>                      | Communication Identities Culture Time and place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                         |                                                                            |
| <b>ASSESSMENT</b>                    | Formative and summative assessments will continue to target all four skills (listening, reading, speaking and writing) and prepare students for future language learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                         |                                                                            |

| <b>Topic: Languages<br/>Chinese</b>  | <b>Term 1</b>                                                                                                                                                                                                               | <b>Term 2</b> | <b>Term 3</b> |
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| <b>Curriculum Intent / overview.</b> | In the Grade 8 Chinese course, with the themes “Food, Neighbourhood, and Hobbies,” students will further develop their language skills by learning how to use the past tense, present continuous tense, and future tense to |               |               |

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|                   | <p>describe people, events, and experiences, allowing them to express ideas along a timeline more clearly and naturally. At the same time, the course will systematically introduce common collocations (such as “跟...一起 / <i>together with ...</i>”), conjunctions (such as “因为...所以... / <i>because... therefore...</i>,” “虽然...但是... / <i>although... but...</i>,” and “又...又... / <i>both... and...</i>”), and adverbs (such as “经常 / <i>often</i>,” “正在 / <i>currently</i>,” “会 / <i>will</i>,” and “要 / <i>going to</i>”), enabling students to present their views more vividly and logically. At the same time, students will gain a basic understanding of Chinese cuisine, living environment, and leisure activities, thus enabling them to recognize cultural differences.</p> <p>By the end of the academic year, students’ listening, speaking, reading, and writing skills are expected to develop and improve correspondingly. In addition, in May, students may have the opportunity to take the appropriate level of the HSK (Hanyu Shuiping Kaoshi / Chinese Proficiency Test), depending on their individual progress.</p> |                                                             |                                               |
| <b>Curriculum</b> | Hobbies(music, sports)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Food (vegetables and fruits, three meals a day, eating out) | Life at home (house, furniture,neighbourhood) |
| <b>Concepts</b>   | Community , identity, communication, culture, connections, time -place space, system, pattern, form                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                             |                                               |
| <b>ASSESSMENT</b> | Presentation, essay writing, unit test,interactive oral. Formative and summative assessments will continue to target all four skills (listening, reading, speaking and writing).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                             |                                               |

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| <b>Topic: HLS 8</b> | <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> |
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| <b>Curriculum Intent / overview.</b> | <p>The 8th grade HLSS course continues to support students in maintaining and developing their existing heritage language skills, reinforcing the connection between language, identity, and academic achievement. This two-year course (Grade 7 &amp; 8) aims to foster linguistic pride and academic continuity, particularly for students who may transition between international and local educational systems. Skills include reading, writing and speaking, deepening students' appreciation of their cultural identity and enhancing bilingual literacy. Additionally, the course aims to promote global citizenship through comparative literary and cultural analysis.</p> <p>This course is intended for students who already have a foundational level of proficiency in their heritage language and is not a beginner language acquisition course. Students must work with an external tutor or enroll in an approved online heritage language course. Parental involvement is encouraged.</p> |                        |                                                                  |
| <b>Curriculum</b>                    | Multiculturalism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Migration of Languages | Types and Dialects of Modern Languages, Extended Writing Project |
| <b>Concepts</b>                      | Community, Connections, Culture, Global Interaction, Identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |                                                                  |
| <b>ASSESSMENT</b>                    | <p>Formative: in-class discussions, observation</p> <p>Summative: dual-language presentations and projects, writing projects</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                        |                                                                  |

| <b>Topic: Maths</b>                  | <b>Term 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Term 2</b> | <b>Term 3</b> |
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| <b>Curriculum Intent / overview.</b> | <p>In Grade 8 Mathematics, students will engage with a comprehensive curriculum that builds a strong foundation in algebra, geometry, measurement, and data handling. The year begins with algebraic operations and expressions, followed by an exploration of patterns, functions, and their graphical representations. Geometry will cover the properties of shapes, transformations, and formulas for area and volume, while measurement and data handling will focus on interpreting, representing, and analyzing data.</p> <p>Assessments will include both written tasks and project-based work, completed during individual class time. Real-life and global contexts will be integrated throughout to highlight the relevance of mathematics in everyday situations.</p> |               |               |

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|-------------------|-----------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------|
| <b>Curriculum</b> | Numbers and Operations<br>Patterns, Functions and Algebra | Patterns, fractions and algebra<br>Geometry<br>Measurements | Measurements<br>Statistics and Probability |
| <b>Concepts</b>   | Communication, Relationship, Form, Measurement, Patterns  |                                                             |                                            |
| <b>ASSESSMENT</b> | Written Tests, Projects, Quizzes                          |                                                             |                                            |

| <b>Music</b>                         | <b>Term 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Term 2</b>         | <b>Term 3</b>       |
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| <b>Curriculum Intent / overview.</b> | In Grade 8, students begin to bridge theoretical knowledge with practical application through a series of collaborative band projects. These focus on reinforcing key musical concepts such as chords, note reading, intervals, and scales, while developing ensemble skills like maintaining tempo, coordinating with others, and using instruments effectively. Another component within the school year is a presentation project exploring classical music, in which students investigate historical context, study composers, and analyze a specific piece of music to present to the class. Creativity is further encouraged through creating a medley where students use a four-chord progression to create and arrange a short group performance that blends different songs. Rhythmic understanding is deepened in a Latin rhythm project that highlights syncopation, improvisation, and group coordination. Students also complete small composing tasks using percussion instruments and body percussion, encouraging experimentation with texture, rhythm, collaboration, creativity, and structure. Across all projects, students strengthen both their musical understanding and their confidence in performing and creating in group settings, laying the groundwork for the more independent work in Grade 9. |                       |                     |
| <b>Curriculum</b>                    | Teamwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Timeline: Baroque Era | Timeline: Classical |
| <b>Concepts</b>                      | Connections, Identity, Perspective, Aesthetics, Change, Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |                     |

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|-------------------|-------------------------------------------|
| <b>ASSESSMENT</b> | Group Performance, Written Analysis Test, |
|-------------------|-------------------------------------------|

| Topic: PE                            | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 2                           | Term 3                                    |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------|
| <b>Curriculum Intent / overview.</b> | In Grade 8 Physical Education, students develop a range of physical and interpersonal skills through five units: Foundational Movement Skills, Lacrosse, Fitness/Basketball, Gymnastics Apparatus, and Ultimate Frisbee. Each unit builds physical ability while promoting strategic thinking, perseverance, and collaboration. Students are assessed through diverse methods including skill demonstrations, presentations, and group work. A key part of our approach is the Engagement & Interpersonal Skills (EIS) framework, which focuses on communication, leadership, collaboration, positive contribution, encouragement, and self-management. EIS helps students build essential life skills alongside physical development, supporting success both in and beyond the classroom. |                                  |                                           |
| <b>Curriculum</b>                    | Team Building<br>Lacrosse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Basketball/Fitness<br>Gymnastics | Ultimate Frisbee<br>Foundational Movement |
| <b>Concepts</b>                      | Movement, Interaction, Space, Adaptation, Refinement, Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |                                           |
| <b>ASSESSMENT</b>                    | Formative: observation, peer/self-assessment, feedback using EIS criteria (communication, encouragement, leadership, self management, collaboration & positive contribution).<br>Summative: end-of-unit skill demonstrations or performances.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                  |                                           |

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| <b>Topic Sciences</b> | <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> |
|-----------------------|---------------|---------------|---------------|

| <b>(Integrated)</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                               |                                                                                                                                  |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Curriculum Intent / overview.</b> | The Grade 8 Integrated Science course is designed to build foundational scientific skills through engaging and interdisciplinary units such as Measurement and Motion , Electricity and Energy, Elements, and Conservation and Natural Selection. These units aim to develop students' abilities to observe, measure, analyze/ process data, graphing and evaluation and understand core scientific principles across physical and life sciences. Emphasis is placed on hands-on learning through experiments, promoting inquiry, critical thinking, and collaboration. |                                                                                                               |                                                                                                                                  |
| <b>Curriculum</b>                    | Measurement and Motion<br>Electricity and Energy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Hidden World of Elements<br>Grade 8 Science Fair Intro                                                    | Grade 8 Science Fair Presentation<br>Life Finds a Way: The Animal Kingdom and its Preservation                                   |
| <b>Concepts</b>                      | Relationships, Time, Place and Space, Systems, Communication, Global Interactions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                               |                                                                                                                                  |
| <b>ASSESSMENT</b>                    | <ul style="list-style-type: none"> <li>• Lab report: Determination of Speed</li> <li>• Cumulative Test</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Lab report: Rate of Reaction</li> <li>• Cumulative Test 2</li> </ul> | <ul style="list-style-type: none"> <li>• Report and Reflection for Science Fair Projects</li> <li>• Cumulative Test 3</li> </ul> |

| <b>Topic: RISS Rose</b>              | <b>Term 1</b>                                                                                                                                                                                                                                                 | <b>Term 2</b> | <b>Term 3</b> |
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| <b>Curriculum Intent / overview.</b> | The RISSRose program has been carefully designed and developed by our experienced and passionate educators and specialists. Their expertise ensures a curriculum that is both responsive to students' needs and meaningful for their learning and well-being. |               |               |
| <b>Curriculum</b>                    | RISS Robolab- Think Build and Code<br>Speak up, Speak Out, Speak Well<br>Dance to Express not to Impress<br>Be well, Be healthy, Be you<br>Explore, Discover, Create<br>Be wild, Be Nature<br>Echo, Echo!                                                     |               |               |

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|-------------------|------------------------------------------------------------------------------|
| <b>Concepts</b>   | Relationships, Connection, Form and Change, Personal and Cultural Expression |
| <b>ASSESSMENT</b> | Collaborative projects and practical tasks                                   |