

# YEAR 8 CoDA Curriculum



*Improving the life chances of all students*

## CoDA ART & DESIGN Curriculum Year 8

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>		
<b>Y8</b>	<p><b>SELF PORTRAIT</b> Observational drawings-facial features <b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Tone</li> <li>○ Shape</li> <li>○ Line</li> <li>○ Texture</li> <li>○ Grid method-self-portrait</li> </ul> <p><b>Media:</b> Oil pastel techniques  <i>Artist: Lucian Freud</i></p>	<p><b>CUBISM</b> -Observational drawing-bottle -Personal object drawing <b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Detail</li> <li>○ Line</li> <li>○ Shape</li> <li>○ Tone</li> <li>○ Texture</li> <li>○ Proportion</li> </ul> <p><b>Media:</b> collage / pencil crayon <b>Final piece:</b> working in the style of Picasso-distorting sections-  <i>Artist: Picasso</i></p>	<p>Continuing on with learning about historic artists, they explore the work of Picasso. They continue to develop their own style, learning from artists using their own images and objects. Pupils continue to develop their drawing skills through using formal elements. New technique is taught through distorting images. Development of media through collage and pencil crayon.</p>	<p><b>THE DARK ARTS</b> -observational drawing <b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Tone</li> <li>○ Shape</li> <li>○ Detail</li> <li>○ Texture</li> <li>○ Proportion</li> </ul> <p>TRIP-Harry Potter studio tours-real world links to industry <b>Media:</b> 3D card/paper mache outcome (masks, props etc)</p>	<p>Real world experience developed through the next project and a trip to improve the life chances of all year 8 pupils. Showing how art can be used within the film industry. Developed skills in 3D as pupils create 3D props and masks. Cross curricula with Drama and textiles.</p> <p>Pupils progress into year 9 with developed skills in 3D building. Their understanding of new artists and styles has been improved. They have experimented with new media and understood more about studying art and design and what carrier paths this could take them in. Career and culture are the main outcomes for year 9 along with progressing skills that are transferable into GCSE.</p>

## CoDA DESIGN & INNOVATION Curriculum Year 8

	<b>Rotation 1</b>	<b>Rotation 2</b>	<b>Rotation 3</b>	<b>Rotation 4</b>	<b>Rotation 5</b>
<b>Y8</b>	<p style="text-align: center;"><b>Electronics Speaker</b></p> <p>2D Design CAD, PCB design in Circuit wizard, Soldering, Laser cutting</p> <ul style="list-style-type: none"> <li>● Use 2D design to draw a speaker case design.</li> <li>● Calculate the value of resistors.</li> <li>● Name and describe the function of a variety of electrical components.</li> <li>● Use Circuit Wizard to model the speaker circuit.</li> <li>● Safely and accurately solder components onto a PCB.</li> </ul>	<p style="text-align: center;"><b>Plastics - Clock</b></p> <p>Knowledge of Plastics, designing for specific users, origin of plastics, plastics manufacture</p> <ul style="list-style-type: none"> <li>● Name and describe the properties of different plastics.</li> <li>● Analyse existing products.</li> <li>● Communicate my ideas with drawings and labels.</li> <li>● Safely manufacture a product.</li> <li>● Describe and evaluate the use of plastics and some methods of manufacture.</li> <li>● Complete an evaluation of my product.</li> </ul>	<p style="text-align: center;"><b>Food &amp; Nutrition – World foods</b></p> <p>Product evaluation, H&amp;S, factors - food choice, nutrients, food safety, social / moral issues</p> <ul style="list-style-type: none"> <li>● Recall the names of nutrients; discuss sources and functions.</li> <li>● Explain how bacteria can be reduced; know key temperatures.</li> <li>● Discuss why people choose to eat different foods.</li> <li>● Compare foods from different sources; discuss advantages and disadvantages.</li> <li>● Prepare a range of main meals and snacks.</li> </ul>	<p style="text-align: center;"><b>CAD – Fusion 360</b></p> <p>Using tutorials to complete complex 3D designs in Fusion 360</p> <ul style="list-style-type: none"> <li>● Give a description of CAD/CAM uses.</li> <li>● Navigate around Fusion 360.</li> <li>● Demonstrate how to create a new assembly and add components.</li> <li>● Understand a working drawing.</li> <li>● Apply your knowledge of CAD tools to make parts independently.</li> </ul>	<p style="text-align: center;"><b>ICT – iMedia and Python</b></p> <p>Data storage, Binary, Python, input &gt; Process &gt; output systems model, image manipulation</p> <ul style="list-style-type: none"> <li>● Describe inputs, outputs and data storage on computers.</li> <li>● Convert decimal numbers to binary and back.</li> <li>● Use Python to construct computer programs.</li> <li>● Understand how images are stored on computers.</li> <li>● Use graphical techniques to produce an image.</li> </ul>

## CoDA DRAMA Curriculum Year 8

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y8</b>	<p style="text-align: center;"><b><u>Disaster Movie (Devising)</u></b></p> <p><b>Intent:</b> - Practical exploration of devising own piece in response to a stimulus. Develop understanding of the devising process exploring purpose and incorporating appropriate drama conventions. Create and perform believable characters demonstrating awareness of character skills and identify how actors convey emotion.</p> <p><b>Assessment:</b> - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus.</p> <p><b>Links to BTEC:</b> - Exploration of style developing understanding of creative intentions in the text. (C1,2)</p>	<p style="text-align: center;"><b><u>Macbeth (Text / Devising)</u></b></p> <p><b>Intent:</b> - Practical exploration of set text. Developing understanding of atmosphere, themes, and plot, developing characterisation, vocal, physical, and interpretative skills for performance.</p> <p><b>Assessment:</b> - Through practical performance of devised scenes. Presentation of physical and interpretative skills of a Character.</p> <p><b>Links to BTEC:</b> - Understanding creative intentions of practitioner's work. (C1,3)</p>	<p style="text-align: center;"><b><u>The Riots (Text)</u></b></p> <p><b>Intent:</b> - Practical exploration of performance of set text, developing understanding of style, characterisation, vocal, physical, and interpretative skills for performance.</p> <p><b>Assessment:</b> - Through practical performance of set text. Presentation of physical and interpretative skills of a character.</p> <p><b>Links to BTEC:</b> - Exploration of style developing understanding of creative intentions in the text. (C1,2)</p>

## CoDA MUSIC Curriculum Year 8

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y8</b>	<p><b>Pop music</b> (Performance and listening)</p>	<p><b>Disco</b> (Performance, composition and Listening)</p>	<p><b>Programme Music</b> (Performance, composition and Listening)</p>	<p><b>Programme Music</b> (Performance, composition and Listening)</p>	<p><b>The Voice</b> (Performance, composition and Listening)</p>	<p><b>Tokyo 2020</b> (Composition and listening)</p>

## CoDA ENGLISH Curriculum Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Novel study / non-fiction articles</b></p> <p><b>Prior Learning / Future Learning</b> Students will have studied historical, and autobiographical literature prior to this unit, in year 7. This choices of novel this year offer more challenge and is designed to prepare them more fully for Year 9 and exam style Literature essays.</p> <p><b>What key pieces of work will be produced and marked?</b> GCSE Literature-style extract response. Writing task – write a story or description based on an image linked to the text.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Able to make inferences</li> <li>• Able to select appropriate quotations</li> <li>• Accurate spelling</li> <li>• Begin to develop ideas effectively</li> <li>• Identifies explicit ideas</li> <li>• Identifies language features</li> <li>• Make detailed, specific comments on the effects of language</li> <li>• Use effective and appropriate vocabulary</li> <li>• Use figurative and sensory language</li> <li>• Use punctuation accurately and for effect</li> <li>• Uses subject terminology to refer to language features</li> </ul>	<p><b>Viewpoint writing – articles inspired by images</b></p> <p><b>Prior Learning / Future Learning</b> Students have the opportunity to analyse images and discuss the implications of them through writing newspaper articles based on this. This topic will explore different ways images can be used from news articles to advertising.</p> <p><b>What key pieces of work will be produced and marked?</b> Newspaper article.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Broaden knowledge of current affairs</li> <li>• Communication is clear and effective</li> <li>• Discuss impact of viewpoint in writing</li> <li>• Identify explicit and implicit ideas from a text</li> <li>• Identify language features and comment on effect</li> <li>• Identify writer’s viewpoints and potential bias</li> <li>• Increase confidence in questioning what we read</li> <li>• Make links between different texts</li> <li>• Sentence demarcation is secure and range of punctuation used.</li> <li>• Sentence forms are varied for effect and standard English used.</li> <li>• Spelling is accurate of a wide variety of vocabulary choices.</li> <li>• Strategies for reading challenging texts / building vocabulary</li> <li>• Visual literacy – interpreting an image</li> <li>• Vocabulary / language techniques are used for effect</li> <li>• Writing follows a clear sequence, using paragraphs and discourse markers</li> <li>• Writing has an individual tone / viewpoint</li> <li>• Writing is appropriate for purpose*/ audience</li> </ul>	<p><b>Shakespeare – Much Ado About Nothing</b></p> <p><b>Prior Learning / Future Learning</b> Students’ first experience of Shakespeare at CODA. They can transfer the AO1 and AO2 skills learnt from the novel at the start of Year 8. Introduces AO3 – how context shapes a reader’s interpretation and writer’s intent.</p> <p><b>What key pieces of work will be produced and marked?</b> Write an argument that Much Ado about nothing is/isn’t outdated and sexist. GCSE Literature-style extract response.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Begin to develop ideas and structure effectively including introduction and conclusion to essay writing</li> <li>• Broaden knowledge of different cultures / societies</li> <li>• Identify methods that writer’s have used</li> <li>• Make comments on writer’s use of methods to create meaning (language - all / structure – challenge)</li> <li>• Plan a response that ensures the question set is responded to consistently using explicit ideas and inferences</li> <li>• Show an understanding of how social and historical context have shaped the reader’s reaction to a text</li> <li>• Strategies for reading challenging texts</li> <li>• Understanding of characters / plots as constructed by a writer – characterised by use of the writer’s name while discussing.</li> <li>• Understanding of themes and ‘big ideas’ in a text</li> <li>• Use effective and appropriate vocabulary including analytical verbs and comparative vocabulary</li> <li>• Use punctuation accurately and for effect ; use a varied vocabulary</li> <li>• Use textual references to support ideas, embedding where possible</li> </ul>	<p><b>Poetry – Performance poetry + learning about the world / writing inspired by poetry</b></p> <p><b>Prior Learning / Future Learning</b> Students will have studied a novel from a different time period, writing from a viewpoint and a Shakespeare play. They should have some understanding of different cultural and historical time periods. They should also have an understanding of analysing language from a text. This module is designed to encourage them to expand those skills and explore how poetry through can be used to capture a specific moment of cultural / historical significance.</p> <p><b>What key pieces of work will be produced and marked?</b> Assessment-Spoken language. Students read a poem they have researched / analysed themselves. They then explain what they have found to the class.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Broadening knowledge of different cultures/societies.</li> <li>• Building vocabulary</li> <li>• Discussing the impact of themes in the poem</li> <li>• Discussion of the ‘big ideas’ in the poem.</li> <li>• Expresses ideas/information/feelings</li> <li>• Identifies explicit ideas and makes inferences</li> <li>• Identifying key themes in the poem</li> <li>• Speaks clearly in standard spoken English</li> <li>• Understanding of other contexts around the poem.</li> <li>• Understanding of the period of time that the poem was written in.</li> </ul>	<p><b>Short stories – evaluating / review writing</b></p> <p><b>Prior Learning / Future Learning</b> Students will build on the writing skills developed in HT2 by reading and analysing a range of short stories (which will differ according to ability). Having explored the ways in which writers create atmosphere, sequence their ideas and use vocabulary for effect, students will get the opportunity to put these skills into practise by creating their own short story (or section thereof) in their assessed piece.</p> <p><b>What key pieces of work will be produced and marked?</b> Writing assessment.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Accurate spelling</li> <li>• Build vocabulary and use it in context</li> <li>• Communication is clear and effective</li> <li>• Language techniques are used for effect</li> <li>• Make comment on the effect of language</li> <li>• Make comment on the effect of structure</li> <li>• Range of punctuation accurately used</li> <li>• Use subject terminology to refer to language features</li> <li>• Use subject terminology to refer to structural features</li> <li>• Variety of sentence forms used</li> <li>• Vocabulary is used for effect</li> <li>• Writing follows a clear sequence and may use structural features such as motif</li> <li>• Writing has an individual tone / viewpoint</li> <li>• Writing is suitable for audience / purpose</li> </ul>	<p><b>Gothic Poetry</b></p> <p><b>Prior Learning / Future Learning</b> Students will have studied short stories and poetry prior to this unit. The gothic poetry stories and poetry is harder and designed to prepare them more fully for Year 9 and exam poetry/ extracts.</p> <p><b>What key pieces of work will be produced and marked?</b> GCSE Literature-style Frankenstein extract response. Writing task – write a story or description based on a gothic image.</p> <p><b>What are students assessed on?</b></p> <ul style="list-style-type: none"> <li>• Accurate spelling</li> <li>• Identify methods that writer’s have used</li> <li>• Make comments on writer’s use of methods to create meaning</li> <li>• Respond to the question throughout response</li> <li>• Show an understanding of how social and historical context have shaped the reader’s reaction to a text</li> <li>• Use effective and appropriate vocabulary Begin to develop ideas effectively</li> <li>• Use figurative and sensory language</li> <li>• Use punctuation accurately and for effect</li> <li>• Use textual references to support ideas</li> </ul>

## CoDA GEOGRAPHY Curriculum Year 8

	<b>Urban Issues &amp; Challenges</b>	<b>Natural Hazards</b>	<b>Changing Economic World</b>	<b>Processes, Landscapes and Landforms</b>	<b>The Living World</b>	<b>Resource Management</b>	<b>Geographical skills / Review, Reteach, Revise</b>
<b>Y8</b>	<p><b>How are cities in the UK changing?</b></p> <p><b>London/Bristol/Birmingham case study:</b></p> <ul style="list-style-type: none"> <li>Describe the city's location in the UK</li> <li>Explain the city's importance in the UK and the wider world</li> <li>Describe opportunities in the city</li> <li>Describe challenges in the city</li> <li>Explain why regeneration was needed in parts of the city</li> <li>Describe the features of a regeneration project</li> <li>Describe the impacts of a regeneration project</li> <li>Describe features of sustainable urban living (inc. waste management)</li> <li>Explain how traffic problems are being managed</li> </ul>	<p><b>Tectonic hazards</b></p> <ul style="list-style-type: none"> <li>Describe the structure of the Earth</li> <li>Describe the distribution of volcanoes and earthquakes</li> <li>Explain why tectonic plates move</li> <li>Explain what happens at different plate boundaries</li> <li>Give reasons why people choose to live in high risk areas</li> <li>Explain the primary and secondary impacts of tectonic hazards</li> <li>Explain the immediate and long-term responses to tectonic hazards</li> <li>Explain how the risk of tectonic hazards can be managed</li> </ul>	<p><b>The Changing economy of the UK</b></p> <ul style="list-style-type: none"> <li>Give examples of different types of industry</li> <li>Define employment structure</li> <li>Describe how the UK's economy has changed</li> <li>Explain the causes of economic change</li> <li>Describe the features of the UK's 'post-industrial' economy</li> <li>Explain the location of 'science parks'</li> <li>Explain the impacts of population change in rural areas</li> <li>Describe how the UK government is improving transport in the UK</li> <li>Describe how the UK government is trying to solve the 'north-south divide'</li> </ul>	<p><b>Coastal Landscapes</b></p> <ul style="list-style-type: none"> <li>Explain physical processes along the coast: weathering, mass movement, erosion, transportation and deposition</li> <li>Give examples of coastal landforms</li> <li>Identify coastal landforms on OS maps</li> <li>Explain the formation of landforms created by coastal erosion and deposition.</li> <li>Explain why coastal defences are needed</li> <li>Give examples of ways to defend the coast</li> <li>Explain the advantages and disadvantages of coastal defences</li> </ul>	<p><b>Extreme ecosystems: hot deserts</b></p> <ul style="list-style-type: none"> <li>Describe the physical characteristics of a hot desert ecosystem</li> <li>Explain how plants and animals have adapted to hot desert conditions</li> <li>Explain how the components of a hot desert ecosystem are linked</li> <li>Describe how humans can exploit hot desert ecosystems</li> <li>Describe the challenges of exploiting extreme environments</li> <li>Explain the impacts of human activity on hot desert ecosystems</li> <li>Explain how desertification can be managed</li> </ul>	<p><b>Resource Issues - Energy</b></p> <ul style="list-style-type: none"> <li>Explain the differences between renewable and non-renewable energy sources</li> <li>Describe how the UKs changing energy mix is changing</li> <li>Explain why the UKs energy mix is changing</li> <li>Describe the advantages and disadvantages of different sources of energy</li> <li>Describe the global distribution of energy surplus and consumption</li> <li>Explain reasons for increasing energy consumption around the world</li> <li>Explain the factors affecting energy supply</li> <li>Explain the impacts of energy insecurity</li> <li>Describe sustainable strategies to conserve and increase energy supply</li> </ul>	<p>Through the study of different topics, students will also learn to select, use and adapt a range of geographical skills:</p> <ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.</li> <li>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and extended writing</li> <li>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues</li> <li>Using fieldwork skills in contrasting locations to collect, analyse and draw conclusions from geographical data</li> <li>Develop well-evidenced arguments and judgements drawing on their geographical knowledge and understanding</li> </ul> <p>In the Summer term of Year7-9 students will be given opportunities to focus on issues-based geography and fieldwork (in preparation for Paper 3 at GCSE level)</p> <p>The summer term will also be used to review student learning across the year and to reteach any topics that students struggled with.</p> <p>There will also be end of year examinations and students will be taught revision skills in preparation for these.</p> <p>Tests and exams will include elements of prior learning e.g. a Y9 assessment on physical processes will include glaciated landscapes, river landscapes and coastal landscapes.</p>

## CoDA HISTORY Curriculum Year 8

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y8</b>	<p style="text-align: center;"><b>Slavery</b></p> <ul style="list-style-type: none"> <li>• What is a slave?</li> <li>• What were the conditions like during the Middle Passage?</li> <li>• Who benefited the most from the Atlantic slave trade?</li> <li>• What was life like on a plantation for a slave?</li> <li>• Was William Wilberforce the most important individual in the ending of slavery?</li> <li>• Does slavery still exist today?</li> </ul>	<p style="text-align: center;"><b>The Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• What was life like in Britain in 1750?</li> <li>• What was the main cause of the population boom?</li> <li>• Why is Derbyshire's silk mill factory one of the most important buildings in British history?</li> <li>• A Transport Revolution?</li> <li>• How did the poor live?</li> <li>• How did Public health change?</li> </ul>	<p style="text-align: center;"><b>The British Empire</b></p> <ul style="list-style-type: none"> <li>• Colonisation of Roanoke Colony</li> <li>• How successful was the colonisation of America?</li> <li>• Why was it important for Britain to have an empire?</li> <li>• Why did Britain invade certain nations?</li> <li>• Did Britain have an empire to be proud of?</li> </ul>	<p style="text-align: center;"><b>World War One</b></p> <ul style="list-style-type: none"> <li>• Introduction to WW1 – what sparked the war to end all wars?</li> <li>• What was life like for British Soldiers in the Trenches?</li> </ul> <p>Enquiry based project using contemporary sources.</p>	<p style="text-align: center;"><b>The end of World</b></p> <ul style="list-style-type: none"> <li>• Main Medical problems on the Western Front-</li> <li>• Why did the war come to an end in 1918?</li> <li>• Four years of fighting and now what? The Big Three!</li> <li>• How did Germany feel about the Treaty of Versailles?</li> </ul>	<p style="text-align: center;"><b>Germany and the Interwar years</b></p> <ul style="list-style-type: none"> <li>• Why was Germany affected by hyperinflation?</li> <li>• What were the beliefs of Hitler and the Nazi?</li> <li>• Was the Munich Putsch a success or a failure for Hitler?</li> <li>• How did Hitler come to power?</li> <li>• How did the Nazis deal with opposition (police state?)</li> <li>• What was life like for women in Nazi Germany?</li> <li>• What was education like in Nazi Germany?</li> </ul>

Skills taught: Chronology; Questioning; Cause; Change and continuity; Consequences; Significance; Inference; Reliability of sources

## CoDA MODERN FOREIGN LANGUAGES Curriculum Year 8

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Y8</b>	<ul style="list-style-type: none"> <li>• In town (buildings &amp; what you can do there)</li> <li>• At home</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Directions</li> <li>• Food &amp; drink</li> <li>• Clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Paris/ Berlin as a tourist destination</li> <li>• Opinions</li> <li>• A visit in the past</li> </ul>	<ul style="list-style-type: none"> <li>• What you will wear to a party</li> <li>• Activities in town</li> <li>• A disastrous holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure activities</li> <li>• Personality</li> <li>• Weather (revisited)</li> <li>• Ideal holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Where you want to live in the future</li> <li>• Jobs &amp; careers</li> <li>• The importance of languages</li> </ul>
	<p><b>French grammar skills</b> Prepositions, il fait, je voudrais+ noun, on peut, il y a, il n'y a pas de</p> <p><b>German grammar skills</b> Prepositions, es ist, ich moechte + noun, man kann, es gibt, es gibt kein(e)(n)</p>		<p><b>French grammar skills</b> Il y a/ on peut/ prepositions of place/ J'ai visité/mangé etc, past tense using être, the near future</p> <p><b>German grammar skills</b> Es gibt/ man kann/ Prepositions of place, Ich habe .....besucht/ gegessen etc The future tense</p>		<p><b>French &amp; German grammar skills</b></p> <ul style="list-style-type: none"> <li>• Regular verbs</li> <li>• Present tense</li> <li>• Conditional tense</li> </ul>	

## CoDA SCIENCE Curriculum Year 8

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y8</b>	Food and digestion Forces Elements Breathing and drugs	Plants Waves Heating & cooling OR reactions	Heating & cooling OR reactions Earth's resources Variation

See Science Fact Sheets for more information about topic.

## CoDA RELIGIOUS STUDIES Curriculum Year 8

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Y8</b>	<b>Creation:</b> Where did the Universe come from? How do the stories compare? Can this all be an accident? Might there be a designer?	<b>Stewardship:</b> How should we care for our environment? Is it ours to treat as we like? Do animals need to be cared for? Will we be held accountable for our actions?	<b>Suffering:</b> Why do we suffer? Who causes it? Does it prove there is no God? If an omnibenevolent God exists why allow us to suffer? Will we be rewarded for this test?		<b>Is death the end?</b> Where do we go when we die? Do Heaven and Hell exist? Will there be a judgement day? Does this affect how I live my life?	

## CoDA PSHE/RSE Curriculum Year 8

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Y8</b>	<b>Living in the Wider World 1</b> - Prejudice, British Values, extremism – leaders and converts	<b>Careers and Finance</b> – tax and careers skills (communication)	<b>Relationships and Safety</b> – consent, contraception, realistic relationships, image sharing, domestic conflict	<b>Health and Wellbeing 1</b> – self- confidence, managing behaviour, target setting, self-awareness, mindfulness	<b>Health and Wellbeing 2</b> – Vaping, cancer, first aid, teenage pregnancy	<b>Living in the Wider World 2</b> – Discrimination and prejudice, homophobia, grooming, the environment