



**Wombourne
High School**

Hard Work, Positivity, Kindness



Curriculum Booklet Year 8



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p><u>Equipment, Media, Materials & Techniques</u></p> <p>Students to develop a personal design for the front of their sketchbook. Drawing, shading techniques, idea development and composition skills explored and further developed.</p>	<p><u>Form</u></p> <p>Students refine their drawing and shading skills from observation and direct observation, use a range of media and techniques, and make personal choices about their approach to the final outcome.</p> <p>A (media appropriate) range of learned shading techniques are used to create form (3-D look), and develop differing surface qualities in their work, the focus artist is Giorgio Morandi.</p>	<p><u>Printmaking</u></p> <p>Students produce a number of drawn studies of natural forms from observation and direct observation, in a wide range of media. The focus artist/ designer is William Morris and his nature inspired repeat patterns for wallpaper and fabric. A natural form inspired symmetrical repeating pattern and a lino cut print form the main outcomes for this project.</p>		<p><u>Expression and Emotion (portraits)</u></p> <p>Students create a series of portraits/ self-portraits using a range of expressive and gestural drawing techniques, media and processes. The focus artist is Paul Wright.</p>	
Assessment	<p>Formative assessment using project specific success criteria.</p> <p>Summative assessment using Bronze, Silver & Gold attainment descriptors.</p>				<p>Formative assessment using project specific success criteria.</p> <p>Summative assessment using Bronze, Silver & Gold attainment descriptors.</p> <p>End of year examination.</p>	

Prior learning	Students have undertaken a broad-based introduction to the fundamentals of the subject during Year 7. They have learned: how to improve the accuracy, detail and form of their work from observation; about colour theory and colour relationships, and how to use colour in a controlled and planned manner in artwork; how to create a self-portrait using a chosen method and in a preferred style.
Enrichment within the Curriculum	Art helps students to explore the world around them and to understand how their views, feelings and experiences can be used positively and powerfully within their work. Art can cross the subject divides. Exhibition of artwork boosts confidence and creates a sense of belonging within the school community.
Extracurricular opportunities	There is a KS3 Art Club that Year 8 students are welcome to attend during and after the school day. Artwork produced during this time may be taken home or displayed within the Art room.
Links to personal development and citizenship	Art helps to develop creativity, innovation, self-expression, non-verbal communication, practical skills, confidence, independence and self-reflection. Students are eager to participate in and respond positively to the artistic opportunities available to them.
Preparing for the next stage of education	The KS3 curriculum helps to develop more confident, creative and skilful learners who are ready to take on the exciting challenges at GCSE level. Students benefit from the display of their work and the positive feedback from those who view it.

Ways to support your child's learning

- Encourage them to draw and create artwork about things that matter to them personally. Discuss their work with them and display it within the family home.
- Encourage your child to have personal opinions about their own work and that of others.
- Take your child to a gallery that shows that art can be made in a broad range of styles, forms and for many reasons. Art can be funny, thought provoking or just fascinating!
- If possible, buy basic art equipment for them. They will learn how to use them effectively and how to take care of them.

COMPUTER SCIENCE



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Digital Graphics 2 - Vector Graphics	Animation 1 - Animated Advert	Data Representation	Programming Techniques 1	Computer Systems	Game Design
Assessment	Practical	Practical	Exam	Practical & Exam	Exam	Practical

Prior learning	The selected units of work provide a mixture of Computer Science and Media based learning activities, building on prior learning in Year 7. Some topics are repeated, with different content and a more demanding set of activities and tasks to complete, whilst new topics are introduced alongside such as the representation of data in computer systems. As in Year 7, Microsoft's Office suite of software is firmly embedded into the Computer Science and Media curriculum.
Enrichment within the Curriculum	Students will experience an array of career-based topics which will enthuse them to further their knowledge at Key Stage 4 and 5. Students will have the opportunity to learn a high-level programming language, learn how computers work, in addition to developing their digital graphics and animation skills before being introduced to game design. Learning how to use Microsoft's Office suite of applications is embedded throughout the curriculum, enabling successful use of Office software within other subject areas and beyond.
Extracurricular opportunities	Students will have the opportunity to visit The National Museum of Computing and undertake learning activities which cover topics such as cryptography and programming, enhancing students' understanding of computer science.
Links to personal development and citizenship	Students expand their knowledge surrounding the legal concerns relating to the creation of digital media products whilst developing their understanding of the safe, ethical and legal use of computer systems.
Preparing for the next stage of education	The primary focus of each of each unit of work within the KS3 curriculum alternates between Computer Science and Media to prepare students who wish to continue studying either subject at KS4. The assessment type at KS4 differs between subjects. Computer Science students are assessed at the end of the course in the form of two formal exams whereas Creative iMedia students are mainly assessed via coursework. The content and assessment type within each unit is designed to reflect this.

Ways to support your child's learning

- Encourage your child to watch technology TV shows such as BBC's "Click"
- Encourage your child to read technology news such as at www.bbc.co.uk/news/technology
- Encourage analysis of media products such as adverts, posters, games packaging, console games
- Take trips to famous places associated with technology such as Theme Parks or Bletchley Park to see how technology has progressed over time.
- Use BBC Bitesize (Computer Science, ICT & Multimedia pages) to aid understanding
- Use a Raspberry Pi computer and tutorials freely available on the internet to learn about, and experiment with, computer systems.
- Download and install the program "IDLE" and allow your child to practice coding - ask them to explain what certain parts of their code do

Design & Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Designer Clock Project Drawing Skills</p> <p>Isometric drawings Crating Rendering</p> <p>Developing design ideas. Pupils will develop their own design criteria and develop clock design ideas. Applying earlier drawing skills.</p>	<p>Making of early prototypes and developing final products</p> <p>An introduction to wood joints and manufacturing methods. Producing three-dimensional freestanding clocks that will offer some challenge in the manufacture and show a range of skills and processes have been used.</p>	<p>Making of final products</p> <p>Producing a final clock design to hold the clock mechanism inside.</p>	<p>Structures and Mechanisms</p> <p>Introduction to structures and controlled movement.</p> <p>How mechanical systems produce different sorts of movement and motion.</p>	<p>Developing card prototypes of mechanical systems</p> <p>Rotary, linear, oscillating, reciprocating. Levers, cams, gears, pulleys and belts, levers and linkages.</p> <p>Making of mechanical products To see them in operation.</p>	<p>Completing practical elements</p> <p>Writing evaluations. Formulating and producing evaluations. Presenting final design proposals.</p> <p>Enrichment activities (Science, Technology, Engineering and Maths)</p>
Assessment	3D Drawing skills	Assessment of design ideas and early prototypes.	On-going in class assessment of practical work. Producing a final clock prototype.	Checkpoint activities on core principles of Design and Technology (Exam preparation)	On-going in class assessment of practical work (making the mechanisms and structures)	Exam on core principles of DT. Assessment of final product(s) and written evaluation.

Prior learning	Students will be developing their key skills in drawing from Year 7 (3D drawing skills), modelling of ideas and producing functional products. Students will have the opportunity to develop their knowledge, understanding and ability to manipulate a range of materials including wood, plastics and metals. Students will use CAD (2D Design skills and Sketch-Up) and CAM (the laser cutter). We understand the importance of marketing and pupils are taught how to successfully protect their 'intellectual property' and market their products. Literacy and numeracy skills are imperative to the Year 8 Design and Technology curriculum.
Enrichment within the Curriculum	Students will have the opportunity to participate in the workshops provided by 'Army Stem' and 'Young Engineers'. Working examples of linkages and other mechanisms in the equipment pupils use regularly e.g. on a bike, on garden tools will be explored.
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Design and Technology including the exciting STEM club supported by Maths and Science. Craft club at lunchtimes. These clubs run throughout the year.
Links to personal development and citizenship	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects, to share resources. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious is a key focus for us.
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing, Many students who study Design and Technology apply for Post 16 courses including Product Design, Textiles Technology which help them take up positions in companies around the world.

Ways to support your child's learning

- Pupils are encouraged to continue their studies outside the classroom. Trips to interactive museums (e.g. THINK Tank) and look out for events such as 'The Big Bang'.
- Pupils are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs. Look out for any design and creative competitions on TV Shows like 'How it Works?', 'The Gadget Show' introduce pupils to a range of innovative products. Free animations on the internet show linkages or mechanisms in operation.
- Pupils are encouraged to read books, magazines and articles about design and innovative products on-line.
- When completing homework tasks, students go 'the extra mile' and thoroughly research the topic areas, practice making models in 3D from resources found at home including card, clay and Lego.
- Try to find working examples of linkages and other mechanisms in products at home or at places like theme parks to see them in operation.
- Visit an industrial museum to watch engines in operation.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Mime Freeze Frame Repetition/ Exaggeration Slow Motion Movement to Music Clocking the audience	Pantomime Fairy Tales Culture History of Pantomime Costume Mask Makeup Commedia Dell'arte	The Photo Album Family Structure Narration Structure Family Belonging Generations Narration Culture Flashback/ Freeze Frames	Shakespeare Context Elizabethan theatre Macbeth/ Banquet Scene Monologue Staging Script work	Elephant Man Disability and Difference Victorian England Flashback Cross Cutting Film analysis	Goodnight Mr Tom WW2 Relationships Narration Sound effects/ Music
Assessment	Devising and creating Applying skills in rehearsal Performance skills Reflection	Performing and applying characterisation skills Comic Timing Self-assessment	Performing, devising and evaluating.	Performing from a script. Stage directions	Devised response with music.	Devised response using freeze frame.

Prior learning	Freeze Frame Levels Narration Physical Theatre Filming Self-reflection Characterisation
Enrichment within the Curriculum	History Different Cultures Geography Family/ Generations
Extracurricular opportunities	School Show Musical Theatre Club
Links to personal development and citizenship	Confidence. Teamwork Independence Self-reflection Morals
Preparing for the next stage of education	Rehearsing Teamwork Listening skills Reading and watching plays

Ways to support your child's learning

- Theatre Visits
- Watching different styles of Drama on TV.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Studying the novella 'Of Mice and Men' by John Steinbeck</p> <p>To read a novel and study the writer's creation of plot, characters and evaluate the themes and ideas in the narrative. To learn about the context of the novel and develop critical analysis skills.</p> <p>To develop creative writing and incorporate the skills into independent narratives.</p>	<p>ICE – Invictus Communication</p> <p>To develop speaking and listening skills through the study and performance of a literary extract and a poem from a critically acclaimed writer. Pupils also create a talk based on a topic of interest</p>	<p>Poetry – Conflict Pre and post</p> <p>To study a range of pre and post 20th Century poetry based on the theme of war and conflict</p> <p>To learn comparison skills and about the importance of context.</p>	<p>Gender Representation Shakespeare/Non -Fiction (modern)</p> <p>To develop analysis of how gender roles are presented in Shakespeare and non-fiction texts. This expands on the 'Characters in Fiction and Non-Fiction' topic in year 7 evaluating stereotypical roles and gender fluidity.</p>		
	Assessment	<p>Reading AFs 1 -4 (fiction)</p> <p>Fiction writing AFs 5 and 6</p>	<p>Non-Fiction writing AFs 5 and 6- Speech</p>	<p>ICE Exam (external examiner)</p> <p>Reading AFs 1-3 (comparison)</p>	<p>Aspects 5 and 6 (fiction)</p>	<p>End of year exam</p> <p>Reading Non – Fiction P2 (AF1-4)</p>

Prior learning	Students will build on the skills embedded in Year 7 by examining fewer texts but in greater depth. Students will create a wider range of pieces that develop extended writing skills. Students will expand their prior contextual knowledge.
Enrichment within the Curriculum	All topics consider wider cultural, political and historical issues, explicitly so in the summer term where key current issues are explored and evaluated. Current media and their representation of events, people and ideas, are evaluated throughout the curriculum. Historical and political context is also included in the Autumn and Spring term through the novella and the poetry.
Extracurricular opportunities	Pupils are encouraged to attend Book club. There are also author events and theatre trips throughout the year.
Links to personal development and citizenship	English is important in everyday life. The study of English helps pupils explore and understand other perspectives. Students are considering texts in their cultural context, analysis of characters' personalities, developing empathy skills, the role of the media in society and its representation of gender. The ICE exam also encourages students to consider their own likes and interests.
Preparing for the next stage of education	In Year 9 students begin to actively prepare for the skills needed in GCSE English Literature and Language. This curriculum builds a solid foundation for this important year where pupils will study a Shakespeare text, a larger novel and will be exposed to more challenging thematic learning.

Ways to support your child's learning

- Listen to your child read and record it on WISE
- Take your child to a local library regularly
- Encourage your child to read a variety of texts, including newspaper articles and online blogs
- Help you child with spellings and learning new vocabulary
- Discuss character arcs and plot devices in texts, TV shows and films
- Watch the news and topical shows and discuss domestic and global issues
- Use resources available on WISE
- Websites: BBC Bitesize



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>Eight healthy eating guidelines</u> Fish cookery 5 a day and the importance of Healthy eating	<u>The 6 R's Budgeting</u> Meals on a budget. Pupils learning how to develop healthy food dishes on a budget	<u>Factors influencing food choice</u>	<u>Methods of cookery</u> Practical's based on each method	<u>The Nutritionists</u> Focus on each nutrient group, developing essential knowledge for GCSE study	<u>Food Science</u> Gluten Bread, practical's and theory
Assessment	Healthy eating Fish cookery	Costing and budget control Nutrition	Quiches Bakewell	Heat transfer Effects of heat transfer on food	Nutrition *methods of preparation	Food science Function of ingredients <ul style="list-style-type: none"> • Soda Bread • Carrot cakes • Tray bake

Prior learning	Students build on the Year 7 work developing understanding of factors influencing food choices, healthy eating, budgeting and sustainable foods. Students will be learning how to cost ingredients, food provenance and about creating meals on a budget. Pupils will be introducing to fish cookery and the importance about eating healthily. Pupils will be studying the effects of heat transfer on foods.
Enrichment within the Curriculum	Practical lessons are at the heart of the curriculum – aiming at developing student's skills and knowledge of the food they eat.
Extracurricular opportunities	Food club takes place every week.
Links to personal development and citizenship	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Students are encouraged to work together to complete their projects, to share resources and ingredients. Students are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone across the department at Wombourne.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, and Catering.

Ways to support your child's learning
<ul style="list-style-type: none"> • Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like 'Ready Steady Cook', 'The Great British Bake off' introduce pupils to new ingredients and methods. • Students are encouraged to read books, magazines and articles about creating food dishes. • When completing homework tasks 'go the extra mile' and thoroughly research the topic areas, practice making food dishes.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	OÙ J'HABITE TALKING & HOUSE, HOME & LOCAL AREA THINGS TO DO & PLACES TO VISIT HOME & IDEAL HOME		LES VACANCES TALKING ABOUT HOLIDAYS. DISCUSSING HOLIDAY PREFERENCES. TALKING ABOUT PAST, PRESENT & FUTURE HOLIDAYS		MA VIE DAILY ROUTINE, CLOTHES MEALTIMES, HEALTHY LIFESTYLES JOBS AROUND HOUSE POCKET MONEY	
Assessment	Big Write Listening & Reading assessment *speaking		Big Write Listening & Reading assessment *speaking		Big Write Listening & Reading assessment *speaking	

***students will be assessed at least once in speaking**

Prior learning	In Year 8 students will build on present tense and grammar structures that they have learnt in Year 7.
Enrichment within the Curriculum	Cultural awareness activities take place throughout the year, including awareness of Poissons d'avril / le tour de France. We will also complete a film study – La vie d'un chat.
Extracurricular opportunities	Language ambassadors Culture club House competitions BSL
Links to personal development and citizenship	Students will further develop cultural awareness through their study of French. A greater awareness will be developed in the similarities and differences of English and French cultures.
Preparing for the next stage of education	The language learning in Year 8 will support further study of languages and develop skills of memory & recall. In Year 9 students will develop and apply a range of more complex grammatical structures and tenses.

Ways to support your child's learning

- Encourage independent studying – vocabulary & grammar learning
- Use of apps – such as Duolingo to extend learning
- Use of online websites – www.languagesonline.org.uk / www.linguascope.com
- Change language of favourite DVDs to French to develop listening skills



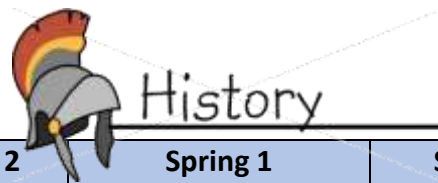
Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>Earthquakes</u> Plate tectonics Earthquake case study- causes, impact, responses	<u>Volcanoes</u> Plate tectonics Types of Volcanoes Volcano case study- causes, impact, responses	<u>Climate Change</u> Impact of climate change Human responses Drought EL Nino	<u>Role of Stones</u> The Rock Cycle Types of rocks Fossils The Role of Stones	<u>Africa</u> Tourism- Tunisia & Egypt Ebola- West Africa and D.R.C Famine- Ethiopia Challenging misconceptions about Africa	
Assessment	<u>1 Hour End of Unit Test (Earthquakes)</u>	Checkpoint Assessment (Extended writing/PEE paragraph)	<u>1 Hour End of Unit Test (Tectonics)</u>	Checkpoint Assessment (Extended writing/PEE paragraph)	Checkpoint Assessment (Extended writing/PEE paragraph) <u>1 Hour End of Year Test (All topics studied)</u>	

Prior learning	Students will be building upon and furthering knowledge gained in Year 7. Topics that students may have touched on in KS2 will be re-visited and studied in greater depth and using the new skill set developed in Year 7. In particular, written answers continue to evolve with the use of PEE (point, evidence, explanation) techniques.
Enrichment within the Curriculum	Prior learning will be supplemented and expanded and students will be encouraged to utilise their knowledge of climate studies to help influence green policies around school. In addition, local fieldwork tasks, the larger trip to the Black Country Living Museum and the Dudley Canal Trust and Limestone caverns, will help students further develop their practical approach to the curriculum.
Extracurricular opportunities	Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm. Fieldwork trips to the Black Country Living Museum and the Dudley Canal Tunnels are also offered to students. In addition, students will have the opportunity to visit Iceland, where they will be able to see the impact of earthquakes and volcanoes in addition to the country's move toward meeting climate change challenges.
Links to personal development and citizenship	The study of geography helps students explore the evolution of people, their ideas, places, environment and climate. Understanding the impact that we have on each of these areas help students appreciate their place in the world and responsibilities to the environment in which we live.
Preparing for the next stage of education	The Year 8 curriculum is designed to stretch pupils' knowledge of geography and challenge earlier views on certain topics. This creates a platform to move onto a deeper analysis of environments, ecosystems and climate change.

Ways to support your child's learning

- Visits to local sites: Black Country Living Museum, Dudley Canal Tunnels, Thinktank Birmingham,
- Visits to UK sites: Natural History Museum, Science Museum London
- Websites: BBC Bitesize (Earthquakes, Volcanoes, weather and climate, rocks), Human Geography
- Use resources available on WISE
- Books: KS3 Geography – S Ross, R Priest & R Tudor, Progress in Geography (Hodder)
- Access to TV documentaries, BBC, Discovery and National Geographic
- National Geographic magazine, Geographical magazine



	Autumn 1	Autumn 2	Spring 1	Spring 2 & Summer 1	Summer 2
Topics	<p><u>Why were the Europeans Empire mad?</u></p> <p>The rise of Empire building within Europe with particular focus upon the Spanish conquest of Mexico and the British Empire during the Early Modern time period. Chronological overview of the period, development of culture, the treatment of minority groups and the aftermath of war and its impact on society</p>	<p><u>What was the slave trade and why did it come to an end?</u></p> <p>An in-depth study on the Transatlantic Slave Trade.</p> <p>Students will look at the reasons for the slave trade, treatment of slaves and the abolition of slavery.</p>	<p><u>What was it like to live and work in Industrial Britain?</u></p> <p>A thematic study that looks at the living conditions of the Industrial Revolution. Students will focus their studies on the houses, working conditions, and social conditions of the time period.</p> <p>The struggle for the vote, including examination of the actions of the Chartists and the Suffragettes.</p>	<p><u>How have conflicts affected soldiers and civilians?</u></p> <p>The impact of various conflicts upon soldiers & civilians. Within this unit students will look at WW1 and WW2, volunteering, the draft, living conditions, health, role of women, the impact of the atomic bomb and the aftermath of war on society.</p>	<p><u>Why is the Holocaust so significant?</u></p> <p>A depth study on the significance of the Holocaust.</p>
Assessment	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Why were Europeans Empire Mad?)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Unit Test (Industrial Britain)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p>	<p>Checkpoint Assessment (Extended writing/PEE paragraph)</p> <p>1 Hour End of Year Test (All topics studied)</p>

Prior learning	Students will be building upon skills gained in Year 7. Students will develop specific ways of answering questions, learning how to construct 'point, evidence and explanation' paragraphs. Students will also begin to analyse changes over time and consider causes and consequences. Through the course of the year students will be developing their chronological understanding of the past.
Enrichment within the Curriculum	Prior learning will continue to be supplemented and challenged with additional history skills, such as source criticism and interpretation. Students' writing skills will be expanded as they begin to create a structure for answering more complex questions.
Extracurricular opportunities	As part of the Industrial Revolution topic, students will have the opportunity to visit The Black Country Living Museum. In addition, the conflicts topic will see students visit local war memorials. Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm.
Links to personal development and citizenship	History provides students with a range of challenging events and outcomes which are, or have been, mirrored in modern day life. As a result, students are encouraged to explore what lessons from these events were learnt, what were not, why events repeat and what can break the cycle. Such historical repetitions and their resulting outcomes, impact on personal learning and development.
Preparing for the next stage of education	The Year 8 curriculum is designed to develop the skills that students will require in KS4, looking at written structure and organisation. Students will be moving from merely retelling history as a story to begin to consider causes and consequences. Students will make the choice at the end of this year to continue with either History, Geography or Ancient History into Year 9.

Ways to support your child's learning	
<ul style="list-style-type: none"> • Visits to local sites: Black Country Living Museum, Blists Hill Victorian Town and Ironbridge, Birmingham Museum, Royal Air Force Museum Shifnal, National Memorial Arboretum Alrewas, • Visits to UK sites: The British Museum, The National Holocaust Centre & Museum Nottingham, Imperial War Museum London, International Slavery Museum Liverpool • Websites: BBC Bitesize (British Empire through time, Industrial Revolution, The Holocaust), British History worksheets (https://schoolhistory.co.uk/modern/british-history), Industrial Revolution (https://schoolshistory.org.uk/topics/british-history/industrial-revolution), Holocaust (https://www.bbc.co.uk/newsround/16990175) • Use resources available on WISE • BBC History Magazine and Books: A History of Ancient Britain – Neil Oliver, The Rise and Fall of the British Empire: KS3 History – A Wilkes, The Industrial Revolution – P Hepplewhite, The Story of World War One – R Brassey, The Holocaust Pupil's Book – A Moore & C Culpin • Access to documentaries, BBC, The History Channel, Discovery and National Geographic • Films/Documentary DVDs: Horrible Histories, A History of Britain (Simon Schama), Roots by Alex Haley, Amistad, 12 Years a Slave, Amazing Grace, The World at War. 	

MATHS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (SUPPORT)	<p>Numbers and the number system</p> <p>Counting and comparing</p> <p>Calculating</p> <p>Visualising and constructing</p>	<p>Investigating properties of shape</p> <p>Algebraic proficiency</p> <p>Exploring fractions, decimals and percentages</p> <p>Proportional reasoning</p>	<p>Pattern sniffing</p> <p>Measuring space</p> <p>Investigating Angles</p> <p>Calculating fractions, decimals and percentages</p>	<p>Solving equations and inequalities</p> <p>Calculating space</p>	<p>Checking, approximating and estimating</p> <p>Mathematical movement</p> <p>Presentation of data</p> <p>Measuring data</p>	<p>Revision</p> <p>Revision of key concepts as identified from assessments</p>
Topics (CORE)	<p>Numbers and the number system</p> <p>Calculating</p> <p>Visualising and constructing</p>	<p>Understanding risk 1</p> <p>Algebraic proficiency: tinkering</p> <p>Exploring fractions, decimals and percentages reasoning</p>	<p>Proportional reasoning</p> <p>Patten sniffing</p> <p>Investigating angles</p>	<p>Calculating fractions, decimals and percentages</p> <p>Solving equations and inequalities</p> <p>Presentation of data</p>	<p>Calculating space</p> <p>Algebraic proficiency: visualising</p> <p>Understanding risk 2</p> <p>Measuring data</p>	<p>Revision</p> <p>Revision of key concepts as identified from assessments</p>
Assessment	<p>Checkpoint Quizzes</p> <p>1 Hour Test</p>	<p>Checkpoint Quizzes</p> <p>1 Hour Test</p>	<p>Checkpoint Quizzes</p> <p>1 Hour Test</p>	<p>Checkpoint Quizzes</p> <p>1 Hour Test</p>	<p>Checkpoint Quizzes</p>	<p>2 x 1 Hour End of Year Tests</p>

Prior learning	Students will be building upon and furthering their understanding of topics studied in Year 7. The majority of topics in Year 8 will be extending on previously met topics. Students will need skills from Year 7 to be able to understand the necessary concepts in Year 8.
Enrichment within the Curriculum	We currently enter all top set students into the UKMT Maths challenge and prepare them for this with practise questions as part of everyday lessons. Other sets will also see these types of questions as part of stretch and challenge within the curriculum. There is also an opportunity to be part of a team challenge.
Extracurricular opportunities	Students are encouraged to join our lunchtime clubs which include Chess club and can lead to competitions.
Links to personal development and citizenship	Mathematics is important in everyday life and is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Maths. In Maths we focus on the development of critical thinking skills which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.
Preparing for the next stage of education	Year 9 will provide an opportunity to build upon skills taught throughout the year. The KS3 curriculum is designed to prepare students for their GCSE studies.

Ways to support your child's learning

- Websites: Hegarty Maths, Corbett Maths, BBC Bitesize
- Use resources available on WISE
- Be positive about Maths. Try not to say things like "I can't do maths" or "I hated maths at school"
- Point out math sin everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- Play board and card games with your child, this simple act of using numbers can really help.
- Praise your child for effort rather than being "clever". This shows them that by working hard they can always improve.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p align="center"><u>Theme and Variation</u></p> <p>Understand the impact of classical music. Understand a timeline of famous composers. Play a piece of classical music on the keyboard. Compose own variation on famous themes, like Pachelbel's Canon.</p>		<p align="center"><u>Rap and Hip-Hop</u></p> <p>Perform a piece of hip-hop music, either as a singer or on a keyboard. Understand how to work in a group. Compose interesting lyrics with a rhyming scheme, using words with more than one syllable.</p>		<p align="center"><u>Instrumental Skills</u></p> <p>Work on instrumental skills through solo and group performances. Learn a new instrument or develop skills on an instrument you play.</p>	
Assessment	<p>Listening to music and analysing the musical style. Learning and playing a piece of keyboard music. Performing the piece of Music to the class.</p>		<p>Assessment of use of vocal skills and performance techniques. Writing lyrics using a theme and rhyming scheme. Performing composition to the class confidently.</p>		<p>Listening to music and learning the basics of an instrument. Developing skills on an instrument to improve technique and accuracy.</p>	

Prior learning	Students will be developing their key skills in listening from Year 7, learning music from listening and repeating, giving constructive and helpful feedback and performing for an audience in small and large groups. Students will have the opportunity to develop their knowledge, understanding and ability to play a range of instruments and styles of music. Literacy and numeracy skills are imperative to the Year 8 Music curriculum.
Enrichment within the Curriculum	To enrich students' experience of the subject all pupils will have the opportunity to watch performances of music from older students and members of staff. Students will be given the opportunity to perform in extra-curricular concerts to a large audience or work in smaller groups at a lunch time to perform in for other students.
Extracurricular opportunities	Students will have the opportunity to participate in clubs in Music including Free time, Choir and Music tech club at lunchtimes. These clubs run throughout the year.
Links to personal development and citizenship	Music opens up a wide range of opportunities to explore a range of cultural and political issues worldwide. Students are encouraged to work collaboratively to complete units to share expertise and give feedback to other students. Students should be mindful of the music they are creating and the impact that this has had on popular music today.
Preparing for the next stage of education	Studying Music is a great introduction to the world and the different genres of music that have influenced popular music. There are many opportunities for musicians including the use of keyboards, drums and other percussion instruments. Many students who study music already have many employability skills that can be transferred to different subject areas and future carers.

Ways to support your child's learning

- Encourage students to listen to as many different styles of music as possible.
- Look out for any music or creative media on TV Shows (CBBC/terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about music.
- Pupils are encouraged to read books, magazines and articles about bands and artists about how music is made and what inspires their writing.
Trips to music concerts, charity festivals and any other music performance style available.

physical education



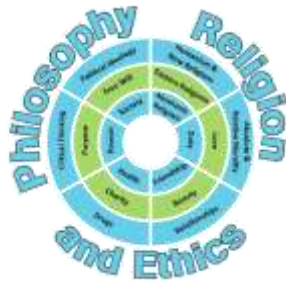
"every child is a winner when they try their very best!"

	Autumn	Spring	Summer
Topics	Students will complete 2/3 of the following activities: Netball, Badminton, Fitness, , Rugby, or Swimming	Students will complete 2/3 of the following activities: Fitness, Handball, Swimming, Badminton or Dance	Students will complete 2 of the following activities: Athletics, Rounders or Cricket
Assessment	2 x activity assessments covering skills, techniques, tactics and fitness	2 x activity assessments covering skills, techniques, tactics and fitness	2 x activity assessments covering skills, techniques, tactics and fitness

Prior learning	Students build on skills learnt in Year 7, developing greater depth of knowledge and adding more specialised techniques to help them perform to a higher ability.
Enrichment within the Curriculum	PE continues from Year 7 to involve a range of cross curricular links for example Mathematical measurements in activities such as athletics, and scientific understanding of muscles. We also broaden student vocabulary with subject specific terminology that is encouraged during questions and answer sessions.
Extracurricular opportunities	A range of extra-curricular opportunities will be available every term, including those covered in lessons, and new activities, for example dodgeball and table tennis. Timetables will be regular updated and will be available in tutor rooms and online.
Links to personal development and citizenship	Students continue to work together in teams and take on leadership roles both in small and larger groups.
Preparing for the next stage of education	The Year 8 curriculum helps build on Year 7 foundations and add new activities to a student's repertoire as they begin to think about examination PE at KS4.

Ways to support your child's learning

- Encourage students to attend extra-curricular activities
- Encourage students to take part in sport outside of school
- Watch a variety of different sports either live or through the media
- Try a new sport/activity as a family to promote being active
- Encourage students to appreciate the importance of good fitness levels and support them in maintaining them (the Couch25k programme can be found online and is excellent in supporting this)
- Encourage students to read around the subject, this may be through fictional sport stories or autobiographies of famous sports stars



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>Prophets & Founders</u>		<u>Beliefs in action</u>		<u>Judaism & the Holocaust</u>	
	What is a prophet? Why are founders important? Study into the prophets and founders of the main world religions.		Introduction to peace & conflict An introduction to Martin Luther King's legacy Martin Luther King's vision Martin Luther King's Christian influences Who was Muhammed Ali?		Jewish religion/beliefs & practices Treatment of Jews in Nazi Germany Legacy of the Holocaust.	
Assessment	Key word retrieval starter tasks Checkpoint Assessment <u>1 Hour End of Unit Test (Prophets & Founders)</u>		Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph) <u>1 Hour End of Unit Test (Beliefs in Action)</u>		Key word retrieval starter tasks Checkpoint Assessment (Extended writing/PEE paragraph) <u>1 Hour End of Year Test (All topics studied)</u>	

Prior learning	Students will continue to develop knowledge and skills gained in Year 7. We will look deeper into topics which may have already been covered by students and continue to compare and contrast ideas and themes across a range of religions.
Enrichment within the Curriculum	Students will continue to apply their new skills to moral and ethical situations which exist in the world we live in as well as learning how to structure written answers in the most informative way. It is our hope to have a Holocaust survivor visit us in the summer term.
Extracurricular opportunities	Humanities Film Club - Humanities based films (including History, Geography, Ancient History and Philosophy, Religion & Ethics) are shown on the first Tuesday of each month in the Theatre from 3pm.
Links to personal development and citizenship	The study of Religious education gives students the opportunity to understand their British heritage, plurality of beliefs and explores customs and values. It also provides students with a means of textual study and philosophical thinking that, on face value may seem to contrast but in deeper study compares.
Preparing for the next stage of education	The Year 8 curriculum is designed to build upon those study areas that pupils covered in year 7. It provides them with new skills in analytics and critical thinking, that will not only benefit them as they continue into Year 8, but will also help them in other subjects.

Ways to support your child's learning

- Visits to local sites: Churches, temples, cathedrals
- Websites: BBC Bitesize (Buddhism, Christianity, Islam, Judaism, Quaker, Beliefs), Living Faiths (<https://global.oup.com/education/content/secondary/series/living-faiths/?region=uk>)
- Use resources available on WISE
- Books: CQP KS3 Religious Studies
- Access to TV documentaries, BBC, Discovery and History Channel



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Organisation Atomic structure Electricity		Bioenergetics Chemical changes Magnets Space		Ecology Interdependence Chemical analysis Pressure	
Assessment	AP1 assessment on all units covered this term. Check point assessment for each unit		AP2 assessment on all units covered this term. Check point assessment for each unit		AP3 assessment on all units covered this term. Check point assessment for each unit End of year assessment for all content covered this year	

Prior learning	Year 8 builds upon the Year 7 understanding of cells, ecology, interdependence, atomic structure, particles, energy, forces, space, chemical changes and waves.
Enrichment within the Curriculum	We have ensured that practicals are at the centre of our curriculum. Making real life links between science in lessons and the outside world.
Extracurricular opportunities	We have scientist of the month competition for all year groups. We will be running science trips throughout the year – details to be confirmed. Science club runs once a week for Year 7 and 8. National science week activities take place in lessons and at lunchtime.
Links to personal development and citizenship	Spiritual understanding – science is the study of nature and the curriculum aims to be about awe and wonder of the natural world. Social development – working together in groups to investigate science practically and understand the effects of science on society.
Preparing for the next stage of education	The topics studied in Year 7 and 8 are the foundations for GCSE Science, which prepares students to be able to follow careers in medicine, engineering, health care, sports science, computer science and the world of finance, to name but a few pathways available to scientists.

Ways to support your child's learning

- Watch Science documentaries on TV – such as those by David Attenborough and Brain Cox.
- Visit Science museums – Thinktank in Birmingham, Lapworth Museum at Birmingham University (free entry all year round) and Space centre in Leicester. Visit a zoo or safari park.
- Go to the library to take out some popular science books.
- Try googling and doing some 'simple experiments at home' – lots of videos of experiments to watch on youtube.
- Watch youtube channels such as mygcsescience, freesciencelessons, minutephysics, crashcourse in biology / chemistry / physics.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<u>Hola</u>		<u>Mis pasatiempos</u>		<u>Mi colegio</u>	
	Greetings, numbers, alphabet Personal identity: name/ age/ birthday Dates & months & birthdays School equipment and classroom instructions Ser/tener/llamarse Family members Colours + adjectives Describing self – Hair & eyes Describing self – character Ser/estar Describing 3 rd person		Developing sentence structures Developing use of present tense Talking about sports & hobbies Immediate future tense Conditional tense		Days of the week Telling the time-24hr clock School subjects Opinion structures Reasons/justifications Connectives Developing use of verbs in present tense Describing a school day comparisons	
Assessment	Big write *Speaking Listening & reading		Big write *Speaking Listening & reading		Big write *Speaking Listening & reading	

*students will have a minimum of 1 speaking assessment

Prior learning	Students will have language awareness skills from primary school, they will have developed the language learning skills: look-cover-say-check. The curriculum in year 8 will have an emphasis on language learning skills
Enrichment within the Curriculum	Cultural awareness activities take place throughout the year, including awareness of holidays in Spain. We will also complete a film study – Ferdinand.
Extracurricular opportunities	Language ambassadors Culture club Homework drop-ins House MFL competitions (Bake off etc)
Links to personal development and citizenship	Students will further develop cultural awareness through their study of Spanish. Links will also be made to citizenship topics of living within a 'global' community.
Preparing for the next stage of education	The language learning foundations of year 7 will under-pin further study of languages and develop skills of memory & recall.

Ways to support your child's learning

- Help with learning spellings/meanings of new words
- Mini revision cards to make flashcards
- Use on-line websites such as www.languagesonline.org.uk
- Use apps such as Duolingo / linguascope
- Change settings for a DVD into Spanish