

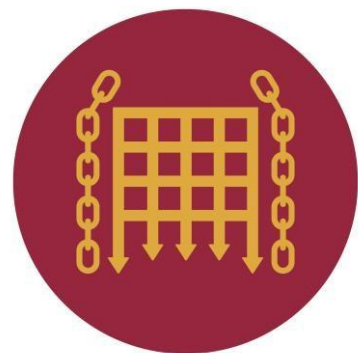
Year 8

Key Stage 3

Programme of Study

2025/2026

Parents' Guide



CARE
ASPIRE
INCLUDE

The
Romsey
School

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CARE ASPIRE INCLUDE

Assessment without levels

What is our rationale?

To have an assessment process that puts the learner first and enables teachers to have the opportunity to assess a pupil based on their professional judgement, ability, attainment and attitude to learning. By taking this holistic, four-dimensional view of a pupil, teachers, parents and pupils will be able to clearly say where a learner is now in their learning, where they will be going and how they will get there.

How a pupil's current attainment will be reported at The Romsey School

A pupil's current attainment to date, in relation to national, age related expectations, for a pupil in year 7, will be reported termly, to parents. It is perfectly reasonable for this reported descriptor to alter from term to term as pupils make more or less progress, taking into account that the work or topics covered during the Key Stage might be more or less complex for individual pupils to master within each subject area.

Our scale is described as follows:



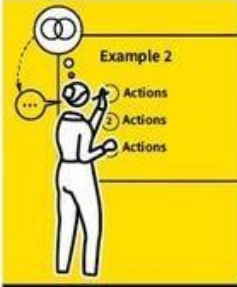


Descriptor, in relation to age related expectations	What this means for your child's attainment in that subject area	Current attainment suggests the pupil is on track to achieve new GCSE grades...
Working well above	Your child's attainment is at least a year and a half above national age related expectations in this subject	Grades 7, 8, 9
Working above	Your child's attainment is approximately a year above national age related expectations in this subject	Grade 6
Working at	Your child's attainment is in line with national age related expectations for this subject	Grades 4, 5
Working towards	Your child's attainment is approximately half a year below what children are expected to attain in this subject	Grades 2, 3
Beginning to work towards	Your child's attainment is at least a year below what children are expected to attain in this subject	Grade 1

This descriptor is for national age related expectations, at any given moment in time, for each subject. For example, if a pupil is working at age related expectations now and they continue to make expected progress in their learning they will remain in the category of 'working at' for their next report.

A pupil's current attainment takes into consideration their performance in their class work, in class assessments and in their home-learning. In the summer term parents will receive a report that indicates how much progress their child is making in each of their subjects.

The Romsey School Curriculum Intentions

Our lived experience of 'Compassionate Excellence' means that we aspire, care and include. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.

Compassionate Excellence					
Core Values	Aspire To inspire confidence, ambition and a desire to go further than others might think is possible.		Care To be able and willing to help, nurture and support both ourselves and each other.		Include To recognise our similarities and seek to appreciate our differences, leading to a feeling of belonging.
Core Knowledge, Skills & Experiences so that our students are:	Healthy Learn how we can respect and care for our physical and mental health, raise awareness of risk and build confidence and agency to ensure healthy and safe decisions.	Literate Include a specific focus on vocabulary development, reading (for meaning and enjoyment), speaking and writing.	Learners Enhance our students' ability to learn through: Collaboration, Self-Management, Creativity, Curiosity, Resilience, Empathy & Reflection.		Numerate Include a specific focus on transferable skills including basic arithmetic, graphical skills, estimations, sense of proportion and problem solving. Ensure our students understand financial competence.
	Knowledgeable & Deep Thinkers Provide opportunities for students to engage in deep and critical thinking, developing a mastery of knowledge & philosophical outlook for each subject.	Culturally Aware Include opportunities for all students to develop their spiritual, moral, social and cultural literacy. Include all in trips, concerts, galleries, plays, sports events & outdoor adventures.	Ethical Global Citizens Create a healthier and more peaceful world by engendering a respect for our planet's precarious future and a deep appreciation of the rich diversity people living on it, their rights & responsibilities.		Future Leaders Develop informed decision making by engaging in relevant & meaningful learning, and analysing some of the most complex issues of our times. As a result, influencing others positively.
Core Teaching through:	 <p>BEHAVIOUR & RELATIONSHIPS</p> <p>Establish classroom conditions essential for effective learning</p>	 <p>CURRICULUM PLANNING</p> <p>Create a coherent, well-sequenced knowledge-rich curriculum</p>	 <p>EXPLAINING & MODELLING</p> <p>Make sense of complex ideas to support students in building secure schema</p>	 <p>QUESTIONING & FEEDBACK</p> <p>Use responsive teaching methods to check students' understanding and move them forward</p>	 <p>PRACTICE & RETRIEVAL</p> <p>Build secure long-term memory and fluency</p>

Through the aims outlined above in the core values, knowledge, skills and experiences, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success. □ Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.

- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

2022-2023 Tutor Time Activities

Votes for schools:

Votes for Schools exists to help children and young people make informed decisions, develop a powerful voice and engage them in understanding the importance of democratic practice in everyday life. Pupils will have the chance to discuss and vote on a range of issues in the news with a new key question each week.

Tutors facilitate this by using a 15 minute PowerPoint presentation provided each week to discuss the topic with their tutor group and then by carrying out a hands-up vote on the key question and recording their votes online.

Five Steps To Well-Being At The Romsey School:

Evidence suggests there are five steps we can all take to improve our mental wellbeing:

- 1) **Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Walk or cycle to school. Find an activity that you enjoy and make it a part of your life. (Autumn 1)
- 2) **Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks. (Autumn 2)
- 3) **Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument or figure out how to fix your bike? (Spring 1)
- 4) **Be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges. (Spring 2)
- 5) **Connect** – connect with the people around you fact to fact; your family, friends, colleagues and neighbours. Spend time developing these relationships. (Summer 1)

We will be looking at each of these during tutor time and during assemblies over this academic year.

Art

The Year 8 Art and Design course provides a foundation of learning that equips students for key stage 4. The course therefore aims to:

- Broaden students experience and develop confidence in working with different media and processes- painting / drawing / print making/ pottery/ digital photography
- Develop student appreciation, confidence and understanding of a broad range of art genres, artist's techniques, ideas and approaches.
- Enthuse and excite students about the potential of their creative ideas and skills.
- Develop students understanding of their personal creative strengths and areas for improvement to support them in making good choices about the creative subjects and courses that are right for them.



Autumn Term	<p><u>Expressionist Portraits</u></p> <p>In this project students consider how other artists have portrayed themselves and others and using lighting, perspective, props, costumes etc to show character as well as appearance. They plan a photoshoot and take photographic self-portraits that convey their personalities as well as their appearance. Using their photos and the grid method students complete an accurate self-portrait drawing to paint. Before painting their drawn self-portraits, the students develop their painting skills, mixing and blending tones and colour with paint. They learn about colour theory- complementary, harmonious, warm and cold colours and how colour can convey mood. They explore the painting styles and techniques of Expressionist artists to develop ideas for their final painting.</p> <p>Mind Mapping Artist Analysis/ Digital Photography/ Portraits/ self Portraits/ Drawn copies with a grid/ Mixed tones and colours with paint/ colour Theory/ Expressionism/ Painting</p>
Spring Term	<p><u>Abstract Expressionism</u></p> <p>In this project students explore abstract art and how artists use line, pattern, shape, form and colour to create- mood/ atmosphere/ emotion/ sound. In responding to the work of abstract artist such as the Abstract Expressionists they explore how they can use line, pattern, shape, form and colour to explore their own emotions (tasting foods/ memories), and sound (listening to music). Students then learn about mono-printing techniques (using masks/stencils) and use their learnt techniques and ideas to create abstract mono-prints.</p> <p>Abstract Art / Experimentation /Line / Shapes / Colours/ Pattern/ Mark Making/ Printing Abstract Expressionism</p>

Aboriginal Coil pots

Students start this project exploring examples of Aboriginal Art making their own Aboriginal art 'Mash Up'. They do their analysis using the TOWER model. They consider why Aboriginal art looks the way it does- the colours, patterns, content and signs and symbols used by aboriginal artists. They learn how to how their own paint, traditional Aboriginal stories such as 'The Rainbow snake' before Using this understanding students consider a journey, place that is important to them and consider how to design their own piece of aboriginal art based on a journey that make or a place that is important them. They collect imagery to support their work and design motifs/ signs and symbols and use print making to communicate their ideas in an Aboriginal style. Students then build on their prior learning- using clay to learn how to build a clay coil pot. They consider how they can use their 2D Aboriginal art design to decorate their 3D clay pot.

Symbolism/ Non- Western art/ Making paint/ Representing journey/ stories places through art/ printing/ pattern/ texture/ colour/ clay/ coiling/ pottery/ 3D design

Assessing Art work in Year 8

To further prepare students for the GCSE Art and Design course, the art department uses the following 4 assessment objectives to assessment year 8 art work.

Assessment Objective	Descriptor
Artist Studies	Development of your ideas understanding of other artist's work
Observe and record	Recording Observations usually by drawing, taking photographs, labelling your work.
Develop and Refine	Refinement of skills and ideas through experimentation
Create	Present a personal response - this is usually the final piece

Drama

What skills are Drama students marked on?

Performance: Scripted

- Communicating meaning and intention through performance
- artistic intension, communicating meaning, mood and atmosphere
- Performing skills: characterisation, rapport with other members, vocal and physical technique

Performance: Devised drama

- contribution to the devised performance,
- artistic reflection of the stimulus,
- communication of meaning

Analysis and evaluation

- Analysis and evaluation during the devising process with amendments reflecting the decisions made.
- justifications of the changes made during development
- Analysis of how their own work will create meaning, communicated to the audience.
- evaluation of their final performance
- Analysis of how to improve for future performances.

Assessment in Drama

Where new ideas or skills are being introduced, teachers will model the work expected from the students, this may be through worked examples, student exemplars or demonstrations. Students will then be given the time to practise the skills

Questioning will include students with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students where appropriate.

Teacher led oral feedback – performance/skill related:

- Differentiated questioning both as a whole class and in individual group work environment
- 1:1 feedback in front of whole class – highlighting targets which could apply to all/sharing successes/modelling exceptional standards
- Group feedback in front of whole class - highlighting targets which could apply to all/sharing successes/modelling exceptional standards. Development targets that apply to all.
- Whole class feedback – for example a target that applies to all
- Individualised group feedback (teacher rotating) – during working/devising/exploration time
- 1:1 feedback within working/devising/exploration time
- Video footage (Google classroom), pupils work from the class or peers across the school)
- Discussion as a class or individual groups/pairs
- Written feedback from the teacher **Pupil oral feedback**
- Pupil questioning (of each other) to secure understanding and knowledge (skill – hot seating)
- Criteria referring to assessment objectives and support dialogue between pupils highlighting success, giving feedback and targets
- Peer feedback within groups during practical exploration sessions □ Peer feedback within group work discussions
- Peer feedback during whole class discussions ‘forum theatre’
- Pupils offering feedback in response to video footage
- Self- assessment following a performance with the pupil setting their own targets
- Written feedback through analysis and evaluation

*paramount that pupils have further exploration time following a performance/assessment to reflect and implement any feedback given

Our Drama Assessment will:

- be challenging for all
- be formative and move students forwards in their learning
- have clear success criteria from effective learning goals □ be literacy transparent

Year 8 Three Lessons per 2 weeks

Welcome back – Reflection

Collaboration

Team building/group work

Rules and expectations

1.Characterisation

Characterisation is the concept of creating characters for a narrative. It is a literary element and may be employed in dramatic works of art or everyday conversation. Characters may be presented by means of description, through their actions, speech, thoughts and interactions with other characters.

2.Physical Theatre- devising and script

Physical theatre is a form of performance in which movement and physicality of the body has a predominant part in the narrative of a piece. This type of **theatre** often has close links with contemporary dance, Comedia dell'arte and mime.

3.Big Brother – Devising

A scheme based on Big Brother and reality television.

Create, develop and sustain credible characters using a range of drama techniques, such as role on the wall, hot seating and role play. Act and react effectively to what is happening on stage in role. effectively use a range of drama techniques to explore situations, settings and characters, such as body as a prop, forum theatre, hot seating. Create and build an argument effectively using dialogue to build tension and atmosphere.

Effectively evaluate each others drama referring to specific drama criteria and using drama vocabulary effectively.

4. Auschwitz

This unit explores the Auschwitz and the issues that surround it. They will be introduced to a variety of stimuli including images, music and a DVD clip of Anne Frank's Diary to inspire and devise a sensitive piece of drama. The pupils will use a variety of explorative techniques including tableau, though tracking, hot seating and cross cutting.

5. 'Teachers' John Godber

It is a play within a play in which three students put on a performance to their teachers. Everything in the play is reduced to the bare essentials, with very little set and the three actors playing twenty other parts

6. Murder Mystery/Cluedo

Exploring the genre of murder mystery using the Cluedo characters and settings as a stimulus, Focusing on the techniques to build a story that actively engages readers in solving the mystery (or in trying to piece together the narrative threads), a strong hook, active reader involvement in piecing together information, red herrings, Suspenseful dialogue, effective, descriptive mood and language, well-structured chapters.

5. Mask, Movement and mime

Working in silence, or with few sounds or words, to show activities - eg painting a wall, opening a door./ Working with dialogue, but miming any props or set - eg looking in a mirror, perhaps facing the audience, to put on make-up while speaking to another character

7. Stop the Traffic

One million to... STOP THE TRAFFIK tells true stories of people who are trafficked. Sunni and Whinney just 6 and 8 years old were sold by their parents and their story inspired the formation of STOP THE TRAFFIK. One Million to... STOP THE TRAFFIK goes on to tell the incredible true story of their determined quest to get 1,000,000 signatures to enable them to go to the United Nations and call on governments to fight human trafficking.

Skills based learning based on 7 strands of learning:

Vocal Skills		Diction, Voice, Pitch, Pace, Tone, Volume, Pause, Accent
Physical Skills		Movement, Posture, Gait, Body language, Facial expression, Mime
Strategies	An explorative strategy is a technique to explore and deepen understanding of the drama you create.	Still image, Role Play, Cross-cut, Thought Track, Mark the Moment, Monologue, Soliloquy
Elements	These are the ingredients that give work its shape and character.	Plot, Narrative, Characters, Action, Content Climax, Anti-Climax, Contrast, Cross-cutting Characterisation, Hot-seat
Form	Is the method you selected to tell the story and explore themes when presenting work.	Mime/mute, Choral work, Physical theatre Musical theatre, Farce, Satire, Commedia dell'arte, Dance
Dramatic conventions	A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it.	Slow motion, Narration, Use of an 'aside', Breaking into song (as in Musical theatre), Using a chorus to comment upon the action, Splitting the stage, Using placards (signs) to give additional information to the audience, Split role or multi-role Music to underscore the drama, Symbols, Unison

Genre	Genre is the term for any category of literature or other forms of art or entertainment. Often, works fit into multiple genres by way of borrowing and recombining these conventions.	Absurdist/surreal, Action, Adventure, Comedy, Crime, Drama, Fantasy, Historical, Historical fiction, Horror, Magical realism, Mystery, Political, Romance, Saga, Satire Science fiction, Social, Thriller
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English

The English curriculum in Year 8 continues to build on skills developed in Year 7. We cover a range of different forms of writing including fiction, non-fiction, drama and poetry, as well as continuing to place and emphasis on the importance of oracy and confidence in spoken language. The assessments we set build towards the style of GCSE examinations. The year comprises:

Autumn Term	<ul style="list-style-type: none"> □ Descriptive writing - this unit moves further towards GCSE, using pictures as prompts for a descriptive response. □ Pre 20th Century Gothic short stories – the short stories of Edgar Allen Poe, H. G. Wells and W. W. Jacobs are studied. An essay style response based on an extract from the story is set at the end of the novel study. □ Novel study - all students study a prose fiction text which is selected by the class teacher according to the preferences and ability of the class. Options include: <i>A Christmas Carol</i>, <i>Coraline</i> and <i>The Graveyard Book</i>. This unit culminates in an extract-based essay assessment.
Spring Term	<ul style="list-style-type: none"> □ Viewpoints and Perspectives – this unit allows us to explore how writers use language for different purposes: to persuade, advise, inform and explain, by studying a range of non-fiction texts and culminates in a piece of writing arguing your viewpoint. □ Poetry from Different Cultures – an exploration of the poetry of writers from different cultural backgrounds and how this affects their sense of identity. Students write their first comparative essay in this unit of work.
Summer Term	<ul style="list-style-type: none"> □ In the Mind of a Murderer – this unit explores some of Shakespeare’s finest villains and asks pupils to evaluate who was the most villainous: Richard III, Macbeth or Iago? The assessment is a discussion-based task, which sees pupils argue their perspective and aims to build confidence in spoken language in a discursive environment. □ Exam preparation – prepares students for their end of year exam and covers technical accuracy in writing, analysis of an extract and creative writing. □ Spoken Language – students work independently or in pairs, choosing a topic that interests them in order to prepare a formal spoken presentation.

Sparx – Year 8 are set weekly reading home learnings based on a text they read online which is tailored to their ability. Questions are then formulated based on the reading undertaken and the results are sent to their teachers.

Learning Support Department

Additional Literacy Support

A limited number of pupils who join the school, and are working at well below National expectations in Reading and/or Writing, will be selected and withdrawn from Modern Foreign Languages for additional literacy support.

In Year 8 (only English and Maths) these pupils have five taught English and Maths sessions per cycle. These are taught by specialist teachers. In Maths pupils focus on topics to help them grasp the higher levels of the maths GCSE. This includes focus on numeracy, financial literacy, financial capacity, using mathematical equipment and developing their understanding of mathematics in a real life context. In Year 8 English pupils focus on reading, writing, spelling and memory skills, comprehension, planning for writing extended pieces of writing, Writing of poetry.

Progress is monitored three times a year, and parents can expect to be kept informed on their child's attitude level in the school's termly reports. In addition, these pupils will join our Accelerated Reading programme, which encourages independence in reading books from the school library as well as increasing reading ages.

French

Autumn Term

Ma famille- relatives, regular –er verbs
Au boulot – jobs, masculine and feminine jobs J’habite
-Talking about where people live, depuis
Le temps – weather, the connectives quand and si
Une journée – describing a typical day, -ir and –re verbs plus irregular verbs
Le weekend dernier –last weekend,perfect tense with ‘avoir’
Hier Soir – talking about yesterday evening

Spring Term

On a regardé la télé – TV programmes that you have watched,opinions with c’était
Tu es sorti(e) samedi? – Talking about where you went, perfect tense with être Mon weekend-Talking about events in the past
Tu veux sortir? – Making and reacting to invitations, using the verb ‘vouloir’
Désolé mais... - making excuses,verbs ‘pouvoir’ and ‘devoir’
Les vêtements – talking about clothes,adjectival agreement
Faire les magasins – shops and shopping, using comparative adjectives
La cité de l’Europe – understanding longer texts

Summer Term

Bon appétit! – Talking about food. The definite article after aimer and préférer
Les repas français – talking about French meals, the partitive article
On prépare une fête – preparing for a party, using il faut+infinitive
Au marché – shopping for food, using de + quantities
Au restaurant – eating at a restaurant
Les pays – talking about countries and languages
On part- talking about holidays,using question words

Au centre de vacances – describing a holiday centre
La page des copians – talking about friends using notre/nos
L'argent de poche – talking about pocket money

The year 8 Exam requires pupils to answer comprehension questions based on pictorial clues and a text. They must also translate from French into English and from English into French. In addition there are questions which require specific grammatical knowledge.

Autumn Term

Coasts
Newly Emerging (NEE) cities

Spring Term

Tectonic Hazards
Urban Sustainability

Summer Term

Hot Deserts
Glaciation

Our two key types of assessment to assess pupil progress are issue evaluation and multiple question. Issue evaluation involves justifying a geographical argument using resources to support their view. While multiple question assessments look at a mixed of short and extended written responses and include multiple choice and resource stimulus questions.

History

Term 1	Term 2	Term 3
Black thematic history Slavery American Civil War Social Revolution French Revolution Napoleon East end riots Social Reform End slavery	Industrial Revolution Workhouse Empire Darwin - evolution Rise of Empires Rise of Nationalism Scramble for Africa	Titanic World War One

Pupils complete three major assessments throughout the year, one in each term. The topic of each assessment is disclosed to pupils in advance in order to aid preparation. Each assessment is based on history skills and lasts one hour. The assessments are completed during timetabled History lessons.

ICT and Computing

Year 8 pupils will build upon the knowledge and skills developed in Year 7. The units that are followed within the year are:

- Computer Systems
- Advanced Spreadsheet Skills
- Introduction to Python

Computer Systems looks into how a computer works. We look into multiple different components within a computer system, which include processors, hard drives, motherboards and many more, to gain an understanding of how they all work. By the end of the unit, pupils are able to identify the different components within the computer system and be able to explain their role within the system.

Advanced Spreadsheets takes the previous knowledge that was learnt in Year 7 and enhance it by using a number of different features. These include conditional formatting in cells, IF statements (including COUNTIF) and using hyperlinks.

Introduction to Python introduces pupil to the Python coding language. Python enables pupils to reinforce the skills they have learnt in Small Basic but in a different programming language. Pupils will investigate the similarities and differences between the languages and see how coding plays a massive part within a computer system.

The Library is available to pupils throughout the school day and after school until 4pm. It is staffed by a full-time Librarian. It has a wide range of resources to support the curriculum and for reading for pleasure. There are over 10,000 books, eight computers and a selection of magazines available. The library also subscribes to some E-resources, which are available either in school or from home on the website.

Some pupils in Years 7-9 will be following the Accelerated Reader programme, which is also run from the Library. Books on the scheme are available at all reading levels. The Romsey School is keen to encourage pupils to read widely. There is an excellent and up-to-date range of fiction titles available in the School Library which pupils may borrow. Some of these can also help pupils gain a greater understanding of a subject, such as History or Geography.

Recommended Reads for Year 8


The Maze Runner by James Dashner	Time Riders series by Alex Scarrow
Wonder by R J Palacio	The Adventures of Tarzan series by Andy Briggs
Keeper by Mal Peet	Gods and Warriors by Michelle Paver
Breathe by Cliff McNish	Outlaw by Stephen Davies
The Graveyard Book by Neil Gaiman	S.T.O.R.M. series by E L Young
The Inheritance Cycle by Christopher Paolini	Breadwinner Collection by Deborah Ellis
His Dark Materials trilogy by Philip Pullman	Kite Spirit by Sita Brahmachari
The Septimus Heap books by Angie Sage	Jimmy Coates series by Joe Craig
A Little Piece of Ground by Elizabeth Laird	Chomp! by Carl Hiaasen
Knife, Arrow & Rebel by R J Anderson	Theodore Boone series by John Grisham
The Mortal Engines series by Philip Reeve	The Power of Five series by Anthony Horowitz
Skullduggery Pleasant series by Derek Landy	The Falconer's Knot by Mary Hoffman
Missing Abby by Lee Weatherly	The Boy in the Striped Pyjamas by John Boyne
Out of the Shadows by Jason Wallace	The Witching Hour by Elizabeth Laird
Titanic 2020 series by Colin Bateman	Chinese Cinderella by Adeline Yen Mah
My Sister Lives on the Mantelpiece by Annabel Pitcher	Itch series by Simon Mayo
Burn Mark by Laura Powell	Ruby Tanya by Robert Swindells
The Bride's Farewell by Meg Rosoff	Ways to Live Forever by Sally Nicholls
Ellen's People by Dennis Hamley	Remembrance by Theresa Breslin
	Half Brother by Kenneth Oppel
	Counting by 7s by Holly Goldberg Sloan
	Lockwood & Co by Jonathan Stroud

Year 8 follow the curriculum outline, as shown below. The exact level of the content covered will be dependent on setting and ability. However, we endeavour to ensure that all pupils are appropriately challenged and supported, in order to maximise learning, enjoyment, and potential.

Year 8 complete three internal exams over the course of the year. Provision will be made in liaison with the Learning Support Department for prior agreed exam concessions wherever possible. All exams will take place in the normal classroom environment.

To challenge the most able pupils within mathematics pupils are prepared to compete at a national level in the UKMT challenges in which a vast number of students receive either the gold, silver or bronze award in the junior challenge, which is aimed at years 7 and 8. We regularly see students progress into the next phase of the completion. These students receive additional awards for their merit. Additional online support can be found on SPARX Maths Website.

Week	Year 8
1	Topic 1 - Number
2	
3	
4	Topic 2 - Time and Conversion Graphs
5	
6	Topic 3 - Angles
7	
8	Topic 4 - Statistics
October HALF - TERM	
1	Topic 4 - Statistics
2	Revision & Year 8 Key Assessment 1
3	Topic 5 - Algebra: Brackets
4	
5	Topic 6 - Ratio
6	
7	Problem solving and mathematical reasoning
CHRISTMAS	
1	Topic 7 - Perimeter and Area
2	
3	Topic 8 - Percentages & Fractions
4	
5	Topic 9 - Probability
6	
February HALF - TERM	
1	Revision & Year 8 Key Assessment 2
2	Topic 10 - Negative numbers
3	
4	Topic 11 - Statistics 2
5	
6	Topic 12 - Transformations
EASTER	
1	Topic 12 - Transformations
2	Topic 13 - Straight Line Graphs
3	
4	Topic 14 - Converting Metric Units Module
5	
May HALF - TERM	
1	Topic 15 - Algebra 2
2	Revision & Year 8 Key Assessment 3
3	Topic 16 - Volume and Polyhedra
4	
5	Functional Maths and Problem solving tasks
6	
7	



Music is everywhere! It's on TV, radio, cinema and the internet. We sing during celebrations and festivals, for pleasure or to help us work – our human nature is to listen to and create music!

The aim of the Music curriculum to challenge and inspire students to look at the world musically, to develop a love of music and give students opportunities to develop skills for life. In addition to nurturing our students' musical development, we seek to increase their self-confidence, creativity, sense of achievement and sense of wellbeing. We want students to share our passion for Music!

Year 8 Topics

All of the topics in Year 8 are linked to one main theme: AFRICA TO AMERICA. Over the course of this year students will study the development of African-American traditions of popular music from their birth in Africa to the street music of New York.

AFRICAN SINGING – developing djembe performances and African singing.

BLUES & JAZZ – students begin by exploring early blues and then jazz. Singing, 12 bar blues and jazz improvisation are at the centre of our studies in this term. Performance opportunities include the annual Music Festival and Cabaret Café

SOUL & HIP HOP – this term students study the development of the Civil Rights Movement and the music that led to equal rights in America. Students also study the sounds of New York as they compose a piece of Hip Hop music.



PE

Autumn Term

Boys Games – rugby games kit required. This includes the maroon rugby shirt, black shorts and the maroon socks. Pupils are likely to get muddy and so a plastic bag for dirty kit and a towel are recommended (gum shields highly advisable and studded footwear is compulsory).

Girls Games- netball and football (shin pads compulsory). For all games activities the girls are allowed to wear a black tracksuit over the top of the correct PE kit to keep warm. Suitable athletic trainers that support the ankle are required for these sports.

PE – badminton, gymnastics. All pupils are required to wear their indoor PE kit. This is the white t-shirt and correct shorts. They are to change into white socks and again suitable trainers that offer the ankle support.

Spring Term

Pupils should now know the correct kit for the activity but must ensure they have the correct safety equipment to fully participate.

Games – basketball and hockey (shin pads compulsory, gum shields highly advisable)
PE – Olympic legacy and health related exercise

Summer Term

For the summer term activities, pupils are to wear their white t-shirts to both lessons of the week. They always require suitable athletic trainers that are designed for sport.

Games – cricket, tennis, volleyball and rounders
PE - Athletics

Personal, Social and Health Education (PSHE)

Year 8

Personal, Social, Health and Economic education (PSHE) is taught once per fortnight in Year 8. PSHE is taught by a small team of experienced staff, using an enquiry based approach that challenges pupils to think independently and critically about personal and social issues in order to reach their own conclusions.

In PSHE, we aim to:

- Enable students to develop the knowledge and skills that they need to be happy, healthy, safe and prepared for life in modern Britain
- Give students the confidence to ask questions about the world around them
- Develop oracy skills and encourage students to become confident speakers
- Support students social, cultural, spiritual and moral development and promote fundamental British Values

Students' learning in PSHE follows the same three themes every year. Each year, students will progress in their knowledge of key concepts linked to these themes. The curriculum outline for Year 8 is below.

My Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> Effective communication and teamwork <input type="checkbox"/> Identifying 'fake news' <input type="checkbox"/> Success in public speaking <input type="checkbox"/> Giving presentations as a group <input type="checkbox"/> Boundaries and consent in relationships
Health and Wellbeing	<ul style="list-style-type: none"> <input type="checkbox"/> The changing adolescent brain <input type="checkbox"/> Impact of screen time on wellbeing <input type="checkbox"/> Managing stress in a positive way <input type="checkbox"/> When to seek help for mental wellbeing <input type="checkbox"/> Emergency first aid and CPR <input type="checkbox"/> General first aid (including burns, bleeding, use of epi-pens, diabetes, stroke and choking)
The World Around Me	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding illegal drugs <input type="checkbox"/> County lines <input type="checkbox"/> Impact of UK drug trade on the rest of the world <input type="checkbox"/> Acting safely and legally around alcohol <input type="checkbox"/> Impact of dependency and addiction

Religious Education

The focus of KS3 RE is to explore what it means to be a citizen in society; as part of this pupils have an introduction to the key religious beliefs that are present in Britain today. We aim for pupils to think for themselves and to develop a set of skills, which enables them to question the world around them in order to gain a deeper understanding. The curriculum is designed to foster critical thinking, empathy, and respect for diverse perspectives.

Autumn – Humanism + Islam:

In the autumn term, Year 8 students will start by looking at the non-religious worldview, Humanism. They will consider where morality comes from without a God or a Holy Text to follow, and look at their overriding principle that people should be good even when no one is watching. Students will then look at Islam and learn the key beliefs and practices within the religion, and consider what it is like to be part of the Muslim community.

Spring – Christianity:

Students will look at what it means to live life as a Christian, what it means to belong to Christianity, and why the story of Jesus' life is so significant to Christians.

Summer – Hinduism OR Buddhism:

Students will do an in-depth study of either Hinduism or Buddhism, learning about the key beliefs and practices within the religion.

Pupil progress will be assessed each lesson in a variety of ways, and there will be assessments throughout the academic year. In the lead up for each assessment, students will be given the tools and knowledge they need to prepare for the assessment, and afterwards will be given in-depth feedback and the opportunity to improve their work.

Science

Autumn Term

Topics – Animal reproduction; Space; Dalton model and Metals

Spring term

Topics – Digestion; Aerobic respiration; Light and Animal sound

Summer Term

Topics – Unicellular and multicellular; Burning fuels; Temperature changes and Rocks

Assessment of a pupil's scientific ability and progress occurs via a combination of the following processes:

1. Assessing pupil progress through scientific enquiry, classwork, home learning tasks, minitests and mini-homeworks goes on throughout the year within topics.

2. Written science topic assessments occur in November, March and June.

Technology

Food Technology

Emphasis is again on healthy eating with a focus on seasonality. Additional cookery skills will be taught building on knowledge gained during year 7. Pupils will be learning how to adapt recipes to suit special dietary needs and will cook and bake specific recipes for those on a budget.

Dishes made will include: crumble, risotto, frittata, bake well tarts, chilli con carne and bread products.

Product Design – Timbers

Design and make a decorative mirror using a range of materials. Emphasis on computer aided design & manufacture. Processes to include cutting, shaping and laminating wood, fabrication using screws and glue and finishing using CAD.

Design and make an acrylic illuminous product using a range of materials and fabrication methods. Emphasis on accurate marking out, cutting and assembly is necessary to ensure a high quality finish. Computer Aided Design is also an important element in the production of this product.

Product Design – Papers and Boards

Pupils will build on their understanding of branding and marketing. They will choose an existing logo and redesign it, using Computer Aided Design software. Pupils will learn how to turn a 3-dimensional drawing into a 2-dimensional net and create a suitable packaging. They will have the opportunity to use a range of materials and equipment in the design studio and workshop.