

Subject: Art	Subject Leader: Mr Cross	Year: 8
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Main knowledge / skills / understanding developed in this course:
Pupils will work with a wide variety of art and design media, developing a range of appropriate skills and techniques, whilst learning about safe practices. This is enhanced by the rotation of groups, meaning pupils work with different teachers and disciplines within art and design throughout the year, so that by the end of KS3 they will have sampled Textiles, Graphics and General Art & Design. A sketchbook is provided and is central to all projects at KS3, creating a bridge between homework and schoolwork, becoming a personal record of ideas and understanding. They will gain experience of both individual and collaborative approaches to working, with an emphasis on observation, research, experimentation and imagination, in the pursuit of original and exciting outcomes.
Changing at the end of every second or third term (timetable dependent), pupils work in each of the disciplines, but not necessarily in the order below:

Key Areas of Study: Man-made Forms

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>TEXTILES</u></p> <p>As a starting point pupils look at the work of artists who use the manmade environment to inspire their work. Interpreting these images allow pupils to experiment with different ways of presenting research.</p> <p>They learn the skills involved in drawing manmade forms and structures, and then use this work, together with their research, to inspire design for a block print.</p> <p>Introducing colour theory at this point enables pupils to add analogous or tonal elements to their prints.</p> <p>Taught how to create a net, these prints are made up into a 3D form. Various embroidery techniques are explored, which then enables them to embellish their final piece.</p>		<p><u>GENERAL ART</u></p> <p>Man-made forms and structures, both real and virtual, are observed and analysed, then used to inspire creative and imaginative individual and/or group responses.</p> <p>Drawing, painting, printing and 3D making skills are further developed from the year 7 course, with relevant art and artist’s work being studied.</p> <p>Tone, colour and some more technical aspects of drawing and painting are explored.</p>		<p><u>GRAPHICS</u></p> <p>Pupils develop their understanding and expression of the theme ‘man-made’ using skills and techniques in software and in sketchbooks. They are taught to process and develop ideas through research and experimentation with symbols of past and present. They then use predominantly Serif Draw software to advertise a local attraction inspired by surrealist techniques. This leads on to forming a key frame animation as well as develop photomontage techniques inspired by artists such as David Hockney.</p>	

- Assessment Tasks:**
- Continual assessment is used to measure progress and to refine/update targets.
 - Peer and self-assessment activities are regularly used in lessons to help pupils reflect on their work and share good practice.
 - Marking for improvement creates a more specific dialogue between teacher and pupil to promote development.

- Home activities that will help support college work:**
- Develop drawing skills to study effect of distance / perspective- for example drawing a street scene.
 - Study architecture- for example whole buildings or features.
 - Make observational studies of man-made forms- for example a tool drawn using tone and detail.
 - Make close up studies of man-made forms using enlargement- for example a small object such as a key drawn to fill a whole page.
 - Art specific research activities.
 - Designing based on artists studied.

Subject: Drama	Subject Leader: Miss Hardy	Year: 8
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Main knowledge / skills / understanding developed in this course:
 Understanding of key drama terms that relate to the Arts Council Levels, as well as KS4 preparation. Skills are learnt to develop confidence and to apply to other areas of the curriculum and in everyday life.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Radio Plays - To be able to use pitch, pace, volume and pause effectively. • To create a radio play, having understood conventions. 	<ul style="list-style-type: none"> • Pantomime - To understand a brief history of pantomime and to be able to perform a scene with the correct style. 	<ul style="list-style-type: none"> • To use real experience to create an improvisation. • To create a character by exploring motivation. • To use emotion to form a character. 	<ul style="list-style-type: none"> • Macbeth - To look at the Witches and create a modernised portrayal. 	<ul style="list-style-type: none"> • Fairy tales - To look at traditional tales and how they have been adapted and dramatised. • Stereotypical characters examined. 	<ul style="list-style-type: none"> • To modernise a fairy tale and to create a piece that uses fairy tale stereotypes.

Assessment Tasks:

- Continual assessment is used to measure progress and to refine/update targets.
- Full termly assessment based upon the topic or topics of the term.

Home activities that will help support college work:

- Research and learning lines. Rehearsal planning and rehearsals.

Subject: English			Subject Leader: Mrs Hardy		Year: 8
Main knowledge / skills / understanding developed in this course:					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Non-Fiction - Titanic / Travel Writing</p> <p>Pupils learn to extract and interpret information from non-fiction texts. They analyse features of non-fiction writing. They use facts (information retrieval) to support imaginative writing. Examine different examples of travel writing. They analyse and create persuasive texts. Newspaper articles, descriptive writing and speaking tasks are undertaken.</p>	<p>Gothic Horror - Dracula & Frankenstein</p> <p>Pupils will explore the conventions of the Gothic horror genre. They study extracts from the novel 'Dracula' by Bram Stoker. They gain an understanding of the language choices made by Bram Stoker. They identify the literary features (quotation retrieval) within the writing of Gothic horror stories. A play script is read.</p> <p>Play Reading</p> <p>'The Demon Headmaster' 'Valley of Fear'</p>	<p>Author Study - Fiction</p> <p>Pupils will study a whole text and extracts from other books by one author. They will explore the ways by which a writer engages their readers. They will enjoy and appreciate a complete text. They discuss outcomes and characters. They develop a personal writing viewpoint. They explore the writer's intention.</p>	<p>Author Study - Poetry</p> <p>Pupils will study a selection of poems by one poet. The 'Romantics' are the focus of study in Year 8. They consider the emotional and social implications of their chosen poems, identifying key features of the poetry. They explore the reasons for the choice of form and style, and start to develop alternative interpretations of the language used. They appreciate the poet's viewpoint and take part in discussions about 'meaning'.</p>	<p>Shakespeare - 'Much Ado About Nothing'</p> <p>Pupils read the whole play and develop a deeper understanding of Shakespeare's use of language. They consider their choices of effective quotations and improve their understanding of the effect of a writer's choice of language. They gain a sense of the English literary heritage demonstrate an understanding of the conventions of written language.</p>	<p>Theme Park Project</p> <p>Pupils invent, design and market their own theme park. Through the study of materials already available from existing attractions, they consider elements such as likely popularity, accessibility, targeted age range and availability of accommodation. They plan and create leaflets, websites, maps, advertisements, menus, hotels and their park.</p>

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>AF W3/W4 - Write an essay discussing the reasons why the Titanic sank. Use well linked sentences and paragraphs to create a powerful argument.</p> <p>AF W7 - Describe the experience of travelling on the Titanic as a first, second or third class passenger. Use a variety of adjectives and a range of vocabulary.</p> <p>AF W1 - Write a newspaper article based on the death of a famous passenger on the Titanic. Use effective, detailed sentences.</p>	<p>AF W6 - Write a description of a Gothic setting or a character, using varied sentences and a wide range of connectives.</p> <p>AF W2 - Plan and produce a Gothic scene using an appropriate style and suitable, imaginative language.</p> <p>AF R2 - Analyse a section of text, using well chosen quotations and commenting on the effect of the writer's choice of language.</p>	<p>AF R3/W1 - Write an imaginative piece, from the point of view of one of the characters.</p> <p>AF R5 - Analyse how language is used and explain, in detail, the effect of the writer's choice of words.</p> <p>AF W2/W5 - Write an article about the author you are studying, using an appropriate style.</p>	<p>AF W1 - Write a poem, recreating the style of your poet. Consider the reader and writer with accuracy.</p> <p>AF W4 - Write a comparative essay, crafting sentences and paragraphs to create impact on the reader.</p> <p>AF R6 - Write a diary entry by your poet, writing about the creation of one of your poems. Consider the background to the poem and the poet's viewpoint.</p>	<p>AF R7/R5 - Analyse an extract from your play, using effective quotations to fully answer the question.</p> <p>AF R6/W3 - Write an essay style response to a question, showing an understanding of character and writer's viewpoint.</p> <p>AF W5 - Write an imaginative account by someone involved in a production of the play and how they perceive their role.</p>	<p>AF W4 - Create a newspaper article which describes your theme park, using well crafted sentences and paragraphs to create impact on the reader.</p> <p>AF W1 - Use imaginative and ambitious vocabulary, together with persuasive features, to advertise the opening of your theme park.</p> <p>AF W7 - Write an account of a visit to the theme park using a variety of adjectives and a wide range of vocabulary.</p>

Assessment Tasks:

The above tasks will be 'SIR' assessed during the units. Other work, over the year, will be marked for improvement.

Home activities that will help support college work:

Home activities that will help support college work:

- Reading - both fiction and non-fiction.
- Discussions about topical issues.
- Writing letters, correctly set out, instead of texting.

Subject: Food Technology		Subject Leader: Mrs Surrage	Year: 8
<p>Main knowledge / skills / understanding developed in this course: Build on and develop skills learnt in Year 7. Further the understanding of healthy eating, its importance and how to implement it. The basics of nutrition; that food contains different nutrients, what they are and the importance of a balanced diet. Introduction to cost of food, sustainability, and environmental issues. Design Brief/Silver Award – Linked to the design and production of a pasta product that has been made healthier through choice of ingredients and/or cooking methods.</p>			
Key Areas of Study: Course is 18 weeks then pupils study Product Design for 18 weeks			
Term 1		Term 2	
<p>Unit 1 Healthy eating, nutrition & budgeting</p> <ul style="list-style-type: none"> • Introduction to the area of study – What is Healthy Eating, its importance and budgeting implications. • Pupils will undertake a range of practical sessions using recipes that promote healthy eating using healthier choice of ingredients. • They will learn to prepare more detailed recipes using suitable equipment, preparation techniques & applying heat in different ways. • Pupils continue to evaluate their work, identifying ways to improve/develop it. 		<p>Unit 1 plus unit 2 Silver Award design task</p> <ul style="list-style-type: none"> • Pupils will investigate whether healthy eating is expensive and if that is a constant throughout the year. They will look at family budgeting for food and how consumers are enticed to buy. Environmental issues are also explored. • Pupils will learn how to research in more depth their design task, and then use the information to design a suitable pasta product that applies the principles of nutrition & healthy eating to a given situation, and is suitable for the target group. • Pupils will demonstrate their confidence to develop creative products and ability to work with a range of ingredients and equipment. 	
Term 3			
<p>Silver Award design task - 4 weeks only</p> <ul style="list-style-type: none"> • Pupils will evaluate their work, including using sensory profiling, against the design criteria and produce a HACCP (Hazard Analysis Critical Control Point) chart to ensure a safe and quality product is produced. 			
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Work is marked formatively by peer/self-assessment using worksheets and by teacher assessment. All practical sessions are teacher assessed. • The design brief/Silver Award is graded as work is completed with the finished project assessed as a whole. • Targets discussed and recorded for future development. 			
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> • Encourage pupils to help prepare and cook meals at home, where appropriate. • Encouraging pupils to weigh out their own ingredients for practical sessions. When possible pupils to be involved with the purchasing of ingredients. • Interest in food and cooking related TV programmes & newspaper articles. • Discussion about food and health. • Helpful for parents to check homework set on 'Show my Homework'. 			

Subject: French	Subject Leader: Mrs Finlay	Year: 8
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Main knowledge / skills / understanding developed in this course:

- The ability to understand and respond to spoken French.
- The ability to communicate verbally in French.
- The ability to read and respond to written French.
- The ability to communicate in writing.
- Use of bilingual dictionary.
- Memorisation for the learning and retaining of vocabulary and structures.
- Teamwork.
- Independent Learning.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Phonics • Dictionary skills • Subject pronouns • The present tense of regular verbs • Present tense of irregular verbs • Possessive adjectives • The perfect tense 	<ul style="list-style-type: none"> • The imperfect tense • Revision of pets • House and home • Halloween (Food and drink) • Harry Potter (revision of past tenses) • Connectives • Adverbs and sentence building • French celebrations and customs 	<ul style="list-style-type: none"> • Revision of personal descriptions • Expressing opinions • Giving directions • Places in town • The superlative • Buying food and drink 	<ul style="list-style-type: none"> • Buying clothes • Comparatives • Colours patterns and materials • Revision of adjective agreements • French football • Prepositions • Revision of numbers • Revision of nationalities 	<ul style="list-style-type: none"> • Water in the third World • The solar system • Higher connectives • Revision of large numbers • Daily routine • Revision of the perfect tense • The future tense 	<ul style="list-style-type: none"> • Revision for end of year exams • End of year exams

Assessment Tasks:

- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
- Two formal assessments of the listening, reading and writing take place three times a year (Term 2 or 3 depending on the French set and Term 6).
- Grammar knowledge and understanding, translation and vocabulary are tested regularly.

Home activities that will help support college work:

- Bilingual dictionary French-English.
- Using 'Linguascope.com' to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
- Fostering a positive and inquisitive attitude towards French and French Speaking Countries.

Subject: Geography	Subject Leader: Miss Kent	Year: 8
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Main knowledge / skills / understanding developed in this course:
Pupils will deepen their understanding of both human and physical processes through a variety of place studies. Pupils will develop a greater awareness of different places around the world and in the United Kingdom. Geographical skills in map work and GIS (Geographic Information System) will also be broadened with a specific focus on how fluvial systems can be mapped. Pupils will learn to work both as an individual and cooperatively as part of a group.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Who wants to live forever? - Pupils will explore how population distribution and numbers have changed over time. Pupils will learn the reasons for these changes and consider future problems that could occur.</p> <p>Migration globally will be investigated, with a focus on the UK and Mexico.</p>	<p>A Watery World – Pupils will learn about river processes and how these lead to the formation of a number of river features, such as meanders and oxbow lakes.</p> <p>The issue of river flooding will also be explored through case studies for countries at differing levels of development.</p>	<p>Into Africa – Pupils will take an in-depth look at this diverse and dramatic continent; exploring tourism, culture, physical features and human processes of urbanisation and interdependence.</p> <p>Pupils will gain a deeper awareness of the many different countries that form this continent.</p>	<p>Paradise Lost? – This topic will explore Tourism both in the UK and a number of locations around the world. Pupils will investigate the impact of tourism on Thailand, Kenya, Antarctica and UK National Parks.</p> <p>Pupils will develop an understanding of the nature of tourism and how and why tourism has been changing.</p>	<p>Glaciation – The physical processes of glaciation will be learnt, in order to understand how features in post-glaciated locations in the UK were formed. The cause and location of glaciers will also be investigated.</p> <p>The impact on people’s lives in glaciated (New Zealand) and post-glaciated locations (UK); will be investigated in greater depth.</p>	<p>Revision & exams –all topics studied up until this point will be examined at the end of year and in class revision will take place at this time.</p> <p>Fantastic Places – Pupils will ‘travel’ to the bottom of the ocean to see how animals have adapted before designing their own deep sea diving vehicle.</p> <p>Pupils will take a creative look at the world through Google images; designing their own google art.</p>

Assessment Tasks:

- Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given when each piece of work is assessed.
- Each term at least one piece of levelled work will be completed. These vary from exam papers, essays, leaflets, posters and creative writing.
- End of year examination.

Home activities that will help support college work:

- Internet access for research homework would be beneficial, although not essential as there are ICT facilities available in school.
- Colouring pencils and glue for creative work. An up-to-date atlas or globe would also be helpful.

Subject: German	Subject Leader: Mrs Finlay	Year: 8
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken German.
 - The ability to communicate verbally in German.
 - The ability to read and respond to written German.
 - The ability to communicate in writing.
 - Use of bilingual dictionary.
 - Memorisation for the learning and retaining of vocabulary and structures.
 - Teamwork.
 - Independent Learning.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Phonics • Dictionary skills • Present tense of regular verbs • Present tense of irregular verbs • Sentence building • Revision of animals • House and home 	<ul style="list-style-type: none"> • Nationalities • Revision of personal description • Families and relationships • Time • Daily routine • Hobbies 	<ul style="list-style-type: none"> • The perfect tense • Talking about holidays • Means of transport • At the train station • At the lost property office 	<ul style="list-style-type: none"> • Buying clothes • Places in town • At the market • Prepositions • Giving directions • The imperative 	<ul style="list-style-type: none"> • Parts of the body • Keeping fit • Health complaints • At the doctor's • Food and drink • Opinions on food and drink • Comparatives • Superlatives 	<ul style="list-style-type: none"> • At the restaurant • Revision for end of year exams • End of year exams

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place three times a year (Term 2 or 3 depending on the German set and Term 6).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.

- Home activities that will help support college work:**
- Bilingual dictionary German-English
 - Using 'Linguascope.com' to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Ensuring that homework is completed regularly and to a high standard.
 - Fostering a positive and inquisitive attitude towards German and German Speaking Countries.

Subject: History		Subject Leader: Mr Davis		Year: 8	
Main knowledge / skills / understanding developed in this course: <ul style="list-style-type: none"> • Knowledge and understanding of people and events in past times. • Identifying, explaining and analysing causes and consequences. • Use, understand and evaluate sources from past times. • Use, understand and evaluate interpretations of past events. 					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • What was the Reformation? 	<ul style="list-style-type: none"> • What was the English Civil War all about? 	<ul style="list-style-type: none"> • What happened after the Restoration? Britain 1660-1745. 	<ul style="list-style-type: none"> • What was the Industrial Revolution and how did it change Britain? 	<ul style="list-style-type: none"> • What was the Slave Trade and how was it ended? Why did Britain have an Empire? 	<ul style="list-style-type: none"> • End of year exam followed by work on Who was Jack the Ripper?
Assessment Tasks: <ul style="list-style-type: none"> • Effort grades are awarded frequently. • Each term includes an assessed task that could be a factual recall test, a piece of extended writing, a source evaluation exercise or a project. 					
Home activities that will help support college work: <ul style="list-style-type: none"> • Access to a dictionary, reference books and the internet. • Watching historical films, dramas and documentaries. • Checking that pupils have completed homework tasks set so that what they have written makes sense and that points made are supported with clear arguments and historical evidence. 					

Main knowledge / skills / understanding developed in this course:
 Pupils in Year 8 follow a programme of study that helps develop further their capability, creativity and knowledge in computer science, digital media and information technology.

Key Areas of Study:

Term 1	Term 2	Terms 3 and 4	Term 5	Term 6
<p>Business Documentation and Graphics This scheme of work aims to introduce pupils to a range of different business documents. It also enables pupils to develop a brand for a company. The main learning objectives are:</p> <ul style="list-style-type: none"> • Understand the need for different business documents and where they are used. • Know how to plan and create business documents in MS Office programs, including integrating applications to create a mailmerge. • Be able to use basic graphics packages to create a company logo. <p>Pupils continue to build on their software skills using MS Word and the Serif Graphics suite.</p>	<p>Hardware, Communication and Networks This scheme of work introduces pupils to different computer hardware and networking devices. The main learning objectives are:</p> <ul style="list-style-type: none"> • Develop independent research skills. • Know that there are many different digital devices that work by processing and transferring data. • Know that data is inputted, processed and then outputted by digital devices and sometimes the output will be to another ICT system. • Be able to identify different devices in an ICT system and computer network. <p>Pupils continue to build on their software skills by creating an interactive presentation using MS PowerPoint and Visual Basic code to write custom macros for an interactive quiz.</p>	<p>Video Game Design and Development This scheme of work aims to build on pupils’ understanding of computer programming concepts using the visual programming language Scratch. The main learning objectives are to:</p> <ul style="list-style-type: none"> • Develop their understanding of sequencing, selection and repetition. • Use variables to store data in programs. • Develop strategies for solving problems, designing programs and communicating ideas. <p>Pupils develop their programming skills by creating video games such as Pacman and then plan and develop a Road Safety Game for a given audience.</p>	<p>Database Design and Development This scheme of work aims to develop pupils’ appreciation of the importance of data storage and their understanding of how it is stored, sorted and searched. The main learning objectives are to:</p> <ul style="list-style-type: none"> • Understand how data is stored, sorted and searched. • Know how to create database tables, forms and queries. • Understand the importance of data privacy and security. <p>Pupils continue to build on their software skills by creating a database in MS Access.</p>	<p>3D Modelling Using CAD (Computer Aided Design) This scheme of work aims to introduce pupils to the world of Computer Aided Design. The main learning objectives are to:</p> <ul style="list-style-type: none"> • Develop their understanding of CAD software and its uses in society. • Know how to design and develop 3D models that mimic the real world. • Develop pupils’ spatial and visual awareness. <p>Pupils will develop their skills whilst modelling some simple furniture and then create a more complex model of their own home using Google SketchUp.</p>

Assessment Tasks:
 Teachers will assess pupils’ work throughout the projects on a number of key competences. The pupils will complete self-assessments on their level of understanding and there will also be opportunities for peer assessment.

Home activities that will help support college work:

- **Term 1** Pupils can review different business documents at home - perhaps household bills, formal letters, business cards etc. - looking at the common elements of these documents, their contents and layouts.
- **Term 2** Pupils can identify different hardware devices used in their home network. They could identify which ISP (Internet Service Provider) is used, the speed of the connection, the cost, upgrade options and alternatives available.
- **Term 3-4** Pupils and parents can create an online Scratch account at <http://scratch.mit.edu/> and work on their programs at home.
- **Term 5** Discussion could include issues and concerns about data privacy. Reference could be made to all of the technology used in the home and the storage location for the data used e.g. iTunes, Sky, NetFlix, NHS, Utility Companies, etc.
- **Term 6** Google SketchUp is a free program that can be downloaded on the home computer. There are many tutorials online for the pupils to work through. Discussions regarding the perimeter of the house at home and the layout of the downstairs rooms will benefit their spatial awareness.

Subject: Mathematics	Subject Leader: Mr Rowing	Year: 8
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Main knowledge / skills / understanding developed in this course:

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Unit 1: Mileage Charts, Flow-Charts, Networks, Simple cases of Critical Path Analysis</p> <p>Unit 2: Factors, Primes, Product of Prime Factors, Index Notation, Highest Common Factor/Lowest Common Multiple, Squares and Square Roots</p> <p>Unit 3: Pythagoras' Theorem, Problems in Context</p> <p>Unit 4: Revision of four Operations with Whole Numbers and Decimals, Order of Operations, Rounding to Decimal Places and Significant Figures, Estimation, Calculator Input and Brackets</p>	<p>Unit 5: Frequency Tables, Averages from Frequency Tables</p> <p>Unit 6: Common 2-D/3-D Shapes, 2-D representation of 3-D Shapes, Plans and Elevations, Nets and Surface Areas of cubes, cuboids, prisms and pyramids</p> <p>Unit 7: Ratio, Simplifying Ratios, Direct Proportion, Division in a Ratio, Linear Conversion, Inverse Proportion</p> <p>Unit 8: Expansion of Single Brackets, Linear Equations, Factorising, Expansion of Double Brackets</p>	<p>Unit 9: Revision of Operations with Fractions, Fractions in Context, Fraction/Percentage Conversion, Finding Percentages, increase/decrease by a percentage, finding the percentage increase/decrease, Reverse Percentages</p> <p>Unit 10: Recap of Probability with one Event, Outcomes with 2 events, Sample Space Diagrams, Tree Diagrams, Using tree diagrams to solve probability problems</p> <p>Unit 11: Measuring Angles, Angle types, Parallel and Intersecting Lines,, Bearings, Scale drawings</p>	<p>Unit 12: Substitution into a formula, Revision of Linear Equations, Trial and Improvement methods for Non-linear Equations, Changing the Subject of a formula</p> <p>Unit 13: Money Problems, Time Recap, Problems involving both Money and Time, e.g. wages</p> <p>Unit 14: Recap of coordinates in all 4 quadrants, Plotting points on lines, Investigating and Using Equations of Straight Line Graphs, Gradient and intercepts, Scatter Graphs and Correlation</p>	<p>Unit 15: Recap of Angle Facts, Angle Properties of Polygons, Symmetry, Quadrilaterals and their Properties</p> <p>Unit 16: Intro to Circles, Circumference and Area of a Circle, Problems in context, Volume and Surface area of a cylinder</p> <p>Unit 17: Metric System of Length, Mass, Capacity, Metric and Imperial Conversions, Problems in context</p>	<p>Unit 18: Calculating average speed, distance, and time, Distance-time graphs, Other Compound Measures</p> <p>Unit 19: Enlargements, Similar Shapes, Area and Volume Ratios, Maps and Scale models</p> <p>Unit 20: Questionnaires, Design and criticising questions for suitability, Recap Data display techniques</p>

Assessment Tasks:

- Five end of term tests and summer exams.
- Weekly homework (1 or 2 pieces per week).

Home activities that will help support college work:

- Homework support where necessary.
- Mathematics Enhancement Programme (MEP) interactive material.
- "MyMaths.co.uk" website.

Subject: Music	Subject Leader: Mrs Graham	Year: 8
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Main knowledge / skills / understanding developed in this course:
 Pupils will develop their performing skills (both vocal and instrumental) so that they can perform confidently, musically, fluently and with accuracy and expression both individually and as a member of an ensemble. They will improvise and compose, extending and developing musical ideas from a range of starting points. They will use notation appropriately and accurately, both when composing and performing. When listening to music, and when performing and composing, they will learn to identify and use elements of music expressively, and will listen to a range of music with increasing discrimination.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Unit 1 - Chords</p> <p>Pupils will study how chords are formed, and how chord progressions are used. They will learn how to add chords to a melody to provide an accompaniment.</p>	<p>Unit 2 – Pictures At An Exhibition</p> <p>Pupils will explore how music can be inspired by art. They will compose a piece based on a picture of their choice, and study how Mussorgksy composed a suite of pieces based on the art works of a friend.</p>	<p>Unit 3 – All About That Bass</p> <p>Pupils will explore this often overlooked part of the band – the bass line. They will see how important it is in holding a group together, and look at different styles of bassline, including the ground bass, through performing.</p>	<p>Unit 4 – Variations</p> <p>Pupils will explore ways of extending an initial melodic idea through variations – a form of composition that has been used for hundreds of years. They will compose a set of variations on a given melody.</p>	<p>Unit 5 – Ragtime</p> <p>Pupils will learn about this early 20th century piano style, made famous by Scott Joplin, through performing and listening to pieces such as The Entertainer or Maple Leaf Rag.</p>	<p>Unit 6 – Individual Performing</p> <p>Pupils will have the opportunity to extend their performing skills by choosing a piece to focus on, working individually, or developing a part within an ensemble.</p>

Assessment Tasks:

- During lessons pupils will be given feedback by the teacher on how to improve their work.
- There will be opportunities for them to record their work in progress, so that they can listen between lessons to help them plan the next steps in their learning.
- At the end of each unit pupils will be assessed in at least 2 areas (performing, composing, listening and appraising).

Home activities that will help support college work:

- Practise on their instrument.
- Discussing music that you listen to, particularly if it is unfamiliar to the pupil.
- Identifying instruments, style, tempo, dynamics, etc. in music listened to.
- Experiencing live performances of music. Support with completing homework tasks.

Subject: Physical Education	Subject Leader: Mr Jones	Year: 8
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Main knowledge / skills / understanding developed in this course:
Pupils are taught the introduction of new sporting activities and the continuation of the activities taught in year 7.
Hockey = Dribbling / passing / shooting. **Rugby** = Tackling / rucking / line outs. **Basketball** = Shooting / dribbling / passing / lay ups / team offence and defence. **Gym** = Balancing / travelling / flight / pairs and trio balances. **Dance** = Basic body actions / choreographic devices. **Athletics** = Running / throwing techniques / jumping techniques / Introduction of run ups for throws. **Cricket** = Hitting techniques / throwing and receiving techniques specific to cricket.
Rounders = Hitting techniques / throwing and receiving techniques specific to rounders.

Key Areas of Study: Games / Gymnastics / Dance / Athletics / Striking & Fielding / Short Tennis

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>	<u>Double Lessons</u>
Set 1. Hockey	Set 1. Basketball	Set 1. Gym	Set 1. Rugby	Set 1. Athletics	Set 1. Cricket
Set 2. Rugby	Set 2. Hockey	Set 2. Basketball	Set 2. Gym	Set 2. Athletics	Set 2. Cricket
Set 3. Rugby	Set 3. Hockey	Set 3. Basketball	Set 3. Gym	Set 3. Athletics	Set 3. Cricket
Set 4. Netball	Set 4. Gym	Set 4. Hockey	Set 4. Dance	Set 4. Athletics	Set 4. Rounders
Set 5. Gym	Set 5. Netball	Set 5. Dance	Set 5. Hockey	Set 5. Athletics	Set 5. Rounders
<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>	<u>Single Lessons</u>
Group a) Orienteering	Group a) Hockey	Group a) Football	Group a) Football	Group a) Striking & Fielding	Group a) Short Tennis
Group b) Netball	Group b) Netball	Group b) Hockey	Group b) Orienteering	Group b) Short Tennis	Group b) Striking & Fielding
Group c) Football	Group c) Orienteering	Group c) Netball	Group c) Hockey	Group c) Striking & Fielding	Group c) Tennis

Assessments Tasks:
All pupils are assessed at the end of each sporting activity carried out in their double PE lessons. Single lessons are only taught once every two week cycle therefore assessments are not carried out. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments and 1 profile each year.

Home activities that will help support college work:
We strongly recommend every year 8 child attends at least one of our extra-curricular clubs of which there are approximately 20. As well as supporting the work carried out within curriculum time we also feel this helps the children to maintain a healthy level of physical activity.

Subject: Product Design		Subject Leader: Mr Gaines	Year: 8
Main knowledge / skills / understanding developed in this course: Further knowledge of materials and processes as well as more in depth designing and detailed graphics. Practical projects; push along toy and storage box.			
Key Areas of Study: Course is 18 weeks then pupils study Food Technology for 18 weeks			
Term 1	Term 2	Term 3	
Push along toy <ul style="list-style-type: none"> • Creating a customer profile. • Writing a design statement. • Collecting images of similar products and analysing them. • Producing a simple specification. • Sketching 3 ideas that meet the specification. • Developing the chosen idea. • Producing a simple orthographic drawing of the design with dimensions. • Investigating shapes that could be used for laser cutting. • Developing designs in 2d Design and exporting them to the shared documents folder as a DXF file. • Marking out the base to the design. • Cutting, shaping and finishing the base. • Mounting the wheels with screws. • Laser cutting the details and fixing to the toy. 		Storage box <ul style="list-style-type: none"> • Writing a design statement. • Producing a simple specification. • Collecting images of simple storage systems. • Producing a range of 3d sketches of possible designs. • Marking and cutting a simple lap joint. • Use pva adhesive and clamps to hold the box. • Personalise the box with engraving or decoupage. • Mark out cut and fit lid. • Single point perspective. • Two point perspective. • Inventor simple design work • Shading and rendering. 	
Assessment Tasks: <ul style="list-style-type: none"> • Push along toy • Storage box • Single point perspective • Two point perspective • Shading and rendering • Inventor software designs. 			
Home activities that will help support college work: <ul style="list-style-type: none"> • Use of sketching grid to reinforce Isometric and orthographic drawing. 			

Subject: Religious Studies	Subject Leader: Miss Gough	Year: 8
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Main knowledge / skills / understanding developed in this course:
 Skills used are investigation, analysis and evaluation. Literacy skills are also developed through written tasks undertaken in RS.
 We contribute to the social, moral, spiritual and cultural education of pupils in RS by studying the influence that religion has on people, cultures and personal beliefs. We also look at 'ultimate questions' which encourages children to philosophically engage with some of the greatest questions that we face.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>We begin year 8 by learning about the life of Jesus.</p> <p>We look at his early life, the baptism and temptations, miracles, the Sermon on the Mount and some of His key teachings.</p> <p>This links very closely into the GCSE course which pupils will take in year 9 and 10 at Claverham.</p>	<p>In the second term we look at the life of Muhammad.</p> <p>We learn about key events, such as the revelation, Muhammad's move from Mecca to Medina and the night journey. We also learn about the Quran and the Hadith.</p> <p>This links very closely into the GCSE course which pupils will take in year 9 and 10 at Claverham.</p>	<p>In term three we complete two short units of work on Guru Nanak and Siddhartha Gautama.</p> <p>We look at the life story of these two religious leaders and how their teachings influence the lives of Buddhists and Sikhs today.</p>	<p>In term four we learn about rites of passage.</p> <p>We look at similarities and differences between rites of passage in the six major world religions and how these contribute to a person's identity and feelings of belonging.</p> <p>Pupils work in groups to plan and share a presentation to their groups, in the past we have had some very inspirational presentations.</p>	<p>In term four we learn about religious festivals. This builds on and extends prior knowledge, in particular from the unit in year seven in which we learn about pilgrimage.</p> <p>Pupils will study a variety of festivals from the six major world religions.</p>	<p>In this term we take a philosophical look at some of the reasons why people do and do not believe in God. We look at the influence of upbringing, religious experience, the design argument, the causation argument, prayer and evil and suffering in the world today.</p> <p>This links very closely into the GCSE course which pupils will take in year 9 and 10 at Claverham.</p>

- Assessment Tasks:**
- Term one is assessed through an obituary levelled writing task and an in class test.
 - Term two is assessed through a levelled writing task and an in class test.
 - Term three is assessed through a levelled writing task on Siddhartha Gautama and an in class test.
 - Term four is assessed through a group presentation and an in class test.
 - Term five is assessed through a levelled writing task and an in class test.

- Home activities that will help support college work:**
- Watching or reading the news and discussing any religious items in the news will help extend thinking.
 - Reading books written by authors from other parts of the world may help children to understand the influence that religion can have on culture.
 - Any visit to major cities, or abroad, may include some of the experiences we will be discussing in lessons.

Subject: Science	Subject Leader: Mr Macdonald	Year: 8
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Main knowledge / skills / understanding developed in this course:
 KS3 science is an introduction to the essentials of science and covers all three major disciplines, Biology, Chemistry and Physics, equally. Pupils are introduced to key scientific ideas with the aim of engaging and enthusing them with the subject and providing a solid foundation for GCSE science and beyond. Emphasis is placed on the development and acquisition of the main scientific skills which are essential for successful practical scientific investigation.

Key Areas of Study: Units are covered on a rotational basis with classes to ensure all pupils have access to scientific equipment.

Units 1 and 2	Units 3 and 4	Units 5 and 6	Units 7 and 8	Units 9 and 10	Units 11 and 12
<p>Life Support and Keeping Healthy</p> <ul style="list-style-type: none"> • Aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life. • A word summary for aerobic respiration. • The process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration. • The differences between aerobic and anaerobic respiration in terms of the reactants. • The products formed and the implications for the organism. • The structure and functions of the gas exchange system in humans, including adaptations to function. 	<p>The Periodic Table and Inside Materials</p> <ul style="list-style-type: none"> • The varying physical and chemical properties of different elements. • The principles underpinning Mendeleev's Periodic Table. • The Periodic Table: periods and groups; metals and non-metals. • How patterns in reactions can be predicted with reference to the Periodic Table. • The properties of metals and non-metals. 	<p>Heating & Cooling and Light</p> <ul style="list-style-type: none"> • Heating and thermal equilibrium: • Temperature difference between two objects leading to energy transfer from the hotter to the cooler one. • Through contact (conduction) or radiation; such transfers tending to reduce the temperature difference. • Use of insulators. • The similarities and differences between light waves and waves in matter. • Light waves travelling through a vacuum; speed of light. • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface. 	<p>People & the Environment and Shaping Life</p> <ul style="list-style-type: none"> • The reactants in, and products of, photosynthesis, and a word summary for photosynthesis. • The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere. • The adaptations of leaves for photosynthesis. • The interdependence of organisms in an ecosystem, including food webs. 	<p>Metals and Rocks</p> <ul style="list-style-type: none"> • Chemical reactions as the rearrangement of atoms. • Representing chemical reactions using formulae and using equations. • Combustion, thermal decomposition, oxidation and displacement reactions. • Reactions of acids with metals to produce a salt plus hydrogen. • The Periodic Table: periods and groups; metals. • The properties of metals and non-metals. • The chemical properties of metals. • The order of metals and carbon in the reactivity series. • The use of carbon in obtaining metals from metal oxides. 	<p>Sound and Forces</p> <ul style="list-style-type: none"> • Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound. • Sound needs a medium to travel, the speed of sound in air, in water, in solids. • Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. • Auditory range of humans and animals. • Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. • Moment as the turning effect of a force. • Forces measured in Newtons, measurements of stretch or compression as force is changed.

Units 1 and 2	Units 3 and 4	Units 5 and 6	Units 7 and 8	Units 9 and 10	Units 11 and 12
<ul style="list-style-type: none"> • To explain the movement of gases, including simple measurements of lung volume. • The impact of exercise, asthma and smoking on the human gas exchange system. 		<ul style="list-style-type: none"> • Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light. • Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras. • Colours and the different frequencies of light, white light and prisms (qualitative only). • Differential colour effects in absorption and diffuse reflection. 	<ul style="list-style-type: none"> • How organisms affect, and are affected by, their environment, including the accumulation of toxic materials. • The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection. • Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction. • The importance of maintaining biodiversity and the use of gene banks to preserve hereditary material. 	<ul style="list-style-type: none"> • The rock cycle and the formation of igneous, sedimentary and metamorphic rocks. • Earth as a source of limited resources and the efficacy of Recycling. 	<ul style="list-style-type: none"> • Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only). • Change depending on direction of force and its size.

Assessment Tasks:

Pupils are assessed periodically throughout the year. A variety of tests are used that assess knowledge, understanding and the key scientific skills developed since the last assessment. As a result of these assessments pupils are expected to reflect on progress and develop strategies for future success. Pupils will sit an end of year exam that will cover material from the whole year. These assessments are important as they are used to inform decisions about the curriculum pathways pupils will follow during GCSE Science which begins for all pupils in year 9.

Home activities that will help support college work:

Access to the internet, relevant books, revision guides and scientific magazines.

Subject: Spanish	Subject Leader: Mrs Finlay	Year: 8
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- Main knowledge / skills / understanding developed in this course:**
- The ability to understand and respond to spoken Spanish.
 - The ability to communicate verbally in Spanish.
 - The ability to read and respond to written Spanish.
 - The ability to communicate in writing.
 - Use of bilingual dictionary.
 - Memorisation for the learning and retaining of vocabulary and structures.
 - Teamwork.
 - Independent Learning.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Phonics • Dictionary skills • Subject pronouns • Present tense of regular verbs • Common irregular verbs • Possessive adjectives • The preterit tense of regular and irregular verbs • The imperfect tense • Adverbs and sentence building 	<ul style="list-style-type: none"> • Revision of animals • House and home • Halloween food and drink • Harry Potter (revision of the past tenses) • Mexican custom • Christmas in Spanish Speaking Countries 	<ul style="list-style-type: none"> • Revision of personal descriptions • Expressing opinions and preferences • Giving directions • Places in town • Connectives • Comparatives and superlatives 	<ul style="list-style-type: none"> • Buying clothes • Revision of colours and patterns. • Describing clothes material • Revision of adjective agreements • Football in Spanish Speaking Countries 	<ul style="list-style-type: none"> • Water in the third world • The solar system • Higher connectives • Revision of large numbers • Daily routine • The future tense 	<ul style="list-style-type: none"> • Revision for end of year exams • End of year exams

- Assessment Tasks:**
- Pupils are continuously assessed in the four skill areas of listening, speaking, reading and writing.
 - Two formal assessments of the listening, reading and writing take place three times a year (Term 2 or 3 depending on the Spanish set and Term 6).
 - Grammar knowledge and understanding, translation and vocabulary are tested regularly.

- Home activities that will help support college work:**
- Bilingual dictionary Spanish-English.
 - Using 'Linguascope.com' to revise vocabulary regularly. Pupils are issued with the password and username at the beginning of the school year.
 - Ensuring that homework is completed regularly and to a high standard.
 - Fostering a positive and inquisitive attitude towards Spanish and Spanish Speaking Countries.