

Subject: Art		Subject Leader: Ms Betts		Year: 8	
Main knowledge / skills / understanding developed in this course: We delve deeper into our understanding of the formal elements and continue to build upon the skills learnt in year 7. 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.					
Key Areas of Study: Formal Elements					
Term 1		Term 2		Term 3	
Term 4		Term 5		Term 6	
<p>Foci: Line, tone, form and texture</p> <p>We start the year looking at how artists have created different moods in their work through varying uses of line, tone, form and texture.</p> <p>Students then embark on trying to develop different styles of work. We endeavour to apply courageous tonal marks and focus on 'the art of looking' whilst drawing different objects from a theme, such as food as inspiration.</p> <p>We explore imagery and mark making through using different media and critique our work as it develops so we understand our strengths and areas for development.</p>		<p>Foci: Colour, shape, pattern and composition.</p> <p>Using the inspiration of various artists we delve into the meaning of colour in Art. Become inspired as to how colour can be used in representational and abstract forms.</p> <p>We practise mixed and creating colour palettes in wet and dry materials and apply colour theory/schemes whilst designing our own piece of abstract inspired work.</p> <p>The key concepts learnt are then demonstrated in a final piece.</p>		<p>Foci: Space (positive and negative), form and 3d/mixed media.</p> <p>Using the work of designers, architects and sculptors students further develop their perceptions of space and form.</p> <p>We create surface patterns that require us to think about adornment and use the work of artists to inspire the designs.</p> <p>Final end of year exam on the formal elements and a practical assessed task.</p>	
Assessment Tasks:					
<ul style="list-style-type: none"> ● 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:					
<ul style="list-style-type: none"> ● Developing ideas for effective use of line- for example drawing natural forms using cross-hatch, thick/ thin lines or dots. ● Finding inspirational resources or collecting resources. ● Critical studies quizzes. ● Art specific research / literacy based activities. 					

Subject: Design & Technology		Subject Leader: Miss Humphrey		Year: 8
Project	Pewter Pendant (Design, Manufacture Evaluating)		Jitter Bug (Investigation & Manufacture)	
Term	Term 1	Term 2	Term 3	
Theme/SoW /Skills:	<p>Theory developed on different metals, mining for ore and the impact it has. Understanding how to use various sources for inspiration to respond creatively to the task. Students will look at cultures and biomimicry.</p> <p>Designing skills developed to incorporate an iterative approach – “scruffiti”, mimicking, modelling.</p> <p>Develop an understanding of certain metals and their properties; mechanical and physical.</p> <p>Developing new tools and skills in cutting, smoothing and finishing off of metals. Building confidence in the workshop and awareness of health and safety in the workshop, learning the importance of risk assessing.</p> <p>Understanding the uses of CAM within design – using the laser cutter to produce part of their design.</p> <p>Learning the science behind casting metals. Learn to evaluate and assess the lifecycle of a product dependent on the material.</p>		<p>Developing the students skills with working with plastics and electronics to produce Jitter Bug.</p> <p>The product revolves entirely around the knowledge, understanding and application of electronic components to create a working product.</p> <p>Students will develop their knowledge on plastics and its environmental implications.</p> <p>Students will learn to solder a series of components understanding the right and wrong way to solder.</p>	
Assessments Tasks:	<p>Entry baseline test to ascertain their starting knowledge.</p> <p>Key areas marked: designing and making; using number criteria to give an overall range of outcome.</p> <p>Assessed in practicals on safety, independence and outcome and theory - investigation and evaluation.</p> <p>Assessment Menus used in lesson to aid pupils.</p>		<p>Key areas marked (Investigation, design, make and evaluate) using number criteria to give an overall range of outcome.</p> <p>Assessed in practical’s on safety, independence and outcome and theory - investigation and evaluation.</p> <p>Assessment Menus used in lesson to aid pupils.</p> <p>End of rotation test to measure progress.</p>	
Literacy:	<p>Key terminology revolving around tools, processes, drawing and safety.</p> <p>Reading and writing through research and written analysis and evaluating.</p> <p>Speaking and listening through class discussion, group work, and teacher conversations.</p>		<p>Key terminology revolving around electronics, tools, processes, drawing and safety. Reading and writing through research and written analysis. Design annotations and evaluations. Speaking and listening through class discussion, group work, presentations and teacher conversations.</p>	
Numeracy Focus:	<p>Measuring & marking, geometric shapes, scale, perimeter, volume and area.</p> <p>Use of 2D design tools to measure and draw out a jig.</p>		<p>Measuring & marking, scale, perimeter, volume and area.</p>	
SMSC:	<p>Economic well-being – life skills through teamwork and practical design and making skills. Achieve a final working product that may be used in a commercial situation.</p> <p>Pupils are to be aware and accept responsibility for the safety and wellbeing of others in a practical environment.</p> <p>Understand the moral & environmental implications of mining for ore.</p> <p>Understand what culture is, analysing culture for inspiration.</p>		<p>Analyse where human values may differ and conflict when designing and making – looking at the environmental impact of plastics.</p> <p>Pupils are to be aware and accept responsibility for the safety and wellbeing of others in a practical environment. Learning how to work collaboratively to produce and present.</p>	
NC:	<p>DA -2,3,9; DB – 1,4,6,7,9,10, 12; MA – 1,2,7,8; MB – 1,3,4,5,6,7, 8,9,10,11; EA – 2,4; EB – 2,4,5,6;TK – 1,2,17,18</p>		<p>MB – 1,2,5,6,7,8,9; TK – 3,4.</p>	
<p>All KS3 years will carry out a test at the beginning of their project that assesses:</p> <ul style="list-style-type: none"> - Core technical principles - Design and making principles - Evaluating and analysing principles <p>These key areas are linked to the GCSE Key criteria and can feed into the predictions at GCSE.</p>				

Subject: Drama		Subject Leader: Miss Roadknight		Year: 8	
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:					
<ul style="list-style-type: none"> ● 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:					
<ul style="list-style-type: none"> ● Research and learning lines. Rehearsal planning and rehearsals. 					

Subject: English		Subject Leader: Mrs Griss		Year: 8	
<p>Main knowledge / skills / understanding developed in this course: Pupils will revisit their descriptive and narrative writing techniques, diversifying their writing skills to encompass a range of different non-fiction text types, writing for different audiences and purposes. They will also deepen their knowledge and understanding of key concepts in literary study through the full-text studies of two novels, the exploration of a Shakespearean comedy and a contemporary play, and a comparison of a selection of poems from different literary periods with a shared theme of revolution. Speaking and listening skills will be developed throughout the course, in both informal and formal situations, including group discussion work, readings and short performances of scenes from the texts studied, and through group presentations.</p>					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Modern Novel Author Study:</u> either <i>The Boy in the Striped Pyjamas</i> by John Boyne OR <i>War Horse</i> by Michael Morpurgo</p> <p>Pupils will be given opportunities to refresh their knowledge of the key concepts of literary study and what it means to 'Do English'. They will apply and strengthen their understanding through full-text study of a modern novel, focusing on the writer's use of characterisation, setting, language, structure, and narrative devices.</p>	<p><u>Shakespeare Study: <i>Much Ado About Nothing</i></u></p> <p>Full text study of <i>Much Ado About Nothing</i> through a feminist framework, exploring changing attitudes towards women across time.</p> <p>The study of this comedy will allow pupils to analyse characters, themes, plot, language choices, and structural devices - building on the foundations laid in Term 1 - as well as exploring wider contextual concerns and contemporary debate surrounding ideas about gender equality and women's place in society.</p>	<p><u>Extended Study: Revolutionary Language and Literature</u></p> <p>Survey of literature in response to and effecting revolutions across time, analysing texts from across the genres of prose fiction, poetry and non-fiction:</p> <ul style="list-style-type: none"> Poetry: a selection of protest poetry through the ages, from early nineteenth century Romanticism to contemporary poets. Prose Fiction Study: <i>Animal Farm</i> by George Orwell. Non Fiction: Extracts from persuasive speeches throughout history; for example Churchill's wartime addresses and Martin Luther King Jr.'s speeches as part of the Civil Rights Movement. Persuasive and discursive writing and spoken language presentations: speeches on topical issues. 	<p><u>Modern Drama Study: <i>Noughts and Crosses</i></u></p> <p>Full text study of Dominic Cooke's playscript adaptation of Malorie Blackman's award-winning novel.</p> <p>Pupils will use active and exploratory approaches to investigate the play's key themes and ideas, including conflict, identity, race, love, and power.</p>	<p><u>Discursive Writing</u></p> <p>Reviewing the work completed so far this year, pupils will develop their non-fiction writing skills in order to write persuasively and informatively in response to a range of topical issues.</p> <p><u>End of Year Exam Preparation and Revision</u></p> <p>Revision of key skills and knowledge developed throughout the year in preparation for the formal end of year examination.</p> <p><u>Careers Project: Journalism</u></p> <p>A series of tasks and activities that apply the skills developed in English to a real-world setting.</p>	
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> Work will be assessed through termly formal assessments. These are supported by regular S.I.R. assessments which are carried out to track and monitor the pupils' progress. All assessment work will be carried out in students' separate Assessment Books; students will respond to feedback within these books too. 					
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> Reading: this really is the most important tool for developing student understanding, knowledge and breadth of vocabulary. Students should be encouraged to read widely outside of school across both fiction and non-fiction. Homework is set weekly. Conducting research into the authors and the historical contexts about the societies in which the texts are set. 					

Subject: Food and Nutrition		Subject Leader: Ms Kaye/Mrs Surrage	Year: 8
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. Practical work is a key element. More complex practical skills are introduced with the correct technical terms used for them. Also carry out a Food Science investigation into different starches for thickening sauces. Finally a Silver Award project – Linked to the design and production of a multi cultural product that has been made healthier through choice of ingredients and/or cooking methods.			
Key Areas of Study: Course is 18 weeks then pupils study Product Design for 18 weeks			
Term 1	Term 2	Term 3	
Unit 1 Healthy eating, nutrition & budgeting, food science investigation <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 will carry out a Food Science investigation to identify the most suitable starches to thicken sauces. 	Unit 1 plus unit 2 Silver Award design task <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 their design task in depth & how to reference their work plus the importance of this. Then use the information to design a suitable multi cultural product that applies the principles of nutrition & healthy eating to a given situation, and is suitable for the target group. 	Silver Award design task - 4 weeks only <ul style="list-style-type: none"> ● Pupils will demonstrate their confidence to develop creative products and ability to work with a range of ingredients and equipment. ● Pupils will evaluate their work, including using sensory profiling, against the design criteria and produce a hygiene and safety chart to ensure a quality product is produced. 	
Assessment Tasks: <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 Food Science Investigation and Silver Award is graded as work is completed with the finished project assessed as a whole. ● Targets discussed and recorded for future development. 			
Home activities that will help support college work: <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 'Class Charts'. 			

Subject: French	Subject Leader: Mrs K Hardy	Year: 8
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Main knowledge / skills / understanding developed in this course:
Pupils will consolidate and build on their linguistic and cultural knowledge from Year 7 French. In Year 8, students will be expected to extend their sentences using a wider range of connectives and tenses (present and future). They will be encouraged to express their opinions about a range of topics and justify them. They will continue developing strategies in the skills of reading, listening, speaking, writing and translation. Most importantly, they will continue seeing the many benefits of learning a language throughout Claverham and beyond.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> consolidation of the present tense; hobbies and sport in the present tense (expressing both positive and negative opinions about various hobbies and mentioning when/how often they do them) 	<ul style="list-style-type: none"> Holidays and tourism; role plays at the station The students will be introduced to the future tense (I am going to go / we are going to travel etc on order to plan a future holiday) 	<ul style="list-style-type: none"> Daily routine, body and health (students will learn how to conjugate reflexive verbs and tell the time in order to talk about their routine. This will link to how they stay healthy) 	<ul style="list-style-type: none"> School (opinions on subjects, description of school facilities, rules, clubs) Future element; designing a school in the future (it is going to be called..., we will have 4 lessons etc) 	<ul style="list-style-type: none"> Clothes, shopping and money; roleplays practice at shops Cultural element - talking about designers from French speaking Countries and comparing currencies. 	<ul style="list-style-type: none"> Revision and testing Cultural work

Assessment Tasks:

- Frequent vocabulary tests to help the students learn key words and verbs.
- Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with each piece of formatively assessed work.
- Formative and Summative assessment takes place during alternate terms and will cover the skills of speaking, reading, writing, listening and translating.
- Term 6 there is an end of year examination.

Home activities that will help support college work:

- supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards.
- Fostering a positive and inquisitive attitude towards target language Speaking Countries.
- watching programmes in the Target Language with English subtitles or listening to songs in the Target language.
- To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above.

Subject: Geography		Subject Leader: Miss Kent		Year: 8	
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, Brazil 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>Resources - Pupils will study our use of resources such as food, water and energy. They will look into the benefits and problems of our resource use.</p> <p>Pupils will then complete a decision-making task linked to mining.</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>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 – Amongst other 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:					
<ul style="list-style-type: none"> ● Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with each piece of formatively assessed work. ● Formative and summative assessment takes place in alternate terms. ● All topics are summatively assessed at the end of year examination. 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● Homework is usually set through Quizlet - an online learning site. Parents will also need to enter their email address to open the account. Please help pupils to keep their log in details safe. Internet access would therefore 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 K Hardy		Year: 8	
<p>Main knowledge / skills / understanding developed in this course:</p> <p>Pupils will consolidate and build on their linguistic and cultural knowledge from Year 7 German. In Year 8, students will be expected to extend their sentences using a wider range of connectives and tenses (present and future). They will be encouraged to express their opinions about a range of topics and justify them. They will continue developing strategies in the skills of reading, listening, speaking, writing and translation. Most importantly, they will be exposed to the many benefits of learning a language throughout Claverham and beyond.</p>					
Key Areas of Study:					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> consolidation of the present tense; hobbies and sport in the present tense (expressing both positive and negative opinions about various hobbies and mentioning when/how often they do them) 	<ul style="list-style-type: none"> Holidays and tourism; role plays at the station The students will be introduced to the future tense (I am going to go / we are going to travel etc on order to plan a future holiday) 	<ul style="list-style-type: none"> Daily routine, body and health (students will learn how to conjugate reflexive verbs and tell the time in order to talk about their routine. This will link to how they stay healthy) 	<ul style="list-style-type: none"> School (opinions on subjects, description of school facilities, rules, clubs) Future element; designing a school in the future (it is going to be called..., we will have 4 lessons etc) 	<ul style="list-style-type: none"> Clothes, shopping and money; roleplays practice at shops Cultural element - talking about German shops and comparing currencies. 	<ul style="list-style-type: none"> Revision and testing Cultural work
<p>Assessment Tasks:</p> <ul style="list-style-type: none"> Frequent vocabulary tests to help the students learn key words and verbs. Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with each piece of formatively assessed work. Formative and Summative assessment takes place during alternate terms and will cover the skills of speaking, reading, writing, listening and translating. Term 6 there is an end of year examination. 					
<p>Home activities that will help support college work:</p> <ul style="list-style-type: none"> supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards. Fostering a positive and inquisitive attitude towards target language Speaking Countries. watching programmes in the Target Language with English subtitles or listening to songs in the Target language. To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above. 					

Subject: History		Subject Leader: Mr Ingram		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. ● Assess the significance of people and events from the past. 					
Key Areas of Study: ‘How did revolutions transform Britain and the world 1543-1918?’					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> ● How far did the scientific revolution change people’s minds about the world? ● Why did Charles I lose his head? In the 17th Century England went to war, with itself. Students will study the origins of the conflict, linked to themes of power studied in year 7. They will then learn about the changing nature of warfare and the overthrow of the Monarchy. 	<ul style="list-style-type: none"> ● Did killing a king make Britain more democratic? An examination of life during the rule of Oliver Cromwell. ● Why did a revolution erupt in France? A study of the reasons behind the French Revolution and its consequences. 	<ul style="list-style-type: none"> ● Why do Historians disagree about the British Empire? A series of lessons looking into the growth of the Empire and its legacy ● What was revolutionary about Abolitionists Slavery remains a tragic aspect of History. Students will study how the trade developed in the late 1600s, grew across the globe, but was ultimately abolished in the 19th Century. 	<ul style="list-style-type: none"> ● What was significant about machines? A detailed study of the Industrial Revolution, from its origins and achievements, to the problems of Urban living and the subsequent reforms that changed the lives of the British people 	<ul style="list-style-type: none"> ● How did the First World War change people's lives? In this term students will examine the impact of the First World War and its lasting significance. ● Why did Figes call the Russian Revolution ‘A people's tragedy’? A study of the causes, events and consequences of the Russian revolution and its lasting impact on the world. 	<ul style="list-style-type: none"> ● Why was Millicent Fawcett given a statue in Parliament square in 2018? Our final study looks at the actions of the women’s suffrage movement and their lasting legacy.
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. 					

Subject: IT and Computing		Subject Leader: Ms Welsh		Year: 8	
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	Term 4 and 5		Term 6
<p>E-Safety This scheme of work aims to build on prior knowledge of internet safety.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> ● To expand on the issues of e-safety as pupils become teenagers - including avoiding online scams, evaluating the credibility of online sources and how to develop a positive digital footprint. ● To revisit issues and risks surrounding the use of social media. ● Be able to find help and support if they find themselves in difficulty. <p>Pupils continue to build on their software skills using different software for different purposes, including presentation and report writing. They also learn how to use Google Apps to support home learning and homework.</p>	<p>Abstraction and decomposition This scheme of work builds on prior knowledge of basic computational thinking from Year 7.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> ● Understand that abstraction techniques are used to model or represent real-world scenarios and will be able to create models using algorithms. ● Be able to identify different flowchart shapes and be able to represent algorithms as a flow chart or in pseudocode. ● Be able to decompose problems into smaller chunks and put steps into a logical order. ● Understand the terms: iteration, sequence and selection <p>Pupils continue to build on their software skills using different tools to communicate their ideas. They may also extend further creating basic programs in text base programming language or Scratch.</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.</p> <p>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>Web-design and HTML In this scheme of work pupils learn how to design and build an interactive website about computer hardware and software.</p> <p>The main learning objectives are:</p> <ul style="list-style-type: none"> ● Understand that HTML is the language of the web and used as the skeleton that gives web pages their structure. ● Know different HTML tags used for formatting web pages. ● Use hyperlinks to link multiple HTML pages. ● Build on knowledge of hardware and software from year 7 <p>Pupils will design and build a website using HTML in notepad.</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.</p> <p>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 SQL Lite.</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** Discussion could include issues and concerns about data privacy.
- **Term 2** Pupils can use the Teach ICT website to explore this topic further and carry out activities to further develop their skills in abstraction.
- **Term 3** Pupils and parents can create an online Scratch account at <http://scratch.mit.edu/> and work on their programs at home.
- **Term 4 and 5** 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 6** 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.

Subject: Mathematics		Subject Leader: Mr Rowing			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
Delta 1 - Sets 1 and 2 Unit 1 Factors and powers Unit 2 Working with powers Theta 1 - Set 3 Unit 1 Number Unit 2 Area and volume Pi 1 - Set 4 and 5 Unit 1 Number properties and calculations Unit 2 Shapes and measures in 3D	Delta 1 - Sets 1 and 2 Unit 3 2D shapes and 3D solids Unit 4 Real-life graphs Theta 1 - Set 3 Unit 3 Statistics, graphs and charts Unit 4 Expressions and equations Pi 1 - Set 4 and 5 Unit 3 Statistics Unit 4 Expressions and equations	Delta 1 - Sets 1 and 2 Unit 5 Transformations Unit 6 Fractions, decimals and percentages Theta 1 - Set 3 Unit 5 Real-life graphs; Unit 9 Straight-line graphs Unit 6 Decimals and ratio Pi 1 - Set 4 and 5 Unit 5 Decimals calculations Unit 6 Angles	Delta 1 - Sets 1 and 2 Unit 7 Constructions and loci Unit 8 Probability Theta 1 - Set 3 Unit 7 Lines and angles Unit 8 Calculating with fractions Pi 1 - Set 4 and 5 Unit 7 Number properties Unit 8 Sequences	Delta 1 - Sets 1 and 2 Unit 9 Scale drawings and measurements Unit 10 Graphs Theta 1 - Set 3 Unit 9 Straight-line graphs Unit 10 Percentages, decimals and fractions Pi 1 - Set 4 and 5 Unit 9 Fractions and percentages Unit 10 Probability	Delta 1 - Sets 1 and 2 End of year exam revision. Investigations and skill enhancement Theta 1 - Set 3 End of year exam revision. Investigations and skill enhancement Pi 1 - Set 4 and 5 End of year exam revision. Investigations and skill enhancement
Assessment Tasks:					
<ul style="list-style-type: none"> ● Five end of term tests and summer exams. ● Weekly homework (1 or 2 pieces per week). 					
Home activities that will help support college work:					
<ul style="list-style-type: none"> ● 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 - Bear Dance</p> <p>Building on work from year 7, pupils are now encouraged to play with 2 hands. Using this traditional piece, pupils learn about the key of E minor. This piece also introduces the idea of Binary Form structure.</p>	<p>Unit 2 - My Dance</p> <p>Using Bear Dance as a starting point, pupils will learn to compose a folk melody.</p>	<p>Unit 3 - Chords and riffs</p> <p>Pupils will learn about the different ways chords can be used and exploited in popular music.</p>	<p>Unit 4 – Every Breath You Take</p> <p>Using the Police song as a study piece, pupils start to learn about chords, and how they are used to accompany a piece. Again, singing is encouraged during this unit!</p>	<p>Unit 5 – Fur Elise</p> <p>Pupils will learn to perform this well-known piece by Beethoven, exploring the A minor key, the $\frac{3}{4}$ time signature, and the way the melody is developed from the chords.</p>	<p>Unit 6 – Einaudiesque</p> <p>Following their end of year exams, pupils will use Fur Elise and the works of Einaudi as a starting point for composing a piece based around chords.</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 2 areas (performing 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.
- Use of Quizlet website to revise the theory for the end of unit tests.

Subject: Physical Education		Subject Leader: Mr Jones		Year: 8	
<p>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.</p>					
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) Football	Group a) B-all/Badminton	Group a) Orienteering	Group a) Football	Group a) Striking & Fielding	Group a) Short Tennis
Group b) B-ball/Badminton	Group b) B-ball/Badminton	Group b) Football	Group b) Orienteering	Group b) Short Tennis	Group b) Striking & Fielding
Group c) Football	Group c) Orienteering	Group c) B-ball/Badminton	Group c) B-ball/Badminton	Group c) Striking & Fielding	Group c) Tennis
<p>Assessments Tasks: All pupils are assessed at the end of each sporting activity carried out in their double PE lessons. Pupils are therefore assessed in 6 activities, however parents will receive 3 formal assessments, including 1 profile during the year.</p>					
<p>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.</p>					

Subject: Science	Subject Leader: Mr Macdonald Head of Key Stage 3: Miss Daines	Year: 8
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Main knowledge / skills / understanding developed in this course:
 Year 8 Science develops ideas about science introduced in year 7 and covers all three major disciplines, Biology, Chemistry and Physics, equally. Pupils deepen their understanding of 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.

1 Forces	2 Electromagnets	3 Energy	4 Waves	5 Matter	6 Reactions	7 Earth	8 Organisms	9 Ecosystems	10 Genes
Pupils study contact forces, turning forces and the relationship between force, area and pressure in this unit of work.	Pupils explore the links between electricity and magnetism, making and using their own electromagnets!	Ideas about energy, work, movement and how the transfer of energy causes heating and cooling are explored here	How an understanding of light and sound waves has transformed the world we live in this unit	Atoms, molecules and compounds are introduced here along with an understanding of the importance of the periodic table	The importance of chemical reactions in the world around us is developed in this unit	The important themes of global warming, climate change and sustainability are all discussed in this unit!	Breathing and digestion are explored in detail here.	Pupils are taught about the essential life processes of photosynthesis and respiration	The fascinating topics of evolution and inheritance are explored

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. The assessments throughout and at the end of the year are used to ensure that pupils are set appropriately.

Home activities that will help support college work:
 Access to the internet, relevant books, revision guides and scientific magazines.

Subject: Spanish	Subject Leader: Mrs Hardy	Year: 8
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Main knowledge / skills / understanding developed in this course:
Pupils will consolidate and build on their linguistic and cultural knowledge from Year 7 Spanish. In Year 8, students will be expected to extend their sentences using a wider range of connectives and tenses (present and future). They will be encouraged to express their opinions about a range of topics and justify them. They will continue developing strategies in the skills of reading, listening, speaking, writing and translation. Most importantly, they will be exposed to the many benefits of learning a language throughout Claverham and beyond.

Key Areas of Study:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> consolidation of the present tense; hobbies and sport in the present tense (expressing both positive and negative opinions about various hobbies and mentioning when/how often they do them) 	<ul style="list-style-type: none"> Holidays and tourism; role plays at the station The students will be introduced to the future tense (I am going to go / we are going to travel etc on order to plan a future holiday) 	<ul style="list-style-type: none"> Daily routine, body and health (students will learn how to conjugate reflexive verbs and tell the time in order to talk about their routine. This will link to how they stay healthy) 	<ul style="list-style-type: none"> School (opinions on subjects, description of school facilities, rules, clubs) Future element; designing a school in the future (it is going to be called..., we will have 4 lessons etc) 	<ul style="list-style-type: none"> Clothes, shopping and money; roleplays practice at shops Cultural element - talking about popular Spanish clothes shops and comparing currencies. 	<ul style="list-style-type: none"> Revision and testing Cultural work

Assessment Tasks:

- Frequent vocabulary tests to help the students learn key words and verbs.
- Work is continually assessed, with dialogue between pupils and teacher, both written and oral feedback is provided. Targets for improvement are given with each piece of formatively assessed work.
- Formative and Summative assessment takes place during alternate terms and will cover the skills of speaking, reading, writing, listening and translating.
- Term 6 there is an end of year examination.

Home activities that will help support college work:

- supporting the students with their weekly vocabulary learning, reading or writing tasks, through quizzes / post it notes / flashcards.
- Fostering a positive and inquisitive attitude towards target language Speaking Countries.
- watching programmes in the Target Language with English subtitles or listening to songs in the Target language.
- To use a paper/online dictionary to help them build a bank of new words linked to the topics mentioned above.

Subject: Worldview Studies	Subject Leader: Miss Lambert	Year: 8
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Main knowledge / skills / understanding developed in this course:

The skills used are detailed below. Literacy skills are also developed through written tasks, which become more challenging throughout the year. The topics covered build directly on the work carried out in Year 7, in which pupils consider their own beliefs in relation to the beliefs of the six major world faiths and other non-religious worldviews. We continue to build on the social, moral, spiritual and cultural education of pupils in Year 8 by introducing them to Philosophy and Ethics and exploring different ethical themes. For further information, please request a copy of our subject handbook.

Key Areas of Study:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit of Work:	Introduction to Islam	Asian Philosophy	Religious Leaders	Human Rights	Animal Rights	Festivals
Topics:	Sunni and Shi'a, angels, Prophet Muhammad, Qur'an, mosque, 5 Pillars, prayer, fasting, Hajj.	Origins, gods and goddesses, afterlife, maya, puja, the Buddha, the Four Noble Truths.	Qualities of a Leader, Jesus, parables, Prophet Muhammad, Qur'an, Five Pillars.	Human Rights overview, Malala, Martin Luther King, Malcolm X, Nelson Mandela.	Uses of animals, animal testing, military animals, vegetarianism and veganism, religious views.	Divali, Holi, Wesak, Rosh Hashanah, Yom Kippur, Ramadan, Id-ul-fitr, Advent, Christmas, Lent and Holy Week.
Skills:	Explanation, evaluation	Interpretation, reasoning	Synthesis	Application, empathy	Reflection, communication	Enquiry, synthesis

Assessment Tasks:

Summative assessment is as follows;

- Assessment one includes knowledge and application questions, followed by extended writing using the skills of explanation and evaluation.
- Assessment two includes knowledge and application questions, followed by extended writing using the skills of interpretation and reasoning.
- Assessment three involves extended writing combining the units of Ethics and Religious Leaders.
- Assessment four incorporates all skills, with the exam paper becoming increasingly more challenging as the pupils work through it.

Formative and peer-assessment tasks;

- Peer-assessment is used at various points in each unit, with teacher guidance.
- Unit five includes a debate to develop communication skills and provide scaffolded learning opportunities for extended writing.

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.