CIRENCESTER KINGSHILL SCHOOL

YEAR 8 CURRICULUM BOOKLET

2022 - 2023

ART

Teacher in charge - Mrs R. Vine

Aims

- To build on work done in Year 7 by extending the range of activities and relating them closely to existing Art from the past and present and from other cultures.
- To encourage pupils to become more experimental in their approach and see the need for and value of developing and extending ideas.

Course Description

Art has its own distinct role to play within the curriculum by encouraging pupils to express and communicate their ideas and feelings in a very personal way using a wide variety of visual materials and processes.
During Year 8 pupils engage in a number of individual and group projects, which aim to develop their powers of observation and their ability to plan and develop ideas effectively.

Some of the skills covered include:

1. Zoomorphic Portraits

   Zoomorphic means having the form of an animal. Pupils will be producing a portrait of an animal of their choice with a human body and clothing. We will be looking at Yago Partal's "Zoo Portraits". Pupils can produce a tonal pencil drawing or watercolour painting for their final outcome.

2. Freaky Creepy

   Pupils will be making their own sketchbooks. They will be given a piece of A2 paper which they will decorate with paint effects, leaf and dried flower prints, collage and drawings of insects. Their paper will be folded to create a book.

3. Mexican Day of the Dead

   We will study the artefacts and crafts produced to celebrate the Mexican festival 'Day of The Dead'. Pupils will produce a range of decorated skull and skeleton images using a range of techniques and media. We will conclude the project making a clay skull.

Homework Requirements

Homework will normally be set as required and is done in the sketch book, which each pupil is given at the beginning of the year. The homework is usually follow-up work to lessons or preparation and research for the following week's lesson. Sometimes, however, tasks are set, which are simply exercises in drawing and observation; basic skills, which are an integral part of any art course. When students are involved in producing final pieces in school, homework is usually not set.

Assessment

Pupils are assessed on their knowledge and understanding, creative skills, ideas, observational skills and presentation.

The assessment takes place in relation to the National Curriculum and is given in the form of oral feedback during lessons. In addition, written comments and details of progress within pathways will be given in sketchbooks. Formal assessment is given termly/half termly.

COMPUTING

Teacher in charge - Mr J. Whight

In Year 8, pupils receive roughly the equivalent of two lessons each week of computing. Some computing is delivered via Design & Technology lessons that cover computer graphics and computer control.

In actual Computing lessons, pupils will:

- revisit the topic of spreadsheet modelling and extend their knowledge of this, including use of the Goal Seek tool. They will get the chance to create their own model from scratch
- refine their presentation and communication skills by using Desk Top Publishing software to create a series of magazine covers and pages with a specific corporate image
- revisit programming using Scratch; they will extend their knowledge of programming and create games
- learn how binary numbers are used to represent text, colours, pictures and sound

Throughout Key Stage 3 pupils encounter and use ICT in all subject areas.

DRAMA

Teacher in charge – Ms E. Stones

Aims

Drama is taught at Kingshill School for three main reasons:

1. **Drama enables pupils to actively explore human behaviour**
   Through the active identification with imagined roles and situations, pupils learn to explore issues, events and relationships. They solve problems, challenge stereotypes and make sense of a new perception of reality. We are free to select thematic content, which will usually contribute further to the cultural and / or moral development of the pupils.

2. **Drama develops communication and social skills/qualities**
   Drama is a social activity, which usually requires its participants to work collectively on a creative task. Social skills such as concentration and co-operation are an essential pre-requisite. Working as a member of a team contributes to a pupil's moral development. Pupils should develop their vocabulary and ability to adapt language according to different situations. All pupils should desire increased communication skill, even if they are not inclined towards performance.

3. **Drama encompasses theatre, film and television mediums**
   Pupils develop their skills in making, presenting and evaluating drama. They mainly work in the medium of theatre, but also work in the medium of video. These mediums are popular and powerful forces in our society, so drama provides an important contribution to cultural education. Drama is a creative subject and therefore also contributes to spiritual development.

Course Description

The activities listed below are used regularly in drama lessons. They contribute to the pupil's development in the above areas:

Physical and mental exercises	Role-plays	Discussions
Performance	Physical, mental and vocal warm-up activities	
Trust exercises	Movement	

In drama lessons pupils may be involved in:

- Creating dramatic situations and evolving characters by exploring their situation and feelings
- Using improvisations to discover effective ways of communicating characters or stories
- Experiencing dramatic situations first hand
- Interacting with each other during the drama process
- Issue-based or skill based units
- Developing their understanding of appropriate drama vocabulary

Year 8 units include
Darkwood Manor
Greek Myths
Sparkleshark
Grimms Tales Twisted
Teechers
Shakespeare Scenes

Homework

Pupils may be asked to research or develop class work (e.g. extra rehearsals), on occasions.

Assessment

Pupils will be assessed during each unit of work (approximately every half-term). Pupils are assessed in Making, Performing, Evaluating and Improving.

Time Allocation

1 x 50 minutes per week.

Additional Information

COVID 19 restrictions permitting, all Year 8 pupils will have the opportunity to see a professional theatre production and the opportunity to take part in extra-curricular school productions.

DESIGN & TECHNOLOGY

Teacher in charge - Mr A. Jelf

Aims

To increase the depth of understanding and to extend the skills and knowledge developed in Year 7 by introducing the pupils to a wider range of skills, concepts and processes which meet the National Curriculum for Design and Technology at Key Stage 3. In particular the work will concentrate on Designing and Making, which makes up the single attainment target in D&T.

Course Description

Pupils are time-tabled for 2 x 50 minute lessons per week of Design and Technology.
The course consists of five modules, which the pupils experience on a timetabled basis. The year group is split into eight groups and each completes all five modules.

FOOD – Teacher: Mrs L. De-Gay

A themed course which covers:

- Focus on healthy eating.
- Healthy eating – getting the balance right with basic nutrition
- Food packaging and labelling
- Food safety
- Evaluating, development and sensory analysis

TEXTILES – Teacher: Miss R. Waller & Miss L. McConnachie

Wearable art
Looking at colour and repeat pattern
Colour theory
Design and make a pop art inspired re-usable food shopping bag
Fabric Experiments – Environmental impact of fabrics

PRODUCT DESIGN - Teacher: Mr A. Jelf

Creative Design
Exploring the Iterative Design Process
Effective Communication of Design Proposals
Designing and making a stationary organiser

SYSTEMS AND CONTROL- Teacher: Mr C. Simkiss

2-D Design
Google sketch up
Designing and making a slot together gift for Bristol Zoo

GRAPHICS- Teacher: Miss L. McConnachie & Mrs. R Vine

Design and make a pop-up book for children
Levers and Mechanisms
Computer aided design and manufacture

Range of Activities

Most of the lessons will be based around design activities which will involve responding to a design brief. Pupils will be encouraged to take home the work they produce though in some instances this may not be until the end of a module or term.

Homework Requirements

Homework will normally be set each week and will usually be follow-up work to lessons or preparations or research for the following week's lessons.

National Curriculum Assessment Procedures

Each module (or unit within a module) will be assessed by the teacher and the results recorded. Pupils will be encouraged to develop self assessment skills through regularly evaluating their own and others' work.

ENGLISH

Teacher in charge - Mr T. Lee

Aims

- To help every pupil achieve their full potential
- To enhance skills in Reading, Writing, and Speaking and Listening developed in Year 7
- To develop pupils' experience of the Literary world
- To foster a love and understanding of language

Course Description

The course is divided into modules allowing for exploration of a wide range of language and literature. Pupils build on the skills developed in Year 7 while continuing to address the crucial literacy skills that they need for progression in all subjects.

During the year, pupils will experience a variety of activities for speaking and listening including individual, pair and group work as well as dramatic role play. They will continue to read a wide variety of challenging, lively and relevant texts and will begin to adopt a more analytical approach to reading enabling them to start exploring the range of techniques used by writers in their work. Indeed, pupils will also develop their own use of the written word and start to draw inspiration from the writers that they read as they develop their ability to write for a range of purposes and audience.

Homework Requirements

Pupils are set one homework task per week. This may take the form of reading, research, writing tasks, drafting and planning or longer term projects. Pupils are also expected to read for 30 minutes per day.

Assessment and Feedback

Pupils are continuously assessed with close monitoring and feedback in a variety of specific English skills.

Pupils are given regular feedback throughout the year that relates to progress and targets according to their particular assessment pathway. In exercise books pupils will be given clear targets to help them with their next steps. Homework is also checked and monitored.

GEOGRAPHY

Teacher in charge - Mr P. Rowe

Aims

- To build upon the geography experienced by pupils in Year 7
- To develop the pupils' skills and knowledge in line with the requirements of the National Curriculum
- To extend pupils' knowledge to include a range of places beyond the UK
- To foster a sense of awe and wonder about the world

Course description

Unit 1 – Introduction to the United Kingdom
Pupils will recap some of the information they learnt in Year 7 and then go into more detail about the physical and human characteristics of the United Kingdom.

Unit 2 – UK weather and climate
Pupils examine the difference between weather and climate and study the causes of the United Kingdom's very variable weather.

Unit 3 – People in the UK
Pupils examine the population of the UK. They will study the UK population's diversity, its cities and its rural areas.

Unit 4 – Living world
Pupils will look at different ecosystems across the planet.

Unit 5 – Africa
In this unit pupils will look at the continent as a whole and then study regions such as the Sahara and individual countries such as Nigeria.

Unit 6 – The UK's landscape
Pupils will look at the geology of the UK and then investigate how this affects physical features such as rivers and coasts.

Unit 7 – Work, rest and play in the UK
In this unit pupils will look at the world of work. They will examine the geography of shopping and sport and complete a decision making exercise on Heathrow Airport's third runway.

Range of activities

Pupils will use resources such as textbooks, worksheets, maps, aerial and satellite photographs, video, GIS (such as Google Earth) and the internet. Enquiry, group presentations and discussion work are just some of the teaching methods used.

Homework

30 minutes per week in rotation with History.

Assessment

Assessment is informal and ongoing. In addition there are a number of formally assessed pieces of work spaced throughout the year.

HISTORY

Teacher in charge – Mrs K.Couchman

Aims

- To stimulate pupils' interest in History.
- To encourage pupils to enquire about the past and to analyse key people and events.
- To recognise different interpretations and significance of the past, as well as explaining how things have changed and developed over time and the causes of these changes.

Course Description

Terms 1 and 2

Indigenous Peoples of North America

During this unit pupils will investigate many aspects of Native American life. It focuses primarily on the Sioux tribe and explores how they were able to successfully survive living in the Plains of North America. The end of this unit will examine the impact that white settlers coming to America had and covers the conflicts that ensued.

Terms 3 and 4

The Tudor Period

Throughout this unit pupils will examine the reigns of the Tudor monarchs, particularly focusing on Henry VIII and Elizabeth I as well as many social and political issues of the period.

Terms 5 and 6

The Stuarts and The Civil War

This unit covers the reigns of the Stuart monarchs. Pupils will explore the causes and consequences of the Civil War and the impact it had on Britain.

Activities

Lessons will involve a range of different activities including research projects, ICT based tasks and the analysis of historical sources from the era.

Homework

This will be set once a week in rotation with Geography and should take approximately thirty minutes.

Assessment

Pupils will be assessed through a variety of different methods including written assessments as well as the interpretation of historical sources.

LEARNING SUPPORT

Teacher in charge – Mr D.Radbourne

Aims

Pupils will develop their literacy skills so that they can access the curriculum and achieve their potential. We work with pupils to improve their spelling and reading level, to develop their writing and typing speed and to improve their comprehension.

Support

- Most support is provided through Teaching Assistants working in class supporting the pupils, the curriculum and teaching staff
- After-school homework club runs after school in the library and is staffed by two Teaching Assistants
- Literacy support is delivered three times a week out of a Modern Foreign Language lesson, some pupils have an additional lesson to support Literacy
- The Learning Support base is well stocked with reading books and pupils are encouraged to read every day at home, particularly books on the Accelerated Reader Scheme

Course details

Pupils are tested using diagnostic analysis of spelling, reading accuracy and writing speed and legibility. Using this as a starting point pupils are taught different strategies for reading and spelling, set handwriting targets for accuracy and speed and encouraged to use the computer for editing work and developing their competency and typing speed. Pupils will complete some work as a group, and also have individual work to complete depending on their need and level of reading and spelling. We use Read Write Inc materials with Year 8 pupils.

Homework

Pupils are encouraged to read at home every day and work on key words for spelling which will help them increase in confidence and work towards their profile targets.

Assessment

Reading and spelling are assessed four times a year in Year 8 so we can see if pupils have met their individual targets. Other assessments may also be done on an individual basis and this information is passed to their Head of Year and parents. Pupils are monitored for their on- task behaviour in lessons and this is reported on to parents at the end of the pupil's time in Learning Support or at the end of the academic year.

MATHEMATICS

Teacher in charge – Mr S. Edwards

Aims

- To build on the skills, concepts and knowledge developed during Year 7
- To continue to involve pupils in activities which will nurture confidence and enthusiasm for Mathematics
- To give all pupils the opportunity to develop their potential to the full

Course Description

The Year 8 course is focused on pedagogic progression designed to build upon learning in Year 7. The faculty have developed differentiated schemes of work to cater for all abilities. Pupils follow an appropriate scheme of work based on their previous attainment. Lessons are taught using a wide variety of teaching techniques to encompass many different learning strategies.

Learning Objectives Foundation Path	Learning Objectives Higher Path
Number • use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple • use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 • recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions • order positive and negative integers, decimals and fractions • use the symbols =, ≠, <, >, ≤, ≥ • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) • estimate answers; check calculations using approximation and estimation, including answers obtained using technology • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) • apply the four operations, including formal written methods, to integers and decimals • use conventional notation for priority of operations, including brackets • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers • express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 • define percentage as 'number of parts per hundred' • express one quantity as a percentage of another • apply the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers • interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively • compare two quantities using percentages • solve problems involving percentage change, including percentage increase/decrease	**Number** • round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) • estimate answers; check calculations using approximation and estimation, including answers obtained using technology • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8) • interpret fractions and percentages as operators • work with percentages greater than 100% • solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics • calculate exactly with fractions

Learning Objectives Foundation Path	Learning Objectives Higher Path
Ratio, Proportion and Rates of Change • use ratio notation, including reduction to simplest form • divide a given quantity into two parts in a given part:part or part:whole ratio	**Ratio, Proportion and Rates of Change** • express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations) • identify and work with fractions in ratio problems • understand and use proportion as equality of ratios • express a multiplicative relationship between two quantities as a ratio or a fraction • use compound units (such as speed, rates of pay, unit pricing) • change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts • relate ratios to fractions and to linear functions
Geometry and Measures • use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries • use the standard conventions for labelling and referring to the sides and angles of triangles • draw diagrams from written description • identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres • derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language • use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.) • use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate • change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts • measure line segments and angles in geometric figures • apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles • use standard units of measure and related concepts (length, area, volume/capacity) • calculate perimeters of 2D shapes • know and apply formulae to calculate area of triangles, parallelograms, trapezia • calculate surface area of cuboids • know and apply formulae to calculate volume of cuboids • understand and use standard mathematical formulae • work with coordinates in all four quadrants • understand use lines parallel to the axes, $y = x$ and $y = -x$ • solve geometrical problems on coordinate axes • identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation • describe translations as 2D vectors	**Geometry and Measures** • measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings • identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement • interpret plans and elevations of 3D shapes • use scale factors, scale diagrams and maps • understand and use alternate and corresponding angles on parallel lines • derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) • compare lengths, areas and volumes using ratio notation • calculate perimeters of 2D shapes, including circles • identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference • know the formulae: circumference of a circle = $2\pi r = \pi d$, area of a circle = πr^2 • calculate areas of circles and composite shapes • know and apply formulae to calculate volume of right prisms (including cylinders)

Learning Objectives Foundation Path	Learning Objectives Higher Path
Algebra • understand and use the concepts and vocabulary of expressions, equations, formulae and terms • use and interpret algebraic notation, including: ab in place of a × b, 3y in place of y + y + y and 3 × y, a^2 in place of a × a, a^3 in place of a × a × a, a/b in place of a ÷ b, brackets • simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket • where appropriate, interpret simple expressions as functions with inputs and outputs • substitute numerical values into formulae and expressions • use conventional notation for priority of operations, including brackets • generate terms of a sequence from a term-to-term rule • recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) • solve linear equations in one unknown algebraically	**Algebra** • use and interpret algebraic notation, including: a^2b in place of a × a × b, coefficients written as fractions rather than as decimals • understand and use the concepts and vocabulary of factors • simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices • substitute numerical values into scientific formulae • rearrange formulae to change the subject • generate terms of a sequence from either a term-to-term or a position-to-term rule • deduce expressions to calculate the nth term of linear sequences • solve linear equations with the unknown on both sides of the equation • find approximate solutions to linear equations using a graph • plot graphs of equations that correspond to straight-line graphs in the coordinate plane • identify and interpret gradients and intercepts of linear functions graphically • recognise, sketch and interpret graphs of linear functions and simple quadratic functions • plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed
Statistics • interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range)	**Statistics** • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data • use and interpret scatter graphs of bivariate data • recognise correlation • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers) • apply statistics to describe a population
Probability •	**Probability** • relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale • record describe and analyse the frequency of outcomes of probability experiments using tables • construct theoretical possibility spaces for single experiments with equally likely outcomes and use these to calculate theoretical probabilities • apply the property that the probabilities of an exhaustive set of outcomes sum to one • apply systematic listing strategies • record describe and analyse the frequency of outcomes of probability experiments using frequency trees • enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams • construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities • apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments

Grouping
Pupils in Year 8 stay in their groups from Year 7 and will be continually monitored over the year to ensure they remain in the correct group. Classes cover work that is appropriate for the ability of the group. The progress of each pupil is carefully monitored to ensure that they are in the correct group. Our aim is to teach every pupil according to their ability and to ensure that they are extended as much as possible.

Homework
30 minutes of homework is set weekly and recorded on Show My Homework. If none has been set, the expectation is that pupils review their work. Where necessary, longer pieces of homework are set and pupils are given an appropriate length of time to complete the work.

Assessment
Work is regularly marked and collated in individual evidence folders to assist pupils' progress. These are recorded for each pupil as part of each individual's 'Progression Passport'. A formal End of Year assessment will take place.

MODERN FOREIGN LANGUAGES

Teacher in charge – Mr A. Martin

Aims

Pupils in Year 8 have three language lessons each week. All Pupils study either French, Spanish or German. In addition, the most gifted pupils will be offered the opportunity to study French as a second language through an after school lesson on one afternoon each week.

Course Description

French

- Introducing yourself
- Talking about likes and dislikes
- Describing yourself and others
- Talking about school
- Giving opinions
- Telling the time
- Talking about food and drink
- French speaking countries
- Talking about sports and activities
- Asking questions
- Saying what you do online
- Towns and cities and using 'on peut' to say what you can do there
- Giving and understanding directions
- Talking about holidays
- Daily routine
- Going to a café
- Saying what you would like to do in the future
- Types of television programs and films
- Talking about books
- The perfect tense using 'avoir'

German

- Introducing yourself
- Saying where you live
- Spelling in German
- Describing what you have in your school bag
- Saying when your birthday is
- Giving your opinion about your school subjects
- Talking about the timetable
- Talking about what you eat and drink at break
- Describing what you wear to school
- Regular and irregular verbs in German
- Learning about school life in German-speaking countries
- Giving information about family members
- Describing people's appearance
- Talking about people's characteristics
- Talking about pets
- Understanding a longer email and writing a reply
- Using connectives
- Talking about sports and hobbies
- Using adverbs of frequency to say how often you do something
- Arranging to go out and making invitations
- Introduction to the accusative case +in

- Using "man kann" to say what activities there are in your town
- Describing your house
- Describing your room
- Talking about your dream home

Spanish

- Spanish pronunciation
- Introducing yourself
- Describing people
- Talking about family and pets
- School and subjects
- Countries and town
- Talking about school
- Describing the weather
- Sports and free time activities
- Telling the time
- Ordering in a café
- Talking about holidays
- Describing holiday activities
- Learning about Christmas in Spain

Range of Activities

Pupils will work in pairs, small groups and full groups, as well as participating in self-supported study. Pupils also develop reading skills through individual reading schemes.

Homework Requirements

One homework of approximately 30 minutes will be set each week per subject. Regular learning of vocabulary and phrases is vital if progress is to be made. Some reading and writing activities will also be set to consolidate work done in class.

National Curriculum Assessment Procedures

Work is assessed throughout lessons, but formal assessments take place at the end of each term.

MUSIC

Head of Music – Mr A. Ashby

Aims:

The broad aims of this department at Key Stage 3 are to enable pupils from a wide range of musical abilities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions of pitch and duration

Course Description:

The course comprises of four topics, which are designed to meet the requirements of the attainment targets of the National Curriculum. The focus within each topic is on the areas of:

- Attainment Target 1 – Performing
- Attainment Target 2- Composing
- Attainment Target 3 – Listening and Appraising

Topics:

1. Blues and Jazz
2. Variations
3. Minimalism
4. Bank workshops – musical futures

Assessment:

In music pupils are assessed on their knowledge, their understanding and their skills.

Methods of assessment include:

Teacher evaluation
Pupil evaluation/comments (both written and spoken)
Audio and video recordings
Concerts and performances both within the classroom and outside
Reports from instrumental teachers

Activities:

The course provides a wide range of imaginative and interesting materials to motivate and challenge all pupils. Pupils will work individually, in pairs and in groups in all projects.

The use of Information Technology is a significant part of music education and there are many opportunities in the scheme of work for pupils to use technological developments to create, record, transform and store music. We are currently running 27 music computer sequencing stations equipped with the most up-to-date Audio Sequencing software available in the education market.

Every pupil will use the following equipment throughout the course:

- Computer aided composition and performance
- Pitched and non-pitched classroom percussion instruments
- Own voice in a variety of group and class tasks

In addition there is one Casio electronic keyboard for every two pupils, allowing keyboard skills to be developed.

Homework:

Homework will be set at the teacher's discretion, and only when it is deemed to complement/reinforce classroom based topics.

Extra-curricular:

Individual or group tuition is offered on a wide range of instruments. Most pupils who receive instrumental lessons at the school are also provided with an ensemble lesson with their instrumental teacher as part of their tuition.

All pupils are encouraged to take part in any of the following activities:

Flute ensemble	Band Academy
School Production	Ukulele
School Band	
Choir	

NB Extra-curricular activities will be provided subject to the latest advice around COVID 19 restrictions.

PHYSICAL EDUCATION

Teacher in charge - Mr P. Hamblin

Aims

- To help pupils to break skills down into parts, as well as self assess their own performance and understand the need for different practices
- To encourage pupils to think and adapt their performance to different activities and equipment
- To allow pupils to understand the difference between the role of performing as a coach, official and leader
- To encourage pupils to help others when things become difficult
- To insist all pupils try their best and demonstrate their maximum effort in practical situations and athletic challenges
- To help pupils to evaluate their work by being aware of the "perfect model" for most practical skills
- To encourage pupils to lead and modify a practice to make it harder or easier
- To ensure all pupils take pride in their own health and appearance
- To help pupils to understand the need for specific fitness when performing challenging physical tasks

Course Description – Theme: Effective Participation as a Player and within a Group

Pupils will experience the following activities:

Basketball	Dance	Gymnastics
Rugby	Tag Rugby	Football
Netball	Tennis	Athletics
Cricket	Rounders	Softball
Outdoor and Adventurous Activities	Handball	Badminton

The PE Faculty truly value the SPIRIT of SPORT and all the positive outcomes of being physically, mentally and socially active. The principles of Sportsmanship, Performance, Intelligence, Respect, Intensity and Teamwork will underpin the expectations in all Physical Education lessons. By demonstrating the correct SPIRIT the outcomes of Success, Progress, Organisation and Resilience will become evident as the pupils are taught SPORT throughout the Key Stage.

Assessment

Each activity block will focus on targeted 'Physical Learning and Thinking skills' that are linked to Physical Education core tasks.

There are four pathways that identify the level that each pupil is able to perform at, these include:
Level 1 'Foundation' - Development of knowledge and the performance of simple skills.
Level 2 'Secure' - Demonstrate strategies to achieve success when applying core skills.
Level 3 'Confident' - Pupils adopt different roles and responsibilities and lead by example.
Level 4 'Exceptional' – Pupils show an advanced range of core skills within all aspects of P.E.

Pupils will be assessed at the end of each activity block (four weeks) and will be given a grade indicator between 1 and 4. This will show the level of progress within the identified pathway.

Each pupil will complete a self-assessment that will provide a record of their own progress from Year 7.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION & CITIZENSHIP

Teacher in charge – Mr M. Macaulay

Course Description

Pupils have one lesson of Personal, Social, Health and Economic Education or Citizenship each week. The two subjects are taken alternately on a termly basis. The course aims to teach pupils about a range of issues which may affect their health as well as to explore ideas about how they relate to others and to the world around them.

Outside speakers are also welcomed in to speak to classes.

Topics covered in Year 8 include

Personal Identity, Rights and Responsibilities, Relationships, Democracy and Justice, Healthy Lifestyles and Diversity, Careers Education and Equality.

Range of Activities

Pupils will be involved in a range of activities such as discussion, debating, role-play, watching videos and creative writing.

Homework

There is no homework set in PSHEE and Citizenship.

Assessment

Pupils are encouraged to develop self-assessment skills.

RELIGIOUS EDUCATION

Teacher in charge – Mr M. Macaulay

Pupils follow a course based upon the Gloucestershire Agreed Syllabus for Religious Education. This syllabus seeks "to engage pupils with key questions arising from the study of religion so as to promote their spiritual, moral, social and cultural development" (Gloucestershire Agreed Syllabus 2006-2011). It encourages key skills and attitudes that are fundamental to the study of religion.

The Course

Term 1 The Teachings of the Ten Gurus
Term 2 The Truth
Term 3 Hinduism
Term 4 The Journey Through Life
Term 5 Festivals
Term 6 Britain's Religious Roots

Range of Activities

Pupils will be involved in a wide range of activities including research, creative writing, debate and discussion, watching video and slides, reading, participating in group and practical activities e.g. drama, drawing, tasting, handling artefacts and project work.

Homework Requirements

Homework will be set approximately once a fortnight. It may sometimes involve going to the library to research a topic or learning new words/concepts.

Assessment

Pupils will be assessed through a series of individual, paired and group activities. They will also be encouraged to develop self and peer assessment skills.

SCIENCE

Teacher in charge – Mrs S. Pearson

Aim

The curriculum for pupils in Key Stage 3 highlights science content and emphasises 'How Science Works' and science literacy skills. The course called 'Exploring Science' incorporates all the different aspects of 'How Science Works', including evaluating opinions about scientific phenomena and weighing up evidence, along with the usual investigations delivered in a dynamic and interesting way. In Year 8 pupils continue to develop the skills, concepts and knowledge they will need to allow them to be well equipped for their GCSEs in Years 10 and 11. The course is comprised of the following units of study. Pupils will receive 4 lessons of science a week and units are studied on a rota basis.

Food and Nutrition	Pupils look at health and diet, the digestive system and respiration.
Breathing & Respiration	Pupils learn how the human gas exchange system works and how it is well adapted for this role. Through a series of experiments pupils assess factors related to their own respiratory systems.
Unicellular Organisms	Pupils compare the different types of microorganisms. They explore how microorganisms have been pivotal in shaping our history (for example the Black Death) and how we can harness them to make useful products for ourselves.
Combustion	Pupils investigate what happens when a fuel is combusted, and the implications the products have for the environment. Pupils then research alternatives and make conclusions based on sound evidence.
Periodic Table	Pupils explore the history of the Periodic Table. What were the key discoveries in Chemistry by big names such as Dalton and Mendeleev? Patterns and reactions within groups of elements are the subject of several investigations. Links are also made to the application of Chemistry in our lives (e.g. fireworks)
Metals & Uses	Pupils investigate the reactions of metals and use results from experiments to justify why certain metals are used for specific jobs.
Light	Pupils investigate key phenomena related to light. What is the law of reflection? Why does light appear to bend? What colours are in light and how does this link to rainbows and colour vision?
Fluids	Pupils delve into the properties of different states of matter. They will use particle diagrams to explain the differences in the behaviour of solids, liquids and gases. Pupils will use their knowledge of particle theory to explain how objects float and sink, what pressure is and how it affects objects, and how we can use this to overcome extreme environments.
Energy Transfers	Pupils make use of investigations to explain how energy transfers shape our world and everything we do. From conduction of energy in

	cooking to convection currents that keep Hot Air Balloons airborne. Experimental evidence is used to show how careful design can reduce energy loss and create energy efficient products.
Space	In this unit pupils will explore the big ideas about gravity and how it influences our place in the Universe. Pupils will consider a range of evidence and use it to explain why we have seasons and the effects of Earth's magnetic field. Delving deeper, pupils will research what is beyond our Solar System and debate if it is worth exploring.

In addition to the units above, pupils will also spend time reviewing some of the 'Big Ideas' in science. These include photosynthesis & respiration, earth processes, chemical reactions, forces, electricity, and an emphasis on improving scientific enquiry skills.

Homework

There is one science homework task each week. This will seek to consolidate understanding of key ideas or applying their knowledge in new areas. Homework will be set via an online app called Educake.

Assessment

As well as regular informal assessment during lessons, there will be test at the end of each unit to assess pupils' knowledge and understanding. The analysis of the results allows continuous assessment of a pupil's progress to be maintained. Pupils will also sit an exam at the end of Year 8 which will help determine pathways at KS3 and option choices at KS4.