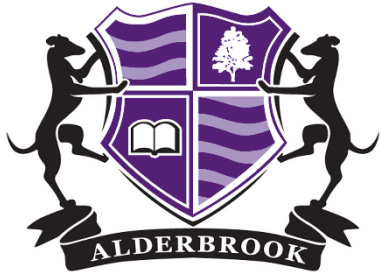


2020 - 21



THE YEAR 8 CURRICULUM@ ALDERBROOK



'The willingness to show openness to experiences are the key dispositional factors that relate to achievement'

John Hattie

AMBITION | BRAVERY | KINDNESS

Ambition for our Year 8 Curriculum:

Our very broad and balanced Year 8 Curriculum offers 16 subjects led by specialist teachers. The content of the National Curriculum is covered by the end of this year, and key skills needed to prepare students for study at Key Stage 4 are developed throughout. The form tutor programme at Year 8 supports students to read increasingly widely, reflect on their behaviours and approaches to learning, and organise their study habits and revision techniques in preparation for class tests.

Students continue to be assessed using our threshold system, which focuses on how much progress a student is making from the threshold they have reached. For further information about this, please refer to the school website: **Curriculum, Assessment.** Class assessments take place at the end of a topic during normal lessons, to check overall understanding of a topic and retention of prior topics. Opportunities are created for students to revisit content and address misconceptions where needed. Year 8s will sit formal Assessments at the end of the Spring Term which will test their learning from the start of the year. This process of revisiting learning content is important as it allows students to practise strategies for revising and develop long term memory. We know that the more times students visit learning content in different ways – the more likely they are to remember. This foundation of learning is very important at this point in Key Stage 3, ahead of students beginning their Key Stage 4 examination courses. Teachers and form tutors will help students prepare for tests, and you can also support your child at home, as we will provide a ‘revising booklet’ for this purpose.

Students will make choices this year, for further study at Key Stage 4. They are supported through our Career Programme, including having opportunities to meet our Independent Career’s Advisor. In a fast-moving economic environment and ever-changing job market, discussions focus on personal strengths, preferences and broader employability skills, as well as the obvious links from subjects to careers and the overall labour market.

The development of literacy and numeracy remain vital skills in Year 8. All Year 8s should carry a reading book with them. They will be required to read in form time, and will continue to take part in the Accelerated Reader programme, led by the English Faculty, which encourages them to check their comprehension of books they read through a series of quizzes. Reading every day, should be encouraged at home. All teachers will support students to develop their literacy, particularly through reading in lessons and learning key vocabulary. Understanding key terminology now, will support them to make progress next year.

Bravery:

In Year 8, students are strongly encouraged to pursue extra- curricular activities to support their overall confidence and skills. With the increased confidence of ‘not being the youngest’ in the school, and yet still being very early in their school life, this year is about exploring a wide range of activities and enjoying the breadth of opportunity on offer. The programme of assemblies, Personal and Social lessons, and Life Ready Days in Year 8 encourage this growth, whilst supporting students to make the right decisions and stay safe.

Kindness:

In our **Pastoral System**, Year 8s continue to have a form tutor and a Year 8 tutor group they will meet each day. This will be the key member of staff who will support your child with any day to day pastoral issues they may have. The Pastoral Manager will provide further support where needed, and the Head of Year will oversee the overall progress of students. **The Head of Year 8 is Mrs M Choudhury, and the Pastoral Manager for Year 8 is Ms J Allen.** These members of staff know this year group very well, having supported them through Year 7.

Topic Tracker

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Portrait	Portrait	Portrait	Narrative Journey	Narrative Journey	Narrative Journey
Computing	Analysing Data	Programming	Data Transmission	Issues in Computing	Computer Systems & Hardware	Topic Project
Dance	Clip (Street dance)	Motif and Motif Development (Choreography)	Past, Present and Future (dance based on events in time)	Past, Present and Future continued including assessment lesson	Storm Thorgerson album covers (using stimuli for choreography)	Confrontation (physical theatre style duet)
Design and Technology	Signs	Music Players	Floating Gardens	True Cost of Textiles	Lanterns	Textiles Entrepreneurs
Drama	Into Text	Spoils of War	Hats!	Fantastical	Macbeth	Genre
English	Grisly and Gothic A study of extracts from the gothic genre	Festive Dickens A study of 'A Christmas Carol'	Love and Relationships A study of a collection of love poetry	William Shakespeare 'The Taming of the Shrew'	Revolution A study of 'Animal Farm' George Orwell	Crime and Punishment A study of extracts cross a range of non-fiction texts
Food	Hygiene and Safety Healthy Eating Guidelines Carbohydrates	Dietary Fibre Water Food Provenance	Sauces Pasta Sensory Analysis	Dietary Needs	Italian Cuisine How to modify a recipe	Plan, prepare and cook a meal to meet a brief Nutritional Analysis
French	A Typical Weekend (Present Tense)	A Typical Weekend (Past & Future)	Healthy Lifestyle: Illnesses & Food	Healthy Lifestyle: Health Resolutions	Holidays: Plans & Dream Destination	Holidays: A Recent Visit & Festivals
Mathematics	Number	Number and Algebra	Algebra and Formulae	Geometry	Statistics and Probability	Review
Geography	Earth Hazards	Solving the Development gap	What is happening in the tropics?	Our future resources	Sustainability	Climate change
History	History Britain's transatlantic slave trade	Causes of World War One	Life in World War One and the Suffragettes	Life in Nazi Germany	The Holocaust	Battles of World War II
Music	Samba	Instruments of the Orchestra	Reggae	Film Music	Riffs	Planning a Music Festival
PE	Warm-ups/ cool downs	Components of fitness	Muscles and bones	Leadership/ coaching	Aerobic and anaerobic	Relationships between health and fitness
PSHCE	Recovery, hope, wellbeing, relationships	Gender identity and sexuality	Financial health	Drugs, alcohol, tobacco	Positive relationships	Careers and skills
RE	Evil and Suffering	Where do we Look for God	Human Rights	The Environment	Medical Ethics	Medical Ethics
Science	Skills ,Electromagnets, Organisms, Matter		Forces, Genes, Reactions		Waves, Ecosystems, Earth, Energy	
Spanish	Health and Diet	Holidays	Virtual world	Fashion	The world and myself	The Hispanic World

Art

'All children are artists. The problem is how to remain an artist when one grows up' Picasso

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Portrait Drawing skills, recording facial features, understanding proportion, identity and further application of the formal elements and techniques.	Portrait Continued recording and exploration of media. Mexican day of Dead, Cubism. Addition of research and analysis for related artists.	Portrait Response to 3D work, creativity and independent learning as students respond to theme. Evaluate.	Narrative Journey Understanding landscape. Taught terminology, plotting a landscape, Perspective. Taught techniques related to landscape, composition texture, and tones.	Narrative Journey Introducing the artist. Researching and relating to our world with Hundertwasser and other artists. Environmental considerations. Eg; melting ice caps deforestation.	Narrative Journey Individual response as students realise intentions and potential for collaborative work.
Key Assessments	Summative assessment. Targets set.	Peer and teacher feedback in class.	Formative assessment. Evaluations, self-assessment.	Summative assessment. Targets set.	Peer feedback.	Summative final assessment.
Important literacy and numeracy developed this year	Delivered through specific worksheets assisting with a01- research tasks and key words.					
Wider skills and enrichment	Aspects of spirituality and culture feature with Portrait and moral and social change within the Narrative Landscape .					
How you can help your child at home	Take an interest in the wider subject matter especially where year 8 are dealing with death through Mexican Day of the Dead (celebration of life to culture and carnivals) and discussions arise related to our world and endangered species and damaged environment. On You tube series of tutorials- Sally Roundell and http://thevirtualinstructor.com try art exercises outside of the Alderbrook Art curriculum also from https://classroom.thenational.academy/					

Computing

‘The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge.’ Stephen Hawking

Year 8 builds on prior learning in Year 7, and prepares students for studying either Computer Science or IT at Key Stage 4. The skills developed this year are also transferrable beyond education.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Analysing Data: <ul style="list-style-type: none"> Recap on digital literacy Excel IF statements and V-Look Ups Macros SQL 	Programming: <ul style="list-style-type: none"> Sequence, Selection, Iteration Searching Sorting Functions and Procedures Testing 	Data Transmission: <ul style="list-style-type: none"> Binary & Hex Text, Sound and Images Boolean Logic Networks 	Issues in Computing: <ul style="list-style-type: none"> Advances in Technology Legal Issues Social Issues Moral and Ethical Issue Cultural and Environmental Issues 	Computer Systems & Hardware: <ul style="list-style-type: none"> What is a Computer System? Memory & Secondary Storage CPU & Von Neumann Building your own PC 	Project: <ul style="list-style-type: none"> Introduction to Project – Research Database & Review Logo & Review Flyer Flyer Review Project Evaluation
Key Assessments	Summative Assessment 1 Embed Y7 work and analysing data	Mini Assessment Focusing on analysing data and programming	Summative Assessment 2 Covers work from Term 1 and Data Transmission	Mini Assessment Primary focus on Issues in Computing	Summative Assessment 3 Covers all work completed over the course of the year	Mini Assessment Based on the project completed this term
Important literacy and numeracy developed this year	Literacy – key terminology related to Computing: binary, programming, iteration, macros, procedures, functions, Von Neumann. Extended writing tasks in key assessments, and using technology to aid literacy for project based work. Numeracy – formulas and functions using Excel, logic based maths for programming, binary and hex calculations					
Wider skills and enrichment	Students will have access to an after-school Computing Club if they wish to attend, though this is on a first-come, first-served basis. Opportunities throughout the year to take part in nation-wide competitions and activities related to Computing, such as cybersecurity. Transferable skills are developed in this subject, namely creativity, problem-solving and resilience.					
How you can help your child at home	Guide use of technology at home for productive tasks such as online research, discuss current issues related to technology to encourage further interest. Encourage students to practice programming and skills learned in class at home. For additional activities go to https://www.thenational.academy/ or BBC Bitesize.					

Dance

I believe that dance always contains four arts: music, choreography, painting and literature' George de Las Cuevas

Students in year 7 gained an understanding about dance styles from different parts of the globe, learning also about social and cultural influences. Dance in year 8 broadens students' experience through the introduction of interdisciplinary features and continues to thread social, historical and cultural influences. In preparation for year 9, students begin the journey of learning formulaic choreographic processes, linking to themes and intentions. Appreciation of their own work and of others' enables students to progress into year 9 with some skills in critical engagement.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Stylistic accuracy - how movement is executed in street dance. Learn actions associated to the styles	Motif and motif development: ways to develop short sequences of movement. <i>Your child could use the One Dance UK website to support their learning</i> https://www.onedanceuk.org	Physical theatre response to historical, current and possible future events. Actions/Space and dynamics considered. <i>Look at the headlines in current news</i>	Previous term's work continued - how to improve work through the use of mental skills.	Link to social, cultural and political issues. Respond to visual stimuli and develop skills in the choreographic process.	Broaden movement experience by interaction of movement with another student. Interpretative skills develop. <i>Take a look at BBC Bitesize confrontation PSHE</i>
Key Assessments	Final lesson: performance and choreography assessment. Choreography: combination of appropriate street dance actions. Performance: Express street dance with musicality, projection, focus and facial expressions	Self and peer assess throughout the process	Self reflect throughout the process	Final lesson: performance and choreography assessment. Choreography: work as part of a group. Physical theatre interpretation of events in time. Create positions and transitions representative of event. Performance: use expressive skills to show choreographic intention	Assessment throughout the project - teacher observes choreographic process. Choreography: material links to a visual starting point; selection of appropriate actions, spatial and dynamic content in relation to chosen album cover.	Final lesson: performance and choreography assessment. Choreography: physical theatre techniques, to reflect intention of confrontation. Relationships in movement are also demonstrated. Performance: use a range of physical skills and expressive skills to show confrontation.
Literacy & Numeracy	Literacy: vocabulary is broadened this year as students become more familiar with performance and choreography skills and the choreographic process terminology. Numeracy: Rhythmical numerical connections, sequencing and variation. Connections made to geometry for spatial and positioning design.					
Wider skills and enrichment	Collaborative tasks to promote working creatively and socialising with others. Engagement with what the modern world looks like. Provoke curiosity. Interdisciplinary artistic culture.					
How you can help your child at home	Encourage your child to reflect on their learning in dance by asking questions such as: How does mentally rehearsing choreography help you? If you had to refine your work, what skills would you pay attention to improving? Engage in discussion about current events and ask them to consider how they could explore the event through movement.					

Design and Technology

'Many things difficult to design prove easy to performance' Samuel Johnson

Year 8 builds on prior learning in Year 7 and prepares students for studying either Design and Technology or Engineering at Key Stage 4. The skills developed this year are also transferrable beyond education.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Write a specification. Work with a client. Make a prototype. Include signage and logos to develop a brand and convey a visual message.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/despro_flash/seedex8.html</p>	<p>Analysis of famous household products. Develop a new product looking at past designs. The science of how music is stored.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/despro_3/cardmod1.html</p>	<p>Develop an awareness an understanding of how design can solve real life problems in parts of the world where natural disasters occur. Design and build a model raft of a floating garden.</p> <p><i>Further information and activities on this topic visit: -</i> http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/texsystemspracticesrev3.shtml</p>	<p>The positives and negative impacts that technology has had within textiles The emergence of 'eco fashion'</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/joints_flash/nylon2.html</p>	<p>Design and manufacture a small batch of identical lamps based around a theme. Understanding the manufacturing process and scales of production.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/despro_flash/boxlearning_systems1.html</p>	<p>Design and make a textiles product. Choose appropriate equipment, techniques and materials Working in teams to devise production plans and cost considerations.</p> <p><i>Further information and activities on this topic visit: -</i> https://www.technologystudent.com/despro_flash/seedex2.html</p>
Key Assessments	<p>Mini Assessment Primary focus on embedding Yr7 work.</p>	<p>Summative Assessment 1 Covers all work this term.</p>	<p>Mini Assessment Primary focus on Issues on the project completed.</p>	<p>Summative Assessment 2 Covers work from this term.</p>	<p>Mini Assessment Based on the project completed</p>	<p>Summative Assessment 3 Covers all work completed over the course of the year</p>
Literacy & Numeracy	<p>Literacy – key terminology relating to logos, signs, famous designers, specifications and all projects throughout the year. Extended writing tasks in key assessments and using technology to aid literacy for project based work. Numeracy – Costing projects, anthropometrics, dimensions, scaling, accuracy of marking out, time plans.</p>					
Wider skills and enrichment	<p>Students will have access to an after-school Technology Club if they wish to attend, though this is on a first-come, first-served basis. Transferable skills are developed in this subject, namely creativity, problem solving and resilience.</p>					
How you can help your child at home	<p>Guided use of technology at home for productive tasks such as online research, discuss current issues related to technology to encourage further interest. Encourage students to develop design ideas at home and 'think outside the box'.</p>					

Drama

'What is drama but life with the dull bits cut out' Alfred Hitchcock

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Discovering different kinds of play texts and their demands.</p> <p>Attribution and delineation.</p> <p>Page to stage-how to locate action.</p> <p>Interpretation and directorial choice.</p> <p>Playing different sorts of roles.</p> <p>Recognising what is needed in a text.</p>	<p>Discovering how to play the real world with truth.</p> <p>Exploring context through drama.</p> <p>Recognising Language change in dialogue.</p> <p>Discovering political focus in drama.</p> <p>Playing for truth in drama.</p>	<p>Learning about roles and responsibilities through drama.</p> <p>Recognising the potential in props and resources.</p> <p>Building a complex scene through improvisation.</p> <p>Using text to create contrasting moods and roles.</p>	<p>Using the imagination to explore a story.</p> <p>Recognising the place of fantasy and creativity in theatre.</p> <p>Exploring how a role develops and changes through time.</p> <p>Understanding symbolism and metaphor in play texts.</p>	<p>Understanding theatre in historical context.</p> <p>The witches-ways of playing a text.</p> <p>The role of a chorus of voices.</p> <p>Understanding power and corruption.</p> <p>Using verse and prose text confidently.</p>	<p>Understanding and manipulating genre.</p> <p>Understanding the rules and structure of a genre.</p> <p>Understanding variety in genre.</p> <p>Constructing narrative using genre.</p> <p>Subverting or parodying genre.</p>
Key Assessments	A performance of an extract of text with lines learnt.	The performance of a complex devised scene. Evaluating others' work.	Using technical elements of theatre in a devised performance.	Evaluating more than one performance and identifying strengths and weaknesses in their own work.	Using chorus and unified movement in performance.	Performing a genre play and parodying tropes.
Important literacy and numeracy developed this year	<p>Literacy: Recognising the needs of a performance text, interpreting language, turning language into performance, recognising differences between prose and verse text, using rhyme, rhythm and metre, using language to make a play, using antiquated text in performance, recognising different types of text.</p> <p>Numeracy: Exploring space and dimensions, organising pace coherently, understanding character frequency, using angles to communicate meaning to an audience.</p>					
Wider skills and enrichment	<p>Developing self-esteem and confidence, learning to create with others, communicating an idea, presenting using text and not using text, working with others, learning and being led, learning about the wider world through safe 'play', understanding responsibility and being responsible for others, supporting others.</p>					
How you can help your child at home	<p>Line-learning, support with performance anxiety, encouraging participation in drama and supporting extra-curricular work, communicating anxiety to school if required.</p>					

English

'Today a reader tomorrow a leader' Margaret Fuller

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Grisly and Gothic Language focus Analysing the writer's purpose and the deliberate effects of linguistic, literary and structural devices.</p> <p>Selecting apt and if possible, judicious quotations to support points and analysis.</p> <p>Selecting relevant subject terminology When exploring a text.</p>	<p>Festive Dickens 'A Christmas Carol' Literature focus To acquire knowledge regarding the social historical context of the novel: Pre 1914 text.</p> <p>Embedding apt, and if possible judicious quotations to support points and analysis.</p> <p>Selecting relevant subject terminology When exploring a text.</p> <p>Exploring the writer's viewpoints and perspectives when studying the novel as a whole and relating these ideas to the social context.</p>	<p>Love and Relationships Literature focus Making thoughtful, developed and relevant responses to the themes of love and relationships.</p> <p>Embedding apt, and if possible judicious quotations to support points and analysis.</p> <p>Selecting relevant subject terminology When exploring a text.</p> <p>Exploring and comparing the writers' viewpoints and perspectives when studying the poems and relating these ideas to the social context.</p>	<p>W. Shakespeare 'The Taming of the Shrew' Literature focus Making thoughtful, developed and relevant responses to the themes of love and relationships.</p> <p>Embedding apt, and if possible judicious quotations to support points and analysis.</p> <p>Selecting relevant subject terminology When exploring a text.</p> <p>Exploring the writer's viewpoints and perspectives when studying the novel as a whole and relating these ideas to the social context.</p>	<p>Revolution 'Animal Farm' Language focus Learning new skills and revising ways to write in a convincing way.</p> <p>Convincingly adapting writing for audience and purpose.</p> <p>Using thoughtful vocabulary to convey ideas.</p> <p>Considering the way structure can be used to make writing engaging.</p> <p>Using standard English and ensuring the employment of spelling strategies for more complex vocabulary.</p>	<p>Crime and Punishment Non-Fiction Texts from other cultures and traditions Synthesising reading and writing skills from across Key Stage 3.</p>
Key Assessments	English Language Paper 1 – Questions 2-3 assessment	English Literature Assessment	English Literature Assessment	English Literature Assessment	English Language Paper 2 – Question 5 assessment	English Language Paper 2
Literacy & Numeracy	<p>Literacy: Key terminology and spellings which will be signposted on knowledge organisers for all units The ability to build on the skills of reading and comprehension through practising the techniques of skimming and scanning, reading for meaning, note making and question posing when reading a text. Numeracy: Working with the chronological order of sequencing and events.</p>					
Wider skills	Understanding and discussion of issues around identity, social responsibility and retribution (SMSC) through the study of the wider literary texts.					
How you can help your child at home	<p>Knowledge organisers will be issues at the start of a new unit and we would encourage these to be learned at home so that they can support the learning in school. Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge.</p> <p>https://senecalarning.com/en-GB/ https://www.bbc.co.uk/bitesize/levels/z98jmp3</p>					

Food

'Food is the place where you begin' Vandana Shiva

In Year 8 we build on nutritional knowledge looking at the Governments healthy eating guidelines and nutritional needs of different life stages. We start to investigate the science of food focusing specifically on carbohydrates. Students learn how to modify recipes to make them healthier and we explore Italian cuisine.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Practical Work: Bread Rolls Pizza/Focaccia Bread</p> <p>Theory: Bacterial contamination Functions of ingredients in bread Governments healthy eating guidelines Carbohydrates: (starch and sugar) sources functions RNI health issues</p>	<p>Practical Work: Breakfast Cereal Bar</p> <p>Theory: Carbohydrates: (Fibre-non starch polysaccharides) sources functions RNI health issues Importance of water in the diet Primary and secondary processing of wheat The importance of bread as a staple food</p>	<p>Practical Work: Viscosity Test Macaroni Cheese Pasta Making</p> <p>Theory: Reasons why sauces are used in a recipe Science of a starch - based sauce (gelatinisation) Methods of sensory testing How to carry out a fair test</p>	<p>Practical Work: Lime and Mascarpone Torte</p> <p>Theory: Italian cuisine Energy and nutrient requirements for different life stages to maintain health</p>	<p>Practical Work: Bolognese Sauce Risotto</p> <p>Theory: Advantages and disadvantages of ready-made ingredients How to reduce fat in a recipe How to increase fibre (NSP) in a recipe Consider the cost of recipes</p>	<p>Practical Work: Modified Italian main meal (students choice)</p> <p>Theory: Selecting a recipe to meet a brief Modifying the selected recipe to make it healthier Producing a time plan Producing a nutritional label How to compare nutritional labels</p>
Key Assessments	<p>Mini Assessment Functions of ingredients</p>	<p>Mini Assessment Carbohydrates</p>	<p>Mini Assessment Sauces</p>	<p>Mini Assessment Italian cuisine</p>	<p>Mini Assessment Modifying a recipe</p>	<p>Summative Assessment Based on all topics covered throughout the year</p>
Literacy & Numeracy	<p>Literacy: developing the understanding of new terms/vocabulary. Reading recipes. Command words for plan of making. Numeracy: Developing accuracy in weighing, measuring and timing. Understanding ratios. How to work out an average from a set of results.</p>					
Wider skills and enrichment	<p>Resourcefulness-developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness-seeking and responding to feedback. Time management and personal organisation with tasks set. Reciprocity-Working as a team in a practical context.</p>					
How you can help your child at home	<p>Encourage organisation to bring ingredients for practical lessons. Encourage your child to help prepare and cook dishes at home. <i>Further information, activities and recipes can be found at www.foodafactoflife.org.uk</i></p>					

French

“He who has two languages has two souls” - Quintus Ennius

In year 8 greater emphasis is placed on grammar and the use of all three time-frames is introduced. The topics have been carefully selected to provide an insight into the GCSE course in order to guide those pupils considering taking their language learning further.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Describing weather and typical free time activities. Giving justified opinions about free time activities and adding detail to sentences.	Talking about what free time activities have done on a recent weekend and describing future free time plans.	Knowing body parts and being able to say what hurts or is injured. Talking about typical meals. Giving justified opinions.	Describing a recent meal out. Giving advice about healthy living. Talking about future health-related resolutions.	Talking about holiday plans and typical holiday activities. Describing a dream holiday. Giving justified opinions.	Describing a recent city break and what happened during the visit. Adding detail and giving justified opinions.
Key Assessments	Listening and Speaking	Reading and Writing	Listening and Speaking	Reading and Writing	End of Year Exams: all 4 skills	
Important literacy and numeracy developed this year	Reinforcing key grammar concepts, identifying word type (noun, verb, adjective) and conjugating verbs, including being introduced to how to conjugate verbs in different tenses and refer to time frames. Using a bilingual dictionary. Vocabulary learning and spelling.					
Wider skills and enrichment	Research on a French-speaking sports person, as well as typical traditional meals and holiday destinations and famous landmarks in French-speaking countries. Introduction to national festivals in French-speaking countries. Skills for Success – developing communication skills via short roleplays/conversations and using the target language (French) as much as possible.					
How you can help your child at home	At the front of every pupil workbook is an overview of the topic content that you and your child can refer to for support. Regular Quizlet study sets will be provided by the French Department in line with the scheme of work via class charts. We strongly urge all students to have their own pocket size bilingual dictionary. We recommend www.bbc.co.uk/bitesize for online support – head to the secondary curriculum where you will find the French resources.					

Geography

“Geography is the subject which holds the key to our future” Michael Palin

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> · What is an Earth Hazard? · Processes of volcanoes and earthquakes · Monserrat volcano case study · Compare 2 earthquakes in Gujarat and Seattle · Planning to answer a 9 mark question · Super volcanoes · Assessment feedback and target setting <p>Videos and tasks found at: https://classroom.thenational.academy/units/tectonics-b9a8</p>	<ul style="list-style-type: none"> · What is the pattern of global development? · What is life like in an NEE mega city · Opportunities and challenges for development in Lagos, Nigeria. And comparing them to a HIC – Birmingham · Life and improvement of slums in Kibera, Kenya. · Reducing the development gap and TNCs role · Assessment feedback and target setting <p>Videos and tasks found at: https://classroom.thenational.academy/units/population-d3f0</p>	<ul style="list-style-type: none"> · The location of the tropics – latitude and longitude embedding · Biomes of the tropics – Savannas, deserts and tropical rainforests · Issues for tropical rainforests and solving them · Tropical storms and case study of cyclone Kenneth · Assessment feedback and target setting <p>Videos and tasks found at: https://classroom.thenational.academy/units/weather-and-climate-ac9e</p>	<ul style="list-style-type: none"> · The resources of food, water and energy and why they need managing · Water issues and their management · Food and energy issues and their management · Assessment feedback and target setting <p>Videos and tasks found at: https://classroom.thenational.academy/units/energy-1d3b</p>	<ul style="list-style-type: none"> · Plastics in our oceans · Reducing Co2 in our city – Birmingham · Waste management · Making buildings sustainable · Making Birmingham socially sustainable · Sustainability project of Alderbrook school · Assessment feedback and target setting from mock <p>Videos and tasks found at: https://classroom.thenational.academy/units/issues-of-urbanisation-808e</p>	<ul style="list-style-type: none"> · Evidence of climate change · Reasons for climate change · Effects of climate change · Impact of climate change on tropical storms · World responses to climate change <p>Videos and tasks found at: https://classroom.thenational.academy/units/climate-change-68ab</p>
Key Assessments	<ul style="list-style-type: none"> · Mini assessment of earth hazards including a 6 mark question on Montserrat and atlas skills. · End of unit assessment Earth hazards with embedding of skills and 9 mark decision making question 	<ul style="list-style-type: none"> · Mini assessment on key terms and global development · End of unit assessment on closing the development gap with a 9 mark decision making question 	<ul style="list-style-type: none"> · Mini assessment on latitude and longitude of the tropics and associated biomes · End of unit assessment on the biomes of the tropics, issues and tropical storm case study with 9 mark decision making question 	<ul style="list-style-type: none"> · Mini assessment on why resources have issues and embedding of previous topics · End of unit assessment on managing food, water and energy with 9 mark decision making question 	<ul style="list-style-type: none"> · Mini assessment on making plastic, energy production and waste sustainable and embedding of previous topics · mock · Sustainability project of Alderbrook school 	<ul style="list-style-type: none"> · Decision making exercise on how to manage climate change
Literacy & Numeracy	Literacy – Defining and Understanding the meanings of what plate boundaries, TNCs, biomes, resources, tropical storms, sustainability and climate change mean in Geography. Numeracy – being able to read and locate places on an atlas using latitude and longitude, and on an OS map using 6 figure grid references. Being able to read the story behind the data on graphs. To create a Demographic Transition model.					
Wider skills and enrichment	Students will start to place themselves in the wider world and their impact upon today’s global issues. They will study the experience of lives for people in other places on the planet and will compare it to their own. They will connect with the role they play as citizens of this planet and the role they play in solving its issues. They will learn how to conduct a study on the sustainability of the world around them and begin to think of ideas on how to improve it.					
How you can help your child at home	Talk to them about their local place, particularly anything you understand about Birmingham as there will be a focus on this. Point out the motorways and train lines you are traveling on and where they connect Birmingham/Solihull to. Students will be set activities in ‘DODDLE’ which will enable themselves to track their own progress over the year. Encourage revision of work. Transferable skills are developed in this subject, namely collaboration, thinking skills, problem-solving, map and atlas skills, data reading and presentation, and answering questions in a structured way.					

History

"The more you know about the past the better prepared you are for the future" Theodore Roosevelt

Building on the year 7 study of British history, students explore events in European and world history. In turn this develops a greater sensitivity of global concerns so that an academic maturity is reached. To achieve this, students are facilitated towards the development of GCSE skills such as questioning the author of sources and reaching strong historical judgements.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> -The British Empire. - The slave triangle. - The abolition of slavery. - The development of African American civil rights. - Using evidence to make historical claims. - Reaching historical judgements <p>Information can be found at: http://abolition.e2bn.org/</p>	<ul style="list-style-type: none"> - Long term causes. - Short term causes. - The causes of warfare. - Historical skills such as cause and consequence. - Causation - Using evidence to make historical claims. - Reaching historical judgements. <p>Info can be found at: https://classroom.thenational.academy/units/how-far-did-the-assassination-cause-the-first-world-war-f270</p>	<ul style="list-style-type: none"> - Trench warfare. - Women's Suffrage. - Shellshock and mental health. - Inference skills. - Judging different perspectives <p>https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1</p>	<ul style="list-style-type: none"> - Hitler's rise to power. - Nazi intolerance. - Development of inference skills. - Judging different perspectives. - Using evidence to make historical claims. <p>Info to be found at: https://classroom.thenational.academy/units/why-did-the-league-of-nations-fail-a797</p>	<ul style="list-style-type: none"> - The steps to genocide. - Intolerance. - The persecution of the Jewish people. - Using evidence to make historical claims. <p>https://encyclopedia.ushmm.org/content/en/project/the-holocaust-a-learning-site-for-students</p> <p>https://www.bbc.co.uk/bitesize/guides/zkfk7ty/revision/1</p>	<ul style="list-style-type: none"> - Military conflict - Using evidence to make historical claims. - Development of inference skills. <p>https://classroom.thenational.academy/units/when-was-the-turning-point-during-the-second-world-war-8289</p>
Key Assessments	Summative Assessment 1: Essay writing	Summative Assessment 2: Source skills	Summative Assessment 3: Source skills	Formative assessment: In class AFL	Summative Assessment 4: Essay writing	Formative assessment: In class AFL
Literacy & Numeracy	Literacy: key terminology related to history such as empire and parliament. Development of literacy through essay writing and the development of inference skills in order to judge different perspectives.					
Wider skills and enrichment	Transferable skills are developed in this subject, namely analysing facts, data and situations through historical analysis. Respect of other peoples' cultures, religion and value system is also developed as well as the consequences of intolerance.					
How you can help your child at home	Encourage students to read around the topics studied throughout the year and encourage them to take advantage of the various opportunities available such as dramas, documentaries and interactive media.					

Mathematics

'Nature is written in mathematical language' Galileo Galilei

The work in every year is crucial we strengthen and build on the foundations that are essential for GCSE; you must be fully confident with these topics.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> -Sequences - Fractions - Properties of numbers - Negative numbers - Area and perimeter - Rounding and estimating - Using algebra - Fractions, decimals, percentages 	<ul style="list-style-type: none"> - Formulae - Applying mathematics in a range of contexts -Pythagoras' Theorem - - Drawing and using graphs -Using ratios 	<ul style="list-style-type: none"> -Written Calculations - Using a calculator - Formulae and expressions - Drawing graphs - Transformations 	<ul style="list-style-type: none"> - Geometrical Reasoning - Constructions and Loci - Circles facts and Theorems 	<ul style="list-style-type: none"> - Ratio and Proportion - Negative numbers - Review Sequences the nth term - Congruent shapes - Tessellation - Drawing graphs review - Area Review 	<ul style="list-style-type: none"> - Percentages - Probability - Measures - Algebra Review - 3-D Objects - Bearings and Scale drawing - Decimal Review
Key Assessments		Class assessments based on topics covered.			End of Year tests, cumulative assessments based on Year 7 and Year 8 work	Full GCSE paper (old spec)
Important literacy and numeracy developed this year	We will revisit the essential skills learnt in Primary School and build on them. These include skills for life such as Decimals (to help with money), Fractions (useful in recipes), Percentages (essential in shopping, tips and business), Interpreting charts and graphs, calculating perimeter and surface area, finding an average, adding units of time, and converting between measures. It is crucial to have confidence in these areas.					
Wider skills and enrichment	We have a week where the focus is on Finance that will help you with your future so you can budget, to be able to afford the things you want like holidays, cars, houses, etc.					
How you can help your child at home	Ensure they complete all independent study and encourage them to use the online support such as Hegartymaths.co.uk and vle.Mathswatch.co.uk .					

Music

'Music awakens the soul' Lailah Gifty Akita

Skills and knowledge learnt this year are great preparation for the year 9 courses. These skills include creativity, teamwork, independence as well as the knowledge based around the elements of music, instrumentation, history of music as well as developing instrumental skills.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> -Students will perform from rhythm notation using the Samba instruments. -Students will develop an understanding of the culture and traditions of Samba. -Students will perform and compose a series of authentic rhythms. 	<ul style="list-style-type: none"> -Students will learn about the different sections of the orchestra and the associated instruments. -Students will perform and compose a piece of music inspired by the great composers. 	<ul style="list-style-type: none"> -Students will learn about the life and history of Bob Marley. -Students will develop their chord, bass line and melody skills by performing a Bob Marley piece. -Students will work in pairs and groups to produce a final piece. 	<ul style="list-style-type: none"> -Students will learn about techniques that are required to compose an effective piece of Film Music. - Students will compose leitmotifs and background music to a film track. 	<ul style="list-style-type: none"> -Students will learn famous riffs and hooks of artists. -Students will develop their instrumental skills on the keyboard and ukulele. -Students will work effectively in pairs and perform to the class. 	<ul style="list-style-type: none"> -Students will understand what needs to be done to organise a successful Music Festival. -Students will work in teams to plan and create their own music festival
Key Assessments	End of unit performance of Samba performance and their rhythmic composition. Key word test	End of unit performance of their piece to the class. Key word test	End of unit performance of a Bob Marley song performed as part of a group. Key word test	End of unit performance of composition to match a film. Key word test	End of unit performance of riffs and hooks with their partner. Key word test.	Presentation to the class of their Music Festival.
Important literacy and numeracy developed this year	Students will be developing their music vocabulary this year by learning about more in depth terms linked to the different units. They will use these throughout the unit and will be tested on these at the end of the unit. Numeracy is developed through rhythmic notation and looking at eras of composers					
Wider skills and enrichment	Students will develop a range of skills within lesson such as ambition, collaboration, responsibility and creativity. There are many opportunities for students to join extra-curricular music groups such as choir, ukulele group and keyboard club. Students also could attend curriculum-based trips as well as taking part in the Arts Award.					
How you can help your child at home	Students are encouraged to revise over key terminology regularly and this will be available on class charts. Regular practice on an instrument can be beneficial so if they have an instrument at home, please encourage their practice. Participation in extra-curricular music groups is also advantageous					

P.E.

‘The principle is competing against yourself. It’s about self-improvement, about being better than you were the day before’- Steve Young

Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To develop their technique and improve their performance and refine techniques in competitive sports.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Warm ups/Cool downs · Invasion games · Net games · Dance · Gymnastics · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Components of fitness · Invasion games · Net games · Dance · Gymnastics · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Muscles and bone functions · Invasion games · Net games · Dance · Gymnastics · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Leadership/ Coaching · Invasion games · Net games · Dance · Gymnastics · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Aerobic and anaerobic · Athletics · Net games · Striking and fielding Working at/near maximal levels · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges	Relationships between health and fitness · Athletics · Net games · Striking and fielding Working at/near maximal levels · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges
Key Assessments	Peer and teacher formative assessment	Peer and teacher formative assessment	Peer and teacher formative assessment	Peer and teacher formative assessment	Peer and teacher formative assessment	Peer and teacher formative assessment
Important literacy and numeracy developed this year	Literacy – Key terminology related to physical activity: Health and fitness, anatomy and physiology, preparation for exercise Numeracy – Scoring within activities, leadership tasks and problem solving.					
Wider skills and enrichment						
How you can help your child at home	Ensure your child arrives fully prepared for PE on timetables days. Encourage exercise at home, support with extra-curricular clubs and be flexible and support participation with external clubs and organisation					

PSHCE

‘One always measures friendships by how they show up in bad weather.’ Churchill

Students build on their awareness of right and wrong, understanding more deeply the notion of dangers and prejudice. They are supported to understand the nuances of friendship.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Recovery, relationships building, hope, wellbeing	Gender identify, sexual orientation, unacceptability of prejudice. Learning disabilities and autism.	Financial health, risk and gambling.	Drugs, alcohol and tobacco, physical and psychological risks.	Positive relationships, friendship and gangs, weapons and knife crime.	Careers and employability skills.
Key Assessments	Each topic includes a before and after assessment of knowledge and understanding for the content.					
Important literacy	Key words associated with topics including orientation, prejudice, psychological.					
Wider skills and enrichment	Students are encouraged to reflect on personal experiences and consider how the content of learning will support their overall well-being and happiness.					
How you can help your child at home	Encourage your child to discuss topics with you at home, and encourage the application of these in their everyday lives.					

R.E.

'Just as a candle cannot burn without fire, men cannot live without a spiritual life' Buddha

Year 8 starts to introduce students to ideas about Philosophy and Ethics.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Evil and Suffering: What types of evil and suffering are there in the world? If there is suffering in the world can God be omnibenevolent, omniscient and omnipotent? What would a Christian say about evil and suffering? Free will. What would a Muslim say? What is original sin?	Where do we Look for God? Do miracles prove that God exists? Does the design argument prove that God exists? Does the causation argument prove that God exists? Can you accept the Big Bang theory if you are a religious person?	Human Rights: The Declaration of Human Rights. Is it ever justified to torture prisoners? What is your opinion about the death penalty? Should everyone have freedom of expression and speech? Religion and Human Rights. What can you do to help those who do not have human rights?	The Environment? How do Christians feel we should treat the environment? How do Muslims feel we should treat the environment? Animal welfare: What might a Buddhist say? Creation stories: How do Hindus believe the world was created? Environmental campaigns: What can we do to protect the environment and animals?	Medical Ethics: When does life begin? Should we use embryos for medical research? What might a Christian say about genetic engineering? Should everyone be on the transplant register?	The length of the topic areas studied in Year 8 mean that they overlap the term endings and beginnings. This means that only five topic areas are studied.
Key Assessments	Written assessment. Questions to recall knowledge and give explanations. Exam style question.	Written assessment. Questions to recall knowledge and give explanations. Exam style question.	Written assessment. Questions to recall knowledge and give explanations. Exam style question.	Written assessment. Questions to recall knowledge and give explanations. Exam style question.	Written assessment. Questions to recall knowledge and give explanations. Exam style question.	
Important literacy and numeracy developed this year	Students learn key terms for each topic area. Students build on their use of PEEL paragraphs and start to write extended writing in a more detailed format for the GCSE questions.					
Wider skills and enrichment	Students are encouraged to be aware of the world around them. Current issues are discussed in lesson times and this is an opportunity for students to consider many points of view.					
How you can help your child at home	It is useful for students to watch the news to enlighten their knowledge of the wider world. It is also useful for students to be able to discuss the topics covered in their home setting and wider social groups.					

Science

'Theory helps us to bear our ignorance of facts' George Santayana

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Scientific Enquiry Scientific Investigation skills The structure and role of the digestive system The structure and role of the respiratory system Health Structure of the atom The periodic table and groups Mixtures and separation Magnets and electromagnets Units of work here: https://classroom.thenational.academy/units/electricity-and-magnetism-ab64 https://classroom.thenational.academy/units/biological-systems-and-processes-bf5a		Genes, alleles and DNA Inheritances Variation Continuous and discontinuous variation Chemical reactions – different reactions Word and symbol equations Energy changes Contact and non-contact forces Force diagrams Pressure Work done Units of work here: https://classroom.thenational.academy/units/energy-0b08 https://classroom.thenational.academy/units/reproduction-and-variation-f60f		Plant structure and photosynthesis The Earth and the atmosphere Human impact Water waves and sound waves Absorption, reflection and echoes How sound travels Units of work here: https://classroom.thenational.academy/units/sound-waves-0e79 https://classroom.thenational.academy/units/plants-and-photosynthesis-54c3	
Key Assessments	End of topic assessment on electromagnets, organisms and matter	End of topic assessment on electromagnets, organisms and matter	End of topic assessment on forces, genes and reactions	End of topic assessment on forces, genes and reactions	End of topic assessment on waves, ecosystem, Earth and energy	End of topic assessment on waves, ecosystem, Earth and energy
Literacy & Numeracy	Equations, constructing graphs and table, extracting data and reading instruments					
Wider skills and enrichment	Pupils are encouraged to read around the subject and bring in any questions that they have to the Science Department. Science news for children can be found here: https://www.sciencenewsforstudents.org/					
How you can help your child at home	Work through KS3 content on BBC bitesize, information, videos and tests. Support guides can be found on BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zng4d2p Useful YouTube channels: https://www.youtube.com/c/fuseschool https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg https://www.youtube.com/user/crashcoursekids					

Spanish

'He who has two languages has two souls' - Quintus Ennius

Skills developed over the course of this year prepare students to become more confident language learners covering both language and grammar points that will be transferred and extended from Year 7. Wherever possible aspects of the GCSE language course are introduced at an appropriate level.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Giving opinions on food and drink by using the verbs comer and beber. Forming negative expressions. Ordering food in a restaurant by using tú and usted. Using mucho and poco when discussing what makes a healthy diet. Describing an image.	Talking about transport and holiday travel by using ir with prepositions. Answering questions in Spanish. Describing holiday activities by using the verb soler. Describing a past holiday and forming the preterite tense (regular verbs and irregular verbs) Writing in different tenses. Preparing for a written exam.	Discussing the Internet and social media. Forming negative expressions (II) Saying anglicisms in Spanish. Discussing TV programmes by using acabar de Translating short sentences. Making comparisons with preferir... a... Answering multiple-choice questions. Creating an online profile. Using ser and estar.	Describing fashion in greater detail. Forming the present continuous tense. Talking about shopping on the high street. Using indefinite adjectives. Taking the initiative in conversation. Using cardinal and ordinal numbers. Making regular cultural references. Using direct object pronouns. Reacting to the unpredictable	Using reflexive verbs. Drafting and re-drafting written work when writing about daily routines. Improving exam technique (translation). Discussing solutions to global issues. Forming impersonal constructions. Forming irregular verbs in the future and conditional Writing interesting sentences.	Comparing Madrid and Barcelona. Forming the perfect tense (regular verbs). Using idioms. Discovering Mexico City and Peru. Using irregular past participles in the perfect tense. Forming the imperfect tense Listening to native speakers. Learning about life in Cuba. Comparing and contrasting cultures.
Key Assessments	Listening and Speaking	Reading and Writing	Listening and Speaking	Reading and Writing	End of Year Exams: all 4 skills	
Important literacy and numeracy developed this year	Reinforcing key grammar concepts by continuing to identify all parts of speech (nouns, adjectives, verbs, adverbs, pronouns). Increased awareness of all time frames. Using a bilingual dictionary. Vocabulary learning and spelling.					
Wider skills and enrichment	Cultural Capital – Research on a Spanish-speaking personality, as well as typical traditional meals and holiday destinations and famous landmarks in Spanish-speaking countries. Introduction to national festivals in Spanish-speaking countries. Skills for Success – developing communication skills via short roleplays/conversations by using Spanish; developing a more interesting approach to writing (choice of vocabulary).					
How you can help your child at home	At the front of every pupil workbook is an overview of the topic content that you and your child can refer to for support. Reinforce the use of Quizlet (vocabulary learning and practice) and of a bilingual dictionary.					