



# THE YEAR 8 CURRICULUM@ ALDERBROOK

2023 - 24



*'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 a wide range of subjects led by specialist teachers.** This includes a fortnightly PSHE lesson and three Life Ready Days throughout the year.

**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 in the Summer 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.

**The development of literacy and numeracy** remain vital skills in Year 8. All Year 8s should carry a reading book with them. They will participate in our reading initiative ‘Uniquely Portable Magic’ during form 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, PSHE 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 K Williamson, and the Pastoral Manager for Year 8 is Mr J Middleton.** 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
<b>Art</b>	Portrait	Portrait	Portrait	Abstract -landscape	Abstract- landscape	Abstract- Landscape
<b>Computing</b>	Computer Systems & Hardware	Analysing data - Spreadsheets	Internet and Networks	Programming	Data Representation	HOC Compute It
<b>Dance</b>	Clip (Street dance)	Tricks of the Trade (Learning movement skills)	Past, Present and Future (dance based on events in time)	Confrontation (physical theatre duet)	Commission (performing choreography to a target audience)	The festival (choreographing for a dance festival)
<b>Design and Technology</b>	Graphics	Design Movements and Designers - Modelling	Metal work	Metal work - Practical	Woodwork	Woodwork - practical
<b>Drama</b>	Into Text	Spoils of War	Hats!	Noughts and Crosses	Greek Theatre	Performance Genre
<b>English</b>	Crime & Detective Fiction A study of crime extracts	Grisly and Gothic A study of extracts from the gothic genre	Love and Relationships A study of a collection of love poetry	Inequality & Adversity A study of extracts cross a range of fiction & non-fiction texts	Revolution A study of 'Animal Farm' George Orwell	William Shakespeare 'The Taming of the Shrew'
<b>Food</b>	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
<b>French</b>	Leisure activities	Leisure activities	Healthy & Unhealthy Lifestyles: Eating Habits	Lifestyles: Advice and Resolutions	A visit to the Doctors Launch: A trip to Paris	A trip to Paris
<b>Mathematics</b>	Number	Number and Algebra	Algebra and Formulae	Geometry	Statistics and Probability	Review
<b>Geography</b>	Cold environments	Closing the development gap	Solving the development gap and campaign message	Our future resources and ABK fieldwork on sustainability	Tropics	Tropics and issue evaluation on road building in the Amazon
<b>History</b>	The Transatlantic Slave Trade	Life after slavery and causes of World War One	Causes of World War One	The Suffragettes in Britain	Life in trenches and Britain during World War One	Battles of World War Two
<b>Music</b>	Blues and Jazz	Samba and Reggae	Music Through Time	Pop Riffs	Film Music	Planning a Music Festival
<b>PE</b>	Warm-ups/ cool downs	Components of fitness	Muscles and bones	Leadership/ coaching	Aerobic and anaerobic	Relationships between health and fitness
<b>PSHE</b>	Recovery, hope, wellbeing, relationships	Gender identity and sexuality	Financial health	Drugs, alcohol, tobacco	Positive relationships	Careers and skills
<b>RE</b>	Religious People	Where do we look for God?	Evil & Suffering	The Environment	Human Rights	Ethics

<b>Science</b>	Skills ,Electromagnets, Organisms, Matter		Forces, Genes, Reactions		Waves, Ecosystems, Earth, Energy	
<b>Spanish</b>	Describing your house	Describing your town	Describing a future holiday.	Describing a past holiday.	Healthy living	Ordering in a restaurant

# 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
Component Knowledge	<b>Portrait</b> Drawing skills recap. Mexican day of Dead, Cubism & Picasso Addition of research and analysis for related artists. Small 3d outcome.	<b>Portrait</b> Drawing skills, recording facial features, understanding proportion, identity and further application of the formal elements and techniques.	<b>Portrait</b> Response encouraging independent learning as students relate to the theme.  Evaluate.	<b>Abstract -Landscape</b> Understanding landscape. Taught terminology, plotting a landscape, Perspective. Taught techniques related to landscape, composition texture, and tones.	<b>Abstract-Landscape</b> Introducing the artist. Researching and relating to our world with Hundertwasser and other artists. Environmental considerations. E.g.; melting ice caps deforestation.	<b>Abstract-Landscape</b> Individual response as students realise intentions and potential for collaborative work.
Assessments and End Points	Summative assessment. Targets set.	Peer and teacher feedback in class.	Formative assessment. Evaluations, self-assessment. <b>Career/Option focus</b>	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 <b>Portrait</b> and moral and social change within the <b>Narrative Landscape</b> . Relate to a01 imagery <b>Picasso's Guernica</b> near remembrance. A series of <b>DIN</b> activities support students with <b>a01 artists</b> , analysis and engagement.					
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 <b>You tube</b> series of tutorials- <b>Sally Roundell</b> and <a href="http://thevirtualinstructor.com">http://thevirtualinstructor.com</a> try art exercises outside of the Alderbrook Art curriculum also from <a href="https://classroom.thenational.academy/">https://classroom.thenational.academy/</a>					

# 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
Component Knowledge	Computer Systems & Hardware  Hardware Components Embedded Systems Memory & Storage CPU	Analysing data – Spreadsheets  Intro to Spreadsheets Formatting Spreadsheet Common Function Functions Galore Vlookup  Internet and Networks The Internet Connectivity	Internet and Networks  Topologies Client – Server Networks Encryption	Programming  Input & Output Data Types & Selection Advanced Selection Subprograms Iteration	Data Representation  Units and binary numbers Binary arithmetic and hexadecimal Characters	Data Representation Images  HOC Compute It Intro to Mobile Apps Program Flow Debugging
Assessments and End Points	Mid Point Assessment		Assessment Point 1 - Forms			Assessment Po Point 2 - Forms
Important literacy and numeracy developed this year	<p><b>Literacy</b> – 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.</p> <p><b>Numeracy</b> – formulas and functions using Excel, logic based maths for programming, binary and hex calculations</p>					
Wider skills and enrichment	<p>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 and cipher challenges. Transferable skills are developed in this subject, namely creativity, problem-solving and resilience.</p>					
How you can help your child at home	<p>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 <a href="https://www.thenational.academy/">https://www.thenational.academy/</a> or BBC Bitesize.</p>					

# Dance

*'The only source of knowledge is experience' Albert Einstein*

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 increasing physical dance ability and applying choreography to an industry contexts. In preparation for year 9, students begin the journey of learning 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
Component Knowledge	Stylistic accuracy - how movement is executed in street dance (actions, dynamics and space).	Increase movement vocabulary and demonstrate an appreciation of what the body needs to do physically to execute challenging movement (physical skills).	Group physical theatre response to historical, current and possible future events. Know intent and how to select appropriate actions, space and dynamics. Know structures in dance. <i>Look at the headlines in current news</i>	Broaden movement experience by interaction of movement with another student. Performance skills develop. Know how to use relationship and choreographic devices in choreography. <i>Take a look at BBC Bitesize confrontation PSHE</i>	Know and understand social, cultural and historical contexts, mood and style, themes and ideas, purpose/intent and target audience.	Know how to select actions, dynamics, space, relationships, choreographic devices and aural setting to demonstrate understanding of social, cultural and historical contexts, mood and style, themes and ideas, purpose and target audience.
Assessments and End Points	Final lesson: performance and choreography assessment and <b>appreciation</b> of one another's performance work. <b>Choreography:</b> combination of appropriate street dance actions and dynamics. <b>Performance:</b> Express street dance with effective use of timing, musicality, facial expressions, confidence.	Final lesson: performance assessment. <b>Choreography:</b> Peer and teacher assessment during lessons when learning choreography. <b>Performance:</b> Perform a physical phrase with confidence, spatial awareness, sensitivity to other dancers and physical skills such as strength, balance and coordination.	Final lesson: performance and choreography assessment and <b>appreciation</b> of one another's performance <b>Choreography:</b> work as part of a group. Physical theatre interpretation of events in time. Create positions and transitions representative of event. <b>Performance and appreciation:</b> use expressive skills to show choreographic intention.	<b>Choreography and appreciation:</b> physical theatre techniques, to reflect intention of confrontation. Relationships in movement are also demonstrated. <b>Performance and appreciation:</b> use a range of physical and expressive skills to show confrontation.	Learn choreography and apply it to a career context. <b>Choreography, performance and appreciation:</b> Understand the selection of action dynamic, relationship and spatial content as well as aural setting to meet a commission's target audience and brief. Performance: Perform the commission material.	Peer and self-assessment in the process to performance <b>(choreography and appreciation).</b> <b>Performance and appreciation:</b> Present the final outcome to an audience.
Literacy & Numeracy	<b>Literacy:</b> vocabulary is broadened this year as students become more familiar with performance and choreography skills and the choreographic process terminology. <b>Numeracy:</b> 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 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
<b>Component Knowledge</b>	<p>Use annotations to demonstrate evidence of planning, decision-making and problem-solving ability.</p> <p><i>Further information and activities on this topic visit: -</i> <a href="https://www.technologystudent.com/despro_flash/seedex8.html">https://www.technologystudent.com/despro_flash/seedex8.html</a></p>	<p>Develop confidence in modelling &amp; using different materials, tools and equipment to create a 3D model of an Iconic Chair in the style of De Stijl.</p> <p><i>Further information and activities on this topic visit: -</i> <a href="https://www.technologystudent.com/despro_3/car_dmod1.html">https://www.technologystudent.com/despro_3/car_dmod1.html</a></p>	<p>Develop an awareness and understanding to metals Metals and Alloys Common ferrous metals Common non-ferrous metals .</p> <p><i>Further information and activities on this topic visit: -</i> <a href="http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/textsystemspracticesrev3.shtml">http://www.bbc.co.uk/schools/gcsebitesize/design/textiles/textsystemspracticesrev3.shtml</a></p>	<p>Practical skills needed for cutting Marking out and cutting Selection of materials and components Materials management The use of specialist tools and equipment The use of specialist techniques and processes</p> <p><i>Further information and activities on this topic visit: -</i> <a href="https://www.technologystudent.com/joints_flash/nylon2.html">https://www.technologystudent.com/joints_flash/nylon2.html</a></p>	<p>Pupil will looking at sources of materials, finite/non-finite materials, materials and their working properties, design brief, design strategies, use appropriate marking out methods, jigs and templates, specialist tools and equipment, developing design ideas through prototyping, communication of design ideas, using and working with materials – how to shape and form using abrasion, cutting and addition, specialist techniques and processes, surface treatments and finishes</p> <p><i>Further information and activities on this topic visit: -</i> <a href="https://www.technologystudent.com/despro_flash/boxlearning_systems1.html">https://www.technologystudent.com/despro_flash/boxlearning_systems1.html</a></p>	<p>Making -Use appropriate marking out methods, data points and coordinates. Use specialist tools and equipment Using and working with materials – how to shape and form using abrasion, cutting and addition Use of production aids Specialist techniques and processes. Surface treatments and finishes</p> <p><i>Further information and activities on this topic visit: -</i> <a href="https://www.technologystudent.com/despro_flash/seedex2.html">https://www.technologystudent.com/despro_flash/seedex2.html</a></p>
<b>Assessments and End Points</b>	<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>
<b>Literacy &amp; Numeracy</b>	<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>					
<b>Wider skills and enrichment</b>	<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>					
<b>How you can help your child at home</b>	<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
<b>Component Knowledge</b>	<p>Discovering different kinds of play texts and their demands.</p> <p>Attribution and delineation. Page to stage-how to locate action. Interpretation and directorial choice. Playing different sorts of roles. Recognising what is needed in a text.</p>	<p>Discovering how to play the real world with truth.</p> <p>Exploring context through drama. Recognising Language change in dialogue. Discovering political focus in drama. Playing for truth in drama.</p>	<p>Learning about roles and responsibilities through drama.</p> <p>Recognising the potential in props and resources. Building a complex scene through improvisation. Using text to create contrasting moods and roles.</p>	<p>Understanding and manipulating genre.</p> <p>Understanding the rules and structures of genre. Understanding variety of genre. Constructing narrative using genre. Subverting or parodying genre. Giving and receiving complex feedback.</p>	<p>Understanding theatre in historical context.</p> <p>The witches-ways of playing a text. The role of a chorus of voices. Understanding power and corruption. Using verse and prose text confidently.</p>	<p>Understanding the history of civil rights and celebrating diversity.</p> <p>Using complex texts to stage a mini-performance. Developing complex relationships in a dramatic scene. Working in groups to move a text from page to stage</p>
<b>Assessments and End Points</b>	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 complex scripted scene in groups. Giving and receiving constructive feedback.
<b>Important literacy and numeracy developed this year</b>	<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. Numeracy: Exploring space and dimensions, organising pace coherently, understanding character frequency, using angles to communicate meaning to an audience.</p>					
<b>Wider skills and enrichment</b>	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.					
<b>How you can help your child at home</b>	Line-learning, support with performance anxiety, encouraging participation in drama and supporting extra-curricular work, communicating anxiety to school if required.					

## 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
Component Knowledge	<p><b>Crime &amp; Detective Fiction</b> 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. Selecting relevant subject terminology when exploring a text.</p> <p>Convincingly adapting writing for audience and purpose. Using thoughtful vocabulary to convey ideas. Considering the way structure can be used to make writing engaging.</p>	<p><b>Grisly and Gothic</b> 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. Selecting relevant subject terminology when exploring a text.</p> <p>Convincingly adapting writing for audience and purpose. Using thoughtful vocabulary to convey ideas.</p> <p>Considering the way structure can be used to make writing engaging.</p>	<p><b>Love and Relationships</b> Making thoughtful, developed and relevant responses to the themes of love and relationships. Embedding apt, and if possible judicious quotations to support points and analysis. Selecting relevant subject terminology When exploring a text. Exploring and comparing the writers' viewpoints and perspectives when studying the poems and relating these ideas to the social context.</p>	<p><b>Inequality &amp; Adversity</b> Identify points of difference in non-fiction texts</p> <p>Comment on the intentions of the author's perspectives</p> <p>Making thoughtful, developed and relevant responses to the themes of adversity &amp; inequality in the wider world.</p>	<p><b>Revolution</b> <b>'Animal Farm'</b> Learning new skills and revising ways to write in a convincing way. Convincingly adapting writing for audience and purpose. Using thoughtful vocabulary to convey ideas. Considering the way structure can be used to make writing engaging. Using standard English and ensuring the employment of spelling strategies for more complex vocabulary.</p>	<p><b>Shakespeare's</b> <b>'The Taming of the Shrew'</b> Making thoughtful, developed and relevant responses to the themes of love, gender &amp; relationships. Embedding apt, and if possible judicious quotations to support points and analysis. Selecting relevant subject terminology When exploring a text. Exploring the writer's viewpoints and perspectives when studying the novel as a whole and relating these ideas to the social context.</p>
Assessments and End Points	<p><b>R- Identify specific language devices and analyse their effect on the reader</b></p>	<p><b>R – Analyse</b> how a writer uses structure to create tension in a setting</p> <p><b>W- Write the opening to a Gothic story</b></p>	<p><b>R- Analyse</b> how the poet presents the theme of...</p>	<p><b>R-Identify points of difference in non-fiction texts. Comment on the perspective of the author's intentions</b></p>	<p><b>W- Writing to persuade; writing in the form of a speech (S+L)</b></p>	<p><b>R- Analyse Shakespeare's methods making contextual links to key scenes.</b></p>

	<b>W- Create &amp; describe</b> a fictional crime setting					
Literacy & Numeracy	<b>Literacy:</b> 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. <b>Numeracy:</b> Working with the chronological order of sequencing and events.					
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	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. <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> <a href="https://www.bbc.co.uk/bitesize/levels/z98jmp3">https://www.bbc.co.uk/bitesize/levels/z98jmp3</a>					

# 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
Component Knowledge	<b>Practical Work:</b> Bread Rolls Pizza/Focaccia Bread  <b>Theory:</b> Bacterial contamination Functions of ingredients in bread Governments healthy eating guidelines Carbohydrates: (starch and sugar) sources functions RNI health issues	<b>Practical Work:</b> Breakfast Cereal Bar  <b>Theory:</b> 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	<b>Practical Work:</b> Viscosity Test Macaroni Cheese Pasta Making  <b>Theory:</b> 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	<b>Practical Work:</b> Lime and Mascarpone Torte  <b>Theory:</b> Italian cuisine Energy and nutrient requirements for different life stages to maintain health	<b>Practical Work:</b> Bolognese Sauce Risotto  <b>Theory:</b> 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	<b>Practical Work:</b> Modified Italian main meal (students choice)  <b>Theory:</b> 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
Assessments and End Points	<b>Mini Assessment</b> Functions of ingredients	<b>Mini Assessment</b> Carbohydrates	<b>Mini Assessment</b> Sauces	<b>Mini Assessment</b> Italian cuisine	<b>Mini Assessment</b> Modifying a recipe	<b>Summative Assessment</b> Based on all topics covered throughout the year
Literacy & Numeracy	<b>Literacy:</b> developing the understanding of new terms/vocabulary. Reading recipes. Command words for plan of making. <b>Numeracy:</b> Developing accuracy in weighing, measuring and timing. Understanding ratios. How to work out an average from a set of results.					
Wider skills and enrichment	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.					
How you can help your child at home	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 <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a></i>					

## 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
Component Knowledge	Talking about a range of leisure activities. Linking weather to suitable leisure activities. Giving justified opinions and adding detail to sentences.	Introduction to the near future. Being able to plan and discuss future leisure activities.	Knowing body parts and being able to say what hurts or is injured. Comparing healthy and unhealthy eating habits.	Being able to give basic advice on what people should or should not do in order to lead a healthier lifestyle.	Being able to communicate simple injuries and explaining how the injury happened. Launch the ‘Trip to Paris’ project.	Focusing on the near future to describe a trip to Paris: Transport Who with When Itinerary of key monuments
Assessments and End Points		One receptive skill and one productive skill assessment	One receptive skill and one productive skill assessment		Formal Assessments as per school calendar: all four language 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. Learning about the famous landmarks in Paris. 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 a sentence builder that you and your child can refer to for support. Regular Quizlet study sets will be provided by the French Department (students should have registered with Quizlet in Year 7) 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 <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> for online support.					

# 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
Component Knowledge	<p><b>Cold environments</b> Locate cold environments on our planet Key physical features Opportunities and challenges in cold environments Conflict in cold environments Antarctica Russia Arctic Assessment feedback and target setting</p> <p>Videos and tasks on cold environments and Russia found at: <a href="https://classroom.thenational.academy/units/the-geography-of-russia-ce05">https://classroom.thenational.academy/units/the-geography-of-russia-ce05</a></p>	<p><b>Closing the development gap</b> Solving global inequalities· 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> <p>Videos and tasks found at: <a href="https://classroom.thenational.academy/units/population-d3f0">https://classroom.thenational.academy/units/population-d3f0</a></p>	<p><b>Solving the development gap and campaign message</b> Taking all that students have learned about why there is rich and poor in the world, and then designing a campaign that can close this gap.</p>	<p><b>Our future resources</b> 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> <p>Videos and tasks found at: <a href="https://classroom.thenational.academy/units/energy-1d3b">https://classroom.thenational.academy/units/energy-1d3b</a></p>	<p><b>Sustainability-</b> Plastics in our oceans · Reducing Co2 in our city – Birmingham · Waste management · Making buildings sustainable · Making Birmingham socially sustainable · · Assessment feedback and target setting from mock</p> <p>Videos and tasks found at: <a href="https://classroom.thenational.academy/units/issues-of-urbanisation-808e">https://classroom.thenational.academy/units/issues-of-urbanisation-808e</a> <b>Sustainability project of Alderbrook school</b></p> <p>Use investigation skills to conduct a study on the sustainability of Alderbrook school</p>	<p><b>Tropics-</b> 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> <p>Videos and tasks found at: <a href="https://classroom.thenational.academy/units/weather-and-climate-ac9e">https://classroom.thenational.academy/units/weather-and-climate-ac9e</a></p>
Assessments and End Point	<p>Create a mini project on why these environments are so fragile and need protecting.</p>	<p>· Mini assessment on key terms and global development</p>	<p>Assessment point 1 – Cold environments and closing the development gap</p>	<p>· Mini assessment on why resources have issues and embedding of previous topics</p>	<p>· Write up of Sustainability project of Alderbrook school ·</p>	<p>· Mini assessment on latitude and longitude of the tropics and associated biomes Assessment point 2 - Cold environments, closing the development gap, our future resources and sustainability</p>
Literacy & Numeracy	<p>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.</p>					
Wider skills and enrichment	<p>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.</p>					



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
<b>Component Knowledge</b>	<ul style="list-style-type: none"> <li>-The British Empire. - The slave triangle. - The abolition of slavery.</li> <li>- The development of African American civil rights.</li> <li>- Using evidence to make historical claims.</li> <li>- Reaching historical judgements</li> </ul> <p>Information can be found at: <a href="http://abolition.e2bn.org/">http://abolition.e2bn.org/</a></p>	<ul style="list-style-type: none"> <li>- Life for African Americans after slavery.</li> <li>- Long term causes.</li> <li>- Short term causes.</li> <li>- The causes of warfare.</li> <li>- Historical skills such as cause and consequence.</li> <li>- Using evidence to make historical claims.</li> <li>- Reaching historical judgements.</li> </ul> <p>Info can be found at: <a href="https://classroom.thenational.academy/units/how-far-did-the-assassination-cause-the-first-world-war-f270">https://classroom.thenational.academy/units/how-far-did-the-assassination-cause-the-first-world-war-f270</a></p>	<ul style="list-style-type: none"> <li>- Women's Suffrage.</li> <li>- Opposition to women gaining the vote.</li> <li>- Inference skills.</li> <li>- Judging different perspectives</li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1</a></p>	<ul style="list-style-type: none"> <li>- Trench warfare.</li> <li>- Shellshock and mental health.</li> <li>- Life in the trenches</li> <li>- Inference skills.</li> <li>- Judging different perspectives</li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1</a></p>	<ul style="list-style-type: none"> <li>- Life in Britain during World War One</li> <li>- The terms of the Treaty of Versailles and its impact on Germany</li> <li>- Inference skills.</li> <li>- Judging different perspectives</li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1</a></p>	<ul style="list-style-type: none"> <li>- Military conflict</li> <li>- Using evidence to make historical claims.</li> <li>- Development of inference skills.</li> <li>- Historical significance</li> </ul> <p><a href="https://classroom.thenational.academy/units/when-was-the-turning-point-during-the-second-world-war-8289">https://classroom.thenational.academy/units/when-was-the-turning-point-during-the-second-world-war-8289</a></p>
<b>Assessments and End Points</b>	<b>Assessment:</b> In class extended writing	<b>Assessment:</b> In class extended writing	<b>Assessment 1:</b> Essay writing	<b>Assessment:</b> In class extended writing	<b>Assessment:</b> In class extended writing	<b>Assessment 2:</b> Extended writing using source skills
<b>Literacy &amp; Numeracy</b>	<b>Literacy:</b> key terminology related to history such as empire. Development of literacy through essay writing and the development of inference skills in order to judge different perspectives.					
<b>Wider skills and enrichment</b>	Transferable skills are developed in this subject, namely analysing facts, data and situations through historical analysis. Respect of other peoples' cultures and value system is also developed as well as the consequences of intolerance.					
<b>How you can help your child at home</b>	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
Component Knowledge	<ul style="list-style-type: none"> <li>-Sequences</li> <li>- Fractions</li> <li>- Properties of numbers - Negative numbers</li> <li>- Area and perimeter</li> <li>- Rounding and estimating</li> <li>- Using algebra</li> <li>- Fractions, decimals, percentages</li> </ul>	<ul style="list-style-type: none"> <li>- Formulae</li> <li>- Applying mathematics in a range of contexts</li> <li>-Pythagoras' Theorem - - Drawing and using graphs</li> <li>-Using ratios</li> </ul>	<ul style="list-style-type: none"> <li>-Written Calculations</li> <li>- Using a calculator</li> <li>- Formulae and expressions</li> <li>- Drawing graphs</li> <li>- Transformations</li> </ul>	<ul style="list-style-type: none"> <li>- Geometrical Reasoning</li> <li>- Constructions and Loci</li> <li>- Circles facts and Theorems</li> </ul>	<ul style="list-style-type: none"> <li>- Ratio and Proportion</li> <li>- Negative numbers</li> <li>- Review Sequences the nth term</li> <li>- Congruent shapes</li> <li>- Tessellation</li> <li>- Drawing graphs review - Area Review</li> </ul>	<ul style="list-style-type: none"> <li>- Percentages</li> <li>- Probability</li> <li>- Measures</li> <li>- Algebra Review</li> <li>- 3-D Objects</li> <li>- Bearings and Scale drawing</li> <li>- Decimal Review</li> </ul>
Assessments and End Points		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 <a href="http://Hegartymaths.co.uk">Hegartymaths.co.uk</a> and <a href="http://vle.Mathswatch.co.uk">vle.Mathswatch.co.uk</a> .					

# Music

*'Music awakens the soul' Lailah Gifty Akita*

Skills and knowledge learnt this year are great preparation for the year 9 units. 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
<b>Component Knowledge</b>	<p><b>Blues and Jazz</b></p> <ul style="list-style-type: none"> <li>- Students will learn about the history of Blues music through time and its influence on Jazz Music.</li> <li>-Students will learn how to play the 12 bar blues on ukulele and keyboard as well as learn how to play a walking bass line.</li> <li>-Learn the art of improvisation through listening to it then playing it</li> </ul>	<p><b>Samba and Reggae</b></p> <ul style="list-style-type: none"> <li>-Students will perform from rhythm notation using the Samba instruments.</li> <li>-Students will develop an understanding of the culture and traditions of Samba.</li> <li>-Students will perform and compose a series of authentic rhythms.</li> <li>-Students will learn about the life and history of Bob Marley.</li> <li>-Students will understand the history and context of Blues Music</li> </ul>	<p><b>Music Through Time</b></p> <ul style="list-style-type: none"> <li>-Students will learn about music through time starting with Rock 'n' Roll moving through to Rock Anthems.</li> <li>-Students will learn to play a series of songs on the keyboard based on genres.</li> <li>-Students will continue to develop their musicianship skills on ukuleles and keyboards.</li> <li>-Classes to work in pairs and groups to prepare a performance.</li> </ul>	<p><b>Pop Riffs</b></p> <ul style="list-style-type: none"> <li>-Students will learn famous riffs and hooks on the keyboard.</li> <li>-Students will develop their instrumental skills with a focus on technique.</li> <li>-Students will work effectively in pairs and perform to the class.</li> </ul>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>-Students will learn about techniques that are required to compose an effective piece of Film Music.</li> <li>-Students will compose leitmotifs and background music to a film track.</li> <li>-Students will perform a series of themes and leitmotifs on the keyboard.</li> </ul>	<p><b>Planning a Music Festival</b></p> <ul style="list-style-type: none"> <li>-Students will understand what needs to be done to organise a successful Music Festival.</li> <li>-Students will work in teams to plan and create their own music festival</li> <li>-Students will design a map and consider the different job roles that go alongside this.</li> <li>-Develop and understanding of jobs in the Music Industry.</li> </ul>
<b>Assessments and End Points</b>	End of unit performance of their improvised piece.	End of unit performance of a Samba or Reggae piece.	Knowledge test on key words and definitions.	End of unit performance of riffs and hooks with their partner.	End of unit performance of composition to match a film.	Presentation to the class of their Music Festival.
<b>Important literacy and numeracy developed this year</b>	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 year and will be embedded within each lesson. Numeracy is developed through rhythmic notation and looking at eras of composers through time.					

<b>Wider skills and enrichment</b>	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, rock and pop bands or mini orchestras. Students also could attend curriculum-based trips as well as taking part in the Arts Award.
<b>How you can help your child at home</b>	Students are encouraged to revise over key terminology regularly. 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
<b>Component Knowledge</b>	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
<b>Assessments and End Points</b>	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
<b>Important literacy and numeracy developed this year</b>	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.					
<b>Wider skills and enrichment</b>	Students learn key skills in leadership, team work, communication, resilience and knowledge of health and fitness. A wide range of extracurricular activities are provided to access greater challenge and develop skills further to encourage collaboration, develop friendships and understand good sporting habits and etiquettes.					
<b>How you can help your child at home</b>	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					

## PSHE

*'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
Component Knowledge	ABK Learner Puberty Menstruation Gender identity	Learning disabilities LGBT & bullying Friends, gangs & knife crime	Cost of Living Gambling Financial Risk	Drugs Alcohol County Lines	Positive relationships Intimate relationships Relationship breakdown	Careers and employability skills
Assessments and End Points	Students understanding of the three areas of PSHE : Health & Wellbeing, Living in the Wider World and Relationships & Sex Education are assessed at the start, the midpoint and the end of the school year.					
Important literacy	Key words associated with topics including orientation, prejudice, psychological, financial, employment, apprenticeship					
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	Our lessons take place during once per fortnight. Please ask students what they have been learning about and encourage them to articulate their thoughts and opinions. Encourage your child to discuss topics with you at home, sharing solutions and upholding positive behaviours.					

## 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
Component 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.
Assessments and End Points	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
<b>Component Knowledge</b>	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: <a href="https://classroom.thenational.academy/units/electricity-and-magnetism-ab64">https://classroom.thenational.academy/units/electricity-and-magnetism-ab64</a>  <a href="https://classroom.thenational.academy/units/biological-systems-and-processes-bf5a">https://classroom.thenational.academy/units/biological-systems-and-processes-bf5a</a>		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: <a href="https://classroom.thenational.academy/units/energy-0b08">https://classroom.thenational.academy/units/energy-0b08</a>  <a href="https://classroom.thenational.academy/units/reproduction-and-variation-f60f">https://classroom.thenational.academy/units/reproduction-and-variation-f60f</a>		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: <a href="https://classroom.thenational.academy/units/sound-waves-0e79">https://classroom.thenational.academy/units/sound-waves-0e79</a>  <a href="https://classroom.thenational.academy/units/plants-and-photosynthesis-54c3">https://classroom.thenational.academy/units/plants-and-photosynthesis-54c3</a>	
<b>Assessments and End Points</b>	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
<b>Literacy &amp; Numeracy</b>	Equations, constructing graphs and table, extracting data and reading instruments					
<b>Wider skills and enrichment</b>	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: <a href="https://www.sciencenewsforstudents.org/">https://www.sciencenewsforstudents.org/</a>					
<b>How you can help your child at home</b>	Work through KS3 content on BBC bitesize, information, videos and tests. Support guides can be found on BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a> Useful YouTube channels: <a href="https://www.youtube.com/c/fuseschool">https://www.youtube.com/c/fuseschool</a> <a href="https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg">https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg</a> <a href="https://www.youtube.com/user/crashcoursekids">https://www.youtube.com/user/crashcoursekids</a>					



# 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
<b>Component Knowledge</b>	Describing your house. Describing your ideal house using the conditional tense. Using prepositions. Conjugating <i>vivir</i> in the present tense. The difference between <i>ser</i> and <i>estar</i> .	Describing your town. Describing what your local area used to be like, using the imperfect tense. Comparing rural and urban environments. Using the imperative for directions. Using the near future to describe weekend plans.	Using <i>ir</i> with prepositions. <i>Soler</i> in the present tense. Using the near future to describe a holiday. Describing what you do on holiday.	Describing a past holiday. Common expressions and slang. Describing the weather in all three time frames.	Talking about what you eat and drink – <i>comer</i> and <i>beber</i> . Forming negative expressions. Discussing a healthy diet and what constitutes a Mediterranean diet.	Ordering food in a restaurant. Giving opinions on menus. Food in Spanish-speaking countries.
<b>Assessments and End Points</b>	Listening and Speaking	Reading and Writing	Listening and Speaking	Reading and Writing	End of Year Exams: all 4 skills	
<b>Important literacy and numeracy developed this year</b>	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.					
<b>Wider skills and enrichment</b>	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). Flamenco workshop. Spanish trip to Andalucía.					
<b>How you can help your child at home</b>	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.					