

Year 8 Curriculum and Assessment Information 2018-2019

Introduction

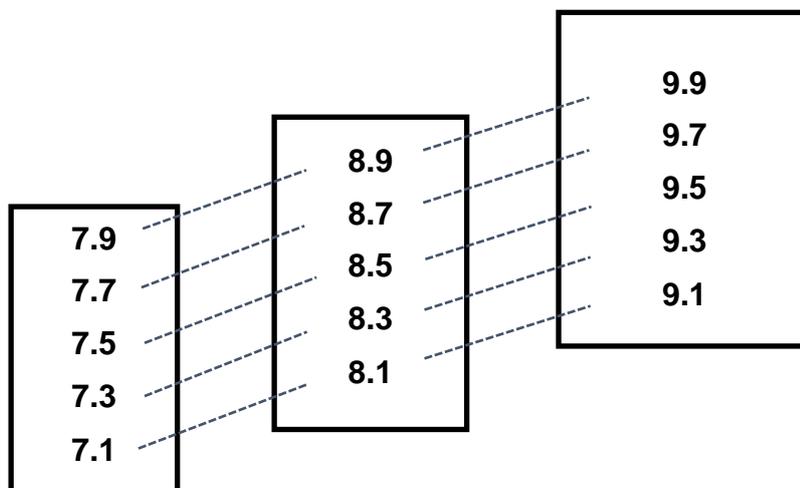
During Key Stage 3 (Years 7, 8 and 9) students study 14 subjects that provide them with a secure grounding in each subject and equip them with the key knowledge and skills to be successful in their GCSE qualifications.

The Key Stage is divided into three yearly blocks each with its own set of knowledge and skills that students need to master. The more fully they master this learning, the better their preparation for the following year's work and the better equipped they will be for Key Stage 4 when they start their exam courses.

As students progress through Key Stage 3 they are assessed according to how well they have 'mastered' each subject's learning for the year. In Year 7 students are graded from 7.1 up to 7.9, where 7.9 indicates a total mastery of the year's work. Reports through the year provide information about the grade the student is expected to achieve at the end of Year 7.

In Year 8, students are graded from 8.1 to 8.9 and in Year 9 students are graded from 9.1 up to 9.9. Each year the grading reflects how secure they are in the knowledge and skills for that year's work.

Most students will tend to follow a 'flat path' as they move through the key stage – in other words a student achieving a 7.6 in Year 7 will typically achieve 8.6 in Year 8 and 9.6 in Year 9. This does NOT mean that the student is standing still in their learning – indeed as the level of challenge increases year-on-year this would indicate that the student is consistently stepping up and keeping pace with the new learning that is being covered.



However, progress is rarely exactly linear and parents should not be concerned if at one reporting point there is a slight drop in the grade. Such a drop would just indicate that the student has found that part of the course more challenging and that they therefore may need a bit more help and support to understand the work at that time. Teachers will be closely monitoring the progress of students and if this should occur, will intervene in lessons to help them quickly get back on track.

At the end of Year 9 students will sit their End of Key Stage 3 Assessments in English, Maths and Science. The information from these assessments will provide evidence towards setting the targets for their KS4 courses. These expectations will be communicated with parents at the start of Year 10 as the students commence their exam courses.

Year 8 English Curriculum

During Year 8 students continue to develop their fiction and non-fiction reading skills, and their repertoire of writing styles: creative, persuasive and evaluative. They also build on their reading success from the Accelerated Reader programme, by following the 'Read to Succeed' challenge.

Students are assessed under 6 Assessment Objectives (AOs) that link to the key skill areas that they must master for GCSE.

- AO1** – Read, understand and respond to texts to maintain a critical style, develop an informed personal response, identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts, using textual evidence/ quotation to illustrate interpretations.
- AO2** – Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3** – Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written.
- AO5a** – Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.
- AO5b** – Organise information and ideas, using structural and grammatical features to support coherence and cohesion in texts.
- AO6** – Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Each of the units they study during Year 8 has a key Assessment Objective (AO) that provides the focus for the unit:

Year 8 Creative Writing: The Gothic Genre

Key Assessment Objective for this unit is –

AO5a – Plan and write an imaginative gothic story / suspense story opening, which demonstrates some features of the genre and atmosphere of the gothic.

Year 8 Non-Fiction Writing

Key Assessment Objectives for this unit are –

AO5a – Use some stylistic features to write persuasively and/or review an interesting destination.

AO5b – Use effective vocabulary and structural features.

Year 8 Shakespeare: The Tempest

Key Assessment Objective for this unit is –

AO1 – Read and respond critically to the characters/themes of a Shakespeare play, exploring how Shakespeare uses imagery and ideas, using textual evidence/ quotation to illustrate interpretations.

Year 8 Novel Study

Key Assessment Objective for this unit is –

AO1 – Read, understand and respond to a novel, using textual evidence and quotations to support personal response to characters.

Year 8 Poetry: Introduction to Poetry Analysis

Key Assessment Objective for this unit is –

AO1 – Read, understand and respond to a range of poems, using textual evidence and quotations to support an analysis/evaluation of the poem's themes, ideas and language features.

YEAR 8 READING SKILLS GRID

SKILLS (linked to Assessment Obj)	Grade 1	Grade 2/3 – Improving	Grade 4/5 – Secure	Grade 6/7 – Confident	Grade 8/9 – Crafted and Controlled
AO1 I use quotations from texts to support my ideas.	I am able to copy relevant bits from texts, but sometimes forget to put quotation marks around them. At times I copy out really long bits so it's difficult to work out what I mean.	I pick short, relevant quotations to back up my ideas.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences.	I embed quotations to help the reader follow my argument.	I embed quotations skilfully to create fluent analytical points.
AO2 I can refer to quotations to analyse and explore language and structure .	Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.	I refer to quotations from texts and say why some language and structural features are used. I use single word analysis and can sometimes refer to terminology. I write at least 2-3 sentences about each quotation.	I am able to write a lot about a little – writing at least 4 sentences about my chosen quotations, using single word analysis and referring to the structure of the piece as well as the language in my quotation. I can use a wide range of terminology accurately.	I use some accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.	I use increasingly accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.
AO2 I can write about how language and structure influences me as the reader .	Sometimes I am able to write about how certain words used by the writer make me feel.	I can write about how these choices in language and structure influence me as a reader.	I am able to say how the writers' choices influence me, and also write about alternative connotations and interpretations.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings.	My analysis is increasingly critical and sophisticated. I write fluently about other possible interpretations and meanings.
AO2 I can write about why the writer may have written the text as they did and evaluate its effect and impact on me the reader.	Sometimes I am able to explain what the writer was trying to get across in the piece.	I show that I understand about the issues and messages in the text and what I think of these.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a modern reader.	I can evaluate with confidence on the writers' intent and influences and evaluate the impact on myself as a modern reader.
AO3 I can write about how the time and place influences how the piece was written and what people thought of it.	Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.	I can show that I understand what was happening at the time the piece was written and how people [and I] might respond to it differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and its reception.	My wider reading helps me to securely evaluate how texts are affected by the social and historical contexts in which they were written.
AO3 I am able to compare texts .	Sometimes I am able to write about more than one text in the same essay, but sometimes I forget to use quotations or compare them.	Can take quotations from two texts and write about how they are similar and different using connectives such as 'in comparison' and 'similarly'.	Can compare the language structure and impact of quotations from two or more texts, (or within paragraphs), using connectives to help guide my reader.	My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied.	My comparative paragraphs are detailed, increasingly thoughtful and show wide depth and breadth of knowledge of both texts studied.

YEAR 8 WRITING SKILLS GRID

SKILLS (linked to Assessment Obj)	Grade 1	Grade 2/3 – Improving	Grade 4/5 – Secure	Grade 6/7 – Confident	Grade 8/9 – Crafted and Controlled
<p>AO5a I write with imagination and thought and write for purpose and reader in the correct form.</p>	Part of my writing is in the correct form and with an awareness of who it is for and what it should look like.	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my own writing and I engage my reader through my choice of topic and tone.	My writing is flawless, and always shows a complete understanding and engagement with the task and topic.	My writing is flawless, and shows some originality, with assured understanding and engagement with the task and topic.
<p>AO5a I select the best and most powerful vocabulary.</p>	Some of the words I use are the right ones for the task, but sometimes I use slang when I shouldn't, and it sounds like I am talking.	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can use a thesaurus.	I use a wide and always relevant vocabulary. I do not over-use a thesaurus to make my writing 'flowery' [unless I am trying to deliberately for effect].	My vocabulary is flawlessly chosen, and pieces are never over-written.	My vocabulary is becoming increasingly sophisticated, and deployed with some precision.
<p>AO5a I am able to write my own piece based on another text.</p>	I am able to take some ideas from what we have been studying to help me with my own writing - especially what it should look like.	I can synthesise features of and ideas from a text in my own writing.	I am able to borrow ideas from other texts in order to make mine more realistic. I am also able to evaluate what is good and bad about a text so that my own piece is even better.	It is obvious that I read widely and I enjoy mimicking other texts, sometimes even improving upon them!	I engage fully with my own reading and use it to inspire my own ideas for writing in a range of styles.
<p>AO5b I arrange my writing so that it flows in the best order, making sure paragraphs work effectively.</p>	Sometimes I forget to use paragraphs, but my writing mostly has a beginning, middle and an end.	Writing is paragraphed and in a logical order and I often use connectives accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed, and I use connectives to help guide my reader.	My work is well planned, and my use of connectives helps it to flow to maintain interest. I use paragraphs deliberately for effect.	My work demonstrates effective use of a wide range of connectives and linking phrases / sentences to create increasingly well-structured texts.
<p>AO6 I use the correct spellings.</p>	Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones.	Commonly used words are spelt correctly all the time. I don't make many mistakes with common homophones.	Spelling, including words that are not commonly used, is nearly always accurate and work is carefully checked-through and edited.	There are very few mistakes in my spellings. Even of highly complex words and homophones.	There virtually no mistakes in my spellings. Even of highly complex words and homophones.

Year 8 Maths – Curriculum

The KS3 Maths course has been developed to provide students with a strong grounding in the key knowledge and skills that they will need to be successful not only in their GCSE course but also in later life – in further and higher education and employment.

The Year 8 scheme of learning;

- has algebra, ratio and geometry at the heart of it.
- extends higher attaining students by providing challenges to deepen their understanding rather than having them simply rush onto the next topic.
- provides students with the opportunity to work together as a whole group as they progress through the curriculum.
- provides plenty of time to build reasoning and problem-solving elements into the curriculum.

Over the course of Year 8 students will study 6 units of work:

- **Ratio, proportion & rates of change**
This unit includes work on direct and inverse proportion, including graphical and algebraic representations (including recipe problems, exchange rates and best buy problems).
- **Representations**
This unit includes work on collecting and representing data. Tally charts, Pie charts, two way tables, scatter graphs and stem and leaf diagrams. Students will also find the mode, median and mean from non-grouped frequency tables.
- **Algebraic Techniques**
This unit includes work on substitution of numerical values into formulae and expressions; simplification and manipulation of algebraic expressions; use of algebraic methods to solve linear equations in one variable; rearranging formulae to change the subject; and using inequalities.
- **Developing Number**
This unit includes work on multiplication and division of proper and improper fractions (including mixed numbers) as well as finding fractions of amounts and fractional increases and decreases.

➤ **Developing Geometry**

This unit includes work on calculating and solving problems involving area of circles, composite shapes and trapeziums, as well as perimeters of 2-D shapes.

➤ **Reasoning with Data**

This unit includes work on the data handling cycle with a specific focus on collection, organising and representing data, (including graphical representations). Students will then look at the different measures of average and spread and the strengths and weaknesses of each one.

Year 8 Maths – Assessment

Grades	Number	Algebra	Geometry	Ratio
1-2	<p>Use the 4 operations (+, -, x, ÷) with whole numbers.</p> <p>Use standard column procedures to add and subtract decimals with up to two places</p> <p>Round decimals to the nearest whole number.</p> <p>Calculate perimeters of 2D shapes.</p> <p>Represent fractions using diagrams and on a number line.</p> <p>Simplify fractions.</p> <p>Identify and use equivalent fractions.</p> <p>Compare and order fractions using the symbols =, ≠, <, >, ≤, ≥</p> <p>Define percentage as 'number of parts per hundred'</p>	<p>Understand that a letter represents a variable.</p> <p>Understand the difference between an expression, equation, formula, term, function and identity.</p> <p>Form expressions from situations described in words.</p> <p>Identify, collect and simplify expressions with like terms.</p> <p>Expand and simplify brackets including negatives</p> <p>Substitute positive values into different formulas</p>	<p>Recognise 2D polygons and describe the basic properties of a shape</p> <p>Know the definition of a regular and irregular polygon</p> <p>Know the names of regular polygons up to decagon</p>	<p>Change freely between related standard units [for example time, length, area, volume/capacity, mass]</p> <p>Use ratio notation, including reduction to simplest form.</p>
3-4	<p>Recognise how to find the factors of integers</p> <p>Identify and calculate highest common factors and lowest common multiples in context</p> <p>Know and use the order of operations. Convert terminating decimals to fractions</p> <p>Express one quantity as a fraction of another.</p> <p>Convert between mixed numbers and improper fractions.</p> <p>Find a fraction of an amount.</p> <p>Express one quantity as a percentage of another</p> <p>Interpret percentages as a fraction or as a decimal</p>	<p>Construct and solve linear equations.</p> <p>Substitute numerical values into formulae and expressions, including scientific formulae. (including examples with negatives)</p> <p>Simplify and manipulate algebraic expressions to maintain equivalence by:</p> <ul style="list-style-type: none"> • Collecting like terms. • Identify common factors (numerical and algebraic) of terms in an expression • Factorise an expression by taking out common factors <p>Represent the solution set to an inequality on a number line and vice versa</p>	<p>Derive and illustrate properties (such as equal lengths and angles) of triangles, quadrilaterals, circles, and other plane shapes using appropriate terminology.</p> <p>Convert between cm^2 and m^2</p> <p>Derive and apply formulae to calculate and solve problems involving area of circles, composite shapes and trapeziums.</p> <p>Construct and interpret plans and elevations of 3-D shapes.</p>	<p>Divide a given quantity into two or more parts</p> <p>Given information about one part, find the whole or other part(s).</p> <p>Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.</p>

5-6	<p>Find HCF, LCM and factor trees. Add and subtract any fraction. -Fractions with the same denominator. -Fractions with a denominator that is a multiple of the other. -Fractions with different denominators Compare two quantities using percentages, and work with percentages greater than 100% Round numbers [dp or sf].</p>	<p>Solve two-step equations (including the use of brackets) when the solution is a fraction Generate terms of a sequence from either a term-to- term or a position-to-term rule. Recognise arithmetic sequences and find the nth term. Find the integer solutions of an inequality. Expanding products of two or more binomials</p>	<p>Calculate the area of a trapezium Calculate the circumference and area of a circle Calculate and solve problems involving perimeters of 2-D shapes (including circles). Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D.</p>	<p>Use compound units such as speed, unit pricing and density to solve problems.</p>
7-8	<p>Find HCF and LCM using Prime Factors. Multiply and divide proper and improper fractions and mixed numbers both positive and negative. (Fraction x Integer)(Fraction x Fraction) (Fraction ÷ Integer)(Integer ÷ Fraction) (Fraction ÷ Fraction) All of the above proper, improper, mixed, positive and negative. Find the whole amount, given a fraction of the amount. Interpret percentages as operators, with and without a calculator. Add and subtract numbers in standard form. Use a calculator to calculate with values in standard form</p>	<p>Solve linear equations with brackets/simple fractions. Simplify simple expressions involving index notation Substitute fractional and negative values into a expression Recognise arithmetic sequences and find the nth term. Solve linear inequalities in one variable. Factorise $ax^2 + bx + c$ Define a geometric progression Rearrange formulae to change the subject, where the subject appears once</p>	<p>Calculate the circumference and area of a semi circle and quarter of a circle. Calculate and solve problems involving perimeters of 2-D shapes (including circles). Include examples using algebra, fractions, decimals, etc. Derive and apply formulae to calculate and solve problems involving volume and surface area of cuboids (including cubes) and other prisms (including cylinders).</p>	<p>Solve problems involving direct and inverse proportion, including graphical and algebraic representations. Examples may include: Recipe problems, Best buy problems and Exchange rates.</p>
9	<p>Find a fractional increase and decrease Solve problems involving percentage change, including: Percentage increase, decrease and original value problems and simple interest in financial mathematics.</p>	<p>Rearrange formulae to change the subject, where the subject appears twice</p>	<p>Calculate the area and arc length of a sector</p>	

Year 8 Science – Curriculum

In Year 8 pupils are taught 6 units that build on their previous Scientific knowledge.

Respiratory and circulatory systems

This topic includes work on

- Breathing
- The Heart
- Respiration
- Skeletal joints

Forces and Space

This topic includes work on

- Effect of forces on motion
- Moments
- Pressure
- Structures in the universe

Earth Chemistry

This topic includes work on

- Composition of the earth
- Rock cycle
- Reactivity series
- Environmental Chemistry

Electricity and Magnetism

This topic includes work on

- Electric charge
- Series and parallel circuits
- Electrical Power
- Magnets and magnetic fields

Health and Disease

This topic includes work on

- Disease
- Immune system
- Vaccination
- Useful microbes

Chemical Reactions 2

This topic includes work on

- Atoms and Elements
- Chemical formulae
- Displacement reactions
- Endothermic and exothermic reactions

Year 8 Science – Assessment

Assessment is through a combination of written assessments at the end of units, classwork, homework and skills based assessments.

Grade	Descriptor	Examples
1-2	Pupils use their knowledge to recognise and describe scientific ideas.	<ul style="list-style-type: none"> In Biology, pupils can identify organs of the body and different types of microorganism. In Chemistry, pupils can identify atoms and compounds from diagrams. In Physics, pupils can identify forces in force diagrams. They can identify the differences between series and parallel circuits.
3-4	Pupils use their scientific knowledge to link cause and effect in a selection of observations. They use their knowledge and understanding to describe and explain some scientific processes.	<ul style="list-style-type: none"> In Biology, pupils link specialised cells to tissues, organs and organ systems and relate adaptation to function. They can describe differences between microbes. In Chemistry, pupils can use chemical formulae to identify the number and types of elements in a compound. In Physics, pupils can explain processes such as the length of the day or a year and explain why objects have different weights on different planets.
5-6	Pupils use their knowledge and understanding to describe and explain some scientific processes. They use abstract ideas and apply their knowledge in unfamiliar situations using given formulae.	<ul style="list-style-type: none"> In Biology, pupils can explain that blood and oxygen molecules move and are transported throughout the body in biological processes. Pupils can describe the differences between communicable and non-communicable disease with examples. In Chemistry, pupils can write formulae from diagrams or models and write simple word equations for reactions. In Physics, pupils can explain the effect of balanced forces on the motion of objects and explain the differences between series and parallel circuits using terms such as potential difference and current. They can calculate quantities such as pressure and resistance with given formula.
7-8	Pupils describe a wide range of processes and phenomena relating to Science, using abstract ideas, quantitative methods, appropriate terminology and sequencing a number of points. Pupils can recall and apply equations with consistent units.	<ul style="list-style-type: none"> In Biology, pupils can use the process of diffusion to explain the movement of substances throughout the body and link two systems together. In Chemistry, pupils can write simple balanced chemical equations with given formulae for the reactions covered in Year 8. In Physics, pupils can explain the differences between series and parallel circuits using calculations of power. Pupils recall and use equations to calculate pressure, power and resistance.
9	Pupils describe an extensive knowledge and understanding. They use this and apply this effectively in their descriptions and explanations, identifying links between topics. Pupils can recall and rearrange relationships.	<ul style="list-style-type: none"> In Biology, pupils can explain the difference between aerobic and anaerobic respiration using word and symbol equations effectively. They can explain how the overuse of antibiotics can lead to antibiotic resistance. In Chemistry, pupils can use experimental quantitative data to explain empirical formulae. In Physics, pupils can explain how a DC motor works linking ideas relating to the magnetic effect of a current carrying wire in a magnetic field. Pupils are able to recall, rearrange and use the pressure, resistance and power equations.

Year 8 Art – Curriculum

The Year 8 Art and Design Curriculum is designed to develop experiences and to build upon the basic skills underpinned in Year 7. More independent work is encouraged and the students are able to take more creative risks.

Students will still use their sketchbook to document learning but will be encouraged to be more experimental with their approach. Emphasis is placed upon reviewing their learning and documenting their developments, both in visual and written forms.

Throughout the year students will be introduced to the individual components or Assessment Objectives. They will be encouraged to reflect upon their relative strengths in each area and also consider areas that may need development. They will be expected to focus upon improving these whilst still excelling in their favourite areas.

The Assessment Objectives (AOs) used throughout Key Stages 3 and 4 are:

- AO1: investigation,
- AO2: experimentation
- AO3 recording
- AO4 personal responses

Students begin the year with a baseline assessment project. This gives the students the chance to study an artist and respond to their work (AO1) and create a drawing that shows off their observational drawing skills (AO3). All of this work will be uploaded to MyLearning. This year we will identify key pieces to be assessed in each project; students will need to upload these to MyLearning to aid with our tracking and assessment.

During Year 8 students may borrow an A2 portfolio case to collate their work. Work is generally larger and more expansive with new or unfamiliar media used. The students will work on at least 2 projects throughout the year, but a variety of techniques are introduced that may be unfamiliar and will help to build skills and experience. This means that the students are beginning to reflect upon the type of artist that they would like to be and identify their areas of strength.

One project looks at the concept of Modern Icons. Students create a piece of work that represents a person that they like and respect. They investigate the artists such as Hush, Shepard Fairey and use Islamic patterns and calligraphy to create a piece of graphic design. Students are encouraged to try different approaches, from acrylic painting to stencilling, to create this final piece. This exciting project uses elements of pattern work and Calligraphy along with digital arts using Adobe Photoshop. Students develop their artist research and response (AO1), experimentation with media (AO2), drawing (AO3) and create a final piece in clay that brings together all of their research.

Students also study the varied work of ceramic artists such as Grayson Perry, Kate Malone and also the Moche culture. They use these artists to investigate the theme of identity. Students create a range of work, both 2D and 3D that reflects upon themselves, and their hopes and aspirations. This project is very design led with independent creations. At the end of the project students should have a large glazed ceramic vessel that they may take home.

By the end of Year 8 students should have more understanding of different media and be able to be more selective when creating individual art.

Year 8 Art – Assessment

Grade	Descriptors
1-2	<ul style="list-style-type: none"> • The ability to find out information from artists and sources that are relevant to your project. • To be able to show some success in the use of art materials. • Some ability to draw accurate images, which may be inconsistent. You attempt to pay attention to detail and use tone to create a 3D effect. You can use annotations to describe and label ideas. • Work shows links to your artist and has a plan.
3-4	<ul style="list-style-type: none"> • The ability to research information and comment upon artists that are relevant to your project. • You can identify and are becoming more successful in the use of most art materials. • Some accurate observation shown in drawing skills. Your work also demonstrates the ability to add detail and use tone/shading to create some 3D effects. Written notes support your ideas. • Work uses your artist and shows planning.
5-6	<ul style="list-style-type: none"> • Good depth of research into the work of artists/designers/movements which has some influence on your work. • To be able to experiment and show success when controlling most art materials. • Accurate observation shown in drawing shapes and pattern. Your work also demonstrates the ability to add detail and use tone/shading to create 3D effects. Written notes document your ideas and thoughts. • Skilful work is created that uses your research and shows independent thinking.
7-8	<ul style="list-style-type: none"> • The ability to select, organise and present relevant artistic information to a consistently good standard. This clearly has an influence upon your own ideas. • Experimentations using a range of materials. You can select the most effective and this is further developed in your work. • You have skilful drawing techniques and use of media with good accuracy, detail and effective use of tone to create 3D effects. Written notes explain clear ideas with good use of subject specific vocabulary. • Work created is personal, confident, skilful and selected from your research and planning.
9	<ul style="list-style-type: none"> • An exceptional range and depth of research into the work of artists/designers/movements which has been used to develop your work to your full potential. • An exceptional ability to successfully control a range of art materials and select the best one to create independent work. • An exceptional ability to use all drawing materials to make accurate images, using detail and tone to make your work 3D. Written notes document your ideas and use subject specific vocabulary throughout. • Work created is personal, highly skilled and selected from your research and planning.

Year 8 Design & Technology – Curriculum

In Year 8, students complete 3 different projects, learning a variety of common design skills as well as practical skills in specific material areas (indicated in brackets). The order of the projects will vary from group to group.

A. 'Design Skills and Sustainability' (Graphics)

In this project pupils develop their understanding of environmental issues and the role and responsibility of a designer. They focus on recycling, reusable energy and climate change. They learn design concepts including product analysis, market pull, technological push and product evolution and undertake a recycling practical project striving to make a desirable product from "waste". They learn to be innovative, enhance their practical skills and become more independent in the workshop, ensuring that their end product is fit for purpose, environmentally sound and aesthetically pleasing.

B. 'Wooden Plane' (Woodwork)

In this project pupils recap 3D hand drawing techniques and develop their woodwork skills by making a wooden plane. They learn the importance of accurate marking out, cutting and quality control, developing confidence and independence with tools they used in Year 7 and learning to use new tools such as a carpenter's square, marking gauge and jack plane. They are encouraged to make their own decisions in the use of appropriate tools, complexity of their final design and the choice of finish.

C. 'SolidWorks and 2D Design' (Computer Aided Design)

In this project pupils use the industry standard SolidWorks software to model a 3D toy plane on the computers. They learn how to draw individual parts, assemble multiple parts, and produce coloured orthographic drawings and parts lists for their design. They also learn to use the 2D Design package to draw a net for packaging their planes and plot the net using the laser cutter.

Year 8 Design & Technology – Assessment

Throughout Key Stage 3 students are assessed in seven key ‘strands’ common to all the DT material areas. These are:

- Research and Investigation
- Creative Designing
- Practical Skills
- Testing and Evaluation
- Knowledge and Understanding
- Independence, Organisation and Timing
- Written Communication

Pupils are given an overall grade at the end of each project taking into account their ability in all areas, according to the bands listed below:

Grades	Description
1 - 3	<p>Pupils in this band...</p> <ul style="list-style-type: none"> • Carry out research with extra guidance, showing awareness of the target market and design specification. • Produce a variety of appropriate design ideas. • Demonstrate safe practical skills, following instructions with some extra support required. • Evaluate their products and suggest suitable modifications to improve their design. • Produce written work which is mainly complete, but the end-of-unit tests highlight some gaps in the understanding of key concepts. Poor handwriting, spellings and grammar errors may impact on the quality of written communication.
4 - 6	<p>Pupils in this band...</p> <ul style="list-style-type: none"> • Carry out research with little support, showing some discrimination in their choice of material and awareness of the target market and design specification in their annotation. • Produce a variety of well-presented and appropriate design ideas. • Demonstrate accurate and safe practical skills at all times, following instructions with minimal support and taking care to produce high quality work. • Evaluate their products against the design specification, suggesting suitable modifications to improve their design. • Produce mainly accurate and legible written work demonstrating good understanding of key concepts. Booklet tasks are completed and pupils achieve good scores in the end-of-unit tests.
7 - 9	<p>Pupils in this band....</p> <ul style="list-style-type: none"> • Carry out comprehensive research accurately and independently, showing discrimination in choice of material and clear understanding of the target market and design specification in their annotation. • Produce very well presented, original and creative design ideas. • Demonstrate confident, independent and safe practical skills at all times, taking care to produce high quality work with an exceptional finish. • Evaluate their products in detail using the design specification, suggesting a variety of appropriate modifications to improve their design. • Produce accurate, legible written work demonstrating clear understanding of key concepts, complete all their booklet tasks and achieve the highest marks in the end-of-unit tests.

Year 8 Drama – Curriculum

During Year 8 students begin to build their understanding of the history of theatre and also develop a wider range of knowledge about the subject, building upon the skills already acquired during Year 7.

Across the academic year students are taught six major units of work and are assessed on four main components - Creating, Performing, Responding and Knowledge.

Within the units of work students will begin to have a clear understanding of the key theatre practitioners who have shaped theatre as we know it. They will continue to explore this throughout KS3 in preparation for KS4. Each scheme of learning will have a specific focus on two or more key skills.

The 6 units are:

Physical Theatre

Responding to a stimulus, using physical theatre, and marking the moment. Understanding action, plot and content, and creating mood/atmosphere. Focus will be on performance skills. Students will also be introduced to (and potentially create a short presentation on) the key practitioner Steven Berkoff.

Refugees

Development of improvisation skills based on current affairs. Students will explore the topic with integrity and develop their acting skills and techniques to create a short performance.

Practitioners

The different practices, approaches and contributions to theatre of Stanislavski, Brecht, Artaud and Boal. Students will learn how to use explorative strategies and understand the links between specific practitioners: Stanislavski - Role play, thought tracking and hot seating; Brecht - Narration, still image, cross-cutting, marking the moment; Boal - Forum theatre.

Working with poetry to devise drama

Development of spontaneous improvisation skills to teach the importance of status with all forms of Drama. This learning is then consolidated by transferring the skills learnt to scripted work.

Monologues/Duologues

Building up to solo or duo (depending on ability) performances of monologues chosen by the students. Voice, movement, characterisation workshops to build confidence.

A Midsummer Nights Dream

Exploring a Shakespeare script practically. Students will not need to read the whole script but will learn the plot through a teacher-led 'whoosh' and then will work in pairs and small groups to explore key themes and sections of the play. This is in preparation for GCSE scripted work.

Year 8 Drama – Assessment

Grade	A01 - Creating	A02 - Performing	A03 - Knowledge	A04 - Responding
1 - 2	<ul style="list-style-type: none"> • Show some ability to organise yourself. • Contribute basic ideas occasionally. 	<ul style="list-style-type: none"> • Be seen and heard on stage. • Apply and adapt with a good range of practical skills. • Communicate simple emotions with some understanding. 	<ul style="list-style-type: none"> • <u>Basic range</u> of performance techniques and acting skills. 	<ul style="list-style-type: none"> • Discuss your own strengths and weaknesses and those of others. • Show awareness of using the correct drama vocabulary.
3 - 4	<ul style="list-style-type: none"> • Organise yourself and respond to your group's ideas. • Explore characters and situations using controlled movement and voice. • Uses drama specific words. • Uses at least one relevant drama technique. 	<ul style="list-style-type: none"> • Apply and adapt with an extensive range of practical skills. • Have a clear role that experiences more than one emotion. • Maintain your role. • Use relevant conventions. 	<ul style="list-style-type: none"> • <u>Good range</u> of performance techniques, acting skills, and performance styles. • <u>Basic knowledge</u> of theatre practitioners. 	<ul style="list-style-type: none"> • Identify strengths and weaknesses in your own and others' work. • Suggest ideas for improvement.
5 - 6	<ul style="list-style-type: none"> • Demonstrate a high degree of insight and sensitivity in group work. • Contribute ideas regularly and direct others. • Use drama vocabulary • Include conventions that are relevant 	<ul style="list-style-type: none"> • Have an essential role • Show more than one emotion • Stay in role throughout • Perform a role creatively with originality • Use relevant conventions 	<ul style="list-style-type: none"> • <u>Good range</u> of performance techniques, acting skills and performing styles. • <u>Good knowledge</u> of theatre practitioners 	<ul style="list-style-type: none"> • Identify strengths and weaknesses in your own and others' work and explain why. • Suggest intelligent ideas to improve.
7 - 8	<ul style="list-style-type: none"> • Show good organisation when creating performances and lead others. • Never distracted • Use drama vocabulary • Use appropriate conventions and techniques 	<ul style="list-style-type: none"> • Create a character that is different to yourself • Appear confident and stay in character. • Have an essential role • Use an extensive range of skills and emotions 	<ul style="list-style-type: none"> • <u>Extensive range</u> of performance techniques, acting skills and performing styles. • <u>Extensive knowledge</u> of theatre practitioners 	<ul style="list-style-type: none"> • Identify strengths and weaknesses in your own and others' work and explain why. • Use subject specific vocabulary when explaining. • Evaluate as you work.
9	<ul style="list-style-type: none"> • Show a good sense of organisation and leads others. • Use drama vocabulary regularly. • Never distracted. • Uses a wide range of conventions and techniques. 	<ul style="list-style-type: none"> • Create a character that is different to yourself. • Use a wide range of drama skills. • Perform with outstanding focus and concentration. 	<ul style="list-style-type: none"> • <u>Extensive range</u> of performance techniques, acting skills, performing styles. • <u>Extensive knowledge</u> of theatre practitioners. 	<ul style="list-style-type: none"> • Identify strengths and weaknesses in your own and others work and explain why, referring to skills, techniques, styles etc. • Demonstrate sound knowledge of the social and historical context of the piece. • Evaluate as you work.

Year 8 Food & Textiles – Curriculum

In Year 8, students continue to study the subjects of 'Food Preparation and Nutrition' and 'Art Textiles', building on the knowledge and skills acquired in Year 7.

Over the year students work on 2 different projects – one linked to each subject area. The aim is for students to not only build a bank of skills to support them in everyday life, but also to put in place the foundations that will be essential for those students that want to study these subjects in KS4.

A. Food Preparation and Nutrition

In this project pupils develop their understanding of nutrition, health, safety and hygiene in the kitchen, as well as learning to plan and cook a number of balanced meals and products through a series of practical sessions. Pupils explore Food Provenance – the idea of where food comes from, including topics such as Seasonality and Fairtrade. The practical sessions increase in complexity and pupils are encouraged to choose and shop for their own ingredients.

As part of the project students also study 5 theory areas:

- Food commodities
- Nutrition
- Diet and Good Health
- Science of Food
- Food Provenance

B. 'Reusable Bags' (Textiles)

In this project pupils design and make a reusable bag based on a theme and target market of their choice. They gain confidence using sewing machines and learn about repeat, offset and central design patterns through surface decoration and further embellishment techniques.

As part of the project students also study 3 theory strands:

- Research – including themes and designs
- Techniques – including appropriate stitches
- Planning – recording and planning final design ideas

Year 8 Food & Textiles – Assessment

Grade	Food & Nutrition - Theory	Food Preparation & Cooking - Practical	Art Textiles
1	<ul style="list-style-type: none"> Has limited knowledge of sources of some food commodity groups Has limited knowledge of key nutrients and awareness of energy balance 	<ul style="list-style-type: none"> Basic skills demonstrated but continued assistance required Occasional errors made with ingredients and/or equipment Final dish produced with limited quality of finish 	<ul style="list-style-type: none"> Artist and theme identified. Initial drawings completed with some annotations Ideas recorded with some links made to chosen artist 1 embellishment attempted Final outcome is attempted but may not be completed
2-3	<ul style="list-style-type: none"> Has basic knowledge of sources of food commodity groups Has basic knowledge of key nutrients and awareness of energy balance 	<ul style="list-style-type: none"> Attempts are made to select appropriate ingredients and equipment Basic technical skills are demonstrated Portion control and finish of final dish is limited Food hygiene and safety is seen with frequent reminder 	<ul style="list-style-type: none"> Artist and theme identified. Initial drawings are completed with annotations Ideas are recorded with some annotations 2 or more embellishment used Final outcome is completed
4-5	<ul style="list-style-type: none"> Some knowledge and understanding shown of sources of food commodity groups Some awareness of origins of food Some knowledge and understanding shown of key nutrients and energy balance is shown 	<ul style="list-style-type: none"> Some attempt made to independently select appropriate ingredients and equipment Some technical skills successfully demonstrated and simple processes are successfully completed independently Some portion control and finish of final dish evident Food hygiene and safety is evident with some prompting 	<ul style="list-style-type: none"> Ideas developed through purposeful research of the artist and theme. Some understanding shown of research sources Some ability to record ideas and observations (with annotations) as work progresses An attempt is made to create an effective stencil Some ability to select appropriate media and techniques Final piece is completed showing some understanding of artist and theme
6-7	<ul style="list-style-type: none"> Good knowledge and understanding is shown of the sources of most food commodity groups Good awareness of food origins Good knowledge and understanding shown of key nutrients and an awareness of energy balance is shown 	<ul style="list-style-type: none"> Ingredients and equipment are appropriate and independently selected for a variety of dishes High level skills are attempted but lacking in quality Equipment is used safely and confidently. Good techniques are evident Generally organised worker with good attempt made to meet deadlines Portion control is evident and final finish to dish is good 	<ul style="list-style-type: none"> A moderate ability to develop ideas through a thorough investigation of artist and theme Moderate ability to record ideas and observations (with annotations) as work progresses Moderate attempt is made to create an effective stencil Moderate ability shown to select appropriate media and techniques Final piece is completed showing moderate understanding of artist and theme
8-9	<ul style="list-style-type: none"> Excellent knowledge and understanding shown of sources of food is shown Excellent awareness of food origins Excellent knowledge and understanding shown of key nutrients and energy balance is shown 	<ul style="list-style-type: none"> A wide variety of dishes are independently prepared using a range of food groups A wide range of skills are demonstrated to a good standard Well organised independent worker with good time management Final presentation is excellent with appropriate portion control 	<ul style="list-style-type: none"> Good ability to develop and record ideas throughout the work Good attempt made to create an effective stencil and to use appropriate media / techniques Final piece is completed showing good understanding of artist and theme

Year 8 Geography – Curriculum

In Year 8 pupils are taught 4 units that continue to build their understanding of the different aspects of the Geography curriculum. The 4 units are:

Autumn Term 1 & 2: ‘Moving Stories’

This topic is based around the following key questions:

- Who are the British? What are our perceptions of migrants and immigrants?
- Looking at population change in the UK, who are the migrants?
- Where do they come from and why?
 - A journey from Vietnam to the UK
 - A journey from Afghanistan
 - Fleeing Syria
- What are the draws of Britain?
- What is it like to be a refugee?
- How is migration depicted in the media?
- Is migration good or bad for Britain?

Spring Term 1: ‘What’s the use? – Meeting our resource needs’

Food, water and energy to new homes, cars and consumer goods, we are using up the planet’s resources at an unsustainable rate. Today’s young people are facing a future in which the sustainability of some of these resources is in question.

Spring Term 2: ‘A Disposable Future? A study of a wasteful world’

Cheap clothing, fast fashion and televisions, mobile phones and computers that need replacing every few years, our ‘throw-away society’ generates mountains of waste.

This topic is based around a number of questions including: How is waste managed in the UK and Indonesia? Who ordered plastic soup? Are wooden chopsticks for the chop? Whose carbon footprint is this? How can we save energy? Are we addicted to fast fashion? How disposable is e-waste? Where are all the Arctic boys? How disposable are old buildings? How can we stop wasting our waste?

Summer Term 1 + 2: ‘Island Geography’

A look at the variety of geography that surrounds the world’s islands, both human and physical.

- What is an island? Formation of an island, types of island,
- Plastic islands – the impact on the environment, recycled islands
- Paradise lost – the impact of tourism on islands
- A mystery island in Japan – the islands of Japan

Year 8 Geography – Assessment

Grade	Knowledge	Understanding	Geographical enquiry and skills
1 – 2	Has begun to develop knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Limited and incomplete understanding of places; how and why they are similar and different, and how and why they are changing. Some understanding of the links between places, people and environments.	Able to investigate places and environments with limited accuracy , by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. Can express their opinions and recognise that others may think differently.
3 - 4	Has more detailed knowledge of the world, including globally significant physical and human features.	Accurate and appropriate understanding of places; how and why they are similar and different, and how and why they are changing. Clear understanding of the links between places, people and environments.	Carries out more accurate investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. Can construct coherent arguments to draw conclusions supported by evidence. Explain their opinions, and recognise why others may have different points of view.
5 - 6	Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.	Relevant and comprehensive understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places. Very good understanding of complex interactions and the impact such links have on people and environments.	Able, with increasing independence , to choose and use a wide range of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems. Can construct sustained and convincing arguments and express and engage with different points of view.
7 - 8	Has a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.	Deeper and more perceptive understanding of the processes that lead to geographical changes and the multilinked nature of human-physical relationships and interactions. Stronger focus on forming valid generalisations and applied understanding.	Able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions Shows competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.
9	Accurately recall the precise characteristics of physical and human environments across a variety of spatial settings , using detailed knowledge of case studies supported by comprehensive terminology.	Demonstrate an understanding of more complex geographical processes , with consideration towards unfamiliar contexts. Understand how human processes interact with physical processes to develop more complex geographical patterns. Assess the values and attitudes involved in managing and making decisions, appreciating that the opinions of stakeholders will vary considerably. Appreciate the need for a more sustainable approach to the planning and management of environments, and evaluate the costs and benefits.	Plans and conducts an independent geographical enquiry. Identifies appropriate hypotheses or key questions, and provides detailed supporting predictions . Accurately collects primary and secondary data, and collates and analyses it. Uses a range of sophisticated cartographical maps and graphs to analyse their data. Interprets the results and substantiates their conclusions with links to geographical theories . Able to critically evaluate their enquiry and make suggestions for improving it .

Year 8 History – Curriculum

Each half term is based around a 'big' question which the students then investigate further throughout the course of their lessons. They gain knowledge on the various time periods and use it to challenge themselves in various assessed tasks. These assessments link directly to building the skills they will need for KS4. A number of the topics also build an initial platform for the subjects that they will study at later on for their GCSEs.

Winter Term:

English Civil War – Why did Charles lose his head?

This topic looks at what happened in Britain in the 1640s and what the long and short term causes of the Civil War were, key battles of the war and the important people involved. They also look at what the eventual consequences were. They makes decisions about the fairness of the King's trial and eventual execution.

French Revolution – Why did Louis lose his head?

This topic looks at what happened in France in 1789, what the long and short term causes of the Revolution were, key events of the revolution itself and what the eventual consequences were. It is used to compare and contrast the nature and experiences of both Britain and France when faced with similar situations.

Spring Term:

Slavery – Should we be ashamed of our past?

This topic explores the idea and impact of slavery from its early starting point through to its abolition within the British Empire. It looks at that chain of events that led to slaves being captured and taken from their homes in Africa, to the development of plantations and the lifestyles that created for the slaves in America and the West Indies and finishes with the changing attitudes towards slavery both at home and abroad that led to its abolition and why this came about.

Why was there a Revolution in Industry?

The students investigate the birth of the Industrial Revolution. They look at the changes within the process of industrialisation in Britain and the impact this had on the changing landscape and urban growth. They will focus specifically on the Cloth Industry as a case Study, drawing on the local history of the area to support this.

Summer Term:

What impact did the Revolution have on life in England between 1750 – 1900?

The students follow up their study of the changes within industry and the British economy by looking at the impact it had on the lives of the people involved within this system. The main focus will be on the lives of the workers in the factories and cities and what other consequences the revolution had on peoples' lives outside of the factories.

Life in an Industrial City: Case Study.

Continuing in the Industrial period the students look specifically at one case study of an Industrial City and through it develop an understanding of a range of different aspects of City Life including Crime, Punishment and Policing, Health and Sanitation, and how the authorities handled all these things. It will develop their handling of source information and their understanding of the relative value of these sources to an historian. This will help prepare them for the Whitechapel Unit they study in Year 11.

Year 8 History – Assessment

Grade	Knowledge	Understanding and Skills
1 – 2	<ul style="list-style-type: none"> • Uses simple historical knowledge including terms relevant to the period but still struggles to make a coherent description of the period using them. 	<ul style="list-style-type: none"> • Structure is limited when creating simple stories. • Basic understanding that there are different interpretations and can make simple judgements about them. • Recognise need for evidence but cannot understand the value of various sources. • Understands some things happen a long time ago but talk about different periods in isolation. • Learners show a basic understanding of causation and possibly an even more basic understanding of consequence.
3 – 4	<ul style="list-style-type: none"> • Shows sound historical knowledge using key terms confidently within different situations although with some minor errors at times. 	<ul style="list-style-type: none"> • Limited narrative using some supporting evidence but with minimal detail and organisation. • Simple descriptions of different interpretations and recognition that history is made up of different stories. • Recognise the need to interrogate sources to find out about the past as well as the concept of hindsight possibly with basic comments on reliability. • Simplistic identification and description of some changes in the period. Identifies a range of causes and can start to categorise them in a separate and unconnected way with consequences seen as the only possible outcome of the causes.
5 – 6	<ul style="list-style-type: none"> • Shows good historical knowledge with confident use of historical terms used mainly in the correct context. Occasional confusion when moving between time periods 	<ul style="list-style-type: none"> • Descriptive narrative with some development and begins to introduce supporting evidence. • Appreciates the difference between sources but with a limited understanding of reliability and only a basic approach to handling provenance. • Selects and describes key features of interpretations and starts to consider the message and in a very limited fashion the purpose of the source. • Categorises causes with some confidence and can make links in a simple manner with a simple understanding of significance. • Change described using specific period features.
7 – 8	<ul style="list-style-type: none"> • Excellent recall of taught subject knowledge and shows some evidence of independent research. 	<ul style="list-style-type: none"> • Evidence of analysis within narrative with accurate use of supporting evidence. • Starting to talk about the extent and pace of change and starts to discuss its significance but still seeing it in a linear fashion or see it going beyond their time period. • Can at a simple level consider the type, authorship and purpose of interpretations and analyse them at a very basic level. • Simple inference about the past made based on evidence with some basic interrogation of source made.
9	<ul style="list-style-type: none"> • Consistent and correct use of historical terms and an awareness of contextual use. 	<ul style="list-style-type: none"> • Can create sound analytical narratives with mostly relevant supporting knowledge but question focus can be lost at times. • Greater confidence in discussion of change and continuity, some recognition of varying influencing factors but not yet able to draw them together. • Starting to distinguish between utility and reliability and that ‘unreliable’ sources can have use. Beginning to use both content and provenance to support comments but use remains generalised particularly in relation to construction of interpretations. • Can create arguments about causation based on knowledge with attempts to formalise significance of factors or show impact of a range of factors.

Year 8 ICT – Curriculum

In Year 8 pupils are taught 4 units which build upon and extend their understanding of ICT from Year 7, often through the use of software which is new to them. The 4 units are:

Scary Sounds

This topic includes work on:

- Using new software (Audacity).
- Editing audio clips (cut, trim, paste etc).
- Using a variety of suitable sound effects (fade in/out, repeat, echo etc).
- Effective use of hardware (microphones) to record, and edit their own sound.

Box Office

This topic includes work on:

- Applying the use of a fully functioning Excel spreadsheet to a real life scenario (a seating plan and associated financial records for the school play).
- Formatting in Excel: borders, colours, number formats, fonts etc.
- Formulae: +, -, *, /.
- Functions: SUM, AVERAGE.
- Extra functions: COUNT, COUNTIF, COUNTA.
- Data Validation.
- Hyperlinks.

Digital Native

This topic includes work on:

- Finding out about inspiring & creative uses of technology.
- Investigating key online issues facing students of their age group.
- Looking at how their behaviour online can influence what people think of them.
- Recognising the consequences of positive/negative digital footprints.
- What to do if someone they know is becoming affected by issues online.

Python Programming

This topic includes work on:

- Creating codes in Scratch.
- Building their own version of a 'pong' game to include their own sprites and variables (scores).
- Designing, creating and testing their own game in Scratch.
- Being introduced to the programming language of Python.
- Working with syntax, mathematical operators, iteration, variables, extra arguments, conditionals etc.
- Making their own calculator in Python.

Year 8 ICT – Assessment

Grade	Descriptors
1 – 2	<p>Students can....</p> <ul style="list-style-type: none"> • Make basic use of some the major software tools in Audacity. • Use a microphone to record their own voice and insert it into their work. • Create a basic but functional seating plan for the school play using simple Excel features. • Have a total for money in and money out. • Have a basic understanding of key online safety issues. • Know some simple ways to keep themselves safe online. • Create a simple code in Scratch. • Understand the simple operators in Python.
3 – 4	<p>Students can....</p> <ul style="list-style-type: none"> • Make competent use of the major software tools in Audacity. • Use a microphone to record their own voice and insert it into their work effectively. • Create a functional seating plan for the school play using simple Excel features such as formulae & functions. • Have a total for money in and out to then show whether a profit has been made or not. • Have a general understanding of a range of key online safety issues. • Know a range of ways to keep themselves safe online. • Create a functional code in Scratch. • Make successful algorithms in Python.
5 – 6	<p>Students can....</p> <ul style="list-style-type: none"> • Make competent use of a good range of software tools in Audacity. • Competently use a microphone to record their own voice and insert it into their work. • Create a functional seating plan for the school play using Excel features such as formulae & functions – and start to use extended functions such as COUNT, COUNTA etc. • Create a functional profit and loss sheet. • Create a good understanding of a range of key online safety issues. • Know a wide range of ways to keep themselves safe online. • Create a suitable code in Scratch with the use of variables to keep score. • Make successful algorithms in Python. • Show good understanding of extended concepts such as iteration & conditionals.
7 – 8	<p>Students can....</p> <ul style="list-style-type: none"> • Make competent use of a large range of software tools in Audacity. • Create a fully functional seating plan for the school play using Excel features such as formulae & functions – to also include the correct use of extended functions such as COUNT, COUNTA, COUNTIF etc. • Create a fully functional profit and loss sheet. • Create a solid understanding of a good range of key online safety issues. • Know a large range of ways to keep themselves, and others, safe online. • Create a detailed code in Scratch with the use of variables to keep score. • Make successful algorithms of your own in Python. • Show excellent understanding of extended concepts such as iteration, conditionals, variables and extra arguments.
9	<p>Students can....</p> <ul style="list-style-type: none"> • Demonstrate high level understanding of Audacity and its various features. • Show consistently strong understanding of Excel formulae and high-level functions. • Show excellent levels of understanding and empathy for keeping themselves and others safe online. • Make logical and practical predictions using program code that has not necessarily come from the guidance pages on The Cloud, (i.e. self-taught features in Python).

Year 8 Modern Foreign Languages (German) – Curriculum

In Year 8, students study the following topics:

Introduction to German

This topic includes work on numbers, alphabet, genders, plurals, sound-spelling links and basic opinions.

Through this unit we focus on pronunciation, spellings and questions/answers.

Familie und Tiere

This topic includes work on talking about pets, family members, physical description and birthdays. Christmas traditions in Germany.

Through this unit we focus on reinforcement of gender and plurals, the verbs 'to have' and 'to be', personal pronouns and simple connectives.

Assessment: reading assessment.

Freizeit

This topic includes work on sports, free time activities, time phrases and mobiles and computers.

Through this unit we focus on expressing opinions, the verb 'to play', present tense and accurate word order.

Assessment: speaking assessment.

Schule ist klasse!

This topic includes work on school subjects, days and times, describing facilities, school teachers and school rules.

Through this unit we focus on giving reasons for opinions, modal verbs, understanding longer texts and prediction skills.

Assessment: writing assessment.

Gute Reise!

This topic includes work on Describing what there is and isn't in a town, buying souvenirs, buying snacks and drinks and holiday plans.

Through this unit we focus on using 'there is/isn't', the future tense and listening skills.

Assessment: listening assessment.

In addition to the assessments indicated students are also assessed continuously in lessons They will also have vocabulary and phrases to learn as home learning, which will also be tested.

There will also be French refresher lessons at the end of each half term. Just before May half term students will opt for the language they wish to continue in Year 9. Last half term will follow a cultural scheme of work.

Year 8 Modern Foreign Languages (German) – Assessment

Grade	Description
1 – 2	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Identify a range of verbs. • Talk/write accurately about themselves using basic structures. • Learn and produce a small number of words within a variety of topics. • Correct mistakes with clear support and identify some of own when prompted. • Give and understand a simple opinion. • Use approximate spelling but there may be some words that can't be deciphered. • To translate familiar sentences into the target language
3 – 4	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Use one tense. • Talk/write about themselves and at least one other. • Confidently recognise a variety of words and phrases on each topic. • Identify and correct mistakes with some prompting. • Give and understand simple opinions with connectives. • Use approximate spellings. • Translate short sentences and meaning is clear but language is not always accurate
5 – 6	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Begin to use 2 tenses. • Talk/write about themselves and at least two others. • Use a variety of linguistic structures and good range of vocabulary/connectives. • Identify and correct own mistakes. • Give opinions and reasons in 2 different ways. • Spell more accurately than inaccurately. • Translate more accurately than inaccurately from memory into target language
7 – 8	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Use 2 tenses to a good standard. • Use accurate verb forms to talk about themselves and others. • Use a good range of language and structures. • Identify and correct own mistakes. • Give and explain opinions in a variety of ways and using a range of connectives. • Use accurate spellings. • Translate accurately into the target language from memory
9	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Use at least 2 tenses confidently. • Use very accurate verb forms to talk about themselves and others. • Use a wide variety of language and structures. • Identify and correct their own mistakes. • Give and explain a variety of opinions. • Use very accurate spellings. • Translate very accurately and precisely from memory into the target language

Year 8 Music – Curriculum

In Year 8, students look at five areas of study with a particular focus on the development of music over time and how it has evolved in different cultures. Each area of study develops a range of new skills in students, that build into the 'skills bank' that is required for the GCSE Music course.

Details of the Year 8 units of work:

Music of Africa

This involves the study of how polyrhythms are used, as well as accents, notation, African song, movement and story.

The Journey from Africa to Blues

This includes learning 12 bar blues, improvisation skills, bass lines, as well as writing melodies and lyrics for the voice, and performing as part of a multi-instrument group.

Journey Through Time – from Blues to Rock 'n' Roll

This includes:

- 1950's – simple guitar chords and lead electric lines.
- 1960's – a study of the progression of music - learning a variety of music from this era.

This unit introduces the 'Listening and Appraising' aspect of the curriculum. It also includes learning some Rock 'n' Roll classics, using guitars, ukuleles and pianos.

Journey through time:

This includes:

- 1970's – a period of significant musical change.
- 1980's – the music of Michael Jackson.
- 1990's – a look at R 'n B boy and girl bands.
- Music technology – dance/rave anthems.

Journey Abroad:

This involves the study of fusion/world music and how it contrasts to Western music with a focus on rhythm cycles (gamelan), samba/salsa, Irish, Palestinian, Indian Classical, Caribbean, Bhangra. Students will use Music technology to arrange their own world music pieces.

The GCSE is assessed through three strands, **Listening and Appraising**, **Performing** and **Composition** – these are the skills that are assessed as part of each unit of work. The assessments take many forms, including performance, listening tests, as well as written or recorded composition using technology.

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Year 8 Music – Assessment

Grade	Listening & Appraising	Performing	Composing
1	Uses own language to evaluate music. Recognises differences in pitch, tone and rhythm but not yet able to differentiate instrument names.	Performs short, set sequences in groups with notation / chord charts to help. Rehearses own part but not yet able to suggest improvements.	Can create a short melody / rhythm / chord sequence but this may lack coherence.
2	Uses some musical language. Starting to recognise some distinctions in timbre / cultural context although may not be able to fully describe this. Recognises treble clef.	Performs in a variety of groups and can perform short, set sequences using notation / chord chart. Rehearses confidently alone and can respond to suggestions.	Starting to create short, coherent rhythm / chord / melody sequences. Is aware of context although may not respond accordingly yet.
3	Uses some musical language and is able to share ideas. Identifies differences in instrument families, and can point out obvious differences in timing, pitch and timbre. Recognises treble stave and duration.	Performs in a variety of ensembles, sometimes taking a simple part by themselves. Can perform using notation and / or chord charts. Can rehearse their part and respond appropriately to suggestions.	Creates coherent rhythm / chord / melody sequences, with awareness of context. Refines compositions with awareness of timbre, fluency and harmony.
4	Defines musical families, some instruments and ensembles. Recognises and uses treble clef notation, chord symbols and duration up to quavers. Suggests ideas for context and recognises patterns in music.	Shares ideas as an individual whilst still accurately performing own part in ensemble. Performs sequence of notes/chords with correct timing and awareness of expression.	Starting to compose using contrast and awareness of sections / order and context. Refines composition with strong awareness of musical elements.
5	Uses correct language to express responses to listening. Aware and able to discuss different context and instrumental techniques. Uses chord/melody notation with Left Hand root notes.	Confidently performs in a variety of ensembles, starting to take lead / solo parts. Performs with consistent accuracy across a range of instruments, and can add musical expression to performance.	Composes with a confident handling of contrast, understanding of sections / order and musical elements. Develops work with guidance and suggests notation for parts.
6	Regularly uses musical terminology in correct context when responding. Uses treble clef and chord notation, with observance of chord extensions and dynamic markings.	Performs as a soloist with clear, well thought out responses to accompaniment / others in ensemble. Performs with accuracy and appropriate expression, although intonation may lack consistency at times.	Composes a whole piece that features different sections, technological adjustments, fluency and harmonic understanding. Develops and extends work with guidance and makes some notation for parts.
7	Regularly uses accurate musical language to evaluate listening. Aware of a range of ensembles within music and can confidently suggest some instrumentation for these. Understands the bass clef but may not yet play it.	Performs as both a soloist and group leader / member dependent on context, confidently handling a variety of cultural and instrumental pieces. Leads work and nurtures others, whilst refining ensemble pieces. Performs accurately and expressively.	Confidently composes music for a range of cultural disciplines with accurate rhythmic and melodic suggestions, fluency and harmonic understanding. Makes independent decisions about the direction of the work and refines work accordingly.
8	Suggests musical ideas to help refine work. Correctly identifies a range of classical / non-western instruments and techniques. Understands extended chord symbols and notations in both clefs.	Performs confidently both as a soloist and group member with correct and appropriate techniques and an understanding of audience intention and context. (Equivalent to an ABRSM grade 1-2.)	Compositions are imaginative and confident and incorporate harmonic and melodic devices, with well thought out chord progressions to express a context. Writes with the instrument in mind and can explore texture.
9	Suggests musical ideas to refine work. Correctly identifies a range of classical and non-western instruments and techniques. Is starting to play extended chord symbols and notation in both clefs.	Performs confidently as a soloist or group member with correct and appropriate techniques. Shows excellent understanding of audience intention and context. (Equivalent to ABRSM grade 2-3.)	Compositions are imaginative and confident with contexts expressed through an exploration of harmonic and melodic devices and with well thought out chord progressions.

Year 8 Physical Education – Curriculum

The Year 8 PE curriculum is made up of a range of sports and physical activities. Through these pupils will be taught and encouraged to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].
- Develop their skills, techniques and performance in other competitive sports [for example, athletics and gymnastics].
- Develop their dance technique and perform dances using a range of dance styles and forms.
- Take part in additional activities and competitive sport through our extensive extra-curricular programme and/or through outside community links or sports clubs.

The list below shows the range of sports and activities most classes will cover over the course of the year:

- Football
- Netball
- Hockey
- Rugby
- Rounders
- Cricket
- Athletics
- Health Related Fitness
- Gymnastics
- Dance
- Badminton
- Basketball
- Tennis
- Cross Country

In Year 8 pupils will be assessed across 5 key strands that run across these sports and activities. They are:

1. Developing skills
2. Decision making
3. Evaluating and improving
4. Health fitness and wellbeing
5. Physical and mental capacity

Lessons are focused on pupils remaining physically active over a sustained period of time and working across the full range of strands. Assessments take place at the end of each block, and although pupils will have worked across all 5 strands, they will only be formally assessed on the most relevant 2-3 strands. These grades are then recorded in their planners.

Pupils are actively encouraged to attend extra-curricular clubs to increase their practice time in each sport or activity.

Year 8 Physical Education – Assessment

Grade	Developing Skills	Decision Making	Health, Fitness and Wellbeing	Mental Capacity	Analyse and Evaluate
1	I am able to link simple skills with some control and co-ordination. I am able to pick the right skills, actions and ideas in various activities. At times these skills deteriorate in practices.	With limited support I understand and am able to apply some basic rules. I am able to select but rarely apply the correct skill under limited pressure.	I know and understand some basic terminology but struggle to apply or link it to a sporting or H&F context. The depth of my work is limited.	I have a positive approach to being physically active but struggle to cope with challenge or disappointment. I often lack motivation and give up too easily. I can fairly implement a few basic rules.	I am able to see how my work is similar and different from others and identify strengths and weaknesses to improve my performance.
2	The quality of my technique is maintained for a few skills however it often deteriorates in more challenging practices. When facing opposition some skills may be less effective.	I am able to apply basic strategies and/or ideas demonstrating some success in small sided games or performance. I am able to apply most of the basic rules.	Application to a sporting or H&F context is accurate but limited. I use basic terminology but struggle to describe it. The level of work is generally good but often lacks detail	I approach most activities with confidence and participate with enthusiasm some of the time. I fairly implement rules and can cope with disappointment. At times I give up too easily.	I compare and comment on some skills, techniques and decisions and understand how these have an impact on the performance. I have limited use of specific terminology.
3	I am able to choose and link together skills, techniques and ideas showing some accuracy and control. I struggle to adapt when faced with progressively challenging situations.	I am able to safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. I understand and am able to independently apply rules with consistency.	I have basic understanding and can start to apply basic terminology. My knowledge is generally accurate although lacks detail in some areas. Application to a sporting or H&F context is generally clear and valid. The level of my work is generally good.	I approach all activities with confidence. I generally participate with energy and enthusiasm. I am able to fairly implement rules and can cope with disappointment. I am determined to beat my previous best. I have empathy for others and encourage them.	I am able to analyse the quality of performance but lack depth in my explanation. I have started to use some specific terminology although it is often used imprecisely. I can start to prioritise areas for improvement
4	I am able to safely apply a range of appropriate techniques, strategies and/or ideas to produce a controlled performance. The quality of my technique is maintained for most skills but may deteriorate at times. I am able to show some technique in set plays but there are inconsistencies in open play.	I have the ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position I am playing. My contribution is evident but infrequent throughout the game. I understand and am able to independently apply rules with fluency.	My knowledge is generally accurate although it can lack some detail. Application to a sporting or H&F context is accurate and can be explained using relevant terminology. Discussion is clear with relevant and good links to topics and questions. The detail and level of my work is generally strong.	I always perform with determination and guts. I approach new activities and situations with confidence. I have the mental strength to consistently perform at my best and encourage others to do the same. I am able to mentally push myself and persevere when faced with complex tasks or intense competitions.	I have good knowledge and appreciation of performance. I am able to analyse my own and others' skills, tactics and performances and can discuss how they are used. I regularly use specific terminology in the correct context and as a result I can modify and refine my skills to make my performance better.
5	The quality of my technique is maintained for all skills in practices and game play. I make more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors but I am quick to react to this. I generally produce the intended results/accuracy.	I have the ability to make successful and effective decisions but there may be some obvious weaknesses. My contribution is effective and significant but it is not always sustained. I can maintain technique and accuracy in the performance of most skills but it is not always consistent.	My knowledge is accurate and detailed across all areas. Application to a sporting or H&F context is clear, precise and effective. Discussion is strong, making good links to topics and questions. The detail and level of my work is generally very strong. At times I require extension material.	My performances are consistently strong, showing confidence, quick thinking and determination. I can manage my emotions to secure consistently strong performances. I can lead and inspire those around me.	I understand how skills, tactics, composition and fitness relate to the quality of performance. I am able to accurately use specific terminology when analysing performance. I can plan ways to improve my own and others' performance and act on these decisions in order to bring about improvements.
6					
7					
8					
9					

Year 8 Religious Education – Curriculum

In Year 8, students study three units of work:

Abrahamic Religions

This unit aims to provide a solid foundation of history, development and living faith of Judaism, Christianity and Islam. The focus will be on the founders and growth of each tradition as well as how these traditions are practiced in modern British society. The topic will support students in the transition from KS3 ready for to start their GCSE in Year 9.

Non-Religious Worldviews

This unit will give students the opportunity to explore how non-religious world views can influence a person's attitudes and behaviour. The focus for this topic is to provide alternative ways of understanding the world that do not require a religious belief. This will support students in their ability to evaluate both religious and non-religious responses to 'Big Questions'.

Biblical Literacy

This unit will give students the opportunity to explore some of the key Christian ideas, stories and teachings that form the basis for our society's culture, laws and beliefs through studying key stories and events from the Bible.

Assessment:

There are three assessment points in Year 8:

At the end of the 'Abrahamic religions' unit students will be assessed on their knowledge and understanding of religious beliefs and practices as well as their ability to evaluate how these translate into practice in the modern world.

At the end of the 'Non-religious worldviews' topic students will be assessed on their knowledge, understanding as well as their ability to evaluate how these translate into practice in the modern world.

At the end of the 'Biblical Literacy' unit, students will complete an assessment where they will be awarded a grade 8.1-8.9.

All graded assessments in Key Stage 3 will follow the same structure.

Year 8 Religious Education – Assessment

Grade	Descriptor	Examples
1 – 2	Ability to define keywords and ideas and to express own opinion in response to these.	Students can.... <ul style="list-style-type: none"> • Define keywords • Explain own opinion in response to a statement giving a range of reasons to support that view.
3 – 4	Ability to explain the beliefs of religious believers and express own opinion/contrasting opinions in response to this in a balanced and fair way.	Students can.... <ul style="list-style-type: none"> • Explain religious beliefs/teachings/ responses giving a range of reasons to support these views. • Explain two contrasting responses to an issue giving a range of reasons to support these responses
5 – 6	Ability to analyse and evaluate religious beliefs/ideas, understanding how religious believers might be influenced by the beliefs that they hold and articulating the religious ideas behind these opinions.	Students can.... <ul style="list-style-type: none"> • Explain the meaning of religious teachings or beliefs. • Explain how a religious person would respond to an issue giving a range of reasons to support the response. • Give 2-3 reasons in support and 2-3 reasons to criticise an idea, belief or response.
7 – 8	Ability to explain why there are differences in views/actions of 'believers' both within and between religions, generating a personal response to these views.	Students can.... <ul style="list-style-type: none"> • Explain which religious believers would follow a particular religious teaching explaining why they would adopt this position/interpretation.
9	Ability to draw information from different sources to reach informed and well-reasoned conclusions. Evidence of originality, independence and wider reading.	Students can.... <ul style="list-style-type: none"> • Include a conclusion that analyses or evaluates the arguments presented in relation to a topic or theme and clearly states a personal and justified stance.