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| Subject: ART | | Year Group: 8 |
| <p>Terms 1 & 2 Key Focus/Topic(s) NATURE – BUGS</p> <p>Project Objectives:</p> <ul style="list-style-type: none"> • AO3 - Observational drawing. • AO1 - Look at work of artists inspired by insects. • AO2 - Experiment with line, colour and pattern inspired by looking closely at insects. • AO4 - Create a unique A3 insect final piece. | <p>Terms 3 & 4 Key Focus/Topic(s) CULTURAL PROJECT</p> <ul style="list-style-type: none"> • AO1 - To gain an understanding of Scandinavian Art and Design. • To understand and evaluate artists', peers' and their own work. • AO2 - To build on technical skills using the formal elements of Art, with a focus on printmaking and textiles. • To learn about different printing processes to create decorative pattern. • AO3 - Explore a variety of recording techniques. • AO4 - Create personal and meaningful artwork. | <p>Terms 5 & 6 Key Focus/Topic(s) SURREALISM/PORTRATES</p> <p>Project Objectives:</p> <ul style="list-style-type: none"> • AO3- Understand facial proportions • AO2 - Know and create surrealist work • AO1- Look at and discuss artists work • AO2 - Experiment with drawing • AO2 - Experiment with different media • AO4 - Create meaningful personal work |
| <p>Terms 1 & 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Pattern design • Polystyrene Print design • Motif design • Block printing • Final culmination task <p>Weekly Google Classroom quizzes & tests</p> | <p>Terms 3 & 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> • Accurate botanical drawing of the insect • Blended and patterned bug design • Eric Carle inspired page <p>Weekly Google Classroom quizzes & tests</p> | <p>Terms 5 & 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> • ½ photo ½ accurate drawing of a Surreal artist • Surrealist inspired picture • ½ drawn face ½ surrealist picture of face • Proportions of face with detailed features <p>Weekly Google Classroom quizzes & tests</p> |

Rationale:

The aim for Year 8 is to develop their understanding of the theoretical practical skills associated with a range of art movements. Each project builds skills and techniques that are used for GCSE. Students become proficient in a variety of art, craft and design techniques and learn how to evaluate and analyse using the language of art, craft and design. They develop their understanding and application of the historical and cultural aspect associated with their work. Homework research and quizzes reinforce content from the lesson.

Evaluation:

Achievement is judged through ongoing reviews of work. End of project tests and Google Classroom quizzes assess and consolidate knowledge. Moodle is used to track students' grades which can be used for audit and data analysis. Success criteria is discussed in order that students can be platinum. All resources are shared on Moodle. Everyone in the department can see each other's grades for comparison and reflection.

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| Subject: Design Technology (Projects may be taught in different terms due to equipment rotation) | | Year Group: 8 |
| Term 1 Key Focus/Topic(s) Designer Clock <ul style="list-style-type: none"> Know a key designer of - Bauhaus, Art Deco, De Stijl and Memphis. Know key characteristics of the above design movements. Use a range of design strategies to develop ideas. Understand how to use CAD - 2D Design accurately | Term 2 Key Focus/Topic(s) Designer Clock <ul style="list-style-type: none"> Understand a range of different finishes for the manufactured board - laserable plywood. Develop a Final Design clearly inspired by one of the above design movements. Be able to evaluate a design reflecting on the design process | Term 3 Key Focus/Topic(s) Frame and Joints <ul style="list-style-type: none"> Developing hand making skills Understanding traditional wood joints Understanding quality control - production aids Sublimation prints on to textiles |
| Term 1 Assessment Opportunities: <ul style="list-style-type: none"> Grade for each design Weekly Google Classroom quizzes End of topic test | Term 2 Assessment Opportunities: <ul style="list-style-type: none"> Signed off H&S passports for laser cutter Grade for finished clock Weekly Google Classroom quizzes End of topic test | Term 3 Assessment Opportunities: <ul style="list-style-type: none"> Signed off H&S passports for belt sander and pillar drill Weekly Google Classroom quizzes End of topic test |
| Term 4 Key Focus/Topic(s) Frame and Joints <ul style="list-style-type: none"> Developing hand making skills Understanding traditional wood joints Understanding quality control - production aids | Term 5 Key Focus/Topic(s) Cube <ul style="list-style-type: none"> Understanding a past designer Working in the style of a past designer: Aldo Rossi Developing understanding of CAD Developing understanding of how to use the laser cutter Developing understanding of finger joints Understanding isometric drawing | Term 6 Key Focus/Topic(s) Cam toy <ul style="list-style-type: none"> Laminating Target Make Idea development |
| Term 4 Assessment Opportunities: <ul style="list-style-type: none"> Grading of finished shut the box Weekly Google Classroom quizzes & tests End of topic test | Term 5 Assessment Opportunities: <ul style="list-style-type: none"> Grading the finished cube Weekly Google Classroom quizzes & tests End of topic test | Term 6 Assessment Opportunities: <ul style="list-style-type: none"> Grading board game. Weekly Google Classroom quizzes & tests |

Rationale:

The aim for Year 8 is to develop the use of CAD – 2D Design and to introduce them to more aspects of the GCSE specification, 3.3.3: Work of others and 1.6: materials and their properties. Students spend two terms developing hand skills to complement the CAD/CAM projects this year. The Google Classroom quizzes and all resources are suitable for Year 10 and 11 and each project builds skills that are used for GCSE. End of topic tests are built into the course and homework reinforces content from the lessons.

Evaluation:

Achievement can be judged through review of test and examination scores, gap analysis, comparison of topic tests, quality assurance processes etc. Google Classroom quizzes are used to get students used to exam board specific. Google Classroom is used to track students' grades – this then is exported and used for all audits and data analysis. Feedback for tasks and how to be Platinum is organised on Google Classroom. At the end of each year we discuss with students what they enjoyed and EBI (Even Better If). All resources are shared on Moodle. Everyone in the department can see each other's grades for comparison and reflection.

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| Subject: Drama | Year Group: 8 |
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| <p>Term 1 and 2 Key Focus/Topic(s): Introduction to Devising</p> <ul style="list-style-type: none"> ● Understanding devising and improvisation ● Contribution of key elements such as facial expression, movement, structure ● Creation of a short devised piece for assessment | <p>Term 3 and 4 Key Focus/Topic(s): Tableau and monologue</p> <ul style="list-style-type: none"> ● Introduction to tableau ● Introduction to monologue ● Continuation of development of group devised work with a new context | <p>Term 5 and 6 Key Focus/Topic(s): Scripted performance project</p> <ul style="list-style-type: none"> ● Developing performance and interpretative skills ● Creation of a live performance from the work of a contemporary playwright. ● Developing key performance elements introduced in previous units |
| <p><i>Term 1 and 2 Assessment Opportunities:</i> Formal performance assessment in final week for devised piece Peer assessment in class performances each week. Self-assessment in WWW and EBI written response each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). H/W – Character development and evaluation</p> | <p><i>Term 3 and 4 Assessment Opportunities:</i> Formal performance assessment in final week. Peer assessment in class performances each week. Self-assessment in WWW and EBI written response each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). H/W – Character development and evaluation</p> | <p><i>Term 5 and 6 Assessment Opportunities:</i> Formal performance assessment in final week. Peer assessment in class performances each week. Self-assessment in WWW and EBI written response each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). H/W – Character development and evaluation</p> |

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| <p>Rationale:</p> <p>Unit 1</p> <ul style="list-style-type: none"> ● Students will arrive with a wide variety of drama, theatre and performance experiences. ● Introduces some key aspects of drama, with a focus on improvisation, devising work and creativity. ● Introduces and develops understanding of key performance features such as facial expression, body language, structure and planning a performance. |
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Unit 2

- Students will develop their understanding of tableau and how this can be used within devised pieces
- Students will develop their understanding of monologue and use this to understand thoughts, emotions and motivations of characters
- Students will learn to use tableau and monologue within the context of a devised piece of work.

Unit 3

- In this third project, students will be able to develop performance and interpretative skills.
- Students will create a live performance from the work of a contemporary playwright.
- Develops understanding of key performance features such as facial expression, body language, structure and planning a performance.

Evaluation:

- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- QA in school and in collaboration with other schools
- Student feedback

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| Subject: English | | Year Group: 8 (Carousel) |
| Term 1 Key Focus/Topic(s) Frankenstein (play) | Term 2 Key Focus/Topic(s) Poetry: Love, relationships and identity | Term 3 Key Focus/Topic(s) Shakespeare: Romeo & Juliet |
| Term 1 Assessment Opportunities: Discursive essay on ethics in medical advancements | Term 2 Assessment Opportunities: Analytical poetry essay | Term 3 Assessment Opportunities: Character analysis based on an extract |
| Term 4 Key Focus/Topic(s) Media/non-fiction writing | Term 5 Key Focus/Topic(s) Animal Farm – novel study | Term 6 Key Focus/Topic(s) Creative Writing |
| Term 4 Assessment Opportunities: Writing and presenting a persuasive speech | Term 5 Assessment Opportunities: Character analysis based on an extract | Term 6 Assessment Opportunities: 500 words short story |

Rationale:

- These Schemes of Work build on the skills acquired in Year 7: we continue to present the students with challenging material – both fiction and non-fiction - to engage and develop their thinking and to help them shape their own responses to what they have read. We want our students to enjoy reading and to make connections and links to wider contextual issues, extending their learning whilst using their prior knowledge as a base to explore from. We have Extended Learning Projects for each term's topic to foster a love of extending learning beyond the classroom, and to offer stretch and enrichment, and use Accelerated Reader to generate a 'buzz' around reading. To supplement lessons, students study an online vocabulary building program 'Bedrock'.

Evaluation:

- Each term, students will have a Summative Assessment that is styled in the format of a GCSE Literature or Language question and these are marked against the Borden standards. Students have the opportunity to RAG (Red Amber Green) their performance on this, against clear objectives, alongside the teacher to evaluate their learning and these summative assessments are collated in individual files. Independent opportunities come through homework tasks, for example: deeper thinking questions, Extended Learning Projects. Teachers also provide whole class feedback post assessments, and after the marking of homework, to clarify 'common errors' and to model exemplar work – evidenced in students' work through the use of 'purple pen'.

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| Subject: French | | Year Group: 8 |
| Term 1 Key Focus/Topic(s) Classroom language Introducing yourself, your family and friends Talking about what you did yesterday | Term 2 Key Focus/Topic(s) Talking about what you did last week / weekend Talking about where you went / stayed Expressing opinions about past activities | Term 3 Key Focus/Topic(s) Relationships (parents, siblings and/or friends) Talking about what you like doing Talking about what is wrong with you |
| Term 1 Assessment Opportunities: Mini-test Writing a letter to a penfriend | Term 2 Assessment Opportunities: Full Progress test 1 (listening, reading, writing) | Term 3 Assessment Opportunities: Full Progress test 1 (listening, reading, writing) |
| Term 4 Key Focus/Topic(s) Talking about food preferences Expressing opinions about food | Term 5 Key Focus/Topic(s) Speaking/Writing to your French penfriend using a variety of tenses | Term 6 Key Focus/Topic(s) Talking about a future/ideal trip to Paris |
| Term 4 Assessment Opportunities: Writing about food preferences | Term 5 Assessment Opportunities: Listening and speaking tests | Term 6 Assessment Opportunities: Summer examinations |

Rationale:

The aim of the Year 8 French course is to revisit and build on the language acquired in Year 7 and to build up students' confidence in all the four skills: listening, speaking, reading and writing. It is important that, at the start of the year, teachers devote sufficient time to revisit classroom language and make sure that the use of the target language remains a priority so that students continue to see French as the main language for communication, especially in the context of routine activities.

Evaluation:

The Year 8 scheme of work will be reviewed and possibly amended following the progress tests at the end of Terms 1, 3 and 5. Staff will evaluate new resources during Department meetings. Students' speaking skills will receive immediate feedback from teachers and peers and help students correct their work. Students should be trained to use the LOVE MFL criteria for writing tasks.

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| Subject: Geography | | Year Group: 8 |
| Term 1 Key Focus/Topic(s) Coasts <ul style="list-style-type: none"> • Waves and tides • Erosion transport and deposition • Coastal Landforms • Coastal employment • Activities at the coast • Coastal defences | Term 2 Key Focus/Topic(s) Weather & Climate <ul style="list-style-type: none"> • What is weather? • Causes of the weather • Measuring the weather • Rain and clouds • Air pressure • Weather surveys | Term 3 Key Focus/Topic(s) Asia <ul style="list-style-type: none"> • The continent • Countries and regions • People and economy • Physical features • Population • Biomes |
| Term 1 Assessment Opportunities: Unit test | Term 2 Assessment Opportunities: Micro climate project | Term 3 Assessment Opportunities: Unit test |
| Term 4 Key Focus/Topic(s) China <ul style="list-style-type: none"> • The location • History • Physical geography • Population • Megacities • Rural China • Environment • Belt and Road initiative | Term 5 Key Focus/Topic(s) Urbanisation <ul style="list-style-type: none"> • Towns and cities • Manchester • Global urbanisation • Push and pull factors • Negatives • Sustainable cities | Term 6 Key Focus/Topic(s) Climate change <ul style="list-style-type: none"> • Causes of climate change • Carbon Dioxide • What can we do about it? • Alternative energy |
| Term 4 Assessment Opportunities: Unit test | Term 5 Assessment Opportunities: Sustainable city project | Term 6 Assessment Opportunities: Alternative energy presentations |

Rationale:

Year 8 follows the programme of study in Oxford GEOG.2 text books.

Skills being developed include use of graphs (located bar graphs, climate graphs etc.), use of maps (weather maps, Digimaps - Ordnance survey maps, crime maps etc.) and fieldwork skills collecting weather, crime and crime prevention data.

Knowledge of coasts, ecosystems, weather, urbanisation and climate change are all on Edexcel specification B. Sustainability is part of the urban studies undertaken during GCSE fieldwork. Coasts, climate change, weather and urbanisation also provide the opportunity to discuss local issues and news stories relevant to the local area and global citizenship.

Evaluation:

End of unit tests and projects are designed to assess knowledge and skills for each unit. Homework tasks reinforce understanding through either development of skills and/or providing a local setting to provide context. Unit tests are reviewed and corrected by students during lessons and as homework tasks. End of Year 8 exam makes use of unit test questions to check understanding and ensure mistakes have been learnt from.

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| Subject: History | | Year Group: 8 |
| Term 1 Key Focus/Topic(s) The Reformation – Tudor England <ul style="list-style-type: none"> Henry VII Henry VIII Life in Tudor England | Term 2 Key Focus/Topic(s) The Spanish Armada – Tudor Monarchs <ul style="list-style-type: none"> Edward VI Mary Elizabeth I | Term 3 Key Focus/Topic(s) The English Civil War – The Stuarts <ul style="list-style-type: none"> Gunpowder Plot Causes of the Civil War Battles of the Civil War |
| Term 1 Assessment Opportunities: Significance- Why did Henry VIII have so many wives? Using Evidence – How useful is the source for learning about why Henry closed the monasteries? | Term 2 Assessment Opportunities: Interpretation – To what extent did Mary deserve the nickname “Bloody Mary”? Cause and Consequence – Outline the causes of the Armada? | Term 3 Assessment Opportunities: Cause and Consequence – Investigate the causes and consequences of the Gunpowder Plot. Using Evidence –What do the sources teach us about the causes of the English Civil War? |
| Term 4 Key Focus/Topic(s) Restoration <ul style="list-style-type: none"> Cromwell and restoration Fire of London/Plague Glorious Revolution | Term 5 Key Focus/Topic(s) Empire and Slavery <ul style="list-style-type: none"> Witchcraft The British Empire Slavery | Term 6 Key Focus/Topic(s) Industrial Revolution <ul style="list-style-type: none"> Movement of people Working conditions Changes to peoples’ lives |
| Term 4 Assessment Opportunities: Significance – What was the significance of the Great fire of London? Change and Continuity - How did the way England was run change over the period? | Term 5 Assessment Opportunities: Interpretation – What were peoples’ attitudes to witchcraft? Using Evidence – What do the sources teach us about conditions on the slave ships? | Term 6 Assessment Opportunities: Change and Continuity - What were the main changes to Britain from the Industrial Revolution? Examination – What were conditions like for children in the factories and what was the impact of the British Empire on the rest of the world? |

Rationale:

Year 8 has been used to further enhance and develop student progress towards the key historical skills within the Borden Standards and introduce students to knowledge which supports KS4. The assessment opportunities allow for progress towards the skills to evolve and central to the content is warfare and its development through time, so each terms work although not wholly based on is centred on one aspect of the development of the military.

Evaluation:

The Borden Standards continue to be the main focus for all assessments and allows us to clearly demonstrate student progress. Outcomes and student progress against these and will be judged and evaluations made against previous years. Teacher feedback will be evident in books and lesson observation will focus on skill development beyond knowledge acquisition.

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| Subject: ICT & Computing | | Year Group: 8 |
| Term 1 Key Focus/Topic(s) Networking – E-Safety, Using computers and the Internet <ol style="list-style-type: none"> 1. E-Safety 2. Internet and Web Browsers 3. Network Security | Term 2 Key Focus/Topic(s) Networking – E-Safety, Using computers and the Internet cont'd. <ol style="list-style-type: none"> 4. Domains and IP 5. Network Protocols 6. Assessment | Term 3 Key Focus/Topic(s) Data Representation <ol style="list-style-type: none"> 1. Recall binary and denary conversion 2. Addition of two binary numbers and understand the term overflow error 3. Use and purpose of ASCII and Unicode character sets |
| Term 1 Assessment Opportunities: Self, peer, teacher and end of unit assessment. | Term 2 Assessment Opportunities: Self, peer, teacher and end of unit assessment. | Term 3 Assessment Opportunities: Self, peer, teacher and end of unit assessment. |
| Term 4 Key Focus/Topic(s) Data Representation cont'd. <ol style="list-style-type: none"> 4. How images are stored on a computer – relationship between resolution, colour, depth and file size 5. Recap terms 'Base 2' and 'Base 10' number systems – apply understanding to the use of Hexadecimal (base 16) 6. Assessment | Term 5 Key Focus/Topic(s) Networking Cryptography (Self Led) <ol style="list-style-type: none"> 1. Encryption 2. Caesar Cipher 3. Hashing | Term 6 Key Focus/Topic(s) Networking Cryptography (Self Led) cont'd. <ol style="list-style-type: none"> 4. Decoding Ciphers 5. Encryption ethics 6. Assessment |
| Term 4 Assessment Opportunities: Self, peer, teacher and end of unit assessment. | Term 5 Assessment Opportunities: Self, peer, teacher and end of unit assessment. | Term 6 Assessment Opportunities: Self, peer, teacher and end of unit assessment. |

Rationale:

This Scheme of Work has been developed to fit in with the current National Curriculum for Computer Science, as well as preparing students for KS4 and beyond. It is designed to be taught in one lesson a fortnight, throughout Year 8, but many topics can be readily adapted. The Scheme of Work will enable students to understand and play an active role in the digital world that surrounds them, not to be passive consumers of an opaque and mysterious technology!

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Evaluation:

The assessment framework is based on a tiered system, with students trying to 'tick off' the criteria in each box by the end of the Key Stage. The units have been designed to allow students to progress across the Key Stage. It works based on six strands of computing (Computational Thinking, Programming, Data Representation, Computers, Networking and IT), and each strand is covered in one unit of work. Students will be assessed at the end of each unit with gap analysis being carried out and the results used to evaluate students' performance and progress, with the findings being used to inform future planning.

There will be opportunities built in to allow for, self, peer and teacher assessment that will ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

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| Subject: MATHEMATICS | | Year Group: 8 |
| Term 1 Topics 2D Shapes & 3D Solids Transformations | Term 2 Topics Construction & Loci Probability Scale Drawings & Measure | Term 3 Topics Graphs Powers & Roots |
| Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • End of Topic Tests • Textbook Exercises • My Maths online tasks • Teacher's own questioning, worksheets and starters | Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • End of Topic Tests • Textbook Exercises • My Maths online tasks • Teacher's own questioning, worksheets and starters | Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • End of Topic Tests • Textbook Exercises • My Maths online tasks • Teacher's own questioning, worksheets and starters |
| Term 4 Key Topics Quadratics Inequalities, Equations & Formulae | Term 5 Topics Collecting & Analysing Data | Term 6 Key Topics Non-linear Graphs Accuracy & Measure |
| Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • End of Topic Tests • Textbook Exercises • My Maths online tasks • Teacher's own questioning, worksheets and starters | Term 5 Assessment Opportunities: <ul style="list-style-type: none"> • End of Topic Test • Textbook Exercises • My Maths online tasks • Teacher's own questioning, worksheets and starters | Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • End of Topic Tests • Textbook Exercises • My Maths online tasks • Teacher's own questioning, worksheets and starters Year 8 Examination in this term. |

Rationale:

To develop a broad approach to the six Strands of KS3 Mathematics in wide ability classes. This progresses from the learning of essential skills to the application of those skills in wider ranging situations. The aim is to give pupils the necessary tools to approach mathematical questioning with confidence. It is hoped that in later stages of the curriculum they will see problems in mathematics as learning experiences in their own right. This attitude will develop across KS3 into KS4 and beyond; developing an enquiring approach outside the classroom and the ability to question information and data for themselves.

Evaluation:

In class, assessment of pupil progress will be measured through a process of questioning and feedback, both written and verbal. Feedback to pupils will include self, peer and teacher led activities. Homework will be marked through the same processes but with the addition of online feedback in the case of My Maths tasks. End of topic assessments will be marked by the teacher and feedback given as part of classroom activity. All test scores will be recorded on the shared spreadsheet in GoogleDocs. The class teacher will include comments on the front of each test for WWW and EBI with opportunity for pupils to add MRI.

Department time will be used for class teachers to feedback on issues and successes within the Scheme of Work. It is anticipated that this will create a forum for teachers to report on each class and their response to the work, the timing of topics within the scheme and the sharing of resources and good practice. Work will continue on building additional teaching resources into a shared bank of material on the school VLE (Moodle).

| Subject: Music | | Year Group: 8 |
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| Term 1 Key Focus/Topic(s) Film Music <ul style="list-style-type: none"> • Treble and bass clef • Rhythmic Notation – quaver, crotchet, minim, semibreve • Chords and bass lines • 3/4 tempo | Term 2 Key Focus/Topic(s) Stomp <ul style="list-style-type: none"> • Texture – monophonic, homophonic, polyphonic • Structure – Binary, Ternary, Rondo • Syncopation | Term 3 Key Focus/Topic(s) Film and Foley <ul style="list-style-type: none"> • Computer editing software • Midi instruments • Digital production • Technological effects – echo, reverb etc |
| Term 1 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework | Term 2 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Create own homemade instrument | Term 3 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Film analysis |
| Term 4 Key Focus/Topic(s) Ukulele Song Choice <ul style="list-style-type: none"> • Chord progressions • More complex chords • Writing chord diagrams • How to research and choose an appropriate piece to learn | Term 5 Key Focus/Topic(s) Ukulele Song Choice (cont.) <ul style="list-style-type: none"> • Chord progressions • More complex chords • Writing chord diagrams • How to research and choose an appropriate piece to learn | Term 6 Key Focus/Topic(s) Samba band carnival <ul style="list-style-type: none"> • Cross rhythms • Semiquavers • Rhythmic movement and formation • Samba performance tradition |
| Term 4 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide | Term 5 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Research own song and provide learning guide | Term 6 Assessment Opportunities: Formal performance assessment in final week. Peer and self-assessment in class demonstrations each week. Verbal teacher feedback. Personalised target in booklet from teacher in week 3/4 of project (with MRI). Homework: Carnival music research |

Rationale:**Unit 1**

- Builds on keyboard project work started in Year 7
- Develops understanding of chords, bass line and other types of accompaniment
- Expands understanding of the elements of music, with a particular focus on pitch, time signature and tempo

Unit 2

- Builds on rhythm and tempo project work started in Year 7
- Develops understanding of cross rhythms, building of textural layers and structural patterns
- Expands understanding of the elements of music, with a particular focus on rhythm, tempo, texture and structure.

Unit 3

- Builds on timbre and texture project work started in Year 7, introduces use of technology
- Develops understanding of midi instruments, editing software and sound engineering and editing
- Expands understanding of the elements of music, with a particular focus on timbre, texture and technological effects

Unit 4

- Builds on chord and melody project work started in Year 7
- Develops understanding of independent learning of musical material
- Expands understanding of the elements of music, with a particular focus on chords, melody and structure

Unit 5

- Explores the historical context and development of popular music styles
- Introduces rhythmic cells and cross rhythm patterns performed on a range of drums and percussion
- Introduces some of the elements of music, with a particular focus on texture, rhythm and structure

Evaluation:

- Through assessment (self, peer and teacher twice during project).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback

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| Subject: Personal Development | | Year Group: 8 |
| Terms 1 and 2 Key Focus/Topic(s) Community, Rights and Responsibilities <ol style="list-style-type: none"> 1. What is PD? 2. My values, our values 3. Right and wrong 4. Human Rights 5. Healthy relationships with friends and peers | Terms 3 and 4 Key Focus/Topic(s) Staying Safe: Online <ol style="list-style-type: none"> 1. Rights and responsibilities 2. Risks and strategies 3. Sexting and upskirting 4. Protecting yourself and others Families <ol style="list-style-type: none"> 1. Changing nature of family life including marriage 2. Family: Roles and responsibilities 3. Healthy family relationships | Terms 5 and 6 Key Focus/Topic(s) Me and My Choices <ol style="list-style-type: none"> 1. Careers Portfolio 2. First Aid 3. Fake news |
| Terms 1 and 2 Assessment Opportunities Oral assessment Assessment of classwork | Terms 3 and 4 Assessment Opportunities Oral assessment Assessment of classwork | Terms 5 and 6 Assessment Opportunities Oral assessment Assessment of classwork |
| Visitor lessons: Fire Service, Magistrates (Cyber Bullying), 'Is it worth it?' Roadshow (Kent Police) E-safety *Some changes to visitor lessons due to Covid | | |
| <p>Rationale: Year 8 is the first year that the students have discrete Personal Development lessons so the topics chosen reflect the need to establish relationships between the class and teacher, set routines and expectations of the different styles of learning and approaches to the subject.</p> <p>We are seeking to develop their personal and social skills, as well as their local, national and global awareness. These topics are also chosen as they are age and stage appropriate.</p> <p>Rather than completing homework, Year 8 complete a Thinking Skills Passport which is reviewed at least three times during the year. This encourages them to develop skills successful people from all walks of life use, to reflect on how they approach/ed tasks or situations, to make links between their subjects and to learn from the experience.</p> <p>In addition to taught lessons we invite a range of different speakers who support their Personal Development. The Fire Service focus on Arson, The Magistrates focus on their role and in particular a case on Cyber-bullying.</p> | | |
| Evaluation: Students will be assessed by the class teacher through their oral contributions, classwork, projects and presentation work. Timely assessment of Thinking Skills Passport. | | |

| Subject: Physical Education | | Year Group: 8 |
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| Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> • Tennis • Basketball | Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> • Handball • OAA(Outdoor Adventurous Activities) | Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> • Rugby • Football |
| Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit. | Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit. | Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit. |
| Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> • Hockey • NFL | Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> • iFit • Athletics | Term 6 Key Focus/Topic(s) <ul style="list-style-type: none"> • Striking Games • Ultimate Frisbee |
| Term 4 Assessment Opportunities: <ul style="list-style-type: none"> • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit. | Term 5 Assessment Opportunities: <ul style="list-style-type: none"> • Students to self assess in lesson as well as summative assessment by teacher on completion of unit. | Term 6 Assessment Opportunities: <ul style="list-style-type: none"> • Students to self-assess in lesson as well as summative assessment by teacher on completion of unit. • End of Year written exam (multiple choice / Session Planning Sections) |

Rationale:

Following on from Year 7 the aim of the curriculum is to provide an introduction to a broad range of activities that allow students to be physically active, engage in competition, and gain understanding of how being physically active can improve your life. Students are introduced to the idea of assessing their own competence during performances as well as considering that of others and how these performances might be improved. The aim of this is to maximise progress.

The timing of activities during the year is very much dependant on weather and facility availability. Indoor space is at a premium at Borden so some activities that might be better suited to warmer times of the year are occasionally put on during colder months. Students are encouraged to take part in activities in a variety of weathers, which in itself offers its own character developing opportunities.

New activities are added in Year 8 such as Ultimate Frisbee which is an excellent test of awareness and fine motor control as well as iFit that utilises more GCSE PE style language and lays further groundwork for success in KS4.

Evaluation:

Students are regularly encouraged to assess their own performances as well as others using criteria set out by staff. This process allows students to gain a deeper understanding of why a performance might have been successful or how they might improve it. Teachers also offer regular concurrent and terminal feedback on performances during lessons. Audit data as well as reports are used to communicate summative assessments that are given by staff, these are subject to department moderations/review. Students in Year 8 sit an end-of-year exam in PE that aims to better prepare students for the challenges of a more rigorous GCSE spec. The content of this is closely linked to the language used in the iFit project. Through extra-curricular clubs students are given ample opportunity in a wide variety of activities to enrich understanding as well as develop skills within a competitive context.

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| Subject: Religious Studies | | Year Group: Year 8 |
| Term 1 Key Focus/Topic(s) Hinduism Brahman, Murti, Karma, Samsara, Mandir, Avatar, Puja | Term 2 Key Focus/Topic(s) Hinduism Ahimsa, Caste, Diwali, Holi | Term 3 Key Focus/Topic(s) Christianity Bible, Hermeneutics, Denominations, Schism, Protestant, Roman Catholic |
| Term 1 Assessment Opportunities: • Caste, Shoebox Shrine, Superhero | Term 2 Assessment Opportunities: • Mandir & Home Worship, Non – Violence, | Term 3 Assessment Opportunities: • Understanding of Denominations, Comparison of Denominations |
| Term 4 Key Focus/Topic(s) Christianity Crucifixion, ‘Risen’ | Term 5 Key Focus/Topic(s) Sikhism Gurus, Kesh, Kangha, Kara, Kangha, Kirpan, RS End of Year Exam | Term 6 Key Focus/Topic(s) Sikhism Meeri – Peeri, Sewam Inclusivity |
| Term 4 Assessment Opportunities: • Evaluation of the film ‘Risen’ | Term 5 Assessment Opportunities: • Exam Result & Reflection | Term 6 Assessment Opportunities: • Numerous opportunities for discursive feedback and written feedback |

Rationale:

The Religious Studies scheme of work for Year 8 begins with Hinduism; the lynch pin of this unit being a visit to the Shri Swaminarayan Mandir in Neasden. Students are prepared for the visit with an investigation into the deities of Hinduism and the origins of the faith. Particularly significant is the concept of samsara (reincarnation) and the migration of the soul (atman) based on karma.

The Christian unit focusses on denominations, and allowing learners to access the diversity of traditions in the Christian faith, whilst also acknowledging the similarities they share. An exploration of ‘Risen’ allows for the students to view the crucifixion from the view of a non - believer, and also examine interpretation of the Gospels. An examination of Sikhism allows for look at a faith that has a significant presence in Kent, and also understand the distinctive role of Sikhs in British culture. The Religious Studies scheme of work for Year 7 begins with Judaism; it is the first of the Abrahamic faiths and from this faith flows Christianity and Islam.

The conclusion of the year with a ‘Philosophy’ section is there to encourage students to enhance their critical thinking skills. The structured analysis of ‘The Truman Show’ allows for an introduction to ‘Plato’s Cave’ and the concepts of ‘Freewill and Determinism’.

Evaluation:

The Borden Standards continue to be the main focus for all assessments and allows us to clearly demonstrate student progress. Outcomes and student progress against these will be judged and evaluations made against previous years. Teaching feedback will be evident in books and lesson observation will focus on skill development beyond knowledge acquisition.

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| Subject: KS3 Science <i>In Year 8 KS3 science classes rotate around 6 units. The rotation is necessary in relation to lab technicians workload planning and resources.</i> | | Year Group: 8 |
| Term 1 Key Focus/Topic(s) Studio Magic (Physics) <ul style="list-style-type: none"> • Sound waves • Light waves • Reflection and refraction | Term 2 Key Focus/Topic(s) Catastrophe (Chemistry) <ul style="list-style-type: none"> • Rock cycle • Igneous, metamorphic, sedimentary rocks • Weathering and erosion | Term 3 Key Focus/Topic(s) A Live and Kicking (Biology) <ul style="list-style-type: none"> • Respiration • Digestive and circulatory systems • Nutrition • Drugs |
| Term 1 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test. | Term 2 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test. | Term 3 Assessment Opportunities: <ul style="list-style-type: none"> • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test. |
| Term 4 Key Focus/Topic(s) Pyrotechnics (Chemistry) <ul style="list-style-type: none"> • Chemical reactions • Atoms, elements and compounds • Periodic Table • Combustion and the fire triangle | Term 5 Key Focus/Topic(s) Species at War (Biology) <ul style="list-style-type: none"> • Acids and Alkalis • Gas Tests • Metals and Non-metals • Making Compounds • Chemical Reactions | Term 6 Key Focus/Topic(s) nViz (Physics) <ul style="list-style-type: none"> • Energy • Energy transfer diagrams to model energy transfers • Energy efficiency • Renewable and non-renewable energy sources |
| Term 4 Assessment Opportunities <ul style="list-style-type: none"> • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test. | Term 6 Assessment Opportunities <ul style="list-style-type: none"> • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test. | Term 6 Assessment Opportunities <ul style="list-style-type: none"> • Classwork with a particular focus on core skills (see rationale section). • Extended writing task. • End of unit test. |

Rationale:

The topics covered in Year 8 complete the core scientific areas that pupils started to develop in Year 7.

The development and application of key scientific skills are the central focus of KS3 Science, these include:

Practical skills – working safely in a lab, making observations, recording data, using data to form conclusions

Literacy skills – using key terminology, writing scientific descriptions, writing scientific explanations, adding extra detail to scientific explanations

Numeracy skills – recording data, making measurements, basic calculations and averaging results, plotting and reading basic graphs

Evaluation:

Assessments opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their literacy and/or numeracy skills as well as their scientific knowledge. Each unit of work finishes with an End of Unit Test and some topics have level assessed tasks.

A review of test papers and student work should show that the students are developing the scientific knowledge, plus the literacy and numeracy skills expected in Year 8.

Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Qualitative observations will be made on students during the term 6 projects.

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| Subject: Spanish | | Year Group: Year 8 |
| Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> ● Revision of numbers/introductions/opinions etc ● Sports and free time activities ● Immediate future and present tense | Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> ● Holiday destinations ● holiday activities ● Preterite tense | Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> ● Holidays recap ● Uses of a mobile phone ● Music preferences |
| Term 1 Assessment Opportunities: <ul style="list-style-type: none"> ● Reading comprehensions/translations ● Progress exam to inform audit 1 decisions (in depth assessment piece) | Term 2 Assessment Opportunities: <ul style="list-style-type: none"> ● Feedback from progress test 1 ● Paragraph on a past holiday | Term 3 Assessment Opportunities: <ul style="list-style-type: none"> ● Progress exam to aid audit 2 decisions (in depth assessment piece) |
| Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> ● TV programme types ● Food/opinions ● Meal times | Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> ● Shopping ● Free time activities | Term 6 Key Focus/Topic(s) <ul style="list-style-type: none"> ● Film types with opinions ● Body parts and illness ● Healthy eating |
| Term 4 Assessment Opportunities: <ul style="list-style-type: none"> ● Translation - in depth assessed piece | Term 5 Assessment Opportunities: <ul style="list-style-type: none"> ● Speaking exam (in depth assessment) ● Listening exam | Term 6 Assessment Opportunities: <ul style="list-style-type: none"> ● Reading/writing/translation exam |

Rationale:

The core skills for a GCSE pass for writing and speaking are in using past, present and future tenses as well as opinions and reasons. We commence with the final unit of the Year 7 textbook as we are limited in time in Year 7 but the module is excellent for present and future tense. In addition, the unit deals with sports and hobbies and so is very appealing to our boys. We then choose carefully from the Year 8 course book, as some grammar is very specific and therefore not deemed essential for all students. By the end of the year, gold students will be confident using three tenses and be able to give exciting opinions and reasons about all topics studied. A GCSE course book is used in Year 9 and so students will be ready to cope with this challenge.

Evaluation:

Three major progress exams are centrally uploaded for analysis by Head of Department, allowing us to identify variation between groups and strong/weak performers. Moderation of written work and work scrutiny occur during the year. Regular team meetings to discuss course coverage and evaluate the effectiveness of tests allow for changes to be made for the following course.