

**Blessed Hugh Faringdon
Catholic School and
Sixth Form Centre**



'True Teaching'

**YEAR 8
2023 - 2024**

**Curriculum Booklet
to assist Students and
Parents**

"Outstanding School"
Section 48 Inspection



Blessed Hugh Faringdon Catholic School and Sixth Form Centre



September 2023

Dear Parents and Carers,

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your child.

Please contact the school should you need clarification of any of these details and speak to the relevant Subject Leader or Head of Year.

Yours sincerely

Dr Simon Uttley
Headmaster

2023/2024

Head of Year 8

Miss E Surtees

Tutors

8DB

Miss R Kurowski & Mr R Starr

8MK

Mr J Allen

8ML

Miss K Kestell & Mr D Francis

8MT

Mr A Milne

8OR

Miss J Poddar

8BL

Miss E Tighe

RELIGIOUS EDUCATION

Year 8 Programme of Study

Subject Leader, Mrs L Amieiro

AUTUMN: *Term 1* **The People of God – Jewish Patriarchs and the history of Judaism**

Core Skills: Understanding what the Hebrew Bible tells us about Jewish life. To have knowledge of the Covenants in its Old Testament context.

AUTUMN: *Term 2* **Believing in God**

Core Skills: Why some people have belief in God and others do not. To examine the factors affecting belief including religious upbringing and the problem of evil and suffering.

SPRING: *Term 3* **Community Cohesion**

Core Skills: Understanding and exploring issues affecting communities - global, national, and local. Incorporating the work of charities including BHF sponsored charities both global and local.

SPRING: *Term 4* **Discipleship**

Core Skills: To investigate how Jesus chose 12 apostles and examine the impact of Jesus' call to discipleship in the early Church and the Church today – examining the lives of important Christians and how this role continues in the modern world.

SUMMER: *Term 5* **Religion, Peace and Conflict**

Core Skills: To develop a knowledge and understanding of real-world issues and how to examine them with reference to different world views and applying religious principles, e.g. Just War theory to conflict situations. Explain how Catholic organisations work towards conflict resolution and peace making.

SUMMER: *Term 6* **Hinduism – What do Hindus believe?**

Core Skills: To develop the knowledge and understanding of the Hindu community. To develop an appreciation of the Hindu way of life and to find out how Hindu beliefs and practices give meaning to the lives of Hindus.

Equipment:

Bible and exercise books are provided in lessons. Students often like to use their New Testament given out to them in Year 7.

Homework:

PowerPoint presentations, research topics, reading, project and display work, writing frames and extended pieces of writing to develop evaluation skills.

Assessment Schedule:

Regular assessments designed to reflect the GCSE structure, both formative and summative. Comments to help students improve will be written at the end of selected pieces of work in line with school marking policy.

Recommended Reading / Useful Websites:

- [Home \(catholiceducation.org.uk\)](http://catholiceducation.org.uk) (Catholic Resource classroom resource material)
- [YOUCAT | Catechism for beginners](http://youcat.org) (for youth Catholic catechesis)
- [CAFOD education resources for primary and secondary schools](http://cafod.org.uk)
(CAFOD Education resources – helpful for catholic social teachings)
- [Home - RE:ONLINE \(reonline.org.uk\)](http://reonline.org.uk) (Religious Studies on the web)
- [Resources - RE:quest \(request.org.uk\)](http://request.org.uk) (Religious Studies on the web)

Any queries, please contact Mrs Amieiro, Head of RE Department

Extra Resources for Gifted and Talented:

- Extended vocabulary provided in glossary
- Additional videos and discussion ideas can be found on the websites linked above.

Extra Resources for Basic Skills students:

- Keywords provided on request or “Children’s Bible”.
- Sentence structure prompts given in lesson but can be sent home for Homework.

AUTUMN: *Term 1* **Of Mice and Men or Darkside**

Reading: Character
Plot
Atmosphere
Analytical writing
Narrative techniques and structure
Context and contemporary issues

Core Skills: Analysis of language

AUTUMN: *Term 2* **Hunger Games**

This is a writing to persuade assessment where you persuade someone to replace you 'volunteer' to be in the games.

Writing and Reading combined:

Reading: Some analysis and establishment of genre (dystopia)
Writing: Writing to persuade – persuasion DARK FOREST and argument methods, core writing skill and practice- punctuation, spelling, vocabulary etc

SPRING: *Term 3* **Romeo and Juliet: this is a reading assessment based on theme**

Shakespeare: Romeo and Juliet will provide a basic contextual understanding as well as a forerunner to Macbeth that will form an important base for KS4.

Reading and Writing combined:

How to become a critic, analysing different stimuli, evaluative skills, register, creative writing, essay writing, understanding thematic aspects of writing

Core Skills: Analysis and comparative skills.

SPRING: *Term 4* **Gangsta Rap**

This is a writing assessment but will include some reading skills as students 'read' and find other writing techniques to utilise in their own writing.

Reading: Interrogating a number of different forms within the genre
The recognition and effect of literary devices

Writing: How to structure description/narrative writing
How to answer a GCSE question linked to ideas on this text.

Summer: *Term 5* **Frankenstein play**

This is a reading assessment with an emphasis on structure. It charts the changes in the monster throughout the play.

Reading: Exposure to a number of different contextual issues, genre, the Gothic, debates, structural and linguistic conventions of 19C. This also foregrounds novels studied at GCSE.

Speaking and Listening: The performance of aspects of this play

SUMMER: *Term 6*

Martyn Pig + Exam

Assessment: end of year exam

Reading: Comprehension, narrative techniques, genre type
Investigative analysis, how to structure a story, analytical skills,
comparative skills, Views/Perspectives

Core Skills: Reading for meaning, narrative techniques and views/perspectives (writing)

Equipment:

Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

Homework:

One piece of written homework per week via EL menu

Assessment Schedule:

- Summative assessment of core skills after each unit
- Formative assessment throughout units

Recommended Reading:

Regular sustained practice of reading skills essential

Extra Resources for Gifted and Talented:

- www.poetry.about.com
- www.homeworktips.about.com

Extra Resources for Basic Skills students:

- www.homeworktips.about.com
- www.Shakespeare.about.com

MATHEMATICS

Year 8 Programme of Study

Subject Leader, Mrs J Hulin

Number 1	Divisibility tests Powers and Roots
Algebra 1	Expressions Brackets Solving Equations
Ratio & Proportion 1	Converting between Fractions, Decimals and Percentages
Number 2	Calculations with Fractions
Ratio & Proportion 2	Working with Decimals Working with Ratio
Geometry 1	Quadrilaterals Angle rules
Geometry 2	Area Volume
Smoothie Project	Data collection Analysing data Displaying Data Using ratio and proportion with nutritional values Using nets and designing packaging

Equipment:

Pen, pencil, eraser, and pencil sharpener

Maths set to include ruler, 180 degree protractor and pair of compasses

Scientific Calculator: Casio FX-83GT CW or Casio FX-85GT CW

Maths Sets and calculators are available on parent pay, individually or as a bundle.

Homework:

Topic based homework set once per week.

Assessment Schedule:

Mini Assessments at the end of each unit

Termly Assessments combining all prior learning

Recommended Reading/Useful Websites:

- www.mymaths.co.uk
- <https://students.doodlelearning.com/>
- www.bbc.co.uk/schools
- KS3 Maths: Core Book 2, ISBN: 9781292280042
- Murderous Maths by Poskitt Kjartan
- The Number Devil: A Mathematical Adventure by Hans Magnus Enzensberger

Extra Resources for Gifted and Talented:

- <https://nrich.maths.org/>
- Junior Mathematical Challenge archive | UK Mathematics Trust (ukmt.org.uk)
- KS3 Maths: Depth Book 2, ISBN: 9781292280011
- What If?: Serious Scientific Answers to Absurd Hypothetical Questions by Randall Munroe
- Maths On The Back Of An Envelope by Rob Eastaway

Extra Resources for Basic Skills students:

- <https://www.nationalnumeracy.org.uk/>
- <https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/>
- KS3 Maths: Support Book 2, ISBN: 9781292279954

SCIENCE

Year 8 Programme of Study

Subject Leader, Miss M Dimbylow

AUTUMN: *Term 1*

Physics

- Energy
- Heat transfers
- Generating electricity

Term 2

Biology

- Scientific skills
- Healthy lifestyle
- Drugs and alcohol
- Body systems

SPRING: *Term 3*

Chemistry

- Periodic table
- Reactivity
- Compounds and reactions

Term 4

Physics

- Electricity
- Magnetism

SUMMER: *Term 5*

Biology

- Adaptation
- Inheritance
- Extinction

Term 6

Environmental Chemistry

- Greenhouse effect
- Pollution
- Polymers

Equipment: Pen, pencil, ruler, protractor, calculator, eraser, pencil sharpener, glue

Homework: A variety of tasks – written exercises, calculations, research, creative work and investigations.

Assessment Schedule: Termly examination on content covered.

Recommended Reading / Useful Websites:

- BBC Bitesize
- KS3 Science revision guide

Extra Resources for Gifted and Talented:

- Differentiated worksheets
- Extended practical tasks
- Open ended research opportunities

Extra Resources for Basic Skills Students:

- Differentiated worksheets
- Support with practicals

SIXTH FORM

College

Apprenticeship



AUTUMN *Term 1*

Sketchbook Cover Design: Graphic Composition

Core Skills

- Use overlapping, cropping, rotating and changes of scale to create dynamic compositions
- Experiment with layering materials and using a stencil technique to create work in the style of the artist
- Understand how different colour schemes convey different mood and emotions
- Meet the requirements of a project brief
- Identify key visual elements in artist's work and applying them to their own designs

SPRING *Term 3*

Sea Creatures

Core Skills

- Create variations of tone using linear marks
- Create tonal scales using colour
- Experiment with painted and printed textures
- Combine and layer materials
- Create movement through line and composition
- Understand how different colour schemes convey different mood and emotions
- Meet the requirements of a project brief
- Create artwork designs on analyses of artists' work
- Develop skills in a range of wet and dry media

Term 2

Cardboard Sculpture

Core Skills

- Experiment with mixed media
- Simplify shapes and forms
- Explore pattern and texture
- Record from observation
- Explore 3D media
- Express mood through colour and shape

Term 4

Abstraction

Core Skills

- Experiment with mixed media
- Simplify shapes and forms
- Explore pattern and texture
- Record from observation
- Explore 3D media
- Express mood through colour and shape

Landscape

Core Skills

- Use linear and aerial perspective to create depth
- Use colour to express season / temperature
- Observe the local environment: collect purposeful primary research to use as inspiration for design ideas
- Painterly mark-making: broken/fast brush marks, to capture movement
- Use complementary colours to create changes of tone

Equipment:

2B pencil, sharpener, eraser, sketchbook, colouring pencils, writing pen, paint & brush set (optional)

Homework:

Artist research, observational drawing, completing classwork.

Assessment Schedule:

- Summative assessment at the end of each project
- Regular verbal and written feedback
- Peer and self-assessment throughout each project
- End of project self-evaluation

Recommended Reading / Useful Websites:

- www.jasper-johns.org
- www.pablocicasso.org
- www.tate.org.uk/kids
- www.vangoghmuseum.nl

Google search engine for research into famous artists and topic specific images

Extra Resources for Gifted and Talented:

- Art Club
- Opportunities to work on a larger scale and with a wider range of media
- Extension activities within each project / opportunity to develop work in own direction
- Examples of high-level outcomes to provide challenge

Extra Resources for Basic Skills Students:

- Basic skills worksheets
- Paired/group work opportunities
- Scaffolded activities and close teacher guidance

Independent Challenge Project

Core Skills

- Develop ideas from thematic starting points
- Analyse artists' work
- Develop skills in a range of wet and dry media
- Explore primary sources
- Develop ideas through investigations informed by research
- Refine ideas as work progresses through experiments with materials and techniques
- Realise personal intentions

COMPUTER SCIENCE

Year 8 Programme of Study

Subject Leader, Mr A Fleming

Objectives:

The Year 8 curriculum focuses on building on the key principles introduced in year 7 and gives the opportunity to apply these to solve problems of increasing difficulty.

Content comprises an introduction to the following topics:

AUTUMN: Term 1: Computing systems

Term 2: Developing for the web

SPRING: Term 1: Introduction to Python programming

Term 2: Media, vector graphics

SUMMER: Term 1: Mobile App development

Term 2: Data representation

Equipment: Standard school equipment

Homework: This will be set in line with the school homework timetable and will comprise activities completed electronically as well as theory and research tasks.

Assessment Schedule: Students will be assessed once every half term usually online. Key words will also be highlighted for each unit and tested once a half term.

The Year 8 curriculum builds on the teaching and learning, delivered in Year 7, by expanding elements of designing, making and electronics. Students are encouraged to develop their evaluative skills when judging the quality of existing products and their own products. Building teamwork is an integral part of this year's course as students are encouraged to share ideas, resources and inspect each other's work, particularly during manufacture. All products are designed for a client.

Food and Nutrition:

Students continue to apply their knowledge of the key principles of safety and hygiene, previously introduced in Year 7. They develop their knowledge of basic recipes and cooking techniques. During the course, students will use ICT to guide research, which will inform their understanding of macronutrients and their purpose and importance within a balanced diet. Allergy awareness will also feature highly during the practical and theoretical lessons. During the practical lessons, students have the opportunity to make the following, along with other recipes. Emphasis on raising agents and food science also begin to factor into the year eight's learning:

- Leavened products (bread rolls and pizzas)
- Pasta dishes (Carbonara and Fiorentina)
- Tomato and basil quiche
- Tiramisu

Product Design – Mini Theatre Set Design:

The students will be collaborating with the Drama department to design and create mini 3D prototypes of a theatre set design. With the context of this project focusing on scaling, prototype development and systems and controls for the theatre lighting, the students will collaborate in groups on recreating the scene of the play which the Drama department will be working on at the time. Students will work with a wide range of materials used for modelling and prototyping, including the use of 3D CAD modelling and rapid prototyping using the 3D printer.

Product Design – CO2 Drag Racers:

This exciting project focuses more on STEM (Science, Technology, Engineering and Maths) in aerodynamic design! The students will learn about the importance of lift, drag and thrust in a racing car and how Biomimicry factors into the design. The students will design their own aerodynamic racer before constructing out of modelling foam and engineering the wheels and axels. As a class, the students will race in pairs down the track, using a CO2 cartridge as a propellant. Their race times will be used to help the student iterate and reflect on their original design and determine how to improve their future designs.

Extra Resources – Extended Learning Booklet:

The nature of tasks ranges from researching, generating design ideas, labelling and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Scaling for prototyping and design
- Electronic device research
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding the making process
- Understanding aerodynamics and biomimicry.

Students will also be able to view exemplar materials

Extra Resources for Basic Skills students and Gifted and Talented students:

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work

Equipment:

The following equipment is **essential** in helping pupils to achieve their potential and enhance the presentation of their work:

HB lead pencil
Black or blue pen
Colouring pencils
Eraser

Pencil sharpener
30cm ruler
Glue stick
Small craft scissors

Why are extended tasks important?

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making beginning with a set task such as a tea light holder through to an independent project of their own choice'

Assessment Schedule:

The topics are studied over a period of 8 to 12 weeks. At the end of each rotation, students are graded according to the GCSE level descriptors, and they will be able to evaluate their progress towards their KS4 target grade.

Recommended Reading / Useful Websites:

Design and Technology is present in our everyday lives, so students are, initially, encouraged to look behind the reason why products are designed the way they are. Therefore, we encourage students to analyse a range of products. This can be a really useful tool when designing products where inspiration may be limited

These websites are recommended for ideas to support students to develop their knowledge and understanding of Design and Technology:

- www.technologystudent.com
- www.designweek.co.uk

The internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following instructions and websites to support subject specific learning.

Food Technology: www.bbc.co.uk/bitesize
www.foodafactoflife.org.uk/
www.technologystudent.com

Design Process: www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.designinsite.dk/htmsider/home.htm
www.skyscrapers.com/english/index.html
www.environment-agency.gov.uk
www.dtonline.org

**Product Design
/Engineering:**

www.howstuffworks.com

www.3d-i.org

www.designandtech.com

www.bsonline.techindex.co.uk/

www.design-council.org.uk

www.robots.net

www.plasticsresource.com/

www.cadinschools.org/showcase/default.asp

www.designinsite.dk/htmsider/home.htm

www.dtonline.org

WEDUCATION: Creating a set model box - Belgrade Theatre

DRAMA

Year 8 Programme of Study

Subject Leader, Mrs S Thompson

AUTUMN: *Term 1, 2, and Spring Term 3*

Theatre from around the world

Core Skills:

- To explore theatre styles from each continent around the world.
- To know the key conventions from a variety of theatre styles and why they are used by different cultures.
- To understand how different cultures explore telling stories and how that benefits creating theatre.
- To be able to apply key conventions from different styles of theatre effectively to create a desired meaning.

SPRING: *Term 4 and Summer Term 5*

Character with Style

Core Skills:

- To explore the work of key theatre practitioners and how they create character in performance.
- To know what style is and how a character can be shown through different styles.
- To understand how a particular style can communicate different meaning to an audience.
- To be able to perform a character in a chosen style to convey a desired meaning to the audience.

SUMMER: *Term 6*

Writing for Character

Core Skills:

- To create a character from a stimulus.
- To be able to utilise writing forms to communicate the character to the audience.
- To know the key functions of a character and how they are more important than the story.
- To understand how dialogue, subtext, and form create meaning for the audience.

Equipment: Pen/pencil and imagination

Homework: Occasionally

Assessment Schedule: Formative during each scheme and Summative with a conclusive performance at the end of each one

AUTUMN:

Term 1 and 2

LES VACANCES

- Francophone countries
- School holidays
- What you visited on holidays
- Regular verbs in the perfect tense to describe what you did on holidays
- Irregular verbs in the perfect tense
- Verbs that take 'être' in the perfect tense

Core Skills:

- Listening and responding
- Conversation
- Accurate pronunciation and intonation
- Translation into English
- Tenses
- Developing vocabulary
- Reading comprehension

Term 3 and 4

LES LOISIRS

- TV programmes, actors and actresses
- Adjectives agreements
- Digital technologies
- Forming and answering questions
- Going to the cinema
- Describing leisure activities using negatives
- Going shopping

Core Skills:

- Developing vocabulary/ Opinions and discussions
- Expressing ideas (speaking / writing)
- Accurate pronunciation and intonation
- Reading comprehension / Translation into English
- Grammatical structures
- Listening and responding
- Tenses
- Conversation

Term 5 and 6

MA VILLE

- Talking about where you live and the describing weather
- Describing where you live, using pouvoir and devoir
- Talking about how you must help at home
- Talking about your daily routine, using reflexive verbs
- More practice of reflexive verbs

Core Skills:

- Developing vocabulary / Opinions and discussions
- Expressing ideas (speaking / writing)
- Accurate pronunciation and intonation
- Reading comprehension
- Grammatical structures
- Listening and responding
- Translation into French

Equipment:

- Textbook Dynamo 2, Dynamo workbook, exercise book
- A French-English/English French dictionary is essential

Homework:

- As per homework timetable
- Frequent learning of vocabulary/phrases

Assessment Schedule:

End of unit assessments and regular vocabulary tests

Recommended Reading / Useful Websites:

- www.languagenut.com Each student will be given login details to access this online platform
- <https://www.zut.org.uk>
- KS3 French - BBC Bitesize

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- Focus on core vocabulary
- The use of writing frames
- Learning support in class

SPANISH

Year 8 Programme of Study

Subject Leader, Mrs E Hargreaves

AUTUMN:

Term 1 and 2

MI FAMILIA Y MIS AMIGOS

- Describing your family
- Using possessive adjectives
- Hair and eyes colour
- Using the verbs *ser* and *tener*
- Saying what other people look like
- Using verbs in the third person
- Describing where you live
- Using the verb *estar*

Core Skills:

- Grammatical structures: possessive adjectives/ irregular verbs/ adjectival word order/ the verb *estar*
- Developing vocabulary
- Listening and responding
- Speaking coherently and confidently

SPRING:

Term 3 and 4

MIS VACACIONES

- Talking about a past holidays
- Saying what did on holidays
- Using the past tense of *-ar* verbs
- Describing the last day on holidays
- Using the past tense of *-er* and *-ir* verbs
- Saying what your holiday was like
- Using *ser*

Core Skills:

- Grammatical structures: the past tense with a range of verbs
- Listening and responding
- Expressing ideas (writing)
- Reading comprehension
- Translation into English
- Accurate pronunciation and intonation

SUMMER:

Term 5 and 6

MIS AFICIONES

- Saying what you use your phone for
- Revising the present tense
- Saying what type of music you like
- Giving a range of opinions
- Talking about TV
- Using the comparative
- Saying what you did yesterday
- Using the present and the past tense

Core Skills:

- Using a wider range of opinions
- Tenses (present)
- Accurate pronunciation and intonation
- Conversation (using modes of address)
- Opinions and discussions
- Expressing ideas (speaking and writing)
- Grammatical structures (comparative)
- Listening and responding
- Speaking coherently and confidently
- Developing vocabulary
- Reading comprehension (authentic texts)

Equipment:

- Textbook Viva 2, exercise book
- A Spanish-English/English-Spanish dictionary is essential

Homework:

- As per homework timetable
- Frequent learning of vocabulary / phrases.

Assessment Schedule:

End of unit assessments and regular vocabulary tests

Recommended Reading / Useful Websites:

- KS3 Spanish - BBC Bitesize
- BLOG - MORGAN MFL

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects about Spanish culture

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- Focus on core vocabulary
- The use of writing frames
- Learning support in class

GEOGRAPHY

Year 8 Programme of Study

Acting Subject Leader, Mrs E Alexander

AUTUMN: *Term 1*

Asia (China and Russia)

- Location – China and Russia
- Physical features – China and Russia
- One Child Policy
- Development

Core Skills: Map skills / mapping skills

Place

Statistical data

Research / ICT

Term 2

Risky Rivers

- Features of a river
- Long profile of a river
- Factors affecting flood risk
- How to protect areas against flood risk

Core Skills: Map interpretation

Scale on maps

Use of ICT / internet research

SPRING: *Term 3*

Global Issues

- Plastics in the ocean
- Climate change
- Adapting to climate change
- Tourism/sustainable tourism
- Wilderness areas
- Conflict areas

Core Skills: Space

Map skills / mapping skills

Place

Statistical data

Research / ICT

Term 4

Africa

- Physical landscape
- How has Africa's past shaped its present?
- Climate and biomes in Africa
- Population challenges and opportunities
- Urbanisation in Africa

Core Skills: Use of data

Place

Space

Graph Interpretation

Atlas and map skills

SUMMER: *Term 5*

Population

- What is population
- Demographic transition model
- Population Pyramids
- Population – Ethiopia
- Population and distribution
- Ageing population
- Migration
- Water around the world
- What have they done to Ogallala?
- Desertification
- Renewable energy

Core Skills: Space
Place
Human and physical processes
Data interpretation
Map skills

Term 6

Challenges and opportunities in the UK

- Poverty in the UK
- Reducing poverty in the UK
- Water in the UK
- Waste management
- Air pollution
- Reducing car use

Core Skills: Space
Place
Human and physical processes
Data interpretation
Map skills

Equipment:

Standard – pen, pencil, ruler and colouring pencils.

Homework:

Set weekly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words.

Assessment Schedule:

Modular, mid unit and end of unit assessment, with opportunities for peer/self-assessment.

Fieldwork:

A trip will take place in the summer term – to be confirmed

Useful Websites:

- KS3 – Geography BBC Bitesize www.bbbbc.co.uk/bitesize
- Education quizzes www.education.quizzes.com

Extra Resources for Gifted and Talented:

- Gifted and talented pupils are:
- Encouraged to read more widely around the topics
- Provided with specialised tasks in lessons

HISTORY

Year 8 Programme of Study

Subject Leader, Mr M Hryniewicz

AUTUMN:

Term 1

Challenges to the Catholic Church

Was the Reformation a “good thing”?

Core Skills:

Chronological understanding
Using evidence and interpretations
Change and continuity

Term 2

The English Civil War

Why did the English fight the English in 1642?

Core Skills:

Causation
Using evidence

SPRING:

Term 3

Changing ideas 1660 to 1789

Why were kings back in fashion by 1660?

Core Skills:

Analytical narrative
Change

Term 4

The Slave Trade

What was it like to be involved in the slave trade?

Core Skills:

Using evidence
Interpretations

SUMMER:

Term 5

The British Empire

How did the British Empire develop?

Core Skills:

Chronology
Causation

Term 6

The Industrial Revolution

What was the Industrial Revolution?

Murder Mystery:

Why was Jack the Ripper never caught?

Core Skills:

Using evidence
Change

We also study the following topics:

Black History Week in October and The Holocaust in January

Equipment:

Fully equipped pencil case. World map.

Homework:

Research and enquiry. Communicate knowledge and understanding effectively in written form. Interpretation of people's actions, beliefs and attitudes. Analysis of historical events.

Assessment Schedule:

Term 1:	Source skills and knowledge test
Term 2:	Source skills and knowledge test
Term 3:	Source skills and knowledge test
Term 4:	Source skills and knowledge test
Term 5:	Source skills and knowledge test
Term 6:	Source skills and knowledge test

Useful Websites:

- BBC website: <http://www.bbc.co.uk/history/forkids>
- <http://www.spartacus.schoolnet.co.uk>

MUSIC

Year 8 Programme of Study

Subject Leader, Mr P Windibank

AUTUMN: *Term 1 - Fusion of Pop and Reggae “Rude” by Magic*

Core Skills: Review of Reggae characteristics
Listening – key vocabulary
Improving technique on a range of classroom instruments and vocals
Chords F, C introduced – improved recognition of chord symbols/charts

Term 2 - Creating Tension

Core Skills: Focusing on how composers create tension in music
Listening: Focusing on how tension is built (increase dynamics/tempo/dissonance)
Composing: Creating riffs with chromatic movement

SPRING: *Term 3 - Baroque Music - Canon*

Core Skills: Focus on musical elements in Baroque Music
Listening – key vocabulary (Harpsichord, Ground Bass)
Group/class work (rehearsing and performing as a group/class)

Term 4 - Ballads “Unchained Melody”

Core Skills: Focus on musical elements that help create Ballad
Listening – key vocabulary (Legato/piano)
Group/class work (rehearsing and performing as a group/class)

SUMMER: *Term 5 - Major – No Minor! “Forget You” by C Lo Green*

Core Skills: Review of characteristics of pop focusing on soul/gospel features in the music
Improving technique on a range of classroom instruments and vocals
Chords F, C introduced – improved recognition of chord symbols/charts

Term 6 - Latin Music “Oye Como Vas” by Santana

Core Skills: Key Characteristics of Latin Music
Learn to play a solo on ukulele
Improvisation

Equipment:

Keyboards, glockenspiels, guitars, ukulele, guitars, drum kit (Supplied by the school)

Homework:

Listening tasks based around piece studied

Assessment Schedule:

End of each term

Recommended Reading / Useful Websites:

Recording of C Lo Greens Forget you. The piece from about 2.02' of the clip in the youtube link below from the TV show Glee - <https://www.youtube.com/watch?v=OAGa1MWnKk4>

Extra Resources for Gifted and Talented:

Students are encouraged to perform a wider number of parts on a range of instruments focusing on more technical versions of the piece, particularly if they have experience of an instrument. The full version includes a bridge with additional chords and a key change not included in the classroom arrangement. High ability students are expected to take a lead in the organisation of rehearsals and help other students stay in time. They are also expected to include some improvisation in their performance.

Extra Resources for Basic Skills students:

Students are encouraged to perform one or two simpler parts but to a higher standard.

PHYSICAL EDUCATION

Year 8 Programme of Study

Subject Leader, Mr D Carter

AUTUMN:

Term 1

Girls Football
Boys Basketball
Mixed Core Skills

Term 2

Girls TT/
Boys Badminton
Mixed Football
Fitness

SPRING:

Term 3

Girls Netball
Boys Football
Mixed Core Skills

Term 4

Girls Netball
Boys TT/ Badminton
Mixed Football

SUMMER:

Term 5

Girls Athletics
Boys
Mixed

Term 6

Girls Athletics
Boys Athletics
Mixed Rounders

Equipment:

Compulsory: Black shorts, black polo shirt, black/white rugby top, black football socks, white trainer socks, football boots/moulds, indoor trainers, shin pads.

(Astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches)

Optional: Black Tracksuit, Black and white fleece, plain black skins

Assessment Schedule:

Practical assessment at the end of each unit of work

Our departmental focus is evaluating and improving performance

Recommended Reading / Useful Websites:

- www.readingrockets.co.uk
- www.rfu.com
- www.england-netball.co.uk
- www.skysports.com
- www.knowthegame.co.uk
- www.berkshirehockey.org.uk
- www.bbc.co.uk/sport
- www.readingac.com
- www.youthsportstrust.org

Extra Resources for Gifted and Talented:

- Range of extra-curricular/enrichment opportunities
- Gifted and talented PE enrichment day
- Visiting star performers
- Opportunities to attend county and district trials in a range of sports
- Sports Day – whole school participation
- Links with community clubs for coaching and joining clubs outside school

Extra Resources for Basic Skills students:

- use of a range of modified equipment to aid learning
- close liaison with support staff to maximise pupil progress
- activity afternoons for low ability / low self-esteem pupils as part of the school sports partnership