



Year 8
Curriculum Guide
2023/24

Year 8 Curriculum Guide

Introduction

Dear Parents and Carers

Welcome to the Year 8 Curriculum Guide. Our aim is for students to study a rigorous curriculum focused on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

Working in partnership with you is a key way of ensuring your child has a smooth academic year. The purpose of this guide is to provide you with the full details of the subjects your child will be studying this year, expectations of homework, how and when your child will be assessed and what you can do to support your child's learning.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's Personal Tutor should be your first point of contact.

Yours faithfully

Chatham Grammar

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Assessment in Year 8

As a Year 8 student at CG, students will be awarded a numerical score (9 – 1) grade based on their attainment in relation to their 9-1 target grade. their subjects.

Please see the table below for further information on assessments and reporting of progress for Year 8s.

By the end of Term 2	By the end of Term 4	Summer Exam Term 6	Grades Given
45 – 50 minutes extended answer tasks for each subject from content learnt from the start of the year.	45 – 50 minutes extended answer tasks for each subject on content learnt from the start of the year.	End of year exam in each subject.	9-1 Classwork/Attitude to learning grade. Homework grade.

Please note – Leadership will not be graded

Subject: Art

Subject Leader: Miss Furnell

Email: furnell@universityofkentacademiestrust.org.uk

Course Content:

Art is taught on a carousel with Textiles

In their Art lessons, students will have opportunities to develop and refine their drawing skills whilst investigating the work of a range of artists and art forms, both traditional and contemporary. Students learn how to use accurate proportions to draw a self-portrait; they learn about the anatomy of the face to help them understand how to apply tone to give the portrait form and make it look realistic. Students will explore the work of a range of portrait artist and will develop their understanding of different styles of media. They will develop their critical thinking skills through analysing the work of other artists. Students will consider how they can create meaning in their own art work.

Students study the following:

1. Portraiture: Students learn about proportions to produce a tonal self-portrait.
2. Portraiture: Students look at the portraits of a range of artists from different time periods and cultures. They explore how Art can be used to educate and inform about topical issues and consider how they can incorporate meaning in their own art work.
3. Photography. Students will explore a range of physical and digital editing techniques to create Art portraits.
4. Flowers and Decay: Students develop their painting skills through the exploration of new media, such as ready mix and acrylic paints. They investigate the symbolism of flowers and skulls in relation to life and decay. Students will produce a unique, personal outcome, incorporating 3D elements, in response to the Art work of Valerie Heggarty.

Key Assessments:

1. Tonal self portrait.
2. Mixed media outcome-storytelling in Art
3. Experimental portrait photography. (digital and physical editing)
4. 3D outcome inspired by Valerie Heggarty

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

Pinterest

<https://www.bbc.co.uk/teach/ks3-art-and-design>

<https://www.theartstory.org/artists/>

www.nationalgallery.org.uk

www.tate.org.uk

Apps

ArtStudio for iPad

iDraw

SketchBook Pro

Procreate

photopea

Additional Material/Equipment Required

Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson.

Students must provide an old shirt or t-shirt to cover and protect their uniform.

Students may wish to have their own sketching pencils (B-6B), however this is not a requirement.

Subject: Computer Science

Subject Leader: Mrs Sanger

Email: sanger@universityofkentacademiestrust.org.uk

Course Content:

Computer Science enables students to develop computer science knowledge from Year 7, whilst learning to program in Python and Visual Basic.

Computer science is studied once a week and students study the following:

Term 1:

- Iconic people
- Number bases including Binary, Denary, Hexadecimal, ASCII, Unicode
- Binary addition
- Flowcharts and algorithms

Term 2

- Spreadsheets
- Data types and coding errors

Term 3:

- Coding a calculator in Python

Term 4:

- Create a timeline to show how technologies have developed over the years

Term 5:

- Coding a quiz in Visual Basic via Microsoft PowerPoint

Term 6:

- Cyber security

Please note: Online safety is covered termly via computer science lessons and/or PT sessions.

Key Assessments:

Each topic will be assessed via Teams quizzes, all classwork is stored in One Note via Teams.

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

Repl.it website for coding in iPads

Additional Material/Equipment Required:

Homework is based on the topics covered in lessons, this is to be submitted via Teams.

Home Support:

All resources from lessons will be available on Teams. Reading back through notes from lesson will help students to learn skills and become more confident users of ICT.

Subject: Design and Technology

Subject Leader: Miss Furnell

Email: furnell@universityofkentacademiestrust.org.uk

Course Content:

Design and Technology is taught on a carousel with Food Technology

Through their Design and Technology lessons, students will explore a variety of creative and practical activities, all aimed at giving them the knowledge, understanding and skills needed to safely design and create unique outcomes. Students explore the strengths and limitations of different materials and processes and learn about the environmental factors associated with product development.

During the Design and Technology rotation, students study the following:

1-Automata CAM Toy: Students will develop their knowledge of woodworking and movement from year 7 to produce a moving CAM toy. They will need to plan their design to appeal to a target audience and will test, evaluate and refine their ideas.

2-Design a Rollercoaster. Students will develop their understanding of engineering to produce a model rollercoaster. They will explore different materials, investigate costing and develop their understanding of physics to ensure that their rollercoaster runs smoothly and safely. They will carry out market research to develop their design ideas and gather feedback on their outcome. Students will experiment with CAD to develop their ideas.

3-Steady hand Game. Students will develop their understanding of mechanics to create a circuit attached to a LED and a buzzer which activate when the metal wand touches the metal frame and completes the circuit.

Key Assessments:

- Atomata CAM toy
- Rollercoaster model
- Steady hand game

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

www.stem.org.uk

www.technologystudent.uk

D&T Key Stage 3-5 Design and Technology app.

Additional Material/Equipment Required:

Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson.

Subject: Drama

Subject Leader: Miss Rogers

Email: sarahrogers@universityofkentacademiestrust.org.uk

Subject Teacher: Mr Coare

Email: coare@universityofkentacademiestrust.org.uk

Course Content:

The drama course provides students with a range of opportunities to participate in performance. The focus of lessons is to use drama to develop students' creativity, confidence and ability to collaborate effectively. Students will also learn how to evaluate their own and others work. In addition to these skills, students develop an understanding of the principles of drama and an awareness of how drama communicates to an audience.

Year 8 have a weekly drama lesson. For the first half term, students a unit is called *The Murder of Charlotte Dymond* and is a devising/improvisation unit. Students create drama through the 'investigation' of the murder of Charlotte Dymond. Students are asked to re-create the events leading up to the murder and adapt as appropriate as more information is revealed as the story unfolds.

The second unit students study the popular panto genre and learn to improvise and what the key characteristics are to perform in a pantomime.

Throughout the the year, Yr 8 will study classic Shakespeare scenes, study Brecht's techniques through devising. Evaluate a live theatre piece and end with building upon their devising skills to create their own characters and scenarios with a particular focus upon dramatic techniques through *Murder in the Big Brother House*.

Key Assessments:

- Students are assessed at the end of each half term. These assessments cover the three key components of creating and developing, performing and evaluation and understanding which link to the GCSE Drama criteria.
- The assessment for topic one allows students to present a final practical performance where they will be assessed by the teacher as well as their peers.
- The assessment for topic two involves students being assessed by a practical performance and a written evaluation. This mirrors the devising unit of Drama GCSE course.

Group Organisation:

- Students are taught in mixed ability groups.

Course Books/Website/Apps:

- <http://ntlive.nationaltheatre.org.uk/>

Home Support: Visits to live theatre productions can enhance students understanding of drama but are not essential.

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Subject: English Language and Literature

Subject Leader: Ms Ward

Email: ward@universityofkentacademistrust.org.uk

Course Content:

Students explore a range of fiction and non-fiction texts for their English course in order to develop reading skills, such as inference, comparison and analysis. Students also explore a range of writing techniques in order to support them in being able to produce descriptive and narrative writing, as well as non-fiction writing such as newspaper reports.

As well as this, students are given the opportunity to explore prose, poetry and plays which exposes students to a wide range of texts. These include *Animal Farm*, *Romeo and Juliet*, *Chinese Cinderella*, as well as a variety of different poems.

- Term 1 *Animal Farm* – students read the famous George Orwell novella and learn about the Russian Revolution. Students will also explore techniques of debating and analysing characters.
- Term 2 *Chinese Cinderella* – students will read this autobiographical novel by Adeline Yen Mah. This text explores what it means to be 'different' within your culture and how to overcome adversity.
- Term 3 *Freedom Writers* – this unit is based around the film 'Freedom Writers' which explores the lives of teenagers learning how to grow up in a multicultural society. Students will practice their writing skills using scenes as a stimulus.
- Term 4 *Women Who Changed the World* – students will read extracts about different women from history who have made a significant impact on how we live now. Students will complete their own writing pieces and comparisons based on these women.
- Term 5 *Romeo and Juliet* – students will read and analyse this classic Shakespeare play. This unit will help them to understand the Elizabethan context and roles of individuals whilst Shakespeare was writing, helping with their later GCSEs.
- Term 6 *Protest Poetry* – students will explore a range of poems written for the purpose of protesting. Students will analyse these poems to see which message is the most powerful and students will write their own protest poetry too.

Key Assessments:

- Term 1 One piece of analytical writing about characters/themes studied.
- Term 2 One piece of analytical writing about characters/themes studied.
- Term 3 One piece of creative writing based around the film.
- Term 4 Letter writing and language analysis response.
- Term 5 One essay based analysis of a theme/character.
- Term 6 One piece of analytical writing based around a poem.

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

Resources for this course are put onto Teams. This can be accessed through the groups your child has joined on Teams.

Home Support:

Students will be given a range of different homework tasks throughout this academic year. These will range from analytical questions based on texts they are studying, creative tasks that highlight key themes or ideas, and research tasks to enhance their understanding.

Students should also be encouraged to read a variety of fiction and non-fiction texts at home, this will help broaden their vocabulary and keep them engaged with reading.

Subject: Ethics - Personal, Social, Health and Economic Education (PSHE)

Subject Leader: Ms Thomas

Email: thomasv@universityofkentacademistrust.org.uk

Course Content: Year 8

Personal, Social, Health and Economic Education (PSHE) is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for students, particularly the most vulnerable and disadvantaged. Students will learn skills and knowledge that will allow them to progress from education in to the world of employment, with confidence and a broad set of personal qualities and employable skills. PSHE lessons are broken down in to three main areas:

Health and Wellbeing

- The drug and alcohol ladder,
- Coping mechanisms for dealing with anxiety and stress,
- Self-harm, self-esteem.
- Emotional well-being/bullying

Relationships

- Healthy relationships, sex and the law, contraception*, consent, self-esteem, e-safety

The Wider World Discrimination

- Careers research, time management and planning, job search, employability social media, cyber-bullying, the environment, equality, diversity, discrimination black history month, British value

* Contraception is dealt with sensitivity and is not at this stage linked with reproduction. In Year 8, students can already be having interactions with health professionals where contraception can be recommended to manage skin conditions, period pain or other health issues. This session is to give students the confidence to discuss these issues with their own health professionals.

Key Assessments:

There is no qualification for PSHE. Each session will involve informal formative and summative assessments, and the students will build a portfolio of work

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

Due to the range of subjects covered in PSHE, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set.

Additional Material/Equipment Required:

PSHE sessions will not be setting homework for students from week-to-week. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic.

Students being involved in any club would support the PSHE programme as part of social, moral and physical development.

Subject: Ethics - Religious Studies

Subject Leader: Ms Thomas

Email: thomasv@universityofkentacademiestrust.org.uk

The principal aim of RE is to enable pupils to acquire a knowledge and understanding of different religious and other worldviews along with the skills to appreciate and evaluate the varied worldviews and responses to ultimate questions, so as to be better able to develop and express their own informed worldview.

Course content:

In Year 8 all students will study Religious Studies the aim of this subject is to develop students understanding of the world by looking at different religious cultures and traditions as well as looking at non-religious views.

This will involve the study of the beliefs, teachings and practices of Islam and Hinduism. Students will also look at the secular view of the world which will include the Humanist perspective.

Students will be expected to develop their knowledge and understanding of beliefs and teachings, practices and lifestyles. Students will apply key skills through evaluation and application of questions of identity and experience, meaning and purpose and values and commitments.

Students will learn important aspects of Islam and important events in the life of Muhammad and the five pillars of Islam. Students will study a unit about Hinduism which is designed to help students compare and contrast other religions looking at a theme of equality and exploring other key areas of belief specifically such as Hindu deities, reincarnation, karma and the caste system. For each of the religions studied, students be able to explain both religious and non-religious points of view before evaluating their own ideas.

Developing skills in RE

Students will develop skills in investigation, interpretation, reflection, synthesis, empathy, evaluation, analysis, application and expression.

Key assessments:

Each session will involve informal formative and summative assessments, and the students will build a portfolio of work. Student will develop key skills that will support them with Religious Studies GCSE qualification.

Group organisation:

Students are taught in mixed ability groups.

Course books/website/apps:

Due to the range of subjects covered in Religious Studies, students may need Internet access at home for research purposes. Websites and literature links will be given when the homework is set. Students who are involved in any club would support the Religious Studies programme as part of social, moral and physical development.

Additional material/equipment required:

None

Home support:

Homework for students will be set on a weekly basis. Due to the range of topics covered, there may be research tasks set that can easily be achieved with Internet access, to give the students a chance to begin sessions with a base knowledge of a topic.

Subject: Food Technology

Subject Leader: Miss Furnell

Email: furnell@universityofkentacademiustrust.org.uk

Course Content:

Food Technology is taught on a carousel with Design Technology

Through their Food Technology lessons, students will explore a variety of theoretical and practical activities, all aimed at giving them the knowledge, understanding and skills needed to plan and make healthy, nutritious dishes, both savoury and sweet.

During the Design and Technology rotation, students study the following:

Rotation 1: Seasonal foods. Students will develop a greater understanding of when foods are in season and how some foods can be preserved to make them stay fresh for longer. They will investigate the advantages and disadvantages of preserving foods and transporting out of season produce.

Rotation 1 dishes: Preserving foods, growing cereals.

-Jam tarts

-Cheese and onion triangles

-bread

Rotation 2: shelf life/cereals. Students will gain a deeper understanding of the shelf life of produce and will understand the difference between best before and use by dates. They will also learn about the safe storage of produce with both long and short use by dates.

-stir fry

-savoury biscuits

-pasta bake

-savoury rice

Rotation 3: Production. Students will learn about batch production with a focus on quality control. Students will need to select an appropriate method for creating their product and will need to work as a team to produce a consistent batch. They will need to produce costing, nutritional and shelf life information for their product. Students will learn about the different roles within a commercial kitchen and will work together to plan and make a 2 course meal.

-Fairy cakes (creaming method)

-sponge cupcakes (all in one method)

-Batch production group practical (cakes)

-Team task-soup and rice or pasta dish

Key Assessments:

- Project: Food from different cultures.
- All practical outcomes will be assessed

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

Design technology association

BBC Bitesize

Technologystudent.com

Additional Material/Equipment Require

Students are required to provide their own ingredients for all dishes. Please contact the school if you are unable to do so.

Students must provide a carrier bag and suitable containers to transport their food outcomes home.

Subject: Geography

Subject Leader: Mrs Parsons

Email: parsons@universityofkentacademiustrust.org.uk

Course Content:

Geography covers a wide range of topics that look at how there is a link between the natural world and the human world. The topics covered include a range of different environments and uses case studies of real-life situations to explore the interactions between the natural and human world. Throughout the course there will be links made to possible alternative futures associated with how the climate is changing,

Glacial Landscapes is where year 8 starts and has links back to Ecosystems studies at the end of year 7. Through located examples students will explore how ice has shaped the landscape since the height of the last ice age, and how people living in these areas interact with the environment. There is also a study of how, as ice melts, there will not only be a loss of natural resources, but also a gain in some places.

Our Natural Resources looks at the availability of different natural resources in different parts of the world. Students explore the different needs of the planet, the concept of carrying capacity and the need for sustainable solutions to the energy issue. Students will also explore the oil producing countries and their reliance on one main export.

The Middle East links to the previous unit through oil, but students will study the environment and people in this topic. They will explore what life is like in this part of the world and why it is referred to as 'The Middle East'. Students will also study a river landscape in one region, linking to the next topic.

Hydrology explores the natural processes of rivers and how humans interact with them. Students will study the impact that rivers can have on the people living along their banks and how these impacts can be mitigated. There will be places studies exploring the reliance on rivers as a resource linked to development.

Development studies different parts of the world and how and why levels of wealth differ. Included within this topic is a study of water borne diseases in poorer countries and the impact of water management in wealthier ones. There is also a focus on the role of women in the collection of water and the difference better access makes to sustainable development.

Key Assessments:

Assessments will be completed termly and will consist of a mixture of set questions, case studies and end of topic tests that will include a range of skills.

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

KS3 and GCSE Bitesize can be used to support learning as well as news reports and geographical documentaries shown on TV.

Additional Material/Equipment Required:

A world map or atlas is something that is always very useful.

Home Support:

There are a range of homework tasks depending on the topic being taught but are often a mix of extended tasks, flipped learning and revision. Homework is set once a week.

Clubs

There is a Green Team that is highly involved keeping the school environmentally friendly – please see the notices outside of the Geography classrooms.

Subject: History

Subject Leader: Miss Twiner

Email: SuTwiner@universityofkentacademiestrust.org.uk

Course Content:

In Key Stage 3 (Years 7, 8 and 9) History will enable you to:

- Develop your knowledge and coherent understanding of selected periods, societies and aspects of history.
- Develop your awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes.
- Develop your ability to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context.
- Enable you to organise and communicate your historical knowledge and understanding in creative and different ways and reach substantiated judgements.
- Recognise that your historical knowledge, understanding and skills help you understand the present and provide you with the basis for your role as a responsible citizen, as well as allowing further study of history.

The History course provides students with an opportunity to study past events and issues which will help them to understand and explain the world around them. The history course provides an opportunity for students to become detectives – to question the evidence they find and develop their own ideas and conclusions.

The topics covered provide a broad foundation of knowledge for students should they choose to continue to study the subject at Key Stage 4. In addition to this their knowledge gained is not only applicable to the 21st Century, but has played a significant part in shaping the world we live in.

Key Assessments:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Emergence of the British Empire	The Transatlantic Slave Trade	The British Empire	Extension of the franchise	Local study: Chatham Dockyard	The First World War: a world's war?
<i>What can we learn from sources about African kingdoms before 1600? How did ideas about 'race' develop during colonial slavery? How did the British Empire develop?</i>	<i>How was Britain involved in the trade of enslaved people?</i>	<i>How did colonial dissent shape the British Empire? What does the Biafran War teach us about the impact of colonialism? How important are statues to history?</i>	<i>How democratic was Britain by 1900?</i>	<i>How far did the Dockyard change Medway?</i>	<i>How far can historians rely on contemporary evidence from WW1?</i>

Assessments will be set in class. All assessment questions will be extended writing that supports students in making an informed judgement answering the enquiry questions above.

Group Organisation:

Students are taught in mixed ability groups.

Students will use enquiry-based learning to develop their analytical and evaluative skills. Each lesson will focus on a key question to engage students' interest and will provide opportunities for students to develop a variety of historical skills. Students will compare and contrast source materials, discuss the strength of their judgements and present their opinions in a variety of ways.

Alongside frequent verbal and written feedback from teachers, students will assess themselves and their peers against shared criteria to develop their understanding of the assessment requirements.

Home learning tasks and guided reading will be set regularly.

Course Books/Website/Apps:

<https://www.bbc.com/bitesize>

'*Black and British: An Essential History*' by David Olusoga

Additional Material/Equipment Required:

Pocket sized dictionary would help to support literacy within History.

Home Support:

A wide variety of homework tasks are set across the year. These include; working with extracts, research tasks, extended writing revision tasks and student responses to teacher feedback.

Clubs

History Book Group runs weekly in H7 on Thursdays.

Subject: Leadership

Subject Leader: Mr Grime

Email: barrygrimes@universityofkentacademiestrust.org.uk

Course Content:

The Leadership Development Programme is a programme of study for Year 7, 8, and 9 students aimed at developing learning capacities, including independent learning skills, interdependency, employability skills and leadership qualities.

Lessons will help students develop self-belief, resilience, raise aspirations and improve problem-solving skills, enabling them to mature into successful leaders of the future.

To be implemented through the teaching of:

- Enterprise/entrepreneurial skills.
- Debating.
- Critical thinking.
- Public speaking.
- Mindfulness.

The Leadership Development Programme aims to develop the following leadership skills:

- Taking responsibility.
- Have a goal.
- Plan it out.
- Sharing success.
- Listen, learn, improve.
- Be a team player.
- Finding balance.

The development of these leadership skills directly feeds into the Academy's reward system, encouraging students to not only develop these qualities within leadership lessons, but across the whole curriculum and the wider Academy community.

Key Assessments:

Unlike other subject areas, the Leadership Development Programme is not assessed in the traditional way, instead students will be awarded leadership points for their assessed tasks and through showing development of the leadership habits. Students are provided with formative feedback to ensure that they recognise their strengths and can continue to develop and improve.

Term 1 Presentation skills – putting together a successful PowerPoint presentation

Term 2 Charity project (enterprise/public speaking/critical thinking).

Term 3 LAMDA/ Public speaking.

Term 4 Problem solving (critical thinking and debating).

Term 5 Business ethics (critical thinking).

Term 6 Event planning project (enterprise).

Course Books/Website/Apps:

<https://mindfulnessinschools.org/>

Additional Material/Equipment Required:

N/A.

Home Support:

Home learning will include completing small mindfulness tasks from the Mindfulness in Schools website (students will be provided with their own login) and also research tasks in preparation for debates and group project work.

Clubs:

Debate Club.

Strictly Come Reading (public speaking competition).

Subject: Mathematics

Subject Leader: Mr Holden

Email: holden@universityofkentacademiustrust.org.uk

Deputy Subject Leader: Mrs Vine

Email: vine@universityofkentacademiustrust.org.uk

Course Content:

In Year 8 students follow the Pearson KS3 Maths Progress Delta 2 text book. The course is designed for the most able students and builds on the mathematics learnt at primary school and in Year 7, giving a firm grounding in basic mathematical skills (number, geometry, algebra and data handling) as well as problem solving tasks that enable students to apply their knowledge to unfamiliar situations. The course gives students ample opportunities to access and practice new skills as well strengthen and extension exercises to ensure that all students can reach their potential. The course prepares students for the demands of GCSE Mathematics which begins in Year 9.

Students study the following in Year 8:

- Term 1 Factors and powers, algebraic powers and brackets.
- Term 2 2D shapes and 3D solids.
- Term 3 Real life graphs, transformations.
- Term 4 Fractions, decimals and percentages, construction and loci.
- Term 5 Probability, scale drawings and measures.
- Term 6 Straight line graphs, revision for end of year examination.

Key Assessments:

In Year 8, students are assessed at the end of each unit of work using a short (30 minute) test. Students then receive feedback on what they did well and areas for improvement are identified. In addition students will complete a longer mathematics assessment in Term 2 and 4 which will focus on content completed in Year 8 as well as topics that were highlighted as weak areas in Year 7. Students will receive a list of the content to be covered at least two weeks prior to the assessment. Students will also sit end of year assessments in Mathematics in Term 6. These will focus on content covered in Year 7 & 8.

Group Organisation:

The year is formed of two bands. Students are allocated a class within that band allowing for movement between them where possible.

Course Books/Website/Apps:

Every student has access to the textbook, all classroom resources and teaching materials via OneNote on their iPad both in class and at home.

Homework tasks will primarily be set using Sparx Maths though other resources and tasks may be set and shared on their class OneNote if appropriate.

Additional Material/Equipment Required:

Wherever possible students should have their own scientific calculator (Casio recommended), green pen, ruler, compass and protractor for all mathematics lessons.

Subject: Modern Foreign Languages

Subject Leader: Mrs Helen Evans

Email: evansh@universityofkentacademistrust.org.uk

Course Content:

In Year 8, students will study one language (either French, Spanish or German).

During the year students will:

- Develop the language skills acquired during Year 7 to communicate using the four key skills of speaking, reading, writing and listening.
- Continue to learn about the culture and way of life in French, German and Spanish speaking countries.
- Develop language skills through a variety of teaching techniques which will provide a solid basis for the future study of languages.

Areas of study during the year:

- Holidays
- Food
- Sporting events.
- Leisure
- Festivals

Key Assessments:

Students will be sit key assessments in terms 2, 4 and 6. These assessments will assess listening, reading, writing and translation skills.

Informal assessment will be carried out in class on a regular basis.

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

Dynamo digital – French.

Stimmt digital – German.

Viva digital – Spanish.

Use of Quizlet to support language acquisition.

Study of music and cultural topics specific to each language.

Additional Material/Equipment Required:

It would be useful to buy a dictionary Spanish/German/French dictionary for study at home. The Collins Easy Learning dictionary is recommended.

Home Support:

Encourage your child to complete homework and vocabulary tests on a weekly basis.

Subject: Music

Subject Leader: Miss Rogers

Email: sarahrogers@universityofkentcademiustrust.org.uk

Course Content:

Intent

Students should perform, listen to and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians. They should learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument and to use technology appropriately. Students should understand and explore how music is created, produced and communicated including through the inter-related dimensions: pitch, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Students will be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Yr8 students will learn musical skills through a range of different topics such as Blues, Baroque, Descriptive and Dance music.

Key Assessments:

- Students are assessed at the end of every half term.
- Ongoing progress record of performance pieces.
- Evaluative tasks will be set for the purposes of assessing progress and these may be conducted verbally in lessons or set via Microsoft Teams.

Group Organisation:

- The subject is taught through a series of theory and practical lessons. Students will learn collaboratively within lessons.
- Students have a weekly lesson throughout the year.
- Choir is scheduled every Tuesday after school from 3.15pm to 4.15pm and Orchestra on Thursdays from 3.15pm to 4.15pm. All students are welcome.
- Students can take up individual instrumental lessons taught by our peripeteic teachers.
- Our annual school production takes place in terms 5 & 6 and all students are welcome to participate.

Course Books/Website/Apps:

- Watching performances by musicians live or online.
- Listening to a range of genres of music.
- Attending music based extra-curricular activities.
- Having private instrumental lessons with our qualified and experienced team of instrumental tutors.

Additional Material/Equipment Required:

- Having access to the internet at home and YouTube is particularly useful in enabling students to access a range of different musical styles and genres in support of classroom learning.
- It is particularly useful (but not essential) if students have access to musical instruments at home to enable regular musical practice and skill development.

Home Support:

- Rehearsing material learned in preparation for the next lesson or assessment.
- Microsoft Teams.
- Catch up on any lessons missed via Microsoft Teams.

Subject: Physical Education**Subject Leader: Mr Denness****Email: robertdenness@universityofkentacademiestrust.org.uk****Deputy Subject Leader: Mrs Wakeman****Email: wakeman@universityofkentacademiestrust.org.uk****Course Content:**

The subject is taught through practical lessons in a range of activities, including the following:

Gymnastics	Themes: balance, individual and partner work, counter-balance and counter tension.
Badminton	Mastering and developing strokes and accuracy of shot selection, introduction of long serve, advanced rules of the game and scoring for both singles and doubles games, concept of outwitting opponents through deception and umpiring skills.
Netball	Advanced rules (over a third, penalty passes, replay) and develop passing skills (introduce bounce pass), shooting (introduce rebound rule), concept of outwitting opponents (introduce centre pass routines) and umpiring skills.
Basketball	Basic rules and passing skills, dribbling and footwork and basic umpiring skills.
Table tennis	Basic rules, strokes, concept of the game and umpiring skills.
Fitness	Health related fitness-calories, injury prevention and warm-up, recovery, heart rate and training zones.
Handball	More advanced rules (effective blocking) and passing skills, dribbling (use of non-dominant hand) and shooting (a focus on accuracy and power and the jump shot), concept of outwitting opponents and marking (zonal and man to man) and umpiring skills.
Tennis	Basic rules, strokes, concept of the game and umpiring skills.
Dance	Exploration of motifs and motif development through the use of choreographic devices. A focus of contemporary techniques such as, Release, Graham, Cunningham and Limón.
Athletics	More advanced technique of distance running, sprinting, jumping and throwing events, officiating and rules of competition. Introduction to discus and hurdles.
Rounders	More advanced rules and batting and bowling techniques, long and short barriers, concept of outwitting an opponent and umpiring skills.

Key Assessments:

Non-examination. Assessment is ongoing throughout all practical lessons. However, students will be assessed formally at the end of every two terms. Students will be graded in each sport and given an overall grade that combines all sports covered to date.

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

Youtube and BBCbitesize

Additional Material/Equipment Required:

Full PE kit which can be found on the uniform list.

Hairbands to ensure hair is tied up and out of students faces.

Home Support:

Knowledge of the rules of the various games is always useful and if you have the opportunity to watch games on YouTube or sports channels, it would also be beneficial.

We run a range of extra-curricular clubs after school.

Clubs will vary within terms 1, 2, 3 and 4: (However, some clubs may run right through from term 1 to 4).

The following clubs will be offered (days to be confirmed).

Badminton

Basketball

Netball

Handball

Fitness

Further clubs may be introduced as the year develops.

Terms 5 and 6: We will be offering cricket, tennis, rounders and athletics in the summer terms (days to be confirmed).

Competitions and Fixtures

We have a number of teams that take part in the School Sports Games competitions on Thursdays, in events such as cross country, handball and rowing. The SSG calendar of events can be found by students on the notice board in the Sports hall. Alongside this, we also have a number of netball fixtures running throughout the academic year.

Subject: Science

Acting Subject Leader: Mr Maheta

Email: maheta@universityofkentacademiestrust.org.uk

Course Content:

Year 8 deepens the knowledge learned in Year 7. Students continue to study our spiral curriculum, in which topics are revisited in greater depth year on year to consolidate understanding and develop a strong body of knowledge. The curriculum has been split into 10 key themes: forces, electromagnets, energy, waves, matter, reactions, earth, organisms, ecosystems and genes, and is planned according to the AQA KS3 and KS4 specifications. Students will study key themes across the sciences in the year. Students will be challenged to develop their understanding from a basic level to a deeper, near-GCSE content level in some topics.

Term	Key Theme	Subtopics
1	Ecosystems	Respiration
		Photosynthesis
	Matter	Elements
		Periodic Table
2	Reactions	Chemical Energy
		Types of Reaction
	Forces	Contact Forces
Work & Pressure		
3	Electromagnets	Permanent & Electromagnets
	Genes	Inheritance
4	Earth	Climate & Earth's Resources
	Organisms	Principles of Organisation
5		
6	Energy	Energy

Key Assessments:

Assessment in Science is undertaken through alternating Purple Assessments (PA) and Extended Writing Badger Tasks, where exam skills and content are assessed. This equates to about once every six lessons, or once every two weeks. Where topics are smaller, paired assessments are used instead checking the understanding of two topics in one assessment.

There is an end of year assessment as well in line with the Academy's assessment policy.

Group Organisation:

Students are taught in mixed ability groups.

Course Books/Website/Apps:

Students can make use of online resources and YouTube can be particularly helpful as a starting point. BBC Bitesize can also offer some more tailored and more organised support.

Additional Material/Equipment Required:

No extra equipment is needed other than normal stationery and a scientific calculator. Specialist equipment is available on request in lessons.

Home Support:

Students should be spending time at home consolidating their notes as well as completing homework tasks as directed by their teachers. Some students find using Quizlet (an app) helpful with their revision and consolidation. Students are also able to access Educake and set their own online assessments to test their knowledge.

The Science department are available to help after lesson times, however no revision sessions are running at the current time. Students can email any of the Science teachers directly via Edmodo or their staff email.

Subject: Textiles

Subject Leader: Miss Furnell

Email: furnell@universityofkentacademistrust.org.uk

Course Content:

Textiles is taught on a carousel with Art. During the Textiles rotation students develop their basic drawing and sewing skills whilst investigating the work of a range of textile techniques and textile designers, both traditional and contemporary.

During the Textiles rotation, students study the following:

-Textile Portraits: Students explore the use of pattern and colour in traditional and contemporary textiles. They develop their sewing skills whilst learning new techniques-Appique and reverse Appique to produce their own textile portrait.

-Insect Art: Students will explore the world of insects and use this as a starting point for textile outcomes. Students will develop their sewing skills through hand embroidery and with a sewing machine, and explore ways to apply colour through the use of surface decoration. Students will investigate design processes and apply these to the making of their textile outcomes. Students will explore the colours, shapes and patterns found in insects to create their own 3D textile piece inspired by this.

Key Assessments:

1. Study and analysis of an artist's work.
2. Textile portrait
3. Textile samples exploring the use of embroidery techniques.
4. Own insect outcome – 3D/embroidery piece of students' own design.

Additional Material/Equipment Required:

Students must bring basic drawing equipment (HB pencil, eraser, pencil sharpener) to every lesson.

Students must provide an old shirt or t-shirt to cover and protect their uniform.

Students may wish to have their own sewing items, however this is not a requirement.