



THE FOREST ACADEMY

**Year 8
Curriculum Booklet**

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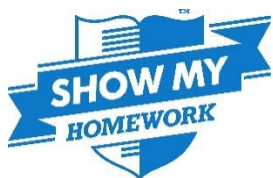
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Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 3 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education. At The Forest Academy we have a broad, balanced and challenging curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.

To support partnership with parents, all homework set can be viewed by visiting the "[Show My Homework](#)" link on the school's website. Parents can then log in using a parental pin (please email admin@theforestacademy.co.uk if you need a copy of this). This keeps parents fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set or should you require any further information, please do not hesitate to contact us.



Art

TERM	MAIN ASSESSMENT TASK
<p>Autumn 1</p> <p><u>Shading, tone and observational drawing induction</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> Learn the basics about shape and tone. Understand how to apply tone to accentuate the shape of an object. 	<ol style="list-style-type: none"> Experiment applying tone to shapes using materials such as pencil, coloured pencils and paints.
<p>Autumn 2/ Spring 1</p> <p><u>Urban Jungle construction</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> Develop their drawing skills from 1st hand and 2nd hand sources. Develop skills drawing architecture using one and two point perspective. Explore student's surroundings through photography. Manipulate their surroundings to become an urban jungle. <p>Develop ideas and techniques to create a final piece of work based on the work of Henri Rousseau.</p>	<ol style="list-style-type: none"> Artist research. Observational drawings of leaves. Inspiration page. Collage of examples of urban jungles. Produce an A3 painting of their final design.
<p>Spring 2</p> <p><u>International Women's Day Mini Project</u></p> <p>Students use international women's day as a platform to explore women in art as well as their involvement in art through history.</p> <ul style="list-style-type: none"> Students will research a variety of female artists, responding to their work. 	<ol style="list-style-type: none"> Group discussions and sharing of ideas. Artist research page. Response to the artist's work
<p>Summer</p> <p><u>Manga/Comic book art</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> Research manga and anime. Understanding their meaning and role in society Exploring manga features Students drawing themselves as manga characters Exploring manga comic books Creating their own story. Using their story to design a manga comic page. 	<ol style="list-style-type: none"> Manga and anime research page. Manga self-portrait. Design their own Comic book.

Year 8 Course Description

Students use art and design to look afresh at the world around them. Experimenting with colours, materials, textures and patterns or trying out new processes helps them communicate, feel and imagine. They study different sorts of artwork from drawing, painting, print making, collage, three dimensional construction, ICT. They discover how images can tell stories or express ideas; they learn how art, craft and design enrich our lives and can lead to many kinds of interesting and creative jobs.

At Key Stage 3 students are taught to:

- Explore and develop ideas drawn from their imagination and experience, from their own observations and from the material they collect for research.
- Draw on an expanded range of materials, tools, techniques and processes, mixing and adapting them to achieve effects.
- Look at art, craft and design in different times, in Western Europe and the wider world and review their own and others' work. Students do this on their own and through working with others.

Assessment

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Analyse the appearance, structure and function of what they see and record their observations and ideas for different purposes.
- Collect, analyse and organise relevant information to develop their own thinking, imagination and ideas.
- Use a wide range of media with confidence and understanding, showing efficiency in organising and completing tasks.
- Analyse the different ways artists use to convey meaning.
- Express and justify opinions about art
- Understand key features of major styles and periods in art history and realise how particular artists contributed both to these and to the development of art.
- Use what they have learned from other artists' work to enhance their own thinking and practical work.

Homework

It is expected that regular homework will be given once every other week to students in Year 8. Homework will be marked in accordance with the school policy. Homework will normally be either drawing from observation, research, using ICT, or preparation for projects.

How Parents Can Help

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide your child with access to the internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

Drama

TERM	MAIN ASSESSMENT TASK
Autumn 1 <u>Physical theatre</u> <ul style="list-style-type: none"> • Neutral mask • Choreography: movement in unison • Lifts (opportunity for Frantic workshop) • Physical theatre performance development 	1. Performance assessment – can perform at Christmas showcase
Autumn 2 <u>Physical theatre</u> <ul style="list-style-type: none"> • Writing logs: creation of piece • Writing logs: development of piece • Rehearsal of Physical theatre performances – ready for Christmas showcase 	2. Physical theatre performances 3. Written assessment 4. Written feedback & fix it
Spring 1 <u>Noughts and Crosses</u> <ul style="list-style-type: none"> • Scripted (Noughts & Crosses): staging - thrust & traverse • Scripted: set design & stage positions • Scripted: characterisation – hot-seating 	5. Scripted: performance assessment rehearsal 6. Scripted: performance & written assessment (short written questions on character & set / staging) 7. Scripted: written & performance feedback & fix it
Spring 2 <u>Theatre Studies</u> <ul style="list-style-type: none"> • Scripted: lighting & sound • Scripted: costume & make up • Scripted: characterisation in practice 	8. Scripted: longer written Qu. on character performance 9. Scripted: written assessment 10. Scripted: assessment feedback & fix it
Summer 1 <u>Live Theatre</u> <ul style="list-style-type: none"> • Live Theatre Review – overview & watch • Live theatre: vocal skills • Live theatre: physical skills 	11. Live theatre: planning written response 12. Live theatre: written assessment 13. Live theatre: assessment feedback & fix it
Summer 2 <u>Genre of theatre: horror – mime & movement</u> <ul style="list-style-type: none"> • Horror: sound design • Horror: make up in practice • Horror: costume in practice • Horror: full tech & dress rehearsal 	14. Horror: assess performances 15. Horror: assessment feedback & fix it

Year 8 Course Description

Drama is a core subject that all students in KS3 will study throughout their first three years at secondary school. Within Drama, students develop life skills that can support them in all subjects. They learn how to effectively communicate in different settings and within a group, to work together as a team, problem solve, time manage, to question and to have confidence in what they do, as well as to understand that it is okay to get things wrong. They will do this through exploring skills and strategies specifically relating to drama, discussion, creative writing and exploring topics creatively.

At Key Stage 3 students begin developing the skills needed for GCSE and life beyond school.

These include:

- Group work and communication
- Developing confidence and time management skills
- Applying creative skills to explore texts and around the world, current situations.

Assessment

By the end of year 8, it is anticipated that students should be able to demonstrate they can:

- Apply their creative skills to everyday situations and scenarios that they can bring into their work
- To analyse scripts, characters and stimulus and be able to effectively link this to current situations and explain and express their own opinions and ideas for the use of creative work.
- To effectively communicate in a team in order to work together and discuss ideas to come to decisions.
- These skills will be assessed at the end of each half term and progress will be tracked in target sheets and through interim reports.

Homework

Homework will take a variety of forms such as written work, research or line learning dependant on what they are learning at that point.

How Parents Can Help

- Support their child with learning lines when necessary
- Encourage their child to embrace the skills Drama helps them to develop.

English (THEME FOCUS: Conflict)

TERM	MAIN ASSESSMENT TASK
Autumn 1 <u>Frankenstein: the play</u>	1. Evaluation style question
Autumn 2 <u>War and Conflict Poetry</u>	2. Comparison of two poems
Spring 1 <u>Speeches through the Ages: transactional writing</u>	3. Persuasive speech
Spring 2 <u>Much Ado About Nothing (extracts)</u>	4. Theme based question comparing characters
Summer 1 <u>Creative writing: descriptive writing skills</u>	5. Write a description
Summer 2 <u>Pigeon English</u>	6. Newspaper article/speaking and listening debate

Year 8 Course Description

English is a core subject that all students will study throughout their five years at secondary school. Within English, students develop reading, writing, speaking and listening skills. They learn how to effectively communicate in different settings and for different purposes, as well as exploring literature from different eras, cultures and experiences.

At Key Stage 3 students begin developing the skills needed for GCSE and life beyond school.

These include:

- Reading and interpreting non-fiction and fiction writing.
- Developing writing skills and exploring how to manipulate writing for different purposes.
- Communicating with different people and in different scenarios.

Assessment

By the end of year 8, it is anticipated that students should be able to demonstrate they can:

- Understand and interpret the literal and deeper meanings from both non-fiction and fiction texts.
- Analyse how language and structure are used in a range of forms and genres.
- Write clearly and consistently, using correct spelling, grammar and punctuation and using structure and language to begin creating an effect.

These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through interim reports.

Homework

It is expected that regular homework will be given to students related to the topic they are studying, or connected to spelling, punctuation and grammar targets. Homework will be given once a week and will include a range of research, writing or reading tasks, spellings tests and quizzes.

As part of the Reading Plus programme (tracking student's reading levels and progress), reading will be explicitly set as homework once a term. It is expected that students are continuing to read outside of school throughout the term.

How Parents Can Help

- Ensure that their child comes equipped to class.
- Ensure students consistently engage with Reading Plus.
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time.

Food Technology

TERM	MAIN ASSESSMENT TASK
<p>Autumn 1</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • Expectations in cooking environment. • Hazards and how to prevent accidents in the cooking area. • Electric and commercial equipment. • Demonstration of how to use equipment like the oven, hob, whisk, etc; how to weigh and measure ingredients, etc. • Cereal crops, flour and food uses. • Written assessment. 	<p>Knowing and following the expectations in a cooking area.</p> <ol style="list-style-type: none"> 1. Knowing how to use electric and non-electric cooking equipment with precision. 2. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. 3. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. 4. Ability to identify hazards and knowing how to prevent hazards in a cooking area. 5. Class tests, questioning in class, demonstration of tasks.
<p>Autumn 2</p> <p>Students will research into:</p> <ul style="list-style-type: none"> • Healthy eating guidelines. • Healthy eating plate. • Protein deficiency diseases like kwashiorkor and marasmus. • Water, fibre and their importance. • Factors affecting food choices. • Planning towards cooking assessment. • Cooking practical assessment (selected dishes of students' choice showing good cooking skills). This can be any multicultural or healthy dish. 	<p>Extended writing task on diet and diseases.</p> <ol style="list-style-type: none"> 6. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. 7. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. 8. Ability to explain the causes of each dietary related disease. 9. Ability to explain the factors affecting food choices. 10. Class tests, questioning in class, demonstration of tasks.
<p>Spring 1</p> <p>Students will study:</p> <ul style="list-style-type: none"> • Factors affecting food choices. • Dietary related diseases (Obesity) • Dietary related diseases (Type 2 diabetes) • Dietary related disease (Anaemia, goitre, osteoporosis, osteocalcin etc.). 	<ol style="list-style-type: none"> 11. Essay writing on selected micronutrient and macronutrients. 12. To be able to differentiate between micronutrients and macronutrients. 13. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. 14. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. 15. Class tests, questioning in class, demonstration of tasks.

<p><i>Three Textiles classes will move to Food and Food students will move to Textiles.</i> <i>These classes will begin Autumn 1 lessons in that order.</i> <i>Those who don't change will continue from Spring 2.</i></p>	<p><i>Three Textiles classes will move to Food and Food students will move to Textiles.</i> <i>These classes will begin Autumn 1 lessons in that order.</i> <i>Those who don't change will continue from Spring 2.</i></p>
<p>Spring 2</p> <p>Students will research into:</p> <ul style="list-style-type: none"> • Functions of ingredients during cooking. • Food poisoning and preservation. • Energy balance and energy need 	<ol style="list-style-type: none"> 16. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. 17. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. 18. Class tests, questioning in class, demonstration of tasks.
<p>Summer 1</p> <p>Students will carry out design processes for a selected food product (pasta salad):</p> <ul style="list-style-type: none"> • Go through the various stages of the design process. • Learn how to design a food product for a target group, and how it could be produced in larger quantities. • Be able to Research for ideas using computers. • Know and to understand a design brief and the factors to be considered in a design brief. • Generate their own design specifications. • Plan their task by the use of a brainstorm / mind mapping. • Conducting surveys to find out opinions of consumers. • Representation of ideas in different forms. • Developing their design ideas. 	<ol style="list-style-type: none"> 19. Writing own specifications to meet design brief. 20. Making own mind map for the task. 21. Conducting a survey. 22. Designing ideas. 23. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. 24. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. 25. Class tests, questioning in class, demonstration of tasks.
<p>Summer 2</p> <p>Product Design:</p> <ul style="list-style-type: none"> • Designing and developing food packages. • Making of the actual food product to meet specification. • Evaluation of products made. • Suggestions to improve product (pasta salad). 	<ol style="list-style-type: none"> 26. Designing appropriate food package for the pasta salad made. 27. Planning and cooking to meet design ideas and specifications. 28. Formative assessment, which contributes to learning through providing feedback and indicates what is good about a piece of work and why this is good and how the work could be improved. 29. Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units. 30. Class tests, questioning in class, demonstration of tasks.

PRACTICAL TASKS:

Throughout the academic year, students will plan, organise and learn how to cook, prepare, present and evaluate dishes like:

Cookies, Stir fry, Rock cake, Jacket potatoes, Sponge cake, Pasta salad, Vegetable salad, Ragu, Jam tart, Viennese biscuits, Rice dish.

Extension work: Design and make their own Multicultural dishes.

- Ability to cook dishes of acceptable quality
- Describe how to make selected dishes.
- Ability to follow a recipe.
- To Choose equipment appropriate to each task.
- To weigh and measure ingredients accurately.
- To work independently in an extremely competent and confident manner.
- To follow the order of work correctly.
- To use the right cooking methods.
- To demonstrate good knowledge in relation to cooking times and being able to make adjustments in practice as required.
- To show good knowledge in relation to seasoning.
- To present the present dishes in attractive manner with skillful garnishes. *To produce accurate portion control in all dishes.
- Health and safety rules should be thoroughly practiced.
- To work independently without support and use range of high and medium level cooking skills.
- To show high standard of competence.
- Organoleptic testing and evaluation of food and using the right words to evaluate food.

Course Description

As part of students work with food, they are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In Food and Technology, Year 8 combine practical and technological skills with creative thinking to design and make food that meet human needs. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, economic, industrial and environmental issues. Students develop confidence in using practical skills.

Students are taught to:

- a. Design or plan and cook healthy, appetising and delicious dishes to meet the needs of consumers.
- b. Respond creatively to design briefs, developing their own proposals and producing specifications for products.
- c. Use their understanding of others' designing to inform their own.
- d. Plan and organise activities and then shape, form, mix, assemble and finish food materials or ingredients.
- e. Reflect critically when evaluating and modifying their ideas and proposals to improve food products.
- f. Generate, develop, model and communicate their cooking ideas in a range of ways, using appropriate strategies.

Assessment

Students will be assessed on the development of their skills, knowledge and understanding of a range of topics and the quality and acceptability of food products and designs they make. Each classwork, homework, class test, examination and food product made is individually assessed. These are graded as meeting or not meeting their targets. At the end of Year 8 students are given an overall grade based upon the average grade obtained throughout the year.

Homework

It is expected that regular homework, which will be given to students, is related to the topics. Homework will be given every other week. For example, if homework is give in week 1, will be collected in week 2 and marked in accordance to school policy.

How Parents Can Help

- * Ensure that their child has the right ingredients for practical lessons.
- * Provide your child with an apron, a container and mathematical set for written and design work.
- * Assist and monitor to make sure that your child's homework has always been completed.
- * Encourage children to revise at home.
- * Encourage children to cook at home.

French

TERM	MAIN ASSESSMENT TASK
Autumn 1 <u>Module 1 'Vive les Vacances!'</u> <ul style="list-style-type: none"> Talking about school holidays Saying what you did during the holidays Describing a visit to a theme park Saying where you went and how Listening for negatives in the past tense Reading to spot the past tense in a text 7. Asking and answering questions 	Formative Assessments: <ol style="list-style-type: none"> Mainly through AFL in class to check understanding of content. Written activities including homework Summative Assessment: End of Module Test listening and writing.
Autumn 2 <u>Module 2 'J'adore les fêtes!'</u> <ul style="list-style-type: none"> Describing festivals and special days Buying food at a market Using prediction to help with challenging listening passages Giving answers in French for a reading task Talking about a future trip 6. Writing about New Year 	Formative Assessments: <ol style="list-style-type: none"> Mainly through AFL in class to check understanding of content. Written activities including homework Summative Assessment: End of Module Test listening and writing.
Spring 1 <u>Module 3 'À Loisir'</u> <ul style="list-style-type: none"> Talking about celebrities and TV programmes Talking about digital technology Arranging to go to the cinema Talking about leisure activities Spotting synonyms Using three tenses when speaking 	Formative Assessments: <ol style="list-style-type: none"> Mainly through AFL in class to check understanding of content. Written activities including homework Summative Assessment: End of Module Test listening and writing.
Spring 2 <u>How to talk about where you live</u> <ul style="list-style-type: none"> The weather How to listen for different persons of the verb How to use different strategies to decode words while reading Daily routine Moving house 	Formative Assessments: <ol style="list-style-type: none"> Mainly through AFL in class to check understanding of content. Written activities including homework Summative Assessment: End of Module Test listening and writing.
Summer 1 <u>Module 5 'Le sport en direct'</u> <ul style="list-style-type: none"> Talking about sports Giving opinions about sports Asking the way and giving directions Using il faut to say 'you must' Talking about injuries and illness 6. Interviewing a sportsperson 	Formative Assessments: <ol style="list-style-type: none"> Mainly through AFL in class to check understanding of content Written activities including homework Summative Assessment: End of Module Test listening and writing.
Summer 2 <u>Revision and Assessment</u>	Formative Assessments: <ol style="list-style-type: none"> Mainly through AFL in class to check understanding of content. Written activities including homework Summative Assessment: End of Module Test reading and speaking

Year 8 Course Description

Students at Key Stage 3 students are taught to:

Communicate through speaking and writing and to understand French through listening and reading on a variety of different topics including authentic texts and materials. They will also learn about French grammar and gain skills in language enrichment, adaptation and translation.

- Develop speaking and listening skills by understanding and responding in French.
- Develop reading and writing skills in order to write simple sentences and find information from a short written text.
- Manipulate the language by adding extra details e.g. opinions and justification.
- Learn to be able to accurately translate short phrases from French to English and English to French.

Students will follow the new Dynamo 2 course in Year 8 along with additional cultural topics

Assessment

At the end of each module, Dynamo has a formal summative assessment. Students will be assessed in the 4 skills; listening, reading, writing and speaking skills. Translation and extended writing tasks are incorporated where students will receive detailed feedback once they have completed these. Self-assessment and peer-assessment is implemented through different activities such as tests, grammar exercises and some reading and listening tasks.

Homework

Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests and quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of French via a variety of cultural homework that will be provided to them.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a French dictionary and look up French websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).
- Watch French films with subtitles, listen to French songs with lyrics.

Geography

TERM	MAIN ASSESSMENT TASK
Autumn 1 <u>Biomes</u>	Written Assessment – Why are the world’s Biomes Unique? 1. Students will be required to recall factual information concerning the climate conditions for a range of biomes, and then use sources to discuss the elements of each biome that make them unique from a Geographical perspective.
Autumn 2 <u>Russia in the modern world</u>	Construct a factfile on Russia – would Russia be a good place to live? 2. Students will create a factfile, using a range of human and physical Geographical concepts to describe Russia. They will use the information to evaluate the positives and benefits of living in Russia.
Spring 1 <u>Tectonics</u>	Earthquake Survival guide 3. Students will investigate how are Earthquakes measured, and how do we make it more likely that we would survive one?
Spring 2 <u>Migration</u>	Extended writing activity – Evaluate the causes and effects of migration. Is migration a good thing? 4. Students will be required to balance the pressures caused by international and national migration, against the benefits presented by migration, such as economic growth. They should be able to discuss how the pressures on services created by migration can be mitigated by national and local government.
Summer 1 <u>Africa</u>	The Horn of Africa 5. Students will explore why parts of Africa have lagged behind other areas of the world in terms of development and government?
Summer 2 <u>Weather and Climate</u>	6. End of Year 8 written assessment

Year 8 Course Description

During Year 8 pupils will build upon the skills and knowledge gained through Year 7, improving their understanding of the techniques used to gather geographical evidence and data. Controversial issues, such as migration and sustainable development, will be covered, and students will develop their written communication and enquiry skills.

Assessment

All pupils will complete a set of departmental assessments, which will inform their teachers as to their progress, and to any issues with understanding that need to be addressed. Informal assessments will take place at the end of each unit, with a main assessment at the end of Year 8.

Homework

Homework tasks will be set on a weekly basis, and are designed to stretch all pupils' understanding of the lessons they have covered that week. Examples include speech writing, the use of poetry, drawing scientific diagrams and source analysis.

How Parents Can Help

Parents can encourage their children to take an interest in current affairs that may relate to their Geography topics, using news websites and other sources. They can also check that homework is being completed using "Show My Homework".

History

TERM	MAIN ASSESSMENT TASK
Autumn 1 <u>Who were the Tudors?</u>	1. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations 2. Extended written explanation task- Was Elizabeth's religious settlement successful?
Autumn 1 <u>The English Civil War</u>	3. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations 4. Extended written explanation task- Why did the Civil War start?
Autumn 2 <u>What was the Atlantic Slave Trade?</u>	5. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations. 6. Extended written explanation task- were religious leaders the main reason slavery was abolished?
Spring 1 <u>How did Britain gain and lose an Empire?</u>	7. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations.
Spring 2 <u>What was the Industrial Revolution?</u>	8. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations. 9. Extended written explanation task.
Summer 1 <u>How did the world go to war in 1914?</u>	10. Scaffolded assessment- recall of important facts, use of sources and demonstrating understanding of historical interpretations. 11. Extended written explanation task.
Summer 2 <u>What was life like on the Western Front?</u>	12. Project based assessment. Pupils will create through a media of their own choice a display/ presentation.

Year 8 Course Description

Our Year 8 curriculum builds on the topics studied in Year 7, moving onto what is often described as the 'Early Modern Period'. This part of the curriculum introduces students to increasingly complex concepts and ideas such as the reformation, the restoration and enlightenment. Yr 8 also increases in complexity of political ideas and the dynamics of power struggles in the 16th to 19th centuries.

Assessment

Pupils will be given summative assessments at the end of each unit they study, allowing them to see how they are progressing against their individual targets. They will practice with formative assessment throughout the course.

Homework

Homework tasks will be set on a weekly basis, and will be following the 'meanwhile elsewhere' programme of homework. This is intended to help the curriculum be more inclusive and less Euro/ British centric.

How Parents Can Help

Parents can check that their child has a full set of equipment for each lesson, and that they are completing all of their homework assignments. Pupils may also be required to complete research-based homework, although they can use computer facilities within the school to do this.

ICT

TERM	MAIN ASSESSMENT TASK
Autumn 1 <u>E-safety & Cyber Crime</u> <ul style="list-style-type: none"> The unit focuses on both E-safety and cyber-crime. The student would explore the topics such as email scams, hacking, legislation, health and safety. 	1. End of unit test 2. Worksheets 3. Leaflet on eSafety
Autumn 2 <u>Understanding Computers</u> <ul style="list-style-type: none"> Students will learn the elements of a computer, the role of a CPU followed by understanding binary and binary addition. 	4. End of unit test 5. Worksheets
Spring 1 <u>Understanding Computers</u> <ul style="list-style-type: none"> Students will learn the elements of a computer, the role of a CPU followed by understanding binary and binary addition[continuation from Autumn 2] Explain the importance of devices Show understanding of how it all works together 	6. End of unit test
Spring 2 <u>HTML</u> <ul style="list-style-type: none"> Understand the structure of a website. Learn the HTML tags and program and 3-to-4-page website about themselves 	7. To produce a 3-to-4-page website about themselves
Summer 1 <u>Use of HTML in Dreamweaver Environment</u> <ul style="list-style-type: none"> Understanding how HTML knowledge is essential to be able to use DreamWeaver software. Students will enhance their HTML pages using all the additional feature DreamWeaver has. 	8. To produce a 5 – 6 page interactive website.
Summer 2 <u>Advanced Scratch</u> <ul style="list-style-type: none"> Understand advance features of scratch to produce popular games such as pacman and a racing car game 	9. End of unit assessment to be based on producing a game in timed conditions.

Year 8 Course Description

Computer Science is a new subject in the school. It is a practical subject that all students will study throughout KS3. Students will be able to understand the importance of e-safety as well as being introduced to HTML and using DreamWeaver. Students will learn about all issues concerned with Cybercrime and understanding what happens inside a computer. Student will also use Scratch and develop their understanding of game design.

Assessment

By the end of year 8, it is anticipated that students should be able to demonstrate they can:

- Evaluate the importance of cyber crime.
- Produce a HTML pages about themselves
- Learn interactive features of DreamWeaver
- Advance Scratch
- End of Year Test

These skills will be assessed at the end of each project and progress will be tracked on trackers and through interim reports. Students will also complete end of unit tests as well as an end of year exam.

Homework

It is expected that regular homework will be given to students related to the topic they are studying. Homework will be given once a week and will include a range of research, evaluating what they have learned in the lesson and quizzes.

How Parents Can Help

- Ensure that their child comes equipped to class
 - Provide their child with time at home to practise the skills learnt in class through homework set
- Encourage and support their child with the research outside of school.

Maths

TERM	MAIN ASSESSMENT TASK
<p>Autumn 1</p> <p><u>Number 1</u></p> <ul style="list-style-type: none"> Understand and use place value for decimals. Use the number line to order numbers. Add and subtract with negative numbers. Multiply and divide with negative numbers. Apply "BIDMAS" to calculations. Understand powers (indices). Round to the nearest 10, 100 and 1000. Round to the nearest tenth or one hundredth. <p><u>Algebra 1</u></p> <ul style="list-style-type: none"> Simplify algebraic expressions by collecting like terms. Solve one and two step equations using inverse operations. Expand single brackets. Write simple formulae using words and letter symbols. Apply the skills of solving equations to questions involving angles, perimeter and area. <p><u>Geometry 1</u></p> <ul style="list-style-type: none"> Convert between metric units of length, weight and capacity. Estimate and use measuring tools for length, weight and capacity. Read and interpret scales using decimals. Read time from analogue clocks, and converting between 12 and 24 hour clocks. 	<ol style="list-style-type: none"> End of Unit test for all units Books marked on a regular basis with feedback Homework is set and marked weekly End of year test covering all material studied
<p>Autumn 2</p> <p><u>Number 2</u></p> <ul style="list-style-type: none"> Recognise and know the definitions of prime numbers, common factors and common multiples. Recognise and know the definitions of square numbers Understand index notation (powers) and use a calculator to work out calculations with higher powers and roots. Use index notation for squares and square roots. Calculate with squares and square roots Find the highest common factor and lowest common multiple of pairs of simple numbers. <p><u>Geometry 2</u></p> <ul style="list-style-type: none"> Use the sum of angles in a triangle to deduce the angle sum in any polygon. Calculate interior and exterior angles of polygons Recognise corresponding and alternate angles. 	<ol style="list-style-type: none"> End of Unit test for all units Books marked on a regular basis with feedback Homework is set and marked weekly End of year test covering all material studied

Spring 1**Number 3**

- Simplify fractions by cancelling.
- Convert between improper fractions and mixed numbers.
- Add and subtract proper and improper fractions.
- Multiply and divide proper and improper fractions.
- Find a fraction of a quantity.
- Write one number as a fraction of another.
- Convert between fractions, decimals and percentages.
- Find percentages of quantities

Algebra 2

- Generate terms of a sequence from either a term-to-term or a position-to-term rule.
- Recognise arithmetic (linear) sequences and find the n th term;
- Apply knowledge to sequences in context or with diagrams.

Geometry 3

- Draw plans and elevations.
- Identify and draw nets of 3D shapes.
- Use a ruler and protractor or compass to construct triangles.
- Construct a given Quadrilateral.
- Construct circles with a compass and label parts of a circle
- Use a ruler and compass to construct angle and perpendicular bisectors.

9. End of Unit test for all units
10. Books marked on a regular basis with feedback
11. Homework is set and marked weekly
12. End of year test covering all material studied

Spring 2**Probability 1**

- Label the probability scale with vocabulary.
- Attach values (fractions, decimals or percentages) to the probability scale. Understand when the probabilities of all outcomes sum to one.
- Calculate simple probabilities and identify mutually exclusive events.
- Use Venn Diagrams to find probabilities.
- Find the experimental probability of an event and compare with theoretical probabilities.

Statistics 1

- Construct and interpret tally charts.
- Construct and interpret frequency tables for discrete or continuous data.
- Draw and interpret dual bar charts.
- Find the mode, median, mean and range for data
- Construct and interpret pie charts.
- Draw and interpret stem and leaf diagram.
- Construct and interpret simple scatter diagrams.
- Identify correlation between two sets of data.
- Draw a line of best fit and use it to estimate values.

13. End of Unit test for all units
14. Books marked on a regular basis with feedback
15. Homework is set and marked weekly
16. End of year test covering all material studied

Summer 1**Geometry 4**

- Calculate the perimeter of any given 2D shape.
- Apply a formula to the area of: rectangles, squares, triangles and parallelograms and trapezium.
- Find the area of compound shapes.
- Calculate the volume of cubes, cuboids, triangular prisms and prisms with a given cross-section.
- Apply all of the above to problem solving questions.
- Identify number of faces, edges and vertices of a 3D shape.

Ratios 1

- Present values in ratio form.
- Write a ratio in its simplest form.
- Reduce a three-part ratio to its simplest form.
- Divide a quantity into a given ratio.
- Use ratio to calculate a missing quantity.
- Use the unitary method to solve simple problems involving direct proportion.
- Use fractions to describe and compare proportions.
- Understand and use the relationship between ratio and proportion.
- Solve word problems involving ratio.
- Use ratios and measures.

17. End of Unit test for all units
18. Books marked on a regular basis with feedback
19. Homework is set and marked weekly
20. End of year test covering all material studied

Summer 2**Algebra 3**

- Plot graphs that are parallel to the axes.
- Read values from graphs
- Draw and Interpret conversion graphs such as £ to \$ or inches to cm.
- Read information from real-life graphs

Geometry 5

- Identify and define congruent
- Reflect 2D shapes using a mirror line on a pair of axes.
- Rotate 2D shapes with a given centre on a pair of axes.
- Translate 2D shapes with instructions on a pair of axes.
- Enlarge shapes on Cartesian axes using a positive scale factor.

21. End of Unit test for all units
22. Books marked on a regular basis with feedback
23. Homework is set and marked weekly
24. End of year test covering all material studied

Year 8 Course Description

Mathematics in Year 8 requires students to build on strong foundations set in Year 7 in order for them to be ready to meet the challenges and rigour of Year 9 and beyond. The changes to the curriculum pose many challenges to schools, students and parents alike, but they also offer fantastic opportunities for students. Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources supported by a number of course textbooks targeted at a range of abilities. We follow a scheme of work that is linked with Edexcel pi/sigma/delta textbooks which then feeds into a 3 year GCSE scheme of work, commencing in Year 9.

Assessment

Throughout the year, each set is assessed on a regular basis through the use of standardised Unit Tests. The setting is flexible and there may be movements between groups throughout the year, with most movement happening after the end of year test. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment, including a scientific calculator which can be bought from the Maths Department for £8.

Homework

Homework is set at least once a week and should last for approximately 30 minutes. All homework will be set on the website HegartyMaths.com. This website provides instructional videos that help students if they are unsure with the content. The class teacher will also always record the homework set on Show My Homework.

How Parents Can Help

CGP KS3 Revision Maths revision books can be bought to help support students through their Maths lessons. The Khan Academy (free login, but does require registration at www.khanacademy.org) Nrich (web resources for stretching and provoking thought at www.nrich.maths.org)

Music

TERM	MAIN ASSESSMENT TASK
Autumn 1 <ul style="list-style-type: none"> • Performance • Keyboard skills 	1. A solo performance of a keyboard piece to demonstrate knowledge of notes on the stave, rhythms and performance skills.
Autumn 2 <ul style="list-style-type: none"> • Performance • Finding chords 	2. Working out major and minor chords on keyboards and using these skills to perform a pop song.
Spring 1 <ul style="list-style-type: none"> • Composition • Indian Classical 	3. A composition based around a Raga and learning how to perform Indian Classical rhythms.
Spring 2 <ul style="list-style-type: none"> • Performance • Guitar 	4. Learning how to read chord charts and performing a well-known pop song.
Summer 1 <ul style="list-style-type: none"> • Composition • Minimalism 	5. A class composition based on techniques used by a variety of Minimalist composers, using a range of instruments.
Summer 2 <ul style="list-style-type: none"> • Ensemble performance • Gamelan 	6. An ensemble of 'Baris', a traditional Balinese piece, using metalaphones.

Year 8 Course Description

Music is studied by all students in KS3. Students will explore a wide range of musical genres that encompasses not only Western classical tradition, but music from other cultures. Within music, students will learn a number of vital skills that can be transferred across subjects and help prepare for GCSE and life beyond school:

- Team work and communication
- Listening
- Creativity
- Confidence
- Problem solving and reasoning
- An awareness and understanding of different cultures and socio-political issues around the world

Assessment

- Students will be assessed on all 3 areas outlined in the curriculum: performing, composing and appraising.
- They will understand how to give and receive constructive feedback against success criteria and justify choices.
- Skills and abilities will be marked and tracked using a modified GCSE mark scheme with regular feedback given

Homework

Homework will include a variety of activities including music theory exercises to independent research projects.

How Parents Can Help

- Encourage their child to listen to a wide variety of music and discuss features
- Support child with their learning and discuss importance of the skills being taught

Physical Education

TERM	MAIN ASSESSMENT TASK
<i>Autumn 1</i> Football Basketball Netball Badminton	1. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<i>Autumn 2</i> Basketball Netball Handball Rugby Football	2. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<i>Spring 1</i> Leadership Badminton Health related Fitness Rugby Netball	3. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<i>Spring 2</i> Table Tennis Leadership Health Related Fitness	4. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<i>Summer 1</i> Athletics	5. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding
<i>Summer 2</i> Ultimate Frisbee Cricket Volleyball Rounders	6. Students are questioned to check their understanding, and observed during competitive situations to check the extent to which they are demonstrating the core skills and using their knowledge and understanding

Year 8 Course Description

Students are taught advanced core skills developing further knowledge within team games, net activities, athletics and striking and fielding. These activities encourage the use of team work, communication, leadership and performing individually. Included within each activity is further knowledge of the musculoskeletal system and introduction to the cardiovascular system and the different methods of training used for each sport when leading warm up safely in small groups.

Students complete core skills with some advanced in isolation and learn the rules and regulations to be able to apply them when officiating in competitive situations.

Assessment

Is based on the demonstration of the skills and application to competitive situations with inclusion of leadership positions. Students are assessed on knowledge and understanding of the bones and muscles through questions and answer during warm-ups and cool-downs.

Homework

- Join an extra-curricular club in order to further develop their core skills.
- Design a warm-up and cool down for their teams.

How Parents Can Help

- Encourage them to join a sports club either in school or out of school and motivate full participation during PE lessons.
- Exercise and play sporting games at home

Religious Studies

TERM	MAIN ASSESSMENT TASK
Autumn 1 <u>Introduction to Philosophical Questions</u> Students will be given the opportunity to: <ul style="list-style-type: none"> • Explore what it means to be theist, atheist and an agnostic. • Discuss what happens after we die, if anything. • Express their own beliefs and values and compare them with other religious traditions. 	<ul style="list-style-type: none"> • Written Assessment – using key skills and information to explain why different people take different views, and how evidence can be used to form an argument about religious and secular ideas.
Autumn 2 <u>Stories from the Old Testament</u> Students will be given the opportunity to: <ul style="list-style-type: none"> • Learn and evaluate historical scripture by looking at stories from the Old Testament. • Express what can be learnt from stories such as The Fall of Man and the Sacrifice God commanded from Abraham. • Evaluate if God is worthy of worship if God has favourites- God helped the Israelites but where was God during the Holocaust? 	<ul style="list-style-type: none"> • Written assessment – understanding the nature and beliefs of Judaism, using skills and information to discuss the features that connect Judaism to the other major world religions of Christianity and Islam
Spring 1 <u>Who was Jesus?</u> Students will be given the opportunity to: <ul style="list-style-type: none"> • Learn about the life of Jesus and how Christians today follow the example of Jesus. • Evaluate the miracles of Jesus and what can be learnt from the Parables he told. 	<ul style="list-style-type: none"> • Extended writing investigating the use of the Bible, and the life of Jesus, to explain the key historical events that form the belief basis of modern Christianity
Spring 2 <u>Inspirational Figures</u> Students will be given the opportunity to: <ul style="list-style-type: none"> • Learn about how faith inspired the Civil Rights Movement. • Compare the approach of Martin Luther King and Malcolm X in campaigning for freedom. 	<ul style="list-style-type: none"> • How do Christians relate the teachings of the Bible with living in a modern Western Democracy? How has the relationship between Christians and the Church changed? What is the role of the Church in modern life?
Summer 1 <u>Keeping Kashrut</u> Students will be given the opportunity to: <ul style="list-style-type: none"> • Learn about what Keeping Kashrut means for the Jewish community and how Keeping Kosher affects their lives. • Explore Biblical teachings on Food Laws in Judaism and compare them with food laws from Islam. 	<ul style="list-style-type: none"> • How was Muhammed able to create a new belief system? What historical events in the life of Muhammed are important to Muslims, and how do the teachings of Muhammed relate to the other Abrahamic religions?
Summer 2 <u>Sikhism & Equality</u> Students will be given the opportunity to: <ul style="list-style-type: none"> • Develop an understanding of how Sikh teachings lead to actions of charity within the community. • Explore Sikh teachings on equal rights for women and men in religion and gain an understanding of how Sikh teachings influence fair treatment of all individuals. 	<ul style="list-style-type: none"> • Modern Islam – how has Islam developed as a belief system since the time of Muhammed, and how does this correlate with the growth of Islam into one of the major world religions?

Year 8 Course Description

Religious Studies is an important curriculum subject. It is important in its own right and makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.

The UK has a rich heritage of culture and diversity. Religion and belief for many people forms a crucial part of their culture and identity. As a result it is important that students in KS3 gain a deeper insight into the lives of people who practice a faith or not and how belief can influence good actions. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. It is important that these issues are discussed in the classroom to avoid stereotyping, isolation and discrimination of faith groups.

At Key Stage 3 students are taught to:

- Learn about the different faiths around them and express how faith can lead to action within communities.
- Explore their own beliefs about creation and existence and compare them with the views of others.
- Understand historical scripture and its importance for faith communities today.
- Look at how religion can sometimes inspire people to act virtuously but also how some views can be interpreted incorrectly to influence immoral and deviant behaviour.
- To explore the ethical issues concerned with matters of life and death.

Assessment

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Identify and explain relevant key terms for each topic studied.
- Outline how faith can lead to action in the community.
- Express and justify opinions on topic areas studied for example, is war ever justified? When does life begin?
- Discuss how believers have described the characteristics of God.
- Confidently use religious teachings to support their answers.
- Understand and evaluate the importance of events from historical scripture and what they mean for believers
- Explain what can be learnt from religion.

Homework

It is expected that regular homework will be given once a fortnight to students in year 8. Homework will be marked in accordance to school policy.

Homework could include researching a topic we will be studying or creating posters and speeches about areas learnt in the lesson.

How Parents Can Help

- Provide your child with access to the internet for research and developing ICT related projects
- Assist in checking the quality of the finished work.
- Discussing current affairs with your child to ensure they have thought about their opinion on the matter.
- Ensure that their child comes equipped to class time.

Science

TERM	MAIN ASSESSMENT TASK
Autumn 1 <u>Units completed</u> Unit B2.1 : Health and lifestyle Unit C2.1 : The periodic table	<u>End of Unit Test</u> 1. Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit. <u>Deep marking Tasks</u> 2. Assesses key skills and knowledge, completed approximately fortnightly.
Autumn 2 <u>Units completed</u> Unit P2.1 : Electricity and magnetism Unit B2.2 : Ecosystem processes	<u>End of Unit Test</u> 3. Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit. <u>Deep marking Tasks</u> 4. Assesses key skills and knowledge, completed approximately fortnightly.
Spring 1 <u>Units completed</u> Unit C2.2 : Separation techniques Unit P2.2 : Energy	<u>End of Unit Test</u> 5. Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit. <u>Deep marking Tasks</u> 6. Assesses key skills and knowledge, completed approximately fortnightly.
Spring 2 <u>Units completed</u> Unit B2.3 : Adaptation and inheritance Unit C2.3 : Metals and acids	<u>End of Unit Test</u> 7. Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit. <u>Deep marking Tasks</u> 8. Assesses key skills and knowledge, completed approximately fortnightly.
Summer 1 <u>Units completed</u> Unit P2.3 : Motion and pressure Unit C2.4 : The Earth	<u>End of Unit Test</u> 9. Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit. <u>Deep marking Tasks</u> 10. Assesses key skills and knowledge, completed approximately fortnightly.
Summer 2 <u>Units completed</u> Unit B3.1 : New technology (selective breeding and genetic engineering)) Unit C3.2 : Turning point in chemistry (Evidence for atoms and discovering the periodic table) Unit P3.2 turning point I physics (radio activity)	<u>End of Unit Test</u> 11. Completed at the end each unit. Consists of 30 mark test papers. Class teacher will schedule at the end of each teaching unit. <u>Deep marking Tasks</u> Assesses key skills and knowledge, completed approximately fortnightly. <u>End of Year Exam</u> There are Three papers: Paper 1 Biology 30 marks (40 min) Paper 2 Chemistry 30 marks (40 min) Paper 3 Physics 30 marks (40 min)

Course Description

Activate KS3 Science

Activate KS3 science course has been designed to deliver the National Curriculum and the Science Programmes of Study for Key Stage 3. The course builds a foundation of science skills while fostering students' natural curiosity about their world. This course is suitable for students who will go on to study any awarding body's GCSE science specifications.

Students will complete:

- 4 units of Biology,
- 5 units of Chemistry
- 4 units of Physics

Assessment

Students will complete unit tests to demonstrate their understanding of the concepts covered in each unit. Students will also complete an exam at the end of year 8.

Homework

Each class has two teachers and homework will be set once a week per teacher. The homework will include a range of tasks:

- Research task
- Extended writing task
- Question worksheets
- Exam question booklets
- Links to online web resources and links YouTube revision videos.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Ensure that their child comes equipped to class
- Provide their child with time at home to practise the skills learnt in class through homework set.
- Ensure their child has access to online resources provided by the school and on the web

Spanish

TERM	Main assessment task
Autumn 1 <u>Module 1: Mis vacaciones</u> De vacaciones – Talking about a past holiday ¿Qué hiciste? – Saying what you did on holiday El último día – Describing the last day on holiday ¿Cómo te fue? – Saying what your holiday was like ¡Vaya vacaciones! -Using the preterite and the present together	1. Teacher feedback in class and in books 2. Peer and self-assessment 3. Results from homework 4. Half-termly assessments in 3 out of 4 skills. 5. Writing and speaking assessments on alternate terms
Autumn 2 <u>Module 2: Todo sobre mi vida</u> Mi vida, mi móvil – Saying what you use your phone for ¿Qué tipo de música te gusta? – Saying what type of music you like Me gustan las comedias – Talking about TV ¿Qué hiciste ayer? – Saying what you did yesterday Mi guía – Understanding a TV guide Mi vida, tu vida – Learning about young people's lives	6. Teacher feedback in class and in books 7. Peer and self-assessment 8. Results from homework 9. Half-termly assessments in 3 out of 4 skills. 10. Writing and speaking assessments on alternate terms
Spring 1 <u>Module 3 ¡A comer! – Eating</u> ¿Qué te gusta comer? – What do you like eating? ¿Qué desayunas? - Describing mealtimes En el restaurante – In the restaurant ¿Qué vamos a comprar? - Discussing what to buy for a party ¡Fiesta! – Giving an account of a party ¿Y tú? ¿Qué opinas? – Using coping strategies when speaking.	11. Teacher feedback in class and in books 12. Peer and self-assessment 13. Results from homework 14. Half-termly assessments in 3 out of 4 skills. 15. Writing and speaking assessments on alternate terms
Spring 2 <u>Module 4 ¿Qué hacemos? – What do we do?</u> ¿Te gustaría ir al cine? – Arranging to go out Lo siento, no puedo – Making excuses ¿Cómo te preparas? – Discussing getting ready to go out ¿Qué vas a llevar? – Talking about clothes ¡Hoy partido! – Talking about sporting events El baile de disfraces – Describing a fancy dress outfit	16. Teacher feedback in class and in books 17. Peer and self-assessment 18. Results from homework 19. Half-termly assessments in 3 out of 4 skills. 20. Writing and speaking assessments on alternate terms

<p>Summer 1</p> <p><u>Module 5: Operación Verano – Operation summer</u> ¿Qué casa prefieres? – Describing a holiday home ¿Qué se puede hacer en...? – Describing holiday activities ¿Dónde está? – Asking for directions Campamentos de Verano – Summer camps ¡Destinos! – Describing a world trip</p>	<p>21. Teacher feedback in class and in books 22. Peer and self-assessment 23. Results from homework 24. Half-termly assessments in 3 out of 4 skills. 25. Writing and speaking assessments on alternate terms</p>
<p>Summer 2</p> <p><u>Revision and Assessment</u> Students will be given the opportunity to study:</p> <ul style="list-style-type: none"> • How to say what sports they do and what they do in their spare time and at the weekend. • How to talk about jobs that you do around the house 	<p>Teacher feedback in class and in books Peer and self-assessment Results from homework Half-termly assessments in 3 out of 4 skills. Writing and speaking assessments on alternate terms</p>
<p style="text-align: center;">Year 8 Course Description</p> <p>Students At Key Stage 3 students are taught to:</p> <ul style="list-style-type: none"> • Communicate through speaking and writing and to understand Spanish through listening and reading on a variety of different topics including authentic texts and materials. They will also learn about Spanish grammar and gain skills in language enrichment, adaptation and translation. • Develop speaking and listening skills by understanding and responding in Spanish. • Develop reading and writing skills in order to write a few sentences and find information from a short written text. • Manipulate the language by adding extra details e.g. opinions and justification. • Learn to be able to accurately translate short phrases from Spanish to English and English to Spanish. • Students will follow the new VIVA1 course in Year 8 with additional cultural topics. 	
<p style="text-align: center;">Assessment</p> <p>At the end of each module, Viva has a formal summative assessment. Students will be assessed in the 4 skills; listening, reading, writing and speaking skills. Translation and extended writing tasks are incorporated where students will receive detailed feedback once they have completed these. Self-assessment and peer-assessment is implemented through different activities such as tests, grammar exercises and some reading and listening tasks.</p>	
<p style="text-align: center;">Homework</p> <p>Homework will be set once a week on SMHW using a variety of tasks; work sheets, reading and writing tasks, quizzes, often differentiated to reinforce the learning done during the lesson. There will also be regular vocabulary tests. Students will be given homework related to the topic they are studying on a regular basis. They will also be given spelling tests and quizzes that will enable them to self-assess their progress. Students will also be given the opportunity to immerse into the cultural, social and language aspects of Spanish via a variety of cultural homework that will be provided to them.</p>	
<p style="text-align: center;">How Parents Can Help</p> <ul style="list-style-type: none"> • Check SMHW to see what homework has been set and ensure that the pupil has completed it. • Buy a Spanish dictionary and look up Spanish websites. • Encourage your child to ask the teacher after the lesson if they have not understood the work. • Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking). • Watch Spanish films with subtitles, listen to Spanish songs with lyrics 	

Technology (Hard)

TERM	MAIN ASSESSMENT TASK
<p>Autumn</p> <p><u>Mechanisms and application</u></p> <ul style="list-style-type: none"> This project helps to develop understanding of mechanisms, levers, leverage, linkage, and movement. Pupils will develop skills with tools and design skills across a range of tasks. Students will apply knowledge to focus practical task to explore and develop understanding of individual mechanisms. 	<p>By the end of the year, it is anticipated that students should be able to demonstrate they can:</p> <ol style="list-style-type: none"> Show evidence of research from two sources independently e.g., internet/magazines/books Explain how I could use the designer style in my project. Write a design specification which reflects my research. Use simple research data in my design work e.g., colours, font styles, layouts etc. Draw two/three ideas which relate to a brief using two drawing techniques. Produce a variety of creative ideas linked to my research and analysis. Design and develop ideas by using a variety of information sources. Present my development work neatly using 2D/3D drawings. Use tools correctly and safely. Produced a product which has a good level of demand in some parts. Apply quality check stages during the making of my product. Use the comments of others to help me evaluate my product. Explain in writing whether a product has been successful or not. <p>Formative assessment, which contributes to learning through providing feedback that indicates good quality work and areas for improvement where applicable.</p> <p>Summative assessment, which demonstrates the extent of learners' success in meeting the assessment criteria and will contribute to the final mark given at the end of the units.</p>
<p>Spring</p> <p><u>Mechanical product</u></p> <ul style="list-style-type: none"> To scaffold prior learning in Y7 with wood to create a project with more complex joinery techniques. Numeracy and accuracy are key to this unit so cross curricular links are embedded. Improved tool knowledge and understanding are also linked. This project is again linked to a design movement. Student will combine knowledge and understanding of various types of mechanisms to develop a product 	
<p>Summer</p> <p><u>Picture frame project</u></p> <ul style="list-style-type: none"> To scaffold prior learning in Y7 with wood to create a project with more complex joinery techniques. Numeracy and accuracy are key to this unit so cross curricular links are embedded. Improved tool knowledge and understanding are also linked. This project is again linked to a design movement. <p><u>Graphics communication</u></p> <ul style="list-style-type: none"> To develop and build their drawing and modelling skills, pupils will work with materials to build 3D skills via modelling and drawing. Assessment from drawing and design tasks and meeting key criteria. 	

Course Overview

All pupils in KS3 have the opportunity to study a range of projects. Each project in KS3 has a specific DT focus, which range from Resistant Materials, Graphics with some incorporating key CAD/CAM SKILLS using 2D Design™. Each KS3 group has an allocation of 2 hours per fortnight and are in groups of 20 mixed ability classes. Each KS3 Project had been specifically chosen to develop and enhance the learning and understanding of a modern DT curriculum. Pupil's work on individual projects as well as working in project teams to again develop their leadership and team building skills.

The department enjoys state of the art DT classrooms housing 3 multi-functional workshops, these classrooms include a range of cutting-edge machinery, hand tools and CAD/CAM equipment.

Assessment

By the end of year 8 it is anticipated that students should be able to demonstrate they can:

- Show evidence of research from two sources independently e.g. internet/magazines/books
- Explain how they could use the designer style in their project.
- Write a design specification which reflects their research.
- Use simple research data in design work e.g. colours, font styles, layouts etc.
- Draw two/three ideas which relate to a brief using two drawing techniques.
- Produce a variety of creative ideas linked to research and analysis.
- Design and develop ideas by using a variety of information sources.
- Present development work neatly using 2D/3D drawings.
- Use tools correctly and safely.
- Produce a product which has a good level of demand in some parts.
- Apply quality check stages during the making of a product.
- Use the comments of others to help them evaluate a product.
- Explain in writing whether a product has been successful or not.

Homework

It is expected that regular homework will be given once every fortnight to students. Homework will be linked to encourage the development of the projects they are currently working on in school. Homework will be marked in accordance to school policy. Support with homework will be offered by all DT Staff.

How Parents Can Help

- Ensure that their child comes equipped to class
- Check homework set on Show My Homework and ensure that it is completed to a good standard
- Encourage and support their child with the research outside of school.

Textiles

TERM	MAIN ASSESSMENT TASK
<p>Autumn</p> <p><u>Pencil case project</u></p> <ul style="list-style-type: none"> Students are given a brief by London Zoo to design a new product for their gift shop which must reflect the theme of "Mini Beasts" 	<p>During the project, students will be assessed on their knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Re-cap Health and Safety 2. Textiles specialist equipment 3. Using a sewing machine 4. Surface decorative technique –quilting, mono printing and tie-dye. 5. Theory basics – sustainability and fibre and fabrics 6. Sewing on a zip
<p>Spring</p> <p><u>Soft Toy Project</u></p> <ul style="list-style-type: none"> Students are given a brief by a Sea Life Centre who are looking for a new item to retail through their gift shops. Students are asked to design and make a product that will appeal to children and ask that the product reflects the flora (plants) and fauna (collection of animals) found in the seas and oceans of the world. 	<p>During the project, students will be assessed on their knowledge and understanding of:</p> <ol style="list-style-type: none"> 7. Health and safety 8. Machine embroidery 9. Fabric transfer crayons/ heat press 10. Measuring and cutting fabric accurately 11. Sustainability – recycling material 12. Applique 13. Biomimicry – nature 14. Batik 15. Wadding or stuffing
<p>Summer</p> <p><u>Multi Media Holder</u></p> <ul style="list-style-type: none"> Students are provided with a brief requiring them to design and manufacture a multi-media holder. It must be personalised and based on a specific theme, including decorative elements and utilising a range of textiles techniques. 	<p>During the project, students will be assessed on their knowledge and understanding of:</p> <ol style="list-style-type: none"> 16. Health and safety 17. Creating a design theme 18. Environmental impact 19. Designing for target market 20. Exploring different techniques 21. Running/Back Stitch 22. Applique/ reverse applique 23. Bondweb

Year 8 Course Description

In Textiles, students will have the opportunity to explore their creativity through practical make projects based around a set design theme. The students will have an opportunity to learn how to sew and use different surface decorative techniques to choose which technique they want to use for their final product. This course will open the door to students to have a passion for creative subjects. Students will understand how to work independently and work as a part of a team. They will learn about all aspects of textiles including understanding of cultural, social, ethical, environmental issues relating to the subject.

Students are taught to:

- Generate, develop and communicate ideas creatively using different techniques based on a design theme project set.
- Respond creatively to a design brief, develop their own designs and produce their own specification
- Apply their knowledge and understanding of a range of materials, techniques and processes.
- Use their understanding of analysing existing products to improve their own
- Plan their own targets for practical sessions with what they hope to achieve after every lesson.
- Reflect critically when evaluating and modifying their ideas.
- Design and plan their proposal.

Assessment

Students would be assessed on development of their skills, knowledge and understanding of a range of topics learnt and the quality of products made. After each project students will be expected to complete a test to see how much they have learnt and understood within the project. Classwork, homework, class tests and products are assessed individually.

Homework

Homework will be given once every other week. All students will have access to the Show My Homework app on which all homework given will be uploaded for parents and students to see.

How Parents Can Help

- Ensure their child has the right equipment – pen, pencil, rubber, ruler, sharpener for every lesson
- Assist and monitor homework to make sure their have completed it to the best of their ability.
- Encourage their child to take part in extracurricular opportunities

INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

Special Educational Needs and Disabilities (SEND)

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

English as an Additional Language department (EAL)

For students who are new to English we offer a short term intensive program. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club provides an opportunity for students to get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website.