



Year 8

Curriculum Guide

2019-20

for parents and carers

Dear Parents and Carers,

Welcome to Year 8!

The beginning of Year 8 marks an important transition in your child's learning journey. As the excitement of early September gives way to the sustained engagement of the KS3 Curriculum, your children will begin to mature and develop and explore the world in a deeper and more profound way.

We want to help them discover their strengths and their areas for development and to ensure that they become successful learners, ready to learn throughout their lives. Although their academic progress will be measured across Years 7-11, many aspects of the behaviours and skills which will serve them most effectively in their adult lives are not so easily measured. We aim to work with you to help them develop into thoughtful, happy, resilient and enthusiastic learners who understand their talents and uniqueness and work to develop themselves to the full.

Careers education and guidance is statutory from Year 8 and at RTS we are committed to providing outstanding CEAG. Our CEAG programme which runs throughout the year will provide students with three main aims: self-development, career exploration and career management. Through a programme of events and outside speakers, we hope to equip your sons and daughters with the information they will need in order to make appropriate decisions about moving into the world of work. You will find more information in section 10 of this booklet.

We have put together this booklet to enable you to support your sons and daughters through this year. Please take your time to read the information and should you have any comments or feedback about this information please let us know.

Your son or daughter is a member of all their subject Google Classrooms, as well as the Year 8 Notices Google Classroom. It is via these Classrooms that they will be sent messages and set pre-learning assignments and where they can post questions and comments to their teachers on work set or request help if they are unsure about a task. Google Classroom is an invaluable source of communication between school and home and we would encourage you to check it on a weekly basis in order to ensure that pre-learning tasks assigned by their teachers are completed, and so that you are up-to-date with what they are currently studying at school.

All pre-learning tasks are set through Google Classroom and are always accessible to you and your child through their school issued device or other internet connected device via Google Guardians.

I hope your son/daughter builds on the successes of Year 7 and has a happy year at RTS.



Ms Wright

Deputy Head Teacher (Pupil Progression)

Contents

1. What is the aim of this booklet?.....	4
2. Curriculum Intent	4
3. Number of lessons scheduled for each subject	4
4. What is Pre-learning and how much will be set in Year 8?	5
5. How will your child’s attainment be assessed in each subject?	5
5.1. How does self and peer assessment support your child’s learning?.....	6
5.2. How do we track your child’s attainment?.....	6
6. How will you know how well your child is progressing?.....	6
7. Measuring your child’s attainment	6
7.1 Health Checks	6
7.2 Formal Assessments.....	7
7.4 <i>Students causing a concern</i>	7
7.5 <i>Number Grades</i>	7
8. How can you help your child’s learning?.....	8
9. Google Classroom.....	9
10. CEIAG (<i>careers education, information, advice and guidance</i>) in Year 8	9
11. Enrichment	9
12. Prep	9
13. iPads	10
14. Study tips.....	10
15. Arbor	10
16. Literacy and Numeracy	10
17. Assessment timetable.....	11
18. Explanation of effort, pre-learning and attainment at RTS	12
19. Curriculum Overviews.....	13

1. What is the aim of this booklet?

The aim of this booklet is to provide you with details about the curriculum which your child will follow during Year 8. It includes:

- details of the subjects which your child will be taught
- an overview of the topics which your child will cover
- how your child’s progress will be assessed in each subject
- how you can support your child’s progress and enjoyment both in and outside school

2. Curriculum Intent

We are an inclusive school and all students are stretched and challenged to exceed their personal best. To secure every child’s academic success and independence, they experience demanding teaching.

Our approaches ensure that all teaching fosters students’ critical thinking and engagement in sophisticated concepts. At RTS we follow a spiral curriculum where topics, subjects and themes are revisited throughout the course with each successive encounter building on the previous one to allow for greater depth of knowledge retention.

While our curriculum is in many ways very traditional, we aim to take an enterprising approach to its design, capitalising on innovative applications of digital technologies and partnership agreements. Our extended day allows us to ensure students benefit from rich and varied learning experiences. In Years 7, 8 and 9, students elect two enrichment options, which they change termly. Our curriculum will build rapidly on students’ achievements in primary education and scaffold knowledge ready for academic and vocational study. The curriculum is divided into three strands: Core, Specialist and Technical, and Pastoral and Wider Learning. All students study a broad range of subjects including Art, Computer Science, Design and Technology, Drama, English, Geography, History, Mathematics, a Modern Foreign Language, Music, PE, Prep, PSHCEE, PRE and Science.

3. Number of lessons scheduled for each subject

Our two-week timetable is made up of 45 lessons of 1 hour duration and 5 lessons of 50 minutes duration.

Subject / other activity		Per fortnight	Curriculum	Comments	
Formal Curriculum	English	8 lessons	Ebacc (English Baccalaureate)		
	Maths	7 lessons	Ebacc		
	Science	Biology	7 lessons	Ebacc	2 Biology 2 Chemistry 2 Physics 1 Working Scientifically
		Chemistry			
		Physics			
	Languages	French	3 lessons	Ebacc	
	Humanities	Geography	3 lessons	Ebacc	3 Geography 3 History
		History	3 lessons		
	Philosophy, Religion and Ethics		1 lesson		
	Computer Science		2 lessons	Ebacc	
	Design and Technology		2 lessons		
	Arts	Art & Design	2 lessons		2 Art & Design 2 Drama 2 Music
		Drama	2 lessons		
Music		2 lessons			
Sport	Games	4 lessons		PE curriculum will include Dance	
	PE	2 lessons			
Pastoral and	PSHCEE	2 lessons			
	Academic Tutoring	6 sessions		25 mins each	

Wider Learning	Numeracy	2 sessions		25 minutes each week
	Guided reading	3 sessions		25 minutes each week plus 1 hour a fortnight
	Enrichment	4 sessions		See detail later
	Prep	2 sessions		See details later

4. What is Pre-learning and how much will be set in Year 8?

Pre-learning tasks are designed to raise standards and ensure progress. Evidence suggests that quizzing students regularly on previously learnt material aids long-term memory retention. Much of the pre-learning set will therefore be based around reviewing and revising pre-learnt vocabulary, ideas and information ready for quizzing at the start of the next lesson. Pre-learning may also take the form of researching a new topic yet to be studied to prepare students for what is to come. Pre-learning is an integral part of the learning process rather than an add-on after the learning has taken place.

Pre-Learning is set according to a timetable and is recorded on Google Classroom. The details which will be included in the scheduled assignment will include:

- description of the task
- date the task was set
- date when it is due

It is an absolute requirement that pre-learning is completed and submitted on the deadline set. The expectation is that students spend around 45 minutes per night on pre-learning tasks in Year 8. The table below shows the number of times pre-learning is set in each subject per fortnight and the approximate time it should take:

Subject	Per Week	Time (Approximate total)
English	Once	45 mins per week
Maths	Once	45 mins per week
Science	Once	45 mins per week
French	Once	45 mins per week
Humanities: History	Once	45 mins per week
Humanities: Geography	Once	45 mins per week
Humanities: Philosophy, Religion and Ethics	Periodically	Google Quiz or Half Termly Project
Art	Periodically	Google Quiz or Half Termly Project
Computing	Periodically	Google Quiz or Half Termly Project
Design Technology	Periodically	Google Quiz or Half Termly Project
Drama	Periodically	Google Quiz or Half Termly Project
Music	Periodically	Google Quiz or Half Termly Project

5. How will your child's attainment be assessed in each subject?

We consider feedback and marking to be one of the cornerstones of how we support students to reach their maximum potential at RTS. It is our fundamental belief (supported by international research) that students are far more likely to attain better when they are clear about what they need to do to improve and how to make these improvements.

Teachers follow the frequency and style of marking/feedback suggested in the scheme of work. For example, feedback may be verbal, written, re-drafting, through digital methods and so on. The most important detail here is that the feedback is useful for both the students and teachers in furthering attainment. Marking with comments is not the only way to promote progress so it will be common to see only specific pieces of work marked in detail by the teacher.

5.1. How does self and peer assessment support your child's learning?

In lessons, teachers will use self-assessment and peer-assessment. Often the teacher will share a review of the common misconceptions or errors made by the class via a yellow crib sheet and students will be guided to self-assess their work. We do this because it is important that students can assess their own work and that of their peers as it demonstrates good understanding of the assessment criteria. You will see comments from other students in exercise books, as well as redrafting and improvements (in green pen) your son/daughter has made to their work as a result of feedback from their teachers and peers.

Students are expected to improve the work in the ways indicated above in the same way they would if targets had been set by a teacher.

5.2. How do we track your child's progress and attainment?

While the key to making progress is for students to act upon these comments, we also believe it is important to provide them with a clear indication of the level of attainment they have reached.

The progress rates which your child will receive on their end of year report are underpinned by the curriculum overview for each subject. These can be found towards the end of this booklet for each subject.

While ongoing assessment of students' attainment is integral to teaching and learning at RTS, all students are also assessed formally across the year group, in each subject, at set times during the school year. These summative assessments will be marked and graded and the results will be recorded centrally, with cumulative scores tracked throughout the year. This information will help to inform the tracking of student progress and attainment and the adaptation of teaching and learning to meet the needs of individuals.

6. How will you know how well your child is progressing?

We would like to encourage you to take time to look through your child's exercise books and discuss their work with them. The comments written by your child's teachers (and their peers) and the way in which your child is responding to them will provide you with an insight into the depth of knowledge he or she is gaining over time in a subject. These comments are particularly powerful as they will indicate what your child needs to do to improve. If you are unsure about any aspect of your child's progress in a subject, please contact his or her teacher in the first instance.

It will be usual for you not to see grades against individual pieces of work in your child's exercise books/e-portfolios. Grades in themselves are mostly effective in reporting students' attainment across a wide domain of learning and therefore are not so useful for assessing the smaller chunks of learning, such as the tasks undertaken in lessons. For these activities, we need students to learn from their mistakes in order to embed their knowledge and understanding and this is best achieved through written and verbal feedback, redrafting and revising.

7. Measuring your child's attainment

We track and monitor attainment over time. Students' current attainment and effort inform the basis of learning conversations between staff, students and parents/carers.

7.1 Health Checks

In Year 7 - 11 all students have three (AP2¹, AP4 and AP5) Health Check reviews. These measure effort and quality of Pre-Learning.

¹ Assessment Point

In the Autumn term there is an Academic Tutor and Parent Consultation evening where the following attributes are discussed and reviewed:

Attendance	96% attendance is our expectation
Effort	Attitudes to learning
Pre-Learning	
Conduct	Total merits minus demerits

7.2 Formal Assessments

- At AP3 and AP6 we assess students’ knowledge and application of what has been taught.
- Our motto - Excellence Through Endeavour - captures our belief that all students can learn and get better at any subject through deliberate practice, spaced repetition and acting on timely feedback.
- Marks in the 50–70% range are normal.
- Marks will improve as students get used to working at secondary level, and in the style required by different subjects.

7.3 Year 7 - 9 Attainment Benchmarks

Mark (as a percentage)	Knowledge and Application
29 and below	Demonstrates basic and limited knowledge
30-49	Is beginning to understand and retain knowledge
50-59	Has demonstrated a deeper knowledge of the subject
60-70	Demonstrates depth in a range of contexts
71-89	Demonstrates sophisticated application of knowledge
90- 100	Exceptional depth and flair

7.4 Students causing a concern

An attainment mark of below 50% is below our minimum expectation and will be recorded as a concern. Teachers will work with you to address the gaps in your child’s learning. If your child has three or more attainment grades which are “Concerns” at AP3 and AP6, they will be closely monitored by their Academic Tutor and Head of Year.

7.5 Number Grades

Although not formally used in KS3 reporting, it is important to note that the GCSE grading scale for your child will be on a numerical scale rather than the old scale which was based on letters. The new scale ranges from 1 to 9, with 9 being the highest grade possible. There is an equivalence between the old and new scale which is shown below.

Old GCSE grades	Current GCSE grades
A*	9
A	8

	7
B	6
C	5
	4
D	3
E	2
F	1
G	

8. How can you help your child's learning?

There is a range of ways in which you can support your child's learning and progress.

These include:

- Encouraging your son/daughter to work in a quiet, comfortable place at a regular time each day
- Encouraging your son/daughter to see pre-learning as preparation for the following lesson/topic and not leave doing it until the night before it is due in
- Checking that your son/daughter has recorded the work in his/her notebook
- Discussing the work with your child; does s/he understand the task? Can s/he extend and improve his/her answers?
- Encouraging your son/daughter to work to the time allocation set for each subject
- Referring your son/daughter to other resource materials such as the RTS website, school library or your local library; iPad apps and resources in Google Classroom; digital learning platforms such as Hegarty Maths, Kerboodle or Pearson Active Learn.
- Remembering to write a note in their notebook if your child has a genuine reason for not completing the homework
- When looking at the "To Do" list of tasks on their Google Classroom, checking that s/he is completing homework and meeting deadlines
- Contacting the tutor if you have any concerns about homework
- Your son/daughter may receive additional work from the Learning Support department or extension tasks from their teachers
- Try to agree a regular time to help your son/daughter with these tasks.

9. Google Classroom

Students will join a Google Classroom for each subject they study and all pre-learning tasks will be set as an assignment via Google Classroom (see section 5 above for details). The teacher will indicate whether the pre-learning should be completed in the student's exercise book, or whether it should be attached as a Google document to the assignment. Once the student has completed the work they should "hand it in" by clicking on the submit button. If a student has a question about the work set, they can send a class comment or a private message to the teacher on Google Classroom. Teachers will also post lesson resources including revision resources, quizzes and worksheets on Google Classroom so that students can refer to them outside of lessons. Important announcements will be made via the Year 8 notices Classroom and email alerts are sent every time a student is set a new assignment or is close to an assignment deadline. Parents and guardians will be invited to join Google Guardians so they receive alerts each time their child is set an assignment with details of the work set and the due date.

10. CEIAG (*careers education, information, advice and guidance*) in Year 8

Good quality careers education will raise the aspirations of all young people. It will increase motivation by linking activities in school with preparation for life post 16 and post 18.

CEIAG at The Richmond Upon Thames School will therefore contribute to raising pupil achievement, help students focus on their longer-term career ambitions and ensure an equality of opportunity for all.

We will use our links with our partners (Harlequins, AfC, Haymarket and Richmond College) to provide relevant and exciting careers guidance and opportunities.

Most people spend many years of their life in a working environment and it is important to equip our students with the necessary skills for them to career plan and know how and where to access impartial and unbiased information. Developing key enterprise and employability skills are important and we provide a comprehensive programme of careers guidance starting in Year 8. We will work closely with Haymarket Media (one of our partners) to provide exciting and relevant careers opportunities for Year 8 students.

11. Enrichment

On Tuesdays and Thursdays period 6 is enrichment (from 15:00-16:00). Enrichment is a compulsory part of the RTS curriculum. At the beginning of each term students will choose their enrichment activities for the term, one of which must be a sport. Most enrichment clubs are run by RTS staff and are free. Some are run by external agencies and very few incur a voluntary contribution for students to take part (Street Dance and Karate). Examples of enrichment clubs currently on offer are football, rugby, basketball, softball, table tennis, MasterChef, chess, model-making, eco-warriors, artists' society, camera crew, horse care club, model making and music club. The choice varies each term.

12. Prep

Each week on a Wednesday afternoon from 15:00-16:00 students complete their pre-learning tasks during Prep. They spend this hour with their tutors who are on hand to support them with their pre-learning tasks and any other queries they may have about the work they have been assigned by their classroom teachers that week. Prep is a compulsory part of the curriculum at RTS and allows students to complete work in a calm and supervised environment.

13. iPads

iPads form an integral part of the learning process at RTS. The iPad always remains the property of the school and can be confiscated if a student is using it inappropriately. Students must bring their iPad to school every day fully charged and will be given a demerit if this is not the case. Students are responsible for looking after their iPad and ensuring it is not lost or broken as this would incur a charge.

14. Study tips

- Work in a quiet and comfortable environment, preferably with a desk, a comfortable chair and good lighting
- Leave your phone outside the room while you are studying to avoid distractions
- Ensure you stay hydrated and eat healthy snacks
- Check your emails and the “To Do” list on Google Classroom to keep track of deadlines
- Work in short bursts of 30 minutes with a 10-minute break
- Ensure you have things to look forward to once you have finished studying (meet friends, watch a film, play football in the park)

15. Arbor

Arbor is our Management Information System (MIS) where we keep details of all students on roll at RTS. There is a parent app which you will be able to sign up to in order to keep track of your child’s progress, attitude to learning and attendance. The data you will see is “live” data, so every time a student receives a merit or demerit, you will be able to see this by logging on to your account. Assessment data is also available for parents to view after each assessment point. You can log on to the parent app on any hand held device (smartphone) or computer.

16. Literacy and Numeracy

At RTS we believe that every teacher is a teacher of numeracy and literacy. Students have a Maths Matters session in Academic Tutor time once a week to work on their numeracy skills. Reading is an integral part of the curriculum and each student has one 25-minute guided reading lesson each week, alongside a dedicated hour-long reading lesson each fortnight where they read such texts as Fahrenheit 451 and City of Ghosts. They are encouraged to read aloud, modelling their reading from the teacher, and discuss the issues which arise in the books.

17. Assessment timetable

There are 6 Assessment Points across the year:

- AP1 is baseline testing in English, Maths and Science (taken from GL tests sat in July of Year 7)
- At AP2, AP4 and AP5 SLT and Curriculum Leaders use merits and demerits to monitor attitudes to learning and put intervention in place accordingly. Parents will be informed if the data indicates that attitudes to learning must be improved. Parents can continuously monitor “live” data for merits and demerits via the Arbor app.
- There are two formal assessment points during the year at AP3 and AP6. This assessment data is reported to parents (see table below).

Reporting Year 8 student progress to parents/carers

AP = Assessment Point

Autumn Term	Spring Term	Summer Term
<i>AP2 – monitoring of merits and demerits, cumulative quiz scores</i>	Parent and Subject Teacher Consultation Evening - February	AP6 Formal Assessment - June
Parent and Tutor Consultation Evening - November	<i>AP4 – monitoring of merits and demerits, cumulative quiz scores</i>	End of Year Written Reports
AP3 Formal Assessment AP3 reporting attainment to parents - December	<i>AP5 – monitoring of merits and demerits, cumulative quiz scores</i>	

18. Explanation of effort, pre-learning and attainment at RTS

Attitudes to learning

Effort	Pre-Learning
Excellent: Work produced goes beyond what we ask. It clearly shows the knowledge, skills or ideas taught in class and extends the work. The student shows an exceptional interest in the topic/task.	Excellent: The pre-learning work produced is thoroughly competent and shows a sophisticated or excellent understanding of the task/concept. Pre-learning is always submitted on time and is consistently thorough, going above and beyond what was required
Good: Work produced is what is asked of the students. On the whole, it shows information, skills or ideas taught in class. The student shows a consistent interest in the topic/task.	Good: The pre-learning work produced attempts a valid and thoughtful response and shows a good understanding of most elements of the task/concept, although there may be some inconsistencies. It is, in most instances, submitted in time and is generally thorough.
Secure: Work produced shows the task has been attempted and the student shows that they are beginning to consolidate the knowledge, skills or ideas. The student shows a general desire to engage with the teaching and learning	Secure: The pre-learning work produced is successful in places, although it shows a number of areas where the task/concept has not always been fully understood
Working Towards Secure: Work produced is minimal in comparison to the student's ability. In places, there is evidence of the consolidation of knowledge, skills or ideas, but the overall work produced is below the expected standard	Working Towards Secure: The pre-learning work produced is minimal in comparison to the student's potential. The overall effect is that pre-learning does not show that the student can apply the task/concept being studied. It is often submitted late and lacks thoroughness.
Concern: Work shows a lack of planning and organisation and a lack of desire to engage with the teaching and learning, considering the ability of the student and their learning needs	Concern: The pre-learning work produced is regularly undermined by recurring basic errors that show the task/concept has not been understood or that the level of effort falls well below the expected standard. It is persistently submitted late or the task set is regularly not completed at all.

Attainment
Excellent: working well-above expectations for the student's starting point. If they continue to work at this level they will have demonstrated sophisticated knowledge and application in this subject by the end of the year
Good: working above expectations for the student's starting point. If they continue to work at this level they will have demonstrated depth of knowledge and its application in a range of contexts in this subject by the end of the year
Secure: working in-line with expectations for the student's starting point. If they continue to work at this level they will have demonstrated a deeper knowledge and understanding in this subject by the end of the year
Working Towards Secure: working below expectations for the student's starting point. If they continue to work at this level they will have demonstrated some understanding and have retained some knowledge in this subject by the end of the year
Concern: working well-below expectations for the student's starting point. If they continue to work at this level they will have demonstrated basic understanding and have retained limited knowledge in this subject by the end of the year

In line with the RTS ethos of stretch and challenge for every student, "Secure" in any category requires attention; and "Working Towards Secure" or "Concern" indicates a serious issue and requires immediate remedial action. We ask for your support in helping your son/daughter to improve the particular concern and we will put measures in place to help them to make these improvements.

19. Curriculum Overviews

See the following pages for details of what is being taught in each subject over the course of year 8 and what students can do to take the subject further.

Year 8 Curriculum Overview for students – Art

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	<p>Observational & Creative Drawing</p> <p>Realism, Line, Accuracy Detail, Contrast, Tone, Shadow, Highlights</p>	<p>Artists: <i>Albrecht Durer, Marcello Barenghi.</i></p> <p>Careers in Art</p> <p>Drawing techniques</p> <p>Creative Thinking skills in Art</p> <p>Critical Thinking skills</p>	<p>Google Quizzes Pre Learning</p> <p>Realism & Creativity</p>	<p>Careers in Art</p> <p>Creative & Divergent Thinking</p>	<p>How to make a Mindmap</p> <p>Creative Sketchbook Ideas</p>
HALF TERM 2	<p>Crushed Can Study</p> <p>Pop Art, Realism, Line, Accuracy Detail, Contrast, Tone, Shadow, Highlights</p>	<p>Artists: <i>Jasper Johns, Andy Warhol.</i></p> <p>How to choose appropriate tools and media suitable for task</p> <p>Drawing & mark-making techniques</p>	<p>Google Quizzes Pre Learning</p> <p>Crushed Can Study</p>	<p>Mark-making practice</p> <p>Royal Academy- Jasper Johns</p> <p>Jasper Johns</p>	<p>What is Pop Art?</p> <p>Practice Crushed Can Drawing</p>
HALF TERM 3	<p>Cubism</p> <p>Cubism, Fauvism, Portrait, Distortion, Proportion, Depth</p>	<p>Artists: <i>Pablo Picasso, George Braque.</i></p> <p>How to research and artfully present a study page on a Cubist or Fauvist Artist.</p> <p>Historical context of Guernica</p> <p>Link to English- Exam question 5</p>	<p>AP3</p> <p>Google Quizzes Pre Learning</p> <p>Cubist Self-Portrait</p>	<p>What is Cubism?</p> <p>What is Fauvism?</p> <p>Cubist Portraits</p>	<p>Guernica</p> <p>Reina Sofia Guernica</p>
HALF TERM 4	<p>Surrealism</p> <p>Psychoanalysis, Sigmund Freud, Surreal, Colour, Dream, Imagination, Realism Composition</p> <p>Mixed-media Surrealist Composition.</p>	<p>Artists: <i>Hieronymus Bosch, Salvador Dali, Rene Magritte, Frida Kahlo</i></p> <p>Understand and discuss the work of three or more Surrealist artists.</p> <p>Link to English Dystopian Fiction</p> <p>How to critique a surrealism painting using prior knowledge of commonly accepted art elements.</p>	<p>Google Quizzes Pre Learning</p> <p>Artist Research & Mixed-Media Surrealist Composition project</p>	<p>Surrealism</p> <p>Dali</p>	<p>Mixed-Media Projects</p> <p>Tate Surrealism</p>

<p>HALF TERM 5</p>	<p>Natural World</p> <p>Illustration, Detail, Elaboration, Ink wash, Form, Contrast</p>	<p>Artists: <i>Iain MacArthur</i></p> <p>How to develop ideas through investigations and historical and cultural understanding</p> <p>How to combine imagination with Realism</p> <p>Links to Music - Pen Illustration</p>	<p>Google Quizzes Pre Learning</p> <p>Artist Research project</p>	<p>How to Analyse an artwork</p>	<p>Natural History Museum</p>
<p>HALF TERM 6</p>	<p>Redesigning Spaces</p> <p>Perspective, Vanishing Point, 1 & 2-point, Horizon Line, Orthogonals</p>	<p>Artists: <i>Franz Ackerman, Justin Beaver</i></p> <p>Equality in Art</p> <p>Street Art</p> <p>1 & 2-point perspective and architectural drawing skills</p> <p>Links to PSHCEE & Maths</p>	<p>AP6</p> <p>Google Quizzes Pre Learning</p> <p>End of year assessment in all Art skills</p>	<p>Top Street Artists</p>	<p>Perspective Drawing</p>

Year 8 Curriculum Overview for students - Computer Science

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the Real World	Resources
HALF TERM 1	Rights and responsibilities when using RTS IT systems Bebras International Challenge - Computational thinking (Intermediate)	RTS-AUP: Why we adhere to it Logical thinking, pattern recognition and problem solving How the brain learns	Personal data breach question 11 Nov - 15 Nov is Bebras Challenge week in the UK - everyone takes part during their computer science lessons	Personal data is protected by law and everyone has a legal duty to create and treat it with care	Bebras Perfect Day app Past Bebras Challenges: intermediate
HALF TERM 2	TCSOCC and Blockly programming (Intermediate)	Preparing for the TCSOCC challenge Using working memory effectively - what habits help?	Two programming challenges in Blockly and Python	Computational Thinking, is a vital skill, which many employers want	Past challenges for TCSOCC (Intermediate)
HALF TERM 3	Photo-image filter	RGB colour-images Loops and variables in Python Using an image library to create programs	Summative assessment: Google Quiz on Python syntax and image manipulation	People make a living by creating filters Phone cameras have automatic filters	Colour Science by Pixar: https://www.khanacademy.org/partner-content/pixar/color
HALF TERM 4	Binary and black and white images	2-bit black and white bitmap images Meta-data and image-data 3-bit colour images and the effects of mixing light 6-bit images and number of colours	Formative quizzes via Google Classroom	Filters in photo-apps work by changing the zeros and ones	
HALF TERM 5	How does a computer work?	CPU RAM - main memory ALU	Simple questions on vocabulary and matching the functions of each part to the name		CPU app on iPad
HALF TERM 6	Review of year Reflection on learning Preparation for next year	Prepare for end of year exam	End of year exam - summative assessment		Prep for next year: Swarm

Year 8 Curriculum Overview for students - Design & Technology

WHEN	MAIN TOPICS	KNOWLEDGE & UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	Textiles (<i>Design a pencil case, sewing & applique</i>): Designing a fashionable and fully functional pencil case Researching & responding to textiles & designers Inspiration boards	Target Market, Sustainability, Fair trade, Appliqué, Sewing Machine, Embroidery Machine, Hem, Inserting a zip	Google Classroom Quizzes Pre-learning Assignments Stitching Assessment Tasks completed in exercise booklets	Global Textiles Design briefs Eco Chic	BBC Bitesize - Textiles Boyd Education Online
HALF TERM 2	Textiles (<i>Creating a lined lunch bag</i>) Using designing and making skills to make a foil-lined lunch bag to promote healthy lunches and eco-friendly alternatives.	Batik / Stencilling Developing further confidence on the sewing machine Eco friendly products Working with additional components Properties of metals	Google Classroom Quizzes Pre-learning Assignments Presentation of Design Tasks completed in exercise books Evaluation of Final Outcome	Global Textiles	
HALF TERM 3	Food Technology Hygiene, routines & organisation of the kitchen Weighing & measuring with accuracy Key temperatures, timing & chemical reactions Safe cutting skills	Health, Safety, Hygiene Procedures, Chemistry, Measuring, Ingredients, Recipes Method, Equipment, <i>Quesadillas, Vegetable Couscous, Fajitas</i>	Google Classroom Quizzes Pre-learning Assignments Half term assessment project Assessment of practical outcomes & DT exercise books AP3	Food Technology production	Recipes 1
HALF TERM 4	Food Technology Methods of cooking food, dough-making, evaluating recipes & outcomes Healthy eating, sustainability, using local & seasonal ingredients Describing Food using Sensory Vocabulary	Nutrition, Hygiene, Health, Diet, Recipe, Preparation, Cutting techniques, Ingredients, Preparation, Questionnaire <i>Minestrone Soup</i> <i>Chicken nuggets / fish fingers</i> <i>Brownies</i>	Google Classroom Quizzes Homework Assignments Assessment of practical outcomes & DT exercise books		You are what you eat!
HALF TERM 5 & 6	Bookends Project (<i>Resistant Materials</i>) Introduction to materials, tools & machinery Understanding materials and their properties Marking & measuring joints, basic sanding skills Designing & building a bookend to help promote literacy Rendering 3D Products (Drawing) Demonstrating consistently safe and appropriate use of equipment	Safety in the workshop Measuring & Marking out Tools & Equipment: Disc Sander, Saw, chisels, pin hammer, fret saw Joining methods - lap joint & panel pins Finishing skills - Sanding & painting Natural & Man-Made timbers	Google Classroom Quizzes Pre-learning Assignments Safety Assessment Materials Research Meet Learning Checkpoints in Resistant Materials exercise books AP6	Jaime Costiglio	BBC Bitesize - Resistant Materials Technology Student

Year 8 Curriculum Overview for students - Drama

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	Links to the real world	Resources
HALF TERM 1	Style & Genre Timeline journey through Theatre Genre Explore popular and contrasting dramatic styles Mime, Melodrama, Realism, Expressionism	Theatre Practitioners Devising Drama Physical & Vocal Skills Genre stock characters	Page: terminology quiz Stage: scripted performance	Konstantin Stanislavski The Unicorn Theatre	Physical Skills Vocal Skills
HALF TERM 2	Strange Phenomena Collaborative group project Create set & costume designs Devise drama from non-fiction information Explore dramatic tension	Improvisation Techniques Collaborative Skills Devising Drama	Page: evaluative response AP3 Stage: scripted performance	The Young Magicians Club The Sherlock Holmes Museum	BBC sound effects How to create drama
HALF TERM 3	War Children Study War poetry and extracts from <i>Little Soldier</i> Explore evacuee & refugee experiences Perform scenes with sound and lighting	Characterisation Skills Analysing Characters History x-curricular tie-in	Page: set text quiz Stage: scripted performance	Horrible Histories Soldier Boy - Bernard Ashley The Imperial War Museum	Carrie's War radio play
HALF TERM 4	Read the Story, Write the Play Create performance from narrative Respond to Dystopian short stories Explore Dystopian Future	Collaboration Contextual Research - English x-curricular tie-in	Page: write a scripted scene AP5 Stage: devised performance	Noughts & Crosses play/trilogy Hunger Games novels The Maze Runner DVD	Developing a script
HALF TERM 5	Defiant Characters Create powerful characters from stimulus Explore historical figures Convert speeches to performance	Contextualisation Analysing characters Characterisation Skills Devising Drama	Page: evaluative response Stage: devised performance	Nelson Mandela / Malala Queen Elizabeth 1 / Churchill Emmeline Pankhurst Speeches that changed the world	Evaluation Guidance
HALF TERM 6	Titanic Create a collaborative class play Explore historical events of The Titanic Storytelling in Drama	Improvisation Techniques Collaboration Devising Drama	AP6 Page: evaluative response Stage: collaborative performance	Voyage on the Great Titanic - the diary of Margaret Anne Brady The Maritime Museum	Devising Guidance

Year 8 Curriculum Overview for students – English

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	LINKS TO THE REAL WORLD	RESOURCES
HALF TERM 1	The Victorian Times	<i>The Victorian context</i> Writing to advise; Writing to argue; Revising the use of topic sentences and thesis statements; Conclusions; Memorising relevant contextual details	Can I produce a piece of argumentative writing?	The Industrial Revolution; Corporal Punishment	BBC Bitesize: The Victorian times
HALF TERM 2	'A Christmas Carol'	<i>Dickens' life, times and moral purpose</i> Writing creatively; Memorising quotations; Analysing language <u>and</u> structure; Including relevant contextual details in our work	AP3: Can I explore how Dickens' use of language and structure in an extract from the novel?	The Poor Law and the modern Welfare State; The Victorian Era	Mr Bruff's Youtube channel: 'A Christmas Carol' British Library articles: Charles Dickens 'A Christmas Carol'
HALF TERM 3	War Poetry	<i>Poetry from WWI and WWII</i> Learning about the context to key poems; Comparing poems; Memorising quotations; Memorising relevant contextual details and including these in our work; Analysing how poets have used poetic and structural techniques	Can I compare two different war poems?	WWI and WWII PTSD, shell shock and mental health; Injuries sustained in war; Propaganda	BBC Bitesize: War Poetry The Poetry Foundation's website: The Poetry of WW1 British Library: the collected poems of Wilfred Owen
HALF TERM 4	Dystopian Fiction - 'Animal Farm'	Writing to describe; Analysing how the author has used language devices and structural techniques; Using photos and other prompts for creative writing; Understanding the context to 'Animal Farm'	Can I analyse how Orwell has used language and structure to interest his readers in a key extract?	Communism; Marxism; The Bolshevik Revolution; Totalitarian regimes; Protest and dissent; Censorship	Mr Bruff's Youtube channel: 'Animal Farm' 1954 cartoon of 'Animal Farm'
HALF TERM 5	Power and protest: speeches, essays and newspaper articles from C19th, C20th and contemporary sources	Understanding viewpoints and perspectives; Speech-writing and newspaper writing; Features of newspaper design; Writing to persuade; Using paragraphing for effect	Can I write a newspaper article about an important issue?	Key world issues: civil rights, feminism, racism; Broadsheets and tabloids; The media; Political speeches	British Library: Oral Histories of Politics and Government Jack Petchey speak out challenge videos
HALF TERM 6	The Wider World: Refugee Boy	Preparation for end of year test: GL tests and POP tests Analysing how the author has used language devices and structural techniques; Writing to inform; Modal verbs and imperatives	Final end-of-year exam	The refugee crisis; The history of migration; The role of the media	No Red Ink and BBC Bitesize revision activities on spelling, punctuation and grammar Save the Children and Unicef information about the Child Refugee Crisis

Year 8 Curriculum Overview for students – French

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	T'es branché(e)? TV and cinema Reading Internet Talking about what you did yesterday	Present tense of avoir/être ir/re verbs The verbs aller/faire Intro to the perfect (past) tense Vocabulary to describe leisure activities	Half term assessment: Translation into English Translation into French	LINKS TO THE REAL WORLD	RESOURCES
				See how social media is used in France Discussing current French music trends	www.facebook.fr https://lescharts.com/
HALF TERM 2	Paris, Je t'adore Talking about a past trip to Paris: What you did When you did things Where you went	The perfect tense of regular and irregular verbs with avoir The perfect tense with être Time phrases/days of the week	Formal Assessment AP3 Grammar Quiz	Discovering Paris and comparing to London	https://www.parispass.com/paris-attractions/paris-attractions-guide.html
HALF TERM 3	Mon identité Talking about personality and relationships Talking about clothes and fashion	Adjectival agreement Reflexive verbs Agreeing, disagreeing, giving reasons The near future tense	Half term assessment: Listening and Reading	French fashion icons	https://www.vogue.co.uk/article/christian-dior https://uk.louisvuitton.com/eng-gb/la-maison/a-legendary-history#
HALF TERM 4	Chez moi, chez toi Describing where you live Describing your home Talking about meals and food	Comparative adjectives Prepositions The verbs boire/prendre Il faut		Discovering different regions and towns in France	https://about-france.com/regions.htm
HALF TERM 5	Hammer that grammar! Review of grammar and tenses Exam techniques Listening and Reading skills Pronunciation and speaking with confidence	Using three tenses Translation and writing techniques Revision resources and techniques	Previous grammar quizzes	Review of key grammar	www.languagesonline.org
HALF TERM 6	Vive la Revolution! Getting confident with speaking in French	Finding out about the French revolution and putting on a play	Formal Assessment AP6 Writing and Translation	Les Misérables film The reign of Louis XVI	

Year 8 Curriculum Overview for students – Games

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1 and HALF TERM 2	Rugby Opportunity to develop the core skills introduced in year 7. These skills will be developed within gameplay, conditioned games and technical focuses. Focus: Decision making	Skills to be developed: Outwitting opponents through the use of: Ball handling; Pass/catch/finish: Tackling; Rucking; Defence; Attacking; Outwitting opponents; Mauling; Communication; Positional gameplay	Half-term assessment: Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay. Core skills should begin to be performed with greater fluency, accuracy and control.	LINK TO REAL WORLD	RESOURCES
				School club links here Represent RTS in fixtures Join the rugby enrichment Visit Twickenham Stadium	‘How to’ videos - Google Classroom
HALF TERM 3 and HALF TERM 4	Football: Development of the core skills introduced in year 7. These skills will be developed within conditioned games and competitive scenarios.	Developed skill and outwitting opponents through the use of: Ball control; Advanced passing; Dribbling under pressure; Shooting under pressure; Jockeying against live opposition; Tackling & retaining possession; Heading offensively and defensively; Tactical gameplay	Half-term assessment: Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay. Core skills should begin to be performed with greater fluency, accuracy and control.	School club links here	‘How to’ videos - Google Classroom
				Represent RTS in fixtures Join the football enrichment Visit Wembley Stadium	
HALF TERM 4	Netball: Development of the core skills introduced in year 7. These skills will be developed within gameplay, conditioned games and drills.	Skills to be developed: Outwitting opponents through the use of: Passing; Dodging; Three stages of defence; Shooting; Use of space; Throwing in front; Game play; Positions; Tactical decision making	Half-term assessment: Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay. Core skills should begin to be performed with greater fluency, accuracy and control.	School club links here	‘How to’ videos - Google Classroom
				Represent RTS in fixtures Join the Netball enrichment Visit the Olympic Park	

<p>HALF TERM 5</p>	<p>Athletics: Develop the techniques they were introduced to in year 7. Advanced techniques will be introduced to events where appropriate. They will have the opportunity to participate competitively against other pupils, as well as recording and working to improve their PBs.</p>	<p>Skills to be developed: Throwing <ul style="list-style-type: none"> ● Shot Put ● Javelin ● Discus -Running <ul style="list-style-type: none"> ● Short distance ● Long distance -Jumping <ul style="list-style-type: none"> ● Long Jump Advanced skills (where appropriate): -Throwing (Travel e.g. cross step, glide, Release phase e.g. angle of throw) -Running (Bend running, use of blocks, stride pattern) -Jumping (appropriate elevation, transitions through phases, follow through) (numeracy links - measuring / estimating / recording)</p>	<p>Half-term assessment: Practical demonstration of core skills through controlled and conditioned practices and competitive performance Improvement in PBs</p>	<p>School club links here Represent RTS in fixtures Join the athletics enrichment Visit the Olympic Park</p>	<p>'How to' videos - Google Classroom</p>
<p>HALF TERM 6</p>	<p>Striking and Fielding: Students will develop the core skills of striking and fielding games introduced in year 7 which will enable them to understand and participate in competitive games. Additional emphasis will be placed on gameplay including understanding of positional roles and making tactical decisions.</p>	<p>Skills and knowledge to be developed: -Catching and throwing -Fielding -Bowling -Batting -Positional roles -Tactics -Gameplay</p>	<p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p>	<p>School club links here</p>	

Year 8 Curriculum Overview for students – Geography

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	Amazing places (map skills integrated)	What makes a place 'amazing'? How do some of the amazing places in the world compare? What do I find amazing?	Online topic tests Exam style question (6 marks)	LINKS TO THE REAL WORLD	RESOURCES
				Global citizenship	Royal Geographical Society
HALF TERM 2	Biodiversity: Amazing animals and plants across different Biomes	What are ecosystems/biomes? What are the world's ecosystems/biomes? How do animals and plants adapt to survive in their own biome? How do humans adapt to different biomes?	AP3 Online topic tests Exam style question (6 marks)	Natural world	Royal Geographical Society BBC Bitesize
HALF TERM 3	Rivers and Flooding	What are the features of a river? What processes take place in a river? Why do rivers flood? What impacts do floods have in HICs and LICs?	Online topic tests Exam style question (9marks)	Global citizenship Natural world	Royal Geographical Society BBC Bitesize
HALF TERM 4	Coasts 2 - Humans and the coast	What coastal features and landforms can we identify? How do humans interact with the coast? What impact does tourism have on the coast? What impacts do coastal processes have on coastal communities?	Online topic tests Birling Gap debate	Natural world British citizenship	Royal Geographical Society BBC Bitesize
HALF TERM 5	Population	What is population? What are demographics? How is the world's population changing? What factors cause changes in the world's population? What problems can population cause? How do countries try to control population?	Online topic tests Exam style question (9 marks)	Demographics Global citizenship Sustainability Numeracy	Gapminder Royal Geographical Society BBC Bitesize
HALF TERM 6	Energy and Food issues	What are the earth's natural resources? How do humans consume natural resources? How can humans use the earth's resources sustainably? What is the 'resource curse'? How does this link to other topics?	AP6 Online topic tests	Global citizenship Sustainability Numeracy	Gapminder Royal Geographical Society BBC Bitesize BBC Bitesize

Year 8 Curriculum Overview for students – History

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	LINKS TO THE REAL WORLD	RESOURCES
HALF TERM 1	The Tudors - The Tudor monarchs, the Reformation and Religious unrest, the Spanish Armada	Who were the Tudors? How significant were the Tudors? How did Britain change under the Tudors? How did religion change during this period? Who was the most significant Tudor?	Online topic tests Essay task - Who was the greatest Tudor?	Citizenship - British values and history UK Monarchy Religious diversity in the UK	BBC iWonder guide BBC iWonder guide - the Armada BBC iWonder - Henry VIII BBC iWonder - Elizabeth I
HALF TERM 2	The Tudors and the Stuarts - <i>The change to the Stuart dynasty, The Civil War, the Restoration</i>	Who were the Stuarts? What were the causes of the Civil War? What were the consequences of the Civil War? Why do we have a monarch now?	AP3 Online topic tests Source exercise	Citizenship - British values and history UK Monarchy Religious diversity in the UK The power of Parliament	BBC iWonder - Shakespeare BBC iWonder guide - Cavaliers and Roundheads
HALF TERM 3	The development of power and social change - <i>The Glorious Revolution, The Rise of Parliament, The First Prime Minister, Democracy in the UK</i>	Who has more power - Parliament or King? Why do we have a Prime Minister?	Online topic tests	Citizenship - British values and history The power of Parliament UK democracy Industry	BBC iWonder guide
HALF TERM 4	The Industrial Revolution - <i>The Agricultural Revolution, The Industrial Revolution, Key inventors, Living conditions, Developments in public health, Developments in transport</i>	What was the agricultural revolution? What was the industrial revolution? How did people live in the 19th century? How did rights and freedoms develop in the 19th century?	Online topic tests Essay task	Citizenship - British values and history Industry UK politics	Andrew Marr clip Novels of Charles Dickens
HALF TERM 5	The Transatlantic Slave Trade - <i>African civilisations before the slave trade, The Slave-Trade Triangle, Plantations, The Underground Railroad, Abolition and Emancipation, Britain and the Slave Trade</i>	What was the slave trade? Why did the slave trade exist? What were conditions like for slaves? What was the underground railroad? How was slavery abolished?	Online topic tests Research project - African civilisations	Citizenship World history Human rights	BBC iWonder - Slavery BBC iWonder - US Civil Rights
HALF TERM 6	Empire - Why did nations want an Empire, the 'Scramble for Africa', Empire in Africa (what effect did it have?), Britain and India (Depth Study)	What was the British Empire, and how did it come about? What effects did the British Empire have around the world?	AP6 Online topic tests Essay task	Citizenship - British values and history UK Commonwealth World history	BBC article - Empire and Seapower BBC iWonder - What happened to the British Empire?

Year 8 Curriculum Overview for students – Mathematics

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	Number 1 (Powers and Roots) Geometry 1 (Perimeter, Area and Volume) Algebra 1 (Sequences)	Calculating Powers and Roots Perimeter, Area, Volume Compound shapes Circles Generating sequences	Topic Assessments Diagnostic questioning	LINKS TO THE REAL WORLD Many links to reality in maths, here are examples of how this is achieved every lesson	RESOURCES
				What is the cost of tiling a garden?	Hegarty Maths Active learn Challenge board material
HALF TERM 2	Statistics 1 (Representing discrete and continuous Data) Number 2 (Number and Arithmetic) Algebra 2 (Algebraic Expressions) Statistics 2 (Interpreting Data)	Using appropriate graphs and charts to represent data Number Properties and calculations Manipulating algebraic expressions Interpreting Data Comparison of data	Topic Assessments Diagnostic questioning AP3 Summative Assessment	All work on statistics is related to data based on real world situations	
HALF TERM 3	Number 3 (Fractions Decimals and Percentages) Algebra 3 (Linear Equations) Proportionality 1 (Ratio and proportion)	Fractions, Decimals and Percentages Four operations and fractions Percentage change Solving Equations Proportionality	Topic Assessments Diagnostic questioning	Fractions of amounts involving real world units Forming equations to solve real world problems	
HALF TERM 4	Geometry 2 (Angles and Shapes) Number 4 (Approximations) Algebra 4 (Equations and formulae)	Angles within shapes Angles within parallel lines Estimation Solving linear equations Rearranging and using formulae	Topic Assessments Diagnostic questioning End of term formative assessment	How is standard form used to express really big or small numbers?	
HALF TERM 5	Number 5 (Multiples, Factors, Primes) Geometry 3 (Transformations) Algebra 5 (Linear Graphs and Equations) Probability	The importance of number properties The four transformations and coordinates Graphs and equations Multiple representation of functions Theoretical and experimental probability	Topic Assessments Diagnostic questioning Mental maths assessments	All probability is linked to real world examples	
HALF TERM 6	Geometry 4 (Constructions and Loci) Proportionality 2 (Units, scales and rates of change)	Construction of triangles Loci Choosing appropriate units of measurement Conversion between units Real life graphs	Topic Assessments Diagnostic questioning AP6 GL assessment	Units and scales are always considered lining to where they are used in real world scenarios	

Year 8 Curriculum Overview for students – Music

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
TERM 1	<p><u>History of Music from Baroque to Classical</u></p> <p>Students will learn about some music features from the Baroque era in this unit. In their listening and appraising exercises, students will gain knowledge of Pachelbel's Canon in D. Students will then explore other Baroque pieces that use a Basso Continuo; exploring the use of the harpsichord alongside the cello and double bass, in the Baroque era.</p>	<p>Recognise Baroque and Classical musical characteristics</p> <p>Discuss various characteristics related to the Baroque, Classical and Romantic period</p> <p>Follow a melodic score and melodic shape of ground bass</p> <p>Perform in a similar style observing polyphonic textures</p>	<p><i>Performance of Pachelbel' Canon in D.</i></p> <p><i>Composition of Baroque Piece using Music Notation Software</i></p> <p>AP3</p> <p><i>Listening and appraising exercises</i></p> <p><i>Baroque/Classical Music</i></p>	<p>LINKS TO THE REAL WORLD</p>	<p>RESOURCES</p>
				<p><u>Baroque Music</u></p> <p><u>Royal Albert Hall</u></p>	<p><u>Music Theory</u></p> <p><u>BBC Bitezise</u></p>
TERM 2	<p><u>Blues</u></p> <p>Students will study and learn to perform the common 12 bar blues chord progression. They will use their knowledge of the chord progression to create short improvisations using the Blues Scale that can be played alongside this accompaniment. In their listening activities, students will be introduced to and will analyse music by BB King, Bessie Smith etc. They will also learn about improvisation techniques via listening extracts of Miles Davis.</p>	<p>Explore the features of Early Blues</p> <p>Learn the 12 bar blues chord structure (3 primary triads)</p> <p>Learn how to play and develop blues scale motifs within a 12-bar blues,</p> <p>Explore and learn about the importance of improvisation to jazz genres.</p> <p>Learn about the structure of blues song lyrics before composing their own set of lyrics</p>	<p><i>Performance and Composition of traditional Blues Music.</i></p>	<p><u>Blues Music</u></p>	<p><u>Music Theory</u></p> <p><u>BBC Bitesize</u></p>
TERM 3	<p><u>Minimalism</u></p> <p>Students will study the importance of structuring and shaping a melody. They will be expected to compose a set of variations based on a given melodic theme. They will move on to explore a type of recurring musical structure using in Minimalism such as Phrase shifting, note addition and subtraction. Students will listen to the Music of Steve Reich and compose and perform within these forms.</p>	<p>To experience how a piece of Music can be created from a simple idea</p> <p>To practise minimalist techniques</p> <p>To listen to and analyse music by the minimalist composers John Adams, Steve Reich, Philip Glass, Michael Nyman and T Riley</p>	<p><i>Performance of Minimalist music</i></p> <p><i>Composition of Minimalist Piece using Music Notation Software</i></p> <p>AP6</p> <p><i>Analysis of Musical genres via listening task. Musical exercises for consolidation of knowledge</i></p>	<p><u>Minimalist Society</u></p>	<p><u>Music Theory</u></p> <p><u>BBC Bitesize</u></p>

Year 8 Curriculum Overview for students – PE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	LINKS TO THE REAL WORLD	RESOURCES
HALF TERM 1	<p>Health Related Fitness</p> <p>Students will develop their knowledge of leading a healthy active lifestyle.</p>	<p>Knowledge:</p> <p>Perform a variety of training methods to improve components of fitness. Fitness testing and evaluating fitness data. Design of circuit training.</p>	<p>Half-term assessment</p> <p>Calculation of aerobic and anaerobic training zones. Practical assessment of fitness test. Knowledge of types of training and the how it improves component of fitness.</p>	<p>School club links here</p> <p>Visit the Olympic Park</p>	<p>‘How to’ videos - Google Classroom</p>
HALF TERM 2	<p>Basketball</p> <p>Develop and execute core skills within conditioned games. Develop understanding of selecting the appropriate skill for different situations. Recognising and employing strategies to attack and defend effectively. To understand how the muscular system produces movement and link these to sporting actions within basketball.</p>	<p>Skills and knowledge to be developed:</p> <p>Dribbling; Passing; Shooting; Dodging; Defensive movements; and Attacking movements</p> <p>Focus: Outwitting opponents</p>	<p>Half-term assessment</p> <p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay. Make effective evaluations of strengths and weaknesses in performance. Students will have the opportunity to use observation to analyse individual’s techniques.</p>	<p>School club links here</p> <p>Represent RTS in fixtures</p> <p>Join the Basketball enrichment</p>	<p>‘How to’ videos - Google Classroom</p>
HALF TERM 3	<p>Badminton</p> <p>Develop fundamental skills introduced in year 7 through gameplay in singles and doubles matches.</p>	<p>Skills and knowledge to be developed:</p> <p>Flick Serve; Smash; Drop Shot; Overhead clear; Officiating; and Gameplay</p>	<p>Half-term assessment</p> <p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay. Core skills should begin to be performed with greater fluency, accuracy and control.</p>	<p>School club links here</p> <p>Represent RTS in fixtures</p> <p>Join the Badminton enrichment</p> <p>Visit the Olympic Park</p>	<p>‘How to’ videos - Google Classroom</p>

<p>HALF TERM 4</p>	<p>Volleyball / Life-saving</p> <p>Students will be introduced to the fundamental core skills of Volleyball which will enable them to start and maintain a controlled rally.</p> <p>Students will complete a programme in life saving skills, including the recovery position, CPR and basic first aid.</p>	<p>Skills and knowledge to be introduced:</p> <p>Overhand serve; Dig; Set; Smash; Gameplay; and Officiating</p> <p>Recovery position CPR Basic first aid</p>	<p>Half-term assessment</p> <p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p> <p>Core skills begin to be performed with greater fluency, accuracy and control.</p> <p>First aid procedures to be practically demonstrated and assessed against teaching points.</p>	<p>School club links here</p> <p>Join St John's Ambulance</p> <p>Train and sign up as lifeguard at Air Parks Swimming pool</p>	<p>'How to' videos - Google Classroom</p>
<p>HALF TERM 5</p>	<p>Cricket</p> <p>Students will be introduced to the fundamental core skills of cricket which will enable them to understand and participate in a competitive match.</p>	<p>Skills and knowledge to be introduced:</p> <p>Catching & throwing; Stopping the ball; Bowling; Batting; Knowledge of rules; and Gameplay</p>	<p>Half-term assessment</p> <p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p>	<p>School club links here</p> <p>Represent RTS in fixtures</p> <p>Join the cricket enrichment</p>	<p>'How to' videos - Google Classroom</p>
<p>HALF TERM 6</p>	<p>Tennis</p> <p>Students will be introduced to the fundamental core skills of tennis which will enable them to understand the game alongside maintaining a rally.</p>	<p>Skills and knowledge to be introduced:</p> <p>Racket and ball familiarization; Forehand technique; Backhand technique; Basic serves; Volley; Net Shots; and Officiating</p>	<p>Half-term assessment</p> <p>Practical demonstration of core skills through isolated, controlled scenarios and competitive gameplay.</p>	<p>School club links here</p> <p>Visit Wimbledon Tennis club.</p>	<p>'How to' videos - Google Classroom</p>

Year 8 Curriculum Overview for students – PRE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
HALF TERM 1	Religious Ethics:	The sanctity of life vs quality of life Abortion The beliefs of Islam and Christianity	6 mark question Peer assessed	LINKS TO THE REAL WORLD	
				https://www.bbc.com/bitesize/levels/z98jmp3	RESOURCES Prezi presentation
HALF TERM 2	Religious ethics	Human rights What are they? What does religion say about them?	AP3 Paired presentation Peer assessed	https://www.bbc.com/bitesize/levels/z98jmp3	Prezi presentation
HALF TERM 3	Religious ethics	Creation Who created the world? What do religions believe? What role do we have on the planet?	8 mark question Peer assessed (group)	https://www.bbc.com/bitesize/levels/z98jmp3	Prezi presentation
HALF TERM 4	Six world religions	Key teachings from the six key faiths	Google quiz	https://www.bbc.com/bitesize/levels/z4kw2hv	Google slides Google quiz
HALF TERM 5	Religious ethics	Religion and conflict How do religious people deal with suffering?	6 mark question	https://www.bbc.com/bitesize/levels/z98jmp3	Prezi presentation
HALF TERM 6	Religious ethics	Experiencing God. How might religious people experience God?	6 mark question	https://www.bbc.com/bitesize/levels/z98jmp3	Prezi presentation

Year 8 Curriculum Overview for students – PSHCEE

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	TAKING IT FURTHER	
				LINKS TO THE REAL WORLD	RESOURCES
HALF TERM 1	Peripheral Vision 2 Safeguarding	Students are taught about the meaning of safeguarding and the processes in place within the school to keep them safe.	No assessment	https://www.thinkuknow.co.uk/	Google slides
HALF TERM 2	British Values	Students explore the key British Values, their true meaning, history and the impact that they have on their lives.	No assessment	http://www.doingsmsc.org.uk/british-values/	Google slides
HALF TERM 3	SRE	Students look at what makes a good relationship and how to be assertive. Students explore appropriate behaviour and use of technology.	No assessment	https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/	Prezi presentation Police Liaison officer talk
HALF TERM 4	Drugs education	Students explore the risks associated with smoking and alcohol.	No assessment	https://www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/ https://www.nhs.uk/live-well/alcohol-support/the-risks-of-drinking-too-much/	Google slides You tube Ipad camera
HALF TERM 5	The world we live in	Money, Tax, credit cards and bills	No assessment	https://natwest.mymoneysense.com/students/students-12-16/	Google slides NatWest money sense
HALF TERM 6	Think future	Students look at the significance of education on their life plan. Students begin to plot the journey to a career - what will they need to do?	AP6	Students will explore the journey to a career.	Google slides Guest speakers from local business

Year 8 Curriculum Overview for students – Science

WHEN	TOPICS	KNOWLEDGE AND UNDERSTANDING	ASSESSMENT DETAILS	LINKS TO THE REAL WORLD	RESOURCES
AUTUMN TERM	CHEMISTRY: Chemical Reactions	Students will learn how the rules of the periodic table apply to elements and how these patterns can help explain chemical and physical properties. Knowledge will be built upon Year 7 topics on the periodic table.	Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News article: Elements in the periodic table are still being discovered Employment: Chemical engineer; Forensic scientist; Pharmacologist; Research scientist	Kerboodle - Student Book 1 - Chapter 5 BBC Earth – Big Questions: Elements BBC Bitesize - Atoms
AUTUMN TERM	CHEMISTRY: The Earth	Students will learn how climate change is impacting the earth and how the use of the planets resources can have both positive and negative effects on the ecosystems around us. Knowledge will be built upon Year 7 topics of materials and their uses.	AP3 - Chemistry Assessment Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News article: Climate friendly foods for thought Employment: Climate researcher; Patent attorney; Environmental consultant; Environmental engineer; Journalist	Kerboodle - Student Book 2 - Chapter 7. BBC News – Article: Climate friendly foods BBC Bitesize – Chemical reactions
SPRING TERM	BIOLOGY Breathing, Digestion & Photosynthesis	Students will gain knowledge about how plants and animals get their energy. This includes the structure of key transport systems and the chemical reactions which occur in each process. Knowledge will be built upon Year 7 topics about cells.	Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: Restoring Breathing after Spinal Injuries. Employment: Nutritionist; Respiratory doctor; Horticulturist	Kerboodle - Student Book 2 - Chapter 8 & 9. BBC Bitesize – Nutrition BBC News – Article: Drug therapy
SPRING TERM	BIOLOGY Inheritance and Evolution	Students will develop an understanding of the theory of evolution and how this has influenced our understanding of modern biotechnology and genetics. Knowledge will be built upon Year 7 topics of reproduction.	AP5 - Biology Assessment Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: Understanding the Neanderthal Employment: Archeologist; Midwife; Vet; Fermentation scientist	Kerboodle - Student Book 2 - Chapter 9.3 & 10. BBC Bitesize - Respiration BBC News – Article: Neanderthals

SUMMER TERM	PHYSICS: Heat Energy & Waves Properties	Students will learn how energy is involved in work done by machines as well as heating and cooling. Knowledge will be built upon Year 7 understanding of energy transfers.	Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: How can power plants be made more efficient? Employment: Sound engineer; Nuclear physicist	Kerboodle - Student Book 2- Chapter 3 & 4. BBC Bitesize - Conduction BBC News – Article: Future Energy
SUMMER TERM	PHYSICS: Electromagnets & Non-Contact Forces	Students will develop knowledge of the behaviour of magnets in real life situations. Students will also be able to understand the roles contact forces play in our everyday lives. Knowledge will be built upon Year 7 understanding of non-contact forces.	AP6 - Physics Assessment Formative Assessment (Six Mark Extended Question) Summative Assessment (Kerboodle)	News Article: The UK & Electric Cars Employment: Racing engineer; Stormchaser	Kerboodle - Student Book 2 - Chapter 1 & 2. BBC News – Article: Electric vehicles BBC Bitesize – Forces and Movement