

CONTENTS

English.....	2
Mathematics.....	3
Science.....	4
Modern Languages	
French.....	4
Spanish.....	6
Geography.....	6
History.....	7
Ethics & Philosophy.....	8
Physical Education.....	9
Drama.....	9
Art.....	11
Music.....	12
Information & Communication Technology.....	13
Design & Technology.....	13
PSHE.....	14

KEEPING YOU INFORMED

As part of our aim to keep you informed, we outline here the content of the curriculum studied by students in Year 8. We hope this will help you keep track of what is being taught and assist you in understanding the school curriculum.

ENGLISH – Year 8

In **Term 1** of Year 8, students study a range of famous literary fiction which features animals.

Term 1 assessment task: critical response to opinion statement on unseen text. This links to GCSE Language Paper 1 Question 4.

In **Term 2**, students read a novel as a class to develop a deeper understanding of literary techniques. Students study the way characters are presented, the development of setting and how suspense is created. Key chapters will be analysed in detail to develop the students' ability to comment on language and other features of writing.

Term 2 assessment task: descriptive writing – description of a place. This links to GCSE Language Paper 1 Question 5.

In **Term 3**, students explore poetry. During this project, students study a variety of poems linked with the theme of conflict.

Term 3 assessment task: comparative analysis of two poems. This links to GCSE Literature Paper 2 Section B.

During **Term 4**, students look at a range of non-fiction writing.

Term 4 assessment task: non-fiction writing of an argumentative article based on an opinion statement. This links to GCSE Language Paper 2 Question 5

In **Term 5**, students study a modern play. During this project, students develop their analytical skills when interpreting language, characters and the way the play has been structured.

Term 5 assessment task: analysis of language and structure in a play. This links to GCSE Literature Paper 2 Section A.

Term 6 begins with exploring a range of different non-fiction stories centred on survival, leading to students producing their own survival stories.

Term 6 assessment task: non-fiction writing to advise in the form of a letter. This links to GCSE Language Paper 2 Question 5.

MATHEMATICS in Year 8

In year 8 we use our own teaching plan built around stages that is designed to support and develop students from their ability on entry to success at GCSE. The Mathematics department subscribes to *MyMaths* (www.mymaths.co.uk), an interactive mathematics website. MyMaths.co.uk allows students to select the level of work they are doing and thus choose their own learning pathway through the material. Students can work at home on lessons which they have been taught in class and choose appropriate material for their level, therefore encouraging independent learning. This is further complemented by the addition of *MathsWatch* (www.mathswatchvle.com) to our available resources. *MathsWatch* provides visual and audio lessons to Year 8 Mathematics topics and all students will be provided access to the site.

Terms 1 and 2

Students cover work on patterns, numbers and the number system, calculation, shape and space, algebraic manipulation and fractions.

Terms 3 and 4

Here we look at statistics, equations, probability and symmetry.

Terms 5 and 6

During these terms we study proportion, graphs and measurement.

Equipment

Students are required to be equipped with a scientific calculator and geometry set for every Maths lesson. These can be purchased from the mathematics department through parent pay at no profit to us.

Assessment

Students are assessed on 13 key skills each year. Three fortnightly tests concentrate on the same set of skills, allowing students to improve and consolidate their understanding, before moving on to a different set. In between the key skills tests, students are assessed on their ability to apply their understanding and reason mathematically when faced with longer worded questions. A couple of times a year, students sit longer review papers that help us to make predictions about the likely GCSE grade that might be achieved.

Homework

Homework is set once a week for approximately 60 minutes and will be taken from various sources including online using *MyMaths*.

SCIENCE in Year 8

In KS3 Science at Willingdon out Year 8 students will study topics in biology, chemistry and physics. Our schemes of work are based on the KS3 Hodder scheme and have key skills embedded in each topic. All topics have learning objectives for each lesson and students will complete a core and summative assessment for each topic.

Set 1 students will complete the KS3 course by the end of Year 8 and start their Triple Science GCSE course in Year 9. This gives them the opportunity to gain three GCSEs in separate sciences.

Year 8 areas of study

Biology

B5 Photosynthesis
 B6 Food & Digestion
 B7 Lungs & Gas Exchange
 B8 Respiration

Chemistry

C5 Simple Chemical Reactions
 C2 Compounds
 C3 Periodic Table
 C4 Extracting Metals

Physics

P5 Magnets & Electromagnets
 P6 Motion
 P7 Domestic & Static Electricity
 P8 Waves and Sounds

MODERN LANGUAGES in Year 8 - FRENCH

In Year 8, students will learn to recognise and produce phrases in tenses other than the present. This will include talking about what they did in the past tense and their ambitions using the near future. They will extend work from Year 7 to give opinions about a variety of topics. Students will also learn to talk about eating out and travel. All sets follow the Studio course (Foundation for sets 3 and Higher for sets 1&2). Students will also develop an understanding of grammar as well as an insight into French culture.

Homework

Homework will be set once a fortnight. There will be a variety of tasks ranging from vocabulary learning, reading tasks, and listening tasks. They will also be set speaking and written tasks to prepare for their assessments.

Assessment

Assessments will be in the form of regular vocabulary tests, where spelling will matter, and more formal tests based on reading, writing, speaking and listening. They will be assessed on two skills per term: speaking/ reading and writing/ listening.

Topics studied

MODULE 1: Youth culture: TV, cinema, the internet and reading.

- ❖ Assessment 1: Speaking (talking about going to the cinema, reading and the internet) and reading

MODULE 2: Paris: saying what you can do there/ what students like doing and what they did when they visited different places.

- ❖ Assessment 2: Listening and writing (a description of yourself name, age, family, etc., your interests, what you like did while on holiday in a different town)

MODULE 3: My identity: talking about relationships, music/ clothes and last weekend.

- ❖ Assessment 3: speaking (talking about yourself, somebody, somebody you get on well/ do not get on well, what you do with them and describing an event in the past) and reading.
-

MODERN LANGUAGES IN YEAR 8 – Spanish

Year 8 students will be the first cohort to take Spanish. The 1-lesson-a-week programme will follow a new programme of study focussing on communication, sentence building and basic grammar to help them discover a passion for languages and giving them the basic skills in the language to be able to take it for GCSE. Students will be encouraged to use online resources to support their learning and become more independent learners. There will also be opportunities for students to do project work and to learn about Spanish and Latin American culture.

During Year 8, studies include the following topic areas:

Introduction:

- Learning the numbers, alphabet, pronunciation
- Understanding teachers' instructions
- Knowing how to say the items in the classroom and school equipment

Module 1: Mi Vida/My Life

- Introducing yourself (name, age, how you are feeling)
- Describing your personality
- Talking about animals and pets
- Understanding dates
- Writing skills

Module 2: Mi Tiempo Libre/My Free Time

- Giving your opinion
- Describing the weather
- Talking about sports and leisure activities
- Using the Present Tense to talk about hobbies
- Speaking Skills

Module 3: Mi Instituto/My School

- Giving your opinion on school subjects
- Describing your school
- Present Tense (-er and -ir verbs)

Homework

Homework will be set once a week. There will be a variety of tasks to practice reading, listening, speaking and writing skills as well as vocabulary lists for students to learn.

GEOGRAPHY in Year 8

This syllabus is split into three main units. New topics are introduced with a variety of physical and human Geography included. Students get to enjoy a huge range in Year 8 which gives a great introduction to some of the units that can be studied late on at KS4. It is adapted to suit different learning styles and abilities. Firstly, we look at factors contributing to weather patterns, factors affecting global climate and the resulting contribution to climate change. This unit includes mathematical applications including constructing climate graphs. This leads on to looking at specific biomes including the cold climate of the Arctic tundra and 'Tropical Rainforests'. Students will be able to describe climate changes from the ice age to the present day. Secondly, we will study the topic of 'Energy' and 'Resource Management'. In this topic we look at how we manage

food, water and energy effectively linking each resource with the concept of sustainability. Finally, the students study 'Coasts'. This involves looking at coastal processes, landforms and shoreline management plans. This unit includes the field work element. We have a compulsory trip to Eastbourne seafront where we discuss the natural processes operating on our coast and the reasons why Eastbourne has so many sea defences.

Assessment

Work will be assessed through formal tests and fieldwork evaluation. Specific command words are assessed and these are worked on throughout the year.

- Term 1 - Climate Graphs Unit Test. To demonstrate accurate graph skills and the ability to interpret them
- Term 2 – Climate Change and Polar Environments Unit Test. This follows the format of a GCSE style paper with a variety of questions testing knowledge retention, application of skills and understanding of command words
- Term 3 – Ecosystems and Tropical Rainforests Unit Test. This follows the format of a GCSE style paper with a variety of questions testing knowledge retention, application of skills and understanding of command words
- Term 4 - Wind Farm Decision Making Exercise. In this assessment students will be given a variety of choices as to where they should locate their wind farm and they will need to justify their answer in detail using the evidence given.
- Term 5 - Resources Exam. This exam is to help students to continue to develop short and longer style GCSE answers and to test knowledge and understanding of this topic.

HISTORY in Year 8

In Year 8 students will study two key periods.

In terms 1-3 we will look at **Britain 1500 – 1750**. Topics include: The Tudors, The English Reformation, and Counter Reformation; Life in Tudor England and the Gunpowder Plot. We will take an in-depth look at the causes of the English Civil War and Cromwell, and conclude with the restoration.

In term 4 the study shifts to **Britain 1750 – 1900**. Topics include *The Agricultural and Industrial Revolutions, the growth of the British Empire and the impact of empire on Britain and its colonies*. We will look in depth at the social problems arising from industrialisation and urbanisation such as

slum housing and working conditions. Students will look at changing attitudes towards the poor and political and social reform.

During the year students will experience a variety of teaching and learning activities. Homework is used to consolidate and extend class work. Students are set a variety of tasks, appropriate to them including project work, descriptive writing and preparation for assessments. We will encourage students to carry out research to increase knowledge.

Assessments

Students complete four formal assessment over the year:

Term 1 The English Reformation

Term 2 Elizabeth I and the Armada

Term 4 Cromwell and the English Civil War

Term 6 Summative Exam covering all topics studied in Year 8

ETHICS AND PHILOSOPHY in Year 8

In Ethics and Philosophy we explore themes that emphasise concepts across and between religions (including alternative belief systems) and cover issues that impact students' everyday life. In year 8 these themes are; Environmental Issues and Peace and Conflict.

We also undertake systematic study of the content of a particular religion which leads to a coherent understanding of what it means to belong to that religion. In year 8 we study Islam.

We investigate contemporary ethical issues, focusing on the Holocaust and explore fundamental questions of human existence and right or wrong. In year 8 such questions include- Why are people persecuted for their beliefs? Is it right to go to war? Is it our responsibility to care for the environment?

Assessment

Students will be set key assessments which will include:

- Environmental Issues
 - Islam
 - Peace and Conflict
-

PHYSICAL EDUCATION in Year 8

Students will be set in single sex groups and will be set on their ability.

Students will study activities from the following programme:

- Mountain Biking
- Netball
- Gymnastics
- Football
- Dance
- Table Tennis
- Basketball
- Rugby
- Athletics
- Tennis
- Striking and fielding
- Fitness
- Outdoor and Adventurous Activities

Assessment

1. Demonstrate, apply and analyse the factors that underpin performance and involvement in physical activity and sport.
 2. Demonstrate and apply relevant skills and techniques in physical activity and sport.
 3. Analyse and evaluate own performance to identify areas of improvement.
-

DRAMA in Year 8

Drama at Willingdon Community School aims to develop students' skills as creative individuals, independent learners, and also effective group workers. The Drama curriculum builds distinct opportunities for students to develop key skills such as communication, negotiation, compromise and self-assertion. Students are encouraged to show confidence when speaking and their vocabulary is extended when they adopt roles and characters. Students will gain an understanding of subject-specific vocabulary and will also acquire a growth mindset through reflecting on and

appraising their own work and the work of others. All of these skills are again highly transferable across other subjects and into employment.

The Year 8 programme of study builds on the performing and group working skills developed in Year 7 – with a focus on naturalistic and abstract performance.

Crime and Punishment

We begin Year 8 by exploring a historical crime by Michael Hook. It intends to prepare students for devising work from a stimulus. They will explore stereotypical assumptions, a character's motivations and non-verbal communication.

Private Peaceful

Students will investigate the relationships between the characters in the story and compare them to the experiences of young people at war. They will be introduced to a non-naturalistic style and simple Brechtian techniques.

Physical Theatre – Metamorphosis

Students will develop their knowledge of physical theatre and abstract techniques for example, bodies as objects, mechanical movement and mirror work. They will be encouraged to work in groups using a range of physical theatre conventions to physically represent the transformation in Metamorphosis.

She's Leaving Home

During this scheme we will use the Beatles song 'She's Leaving Home' as a stimulus. Students are encouraged to share their views and experiences in order to understand the range of interpretations of family in contemporary society. This discussion could be extended to the media and stereotypical images of family, e.g. breakfast cereal adverts. Is "family" the people we live with, are biologically related to, or more to do with values?

Throughout both schemes of learning, students will develop their evaluative skills through peer and self-assessment.

Assessment

Students will be assessed in the following three areas:

1. Creating
 2. Performing
 3. Evaluating
-

ART in Year 8

Students in Year 8 will learn to develop confidence and technical skill through a thorough investigation of painting skills in different contexts. Students will also be building upon their skills developed in year 7 and drawing and observational skills will continue to feature in the curriculum alongside painting. They will learn effective painting techniques, focusing on experiments with paint consistencies, colour mixing techniques and brush control. They will learn aspects of colour theory and how to work from observation as well as secondary sources, using their research as an effective tool to inform class work studies.

Throughout the year, projects are linked to key artists and art movements so that students can develop their research and writing skills. Literacy is also focused on during the year and students learn how to analyse art works and be confident writers in expressing their observations and ideas in writing as well as analysing and evaluating their own work and that of their peers. Homework is set weekly to fortnightly; students are expected to spend a minimum of 30 minutes on homework tasks. Often the homework tasks may be ongoing as students develop a long term drawing or project which may extend over a number of weeks but will be monitored each week. Students are also required to collect research images and information about an artist or movement to support their class work project. Students will require a drawing pencil (to be stored in their art book at school) an A4 poly-pocket and will need to purchase an A4 art book (available from the department for £1). For the home work tasks, students will require a basic set of watercolour paints and brushes. These pieces of equipment will be discussed with students at the start of the year.

The following explains what will be the key objectives which students will be assessed on throughout the year.

Assessment objectives:

1. **Contextual research** - To develop ideas using research of historical and contemporary artists, designers and craftspeople.
2. **Media** - To use a range of media, materials, techniques and processes to explore and refine your ideas.
3. **Drawing and recording ideas** - To record ideas and use a range of drawing and recording techniques (including pencil, pen, painting, printing and photography and image manipulation)
4. **Final response** - To complete a final, personal response in conclusion to the project in connection with your studies and research.

Projects usually span from 1-2 terms and finish with a final piece which is assessed in class before teacher assessments. Examples of previous projects include:

- Colour mixing and colour theory, focusing on the watercolour studies of Paul Klee
 - Landscape painting inspired by the work of David Hockney
 - Print making informed by 'bugs and butterflies' and looking at the work of E. Seguy and Damien Hirst
-

MUSIC in Year 8

"Music is a part of life, even your heart has a beat!"

At Willingdon Community School students study a wide range of different musical styles and genres. Music plays an important role in the daily life, with all students being encouraged to participate in music-making and fostering musical ability at the highest level. The department is a "Champion School" for Musical Futures with KS3 following this learning method. With a Vocal Group, Swing Band, School Ensembles, Rock and Pop bands, numerous music projects with outside agencies and a wide range of specialist music staff, the Music Department is one of the busiest and liveliest departments in the school.

KS3 Music

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps students understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.

In year 8 students will cover the following topics:

- Beats and Rhymes
 - Image Junction
 - Band Skills
 - Exploring Technology
 - Rhythms of the World
 - Blues
-

INFORMATION TECHNOLOGY - Year 8

During Year 8, students will continue to develop their awareness of e-safety, use higher order data handling skills, update their multimedia website, unpick the architecture of a PC and develop their coding skills in Python and Scratch.

Assessment

- How well their website suits purpose and audience
 - Their use of css and html
 - Online mini-tests
 - Programming and coding skills
 - Testing their work against success criteria
-

DESIGN & TECHNOLOGY in Year 8

Design & Technology is taught to all Key Stage 3 students. Years 7, 8 and 9 experience three main focus areas: Product Design, Systems and Control and Food Skills. ICT is used in each module.

In Year 8 we continue to develop Design and Technology capability and we build upon the skills, knowledge and understanding from Year 7. Whilst the projects may appear to result in very different outcomes, the essential core element of designing and making is evident, whatever the product. This enables students to realise that behind every product lies a common 'design process'. It teaches students to understand, appreciate, make and evaluate products, and gives them an insight into methods of design and production.

Students are taught in groups of maximum 20, (mixed gender and ability), for a period of 7 weeks in one focus area by one teacher. They then move on to the next teacher for a different focus for a similar period until three modules have been completed across the year. Each module will have regular homework set. Typical homework will include research and investigation into existing products related to the topic, identifying and carrying out customer interviews and recording feedback; learning key vocabulary and appropriate, innovative design tasks.

For 2018/19 we offer the following range of modules and projects:

Module 1: Students learn about prototypes, the importance of good quality and packaging. They develop their CAD/CAM skills by designing jewellery, for which a mould is made and a prototype cast in pewter. The project will involve designing and making. Students will work on practical tasks to produce a quality item.

Module 2: Developing skills associated with product design and production. Research and investigation into existing products. Core skills in designing by hand, transferring the design to a digital form and independent manufacture of a commercially viable product, developing enterprise skills and creating laser cut jewellery

Module 3: Focus of learning in Year 8 is about special dietary needs and the role protein plays in the diet. Students are shown how to make dishes using different proteins that are suitable for these specific needs along with advanced cutting techniques. Assessment is based on practical work, literacy, homework and a written knowledge test.

Assessment for DT

For each of the three modules, the assessment will be based on:

- Technical knowledge
- Designing
- Making
- Evaluating

Assessment for Food

- Practical Skills
- Theoretical work including homework

Written assessment

PSHE

PSHE is to be delivered on a rolling programme on a school wide basis. Lessons will be suspended fortnightly for all tutors to deliver PSHE for a lesson.
