



# Cheslyn Hay Academy

Curriculum Guide  
Year 8  
2022-2023

# Curriculum Guide



Dear Parent,

At Cheslyn Hay Academy, we are proud of the support and guidance we offer our students and their parents. We place great importance on our home school links and consider it very important for students to know that home and school are working together in their interests.

Our Curriculum Guide for Year 7 shows you what your child is learning and the key skills they are developing within each subject and across the curriculum.

Our curriculum intent is to ensure all students regardless of background and ability have the opportunity to “unlock their academic and personal potential”

We are committed to students being challenged from their previous key stage learning experiences, and providing them with the foundation for academic success in examinations

Mr P Hambleton  
Deputy Headteacher

# Year 7 - Year 9 Threshold curriculum Framework

Builds on KS2 Primary curriculum. The year 7—9 curriculum provides the foundations for academic success in examinations. The curriculum framework consists of the following;

## Threshold Concepts

Threshold concepts define potentially powerful transformative points in the student's learning experience. They are the 'jewels in the curriculum' because they identify key areas that need mastery. Until students 'get them', they can struggle to understand a subject

## Mastery/Deep Learning

The route to deep learning and the development of expertise and mastery is to do fewer things in greater depth. Threshold Concepts are mastered through repeated sequencing that allows the student to apply Threshold Concepts into different contexts.

## Long Term Memory

- Sequencing
- Story telling

Long term memory is the foundation for incorporating and making sense of new knowledge. Material sits in the long term memory when it has been 'chunked' into meaningful schemata, stories or concepts. Sequencing Threshold Concepts over the journey of the curriculum helps students to make progress and allows them to apply the Threshold Concepts into different contexts within and across subjects.

## Challenge

The provision of difficult work that causes students to think deeply and engage in healthy struggle—a high challenge, low risk culture is created.

## Tier 2 and Tier 3 Vocabulary

To have access to and master deep subject knowledge, students need to be exposed to the cultural capital of language. Tier 2 are general academic words which occur across different subjects and are essential for reading comprehension. Tier 3 are subject specific words. The richness of vocabulary allows students to enter the academic discipline and address social Mobility.

## Character

The Windsor Academy Trust ASPIRE character framework identifies fourteen character virtues that are explicitly taught through the curriculum, virtues such as teamwork and resilience.

# How can you help as a parent?

At Cheslyn Hay, we want your child to succeed. You can help us to help your child to settle in to Year 7 in the following ways:

- Has a suitable bag for books and equipment (check their bag with them the night before to make sure they have what they need)
- Always brings the correct equipment to school
- Does remote learning (homework) regularly (check and sign their homework planner at least once each week)
- Reads regularly (encourage them to use the school and public library)
- Talks to you about progress in school and targets set
- Attends regularly and is always punctual
- Participates in out of hours learning opportunities and House activities

## USEFUL CONTACTS

Head of Turing	Miss R Till
Head of Tolkien	Miss N Arm
Head of Seacole	Mrs N Spicer-Tomlinson
Head of Fawcett	Mr S Evans

# Teaching Groups

English and maths classes are taught in groups set by prior attainment following Cycle 1 assessments in Year 7, based on KS2 Scaled Scores and attainment in assessments.

Other subjects are taught in mixed prior attainment tutor groups.

## Rewards

Praise and rewards are highly valued and utilised at Cheslyn Hay. The reward system enables us to value students and have high expectations of them.

Credits are awarded for: work of an exceptional standard for that student, consistent, positive effort or worthwhile community service.

These credits accumulate, leading to further awards.

## Remote Learning(Homework)

Remote learning is regularly set and recorded for all subjects in student planners; parents are asked to check and sign the planner each week. The average amount of work per night ranges from about one hour in Year 7 to two hours in year 9.

We fully support remote learning because we believe it encourages a mature attitude towards study, provides opportunities for independent learning and research. It allows students to practise skills acquired during lessons and improves their chances of overall academic achievement and personal development.

# English

## What will I be Studying -Topics / Overview

**Cycle 1: “Animal Farm”** : How much power do we really have?

**Cycle 2: Shakespeare and poetry** : How do we establish our identity through freedom of expression?

**Cycle 3: Creative writing:** How can our imaginations allow us to enter new words

English in year 8 will take you on a journey through terrifying horror extracts, bold heroes and devious villains. You will begin with an exciting topic where you will be travelling the globe through a range of intriguing texts, You will then investigate the heroic feats of incredible men and women who have left their legacy for you to read and analyse such as Shakespeare and Orwell. There is something for everyone this year with varied and exciting tasks that will enhance and develop your learning,

## How will the students be assessed

In English you will be assessed through reading, writing and speaking and listening skills. This will occur during key moments in each topic to ensure that you are both challenged and supported appropriately. You will be assessed against Threshold Concepts which is formed through key aspects of the English curriculum such as your ability to comment on the writer's aims and use a range of techniques appropriate to purpose.

## Subject Intent

We want to inspire a love of language and literature, through an engaging and challenging curriculum.

## How are teaching groups organised?

Teaching groups are organised into four sets based on target levels and your achievement in Year 8. However your progress is reviewed regularly throughout the year and the sets will change depending on the challenge or support your teachers feel you need.

**Aim High!**

## How we challenge / support your learning

In English we believe that both challenging and supporting our learners is very important. Whether this is through our enthralling Master classes and Booster sessions or in our Accelerated Reading programme, there are a range of activities available to ensure that you feel both challenged and inspired through your English studies.

We benefit from a fantastic library with a range of exciting literature for you to explore!

## Threshold Concepts

**TC1:** understanding texts: identifying explicit and implicit information; selecting accurate and precise quotation  
**TC2:** Writers' methods  
**TC3:** Show understanding of the relationships between texts, comparing their ideas and the contexts in which they were written  
**TC4:** Evaluate writers' craft- including comparison skills  
**TC5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  
**TC6:** Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation  
**TC7:** Speaking and listening - in different contexts and for a variety of audiences and purposes  
**TC8:** Spelling

## Useful Resources

**Useful resources, websites and extra curricular opportunities to support learning**  
The English faculty offers a wide range of extra-curricular activities for you to get involved in! We offer Debate Club, Reading Club, Wellbeing Club and a range of Master classes/Booster sessions being offered throughout the year, there are activities for everyone.

Throughout the year there are also a range of fantastic competitions and English events!

Look out for :

- National Poetry Day
  - Regular creative writing competitions
  - World Book Day and many more!
- [www.bbc.co.uk/schools/ks3bitesize/english](http://www.bbc.co.uk/schools/ks3bitesize/english)  
[www.poetrysociety.org](http://www.poetrysociety.org)  
[www.theguardian.com/childrens-books-site](http://www.theguardian.com/childrens-books-site)  
[www.bbc.co.uk/blast/writing](http://www.bbc.co.uk/blast/writing)

# Mathematics

## What will I be Studying -Topics / Overview

**Cycle 1** Equations and Statistics (Data Handling)

**Cycle 2** Formulae, Ratio, Proportion and Transformations

**Cycle 3** Angle, Constructions, Sequences and Graphs

## How will the students be assessed

You will have three Key Assessment Tasks spread throughout the year with one being an end of year exam in the

summer term. There will also be Key Learning Tasks in between in order for you to check your progress and identify areas for improvement

## Subject Intent

All students to believe they are capable of achieving high standards and becoming competent and resilient mathematicians.

## How are teaching groups organised?

The groups are set according to ability. You will be broadly set based on your KS2 performance/Year 7 achievement and your class work.

## How we challenge / support your learning

There will be an after-school support session available if students have found a topic difficult or would like some extra help.

Selected top students are given the opportunity to take part in the UK Junior Mathematics Challenge.

## Threshold Concepts

TC13: Inverse

TC14: Modelling

TC15: Collect

TC16: Display

TC17: Analyse

TC18: Interpret

TC19: Predict

TC20: Formulaity

TC20: Formulaity

TC21: Rearrange

TC22: Proportionality

TC23: Congruence

TC24: Turn

TC25: Angles

TC26: Linearity

TC27: Gradient

## Useful Resources

We subscribe to a website called Mathspad found at [www.mathspad.co.uk](http://www.mathspad.co.uk). Students will be given a general login and password so that they can access this at home.

The website has lots of Maths games and students can click on the level they are working at to find explanations and questions to try.

# Science

## What will I be Studying -Topics / Overview

Students follow the Windsor Academy Trust Curriculum where they will learn and apply Science in interesting and relevant contexts. This year is divided into 6 chapters:

- Digestion and nutrition
- Ecological relationships and classification
- The Earth and materials
- The periodic table
- Electricity and electromagnetism
- Energy states, transfers and resources

## How will the students be assessed

- ◆ Key assessed tasks are closed book tests.
- ◆ Key learning tasks are skill oriented tasks where students can apply their knowledge.

## Subject Intent

I will have the knowledge, skills and desire to understand and question the world around me'

## How are teaching groups organised?

Students are taught in mixed ability groups.

## How we challenge / support your learning

All schemes of work are fully differentiated Independent work  
Included  
Extension tasks

## Threshold Concepts

- TC1:** Cells
- TC2:** Interdependence
- TC3:** Particles
- TC4:** Chemical reactions
- TC5:** Forces
- TC6:** Energy
- TC7:** Planning
- TC8:** Obtaining
- TC9:** Analysing (concluding / mathematical skills)
- TC10:** Evaluation

## Useful Resources

[www.bbc.co.uk/schools/ks3bitesize/science](http://www.bbc.co.uk/schools/ks3bitesize/science)

[www.scibermonkey.org/year.htm?y=7](http://www.scibermonkey.org/year.htm?y=7)

[Science club](#)

[Science remote learning support](#)



# Art & Design

## What will I be Studying -Topics / Overview

Students will begin by building on the observational skills taught in Year 7.

Working from a choice of resources, they will record their observations and insights relevant to the theme of ecosystems and the environment through a range of creative approaches; to include continuous line and tonal drawing, working on a range of surfaces.

Knowledge will be developed about composition, pattern and colour as well as sketchbook layout and presentation.

Students will experience a range of processes, media and materials including collage, oil pastel, paint techniques and card construction.

## How will the students be assessed

Regular verbal feedback is given in lessons.

Success criteria is shared with students for the Threshold Curriculum which is used to assess key tasks.

Work will be assessed against the criteria every half term, feedback is given with opportunities provided to refine work before final assessment.

## Subject Intent

We provide every student with the skills to become an independent creative learner and the opportunity to be inspired by the Arts and achieve success.

## How are teaching groups organised?

Mixed ability groups in a rotation with Music and Drama. Students will have two cycles per year.

## How we challenge / support your learning

Students who have a particular talent will be encouraged to work more independently and develop their work in greater breadth and depth. They may be encouraged to work on a larger scale, use more challenging materials or more complex imagery. Different homework may be set.

## Threshold Concepts

**TC1:** Works of art consist of formal art elements

**TC2:** Mark making, often in the form of drawing, is considered to be the foundation of art – a way of thinking visually. It can be used for different purposes and is a powerful form of communication.

**TC3:** Art, in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways and is not dependent on language or logic.

**TC4:** Artists learn the 'rules' and conventions so they can decide when to break them.

**TC5:** The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different.

## Useful Resources

Art Club opportunities are available.

[www.bbc.co.uk/bitesize/subjects/z6f3cdm](http://www.bbc.co.uk/bitesize/subjects/z6f3cdm) (KS3)

[www.bbc.co.uk/blast/](http://www.bbc.co.uk/blast/)

# Computing

## What will I be Studying -Topics / Overview

### Cycle 1

Vector/Bitmap images, How computers store images and sound, Binary conversions, Basic binary addition, Decimal to hex conversions.

### Cycle 2

Programming basics using python, Iteration, Nested Selection.

### Cycle 3

Basic networking, Internet/WWW, HTML/CSS, Security, Protocols, Topologies.

## How will the students be assessed

- Regular verbal feedback given in lessons
- Key tasks are assessed and reviewed
- Feedback is given with opportunities provided to refine work
- Key assessed tasks are closed book tests half term

## Subject Intent

Ensure that students gain a broad range of digital skills to prepare them for the ever evolving digital world.

## How are teaching groups organised?

You will be taught Computing in your tutor group throughout Key Stage 3.



## How we challenge / support your learning

Students who have a particular talent will be encouraged to work more independently and develop their work in greater breadth and depth of programming and problem solving concepts



## Threshold Concepts

**TC1:** Digital Literacy - To find, evaluate and communicate using a range of digital mediums.

**TC2:** Data Representation - To understand that binary logic is the central concept in representing, processing and storing data.

**TC3:** Computational Thinking - To understand how to efficiently and effectively solve a problem using abstraction, decomposition, pattern recognition and algorithmic thinking.

**TC4:** Constructs - Understanding how to use Sequencing, Selection and Iteration to create algorithms.

**TC5:** Computer Systems - To recognise and understand the key hardware and software involved in simple and complex computer

## Useful Resources

- ·Lego Mindstorm
- ·Computing Club

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

<https://scratch.mit.edu/>



# Dance

## What will I be Studying -Topics / Overview

**Key Street dance actions** popping, locking, isolation, break dancing and waving

**Improvisation** - creating dance without preparation  
Using auditory stimuli - something you can hear as a starting point for creating dance

**Actions/space/dynamics/relationships**  
A starting point that you can see such as a photograph

**Expressive Skills** such as Facial expression, focus, choreographic intention, projection

**Projection** - How much energy is behind your dance actions in performance to make them as big and clear as they can be

## How will the students be assessed

KATs in choreography and performance

KLTs peer/self/teacher assessment practically

## Subject Intent

To develop dance skills in a range of styles through performance, choreography and appreciation

## How are teaching groups organised?

Students are taught in single gender groups, which are set by sporting potential to ensure fair competitiveness in their double lesson.

## How we challenge / support your learning

Through assessment, use of leadership skills, teamwork. Lessons are differentiated and extension tasks are given

## Threshold Concepts

**TC1: PHYSICAL**- to understand and develop sport specific skills to enable lifelong participation in physical activity.

**TC2: MENTAL**- the ability to develop successful decision making and problem solving skills in a variety of sporting scenarios.

**TC3: SOCIAL**- the ability to use effective communication and teamwork skills when working as a performer, leader and official

## Useful Resources

Various Dance productions and performance Opportunities

School production

# Design & Technology

## What will I be Studying -Topics / Overview

Technology groups will experience a variety of subject areas under the Technology umbrella.

Termly rotations throughout the year will cover Product Design, Graphic Communication and Food Preparation and Nutrition.

Students will explore design and making in a variety of ways, including working to a specification, analysing products, identifying risks and hazards.

Experiences and skills will include lantern design, baked products including bread.

## How will the students be assessed

Tasks and activities are assessed using a variety of techniques. Some by observation, some by judgment against given criteria and others are key assessments for which we use departmental assessment criteria.

Regular verbal feedback is a feature of all lessons.

## Subject Intent

The Design and Technology (D+T), Graphics and Food Preparation and Nutrition (FPN) curriculums in KS3 are aimed at developing students, so that they become inquisitive, healthy and creative citizens.

## How are teaching groups organised?

The Design and Technology groups are made up of mixed ability groups.

The groupings tend to stay the same for the duration of the year

## How we challenge / support your learning

Attending extracurricular clubs will improve both designing and making skills.

Extension tasks in lessons or different resources support further development of knowledge and understanding

## Threshold Concepts

### Graphics:

TC1: Works of Graphics consist of formal art elements

TC2: Mark making, is considered to be the foundation of art – a way of thinking visually. It can be used for different purposes and is a powerful form of communication.

TC3: Graphics, in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways and is not dependent on language or logic. TC4: Artists learn the 'rules' and conventions so they can decide when to break them. TC5: The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different.

### Product Design:

TC1: Research Purposefully: Using a range of sources showing selectivity and analytical skill. TC2: Visual Communication: Demonstrate innovation and creativity in response to a client's need/ problem, using a range of 2D and 3D techniques.

TC3: Safe working Practice: Select and use tools and equipment safely and accurately in order to manufacture a high quality prototype that demonstrates a range of skills.

TC4: Critical Reflection: Demonstrate the ability to reflect critically throughout the design process showing an understanding for modification and improvement.

TC5: Impact on Society: Understand developments in Design and Technology, their ecological and social footprint with an awareness of the impact on society.

### Food Preparation and Nutrition

TC1: Show knowledge and understanding of the function and properties of ingredients through an awareness of food commodity groups.

TC2: To be able to explain nutrition with regards to healthy eating, the Eat well guide and current dietary guidelines for a range of users.

TC3: To have the ability to plan for the safe and hygienic preparation and use of ingredients. TC4: To show evidence of a progressive development of technical skills through following/ adapting recipes to make successful products.

TC5: To be able to articulate for the successful use of ingredients/ equipment. Can reflect and analyse dishes produced through sensory testing and can suggest improvements to products and effectiveness.

## Useful Resources

The Technology team takes pride in the quality of after school clubs on offer. There are a wide range of clubs covering various areas under the Design and Technology umbrella. All students are welcome to join in the fun!

[www.technologystudent.co.uk](http://www.technologystudent.co.uk)

[www.digitalbrain.com](http://www.digitalbrain.com)

[www.nutrition.org.uk](http://www.nutrition.org.uk)

[www.data.co.uk](http://www.data.co.uk)

# Drama

## What will I be Studying -Topics / Overview

**Cycle 1:** Naturalism—Billy Elliot

**Cycle 2:** 'Appearance and Reality'

You will build your skills in responding, devising, rehearsing, performing and evaluating.

## How will the students be assessed

You will be assessed practically on how you rehearse and perform. You will be assessed each unit to work out your current level.

## Subject Intent

We will develop the creative ability and high levels of confidence in all students to become artistic performers

## How are teaching groups organised?

In mixed ability arts groups. You will have a double lesson each week, on a rotation of Drama, Music and Art across the year.

## How we challenge / support your learning

There is differentiation in all tasks set in the lesson.

You can also attend Drama Club to push yourself further.

## Threshold Concepts

TC1 Collaboration & Communication

TC2 Understanding Creative Process

TC3 Vocal & Physical Skills

TC4 Production Elements

TC5 Understanding Meaning (Symbolism)

TC6 Interpretation of Texts

TC7 Evaluating the Work of Others

TC8 Creative Intentions

## Useful Resources

- Weekly Drama Club
- Whole School Production

<http://www.theatrelinks.com/>

<http://theatremuseum.vam.ac.uk> <http://www.nayt.org.uk>

# Spanish

## What will I be Studying -Topics / Overview

Equal emphasis is given to the skills of reading, writing, listening and speaking. During the year you will cover the following topics:

- 1.Holidays
- 2.My social life
3. Food,drink and shopping
4. Fashion
5. Town, travel and tourism

We will build on the skills you have already learnt. You will be able to create longer presentations in the target language and begin to hold fuller conversations with other students and your teacher. We will also teach you to refer to events in the past tense and future tense to justify the opinions that you express.

## How will the students be assessed

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks) will be completed during the year testing listening, speaking, writing and translation skills. We will also assess your skills informally when you create presentations, write texts or hold conversations in class.

## Subject Intent

We are committed to fostering the highest expectations in MFL and aim for all our learners to develop appropriate, high levels of linguistic ability, a set of transferable skills and an international growth mindset; deep,intercultural understanding.

## How are teaching groups organised?

You will be taught Spanish in your tutor group throughout KS3.

## How we challenge / support your learning

More able students will have the chance to learn more advanced phrases and structures, to study the language in more detail, and to hold more spontaneous conversations

## Threshold Concepts

**TC1:** Knowledge about the language. Students understand key structures and patterns about language so that it can be manipulated.

**TC2:** Linguistic Competence. Students have linguistic skills that they adapt to deepen understanding, enable them to communicate effectively, take the initiative and cope with unexpected structures/unpredictable situations.

**TC3:** Creativity. Students are able to adapt and reuse language in modified forms, for different purposes/contexts, to enable them to use their imagination, express their own thoughts, ideas and feelings.

**TC4:** Intercultural Understanding. Students extend and develop their world knowledge so that they can make links/connections, recognise different ways of seeing the world.

## Useful Resources

We run several clubs to help extend your learning in Modern

Languages, including clubs in Spanish and French. We can arrange for you to have a pen pal and for you to subscribe to Spanish magazines for young people.

*A Spanish dictionary*

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.channel4.com/modernlanguages](http://www.channel4.com/modernlanguages)

[www.linguascope.com](http://www.linguascope.com)

[www.wordreference.com](http://www.wordreference.com)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.duolingo.com](http://www.duolingo.com)

[www.memrise.com](http://www.memrise.com)

[www.quitzlet.com](http://www.quitzlet.com)

# Geography

## What will I be Studying -Topics / Overview

### Cycle 1—Risky World

This topic includes the study of hazards around the world, impacts of hazards, links between humans and hazards and sustainable management strategies when responding to hazards.

### Cycle 2—Our Changing Weather and Climate

This topic includes study of how places are changing over time due to weather events, the causes of weather hazards, where they occur and sustainable management strategies to reduce the risks that they pose.

### Cycle 3—Global Issues

This topic includes the study of why global issues have changed over time e.g. climate change, interactions between people and the environment and to recognise the issue of natural resources and management of them.

## How will the students be assessed

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks) will be completed during the year.

You will be assessed using the Threshold frameworks for Geography that are specific to each study programme.

## Subject Intent

We aim to provide all students the knowledge and skills to become effective Geographers and citizens in the 21st century

## How are teaching groups organised?

Students are taught in mixed ability groups for History.

## How we challenge / support your learning

Individuals are identified and extension work/ different activities are offered within lessons, considering appropriate extra-curricular provision and enrichment ideas. Lead Learner positions are also available. The threshold curriculum has been designed to enable increased depth and challenge for students.

## Threshold Concepts

TC1: To look at what makes places unique and different, but also how places share similarities.

TC2: To understand natural and human patterns found on Earth and to understand that these are not random.

TC3: Geographers understand processes are key to explaining what the earth is like and why it is changing.

TC4: To understand that there are interactions between different components and concepts. This reinforces the idea that places are not separate but are interdependent with each other.

TC5: To understand a range of perspectives/stakeholder views that exist on an issue to be able to find the most appropriate solution.

TC6: To recognise and understand that sustainability (social, economic and environmental) is now a key strategy in a range of areas of Geography

## Useful Resources

[www.heinemann.co.uk](http://www.heinemann.co.uk)

[www.lizardpoint.com/fun/beoquiz](http://www.lizardpoint.com/fun/beoquiz)

[www.news.bbc.co.uk](http://www.news.bbc.co.uk)

<http://maps.live.com>

# History

## What will I be Studying -Topics / Overview

We develop the skills and knowledge you began acquiring in history in Year 7. You will have become familiar with how to extract information from sources at Year 7. We will now look at how we can test these sources for reliability in Year 8. You will become a more developed historian, not only will you be able to use evidence to support your arguments, you will now be able to evaluate evidence to test its credibility. Essay writing skills to judge most important reasons for an event are a focus this year.

### We will look at

- ◊ Monarchy—Republic—Monarchy (Stuarts and Cromwell)
- ◊ How civilized was the British Empire?
- ◊ Industrial Revolution—was it actually a revolution?

## How will the students be assessed

You will be assessed in two ways, through Key Assessment Tasks and continual teacher assessment based on classwork.

## Subject Intent

Our mission is to create historians who have an enquiring mind, read critically, are able to appreciate how history is constructed and see history as an unfolding story which involves us all.

## How are teaching groups organised?

Students are taught in mixed ability groups for History.

## How we challenge / support your learning

We offer a variety of enrichment activities through lessons, as well as leadership opportunities and masterclasses.

## Threshold Concepts

- TC1-** Understanding that history is subjective
- TC2-** Sources are pieces of evidence
- TC3-** Understand that history is interconnected
- TC4-** Appreciate the otherness of different eras in history
- TC5-** Appreciate the significance of a person
- TC6-** Understand factors that lead to change and continuity
- TC7-** Assess the extent of similarity and difference

## Useful Resources

Leadership opportunities will be available for Year 8 students to run events, alongside supporting Year 7 students in their history studies. This includes leading remembrance day events, assemblies, Holocaust memorial week events and poppy collections.

[www.spartacuslearning.co.uk](http://www.spartacuslearning.co.uk)

[www.activehistory.co.uk](http://www.activehistory.co.uk)

All KS3 classes have a History Google Classroom, which are updated with lessons and resources by their class teacher.



# Music

## What will I be Studying -Topics / Overview

The two topics studied in Year 8 enable students to build on the topics studied in Year 7 and apply their knowledge, skills and understanding to the topics listed below:

- Performance Skills - The Blues
- Musical Elements - Rhythms of The World

## How will the students be assessed

At the end of each topic students will take part in a key instrument through the topic, and they will produce an

## Subject Intent

We believe music should encourage engagement, and creativity in all students. It encourages and develops key skills such as leadership and teamwork, and can help teach diversity and equality.

## How are teaching groups organised?

Music is taught for 1 x 100 minute lesson per week. Students rotate around the three subjects taught within the faculty, Music, Drama and Art over the year. The students are taught in mixed ability in form groups.

## How we challenge / support your learning

In lesson time, there are a range of extension tasks that have been developed for our 'talented' students. There are also many opportunities for students to participate in music clubs, to lead rehearsals, take part in concerts and workshops etc. Instrumental lessons are available.

## Threshold Concepts

### Performing

**TC-P1:** Understand how notation works across a number of genres and traditions.

**TC-P2:** Be able to apply the understanding of notation score to a number of instruments.

**TC-P3:** Understand the importance of music being performed live.

### Composing

**TC-C4:** Be able to apply knowledge of musical elements when creating music.

**TC-C5:** Understand key features used in different music, and why they are used, and be able to apply these to compositions.

### Listening and Appraising

**TC-L6:** Understand the terminology associated with musical elements and be able to apply these when describing a range of music.

**TC-L7:** Be able to compare and evaluate music against certain criteria.

## Useful Resources

We offer a wide range of clubs aimed at all ability levels and for all musical tastes. Some clubs are aimed at our more advanced musicians to provide challenge. To see the range of our activities, please see the extra-curricular music timetables displayed around the music department.

# Physical Education

## What will I be Studying -Topics / Overview

Students will continue to participate in a range of activities and sports that look to knowledge in specific build on knowledge and understanding learnt in year 7. They will do this by developing their skills and practical performance, strategies and tactics/ compositional ideas alongside their ability to lead others and an increased understanding of health and fitness

Cycle 1 Rugby, Netball, Football, Hockey, Badminton, Basketball, Dance, Fitness, OAA, Team Building

Cycle 2 Rugby, Netball, Hockey, Badminton, Basketball, Dance, Fitness, OAA, Team building

Cycle 3 Cricket, Rounders, Athletics, Indoor Athletics

## How will the students be assessed

Students are assessed on a range of factors within their performance through Threshold Concepts. These are broken down into physical traits, including the demonstration of technique and knowledge of a healthy active lifestyle; mental attributes, such as choreography and application of tactics; and social skills, like leadership and teamwork.

Students are assessed at the end of each activity block (approximately every half term) through a series of progressive drills and match play within the activity that they have been learning about.

In Year 8, student assessment includes both teacher judgement and student self-assessment through an analysis of their performance within the assessed Threshold Concept. Students will have built up a good understanding of their activity and they are encouraged to review both their own, and their peers' performance. Assessment is also supported by their commitment to extracurricular clubs and involvement in sport outside of school

## Subject Intent

Develop a lifelong love of physical activity and to enable success in both Sport and PE courses by developing skill and knowledge in specific activities.

## How are teaching groups organised?

Students are taught in single gender groups, which are set by sporting potential to ensure fair competitiveness in both their double and single lesson.

## How we challenge / support your learning

### Within lessons students can expect:

Differentiation in lessons – extension tasks  
Peer coaching in lessons  
Umpiring and officiating responsibilities in lessons

### Further opportunities are offered through:

- Extra-curricular activities
- School-club links

## Threshold Concepts

Physical—TC1—to understand and develop Sport Specific Skills to enable lifelong participation in physical activity

Mental—TC2—the ability to develop successful decision making and problem solving skills in a variety of sporting Scenarios

Social—TC3—the ability to use effective communication and teamwork skills when working as a performer, leader and official.

## Useful Resources

[www.sportengland.org](http://www.sportengland.org)  
[uk www.sheu.org.uk](http://uk.sheu.org.uk)

# Religious Education

## What will I be Studying -Topics / Overview

The Religious Education Schemes of Work are based on the Dudley Agreed Syllabus, which introduces the students to two attainment targets—to learn about religion and to learn from Religion.

**Cycle 1** - Creation, Preservation and Death

**Cycle 2** - Religious Expression

**Cycle 3** - Religion, Social Justice and Human Rights

## How will the students be assessed

Students will be formally assessed at the end of each unit.

The assessments are of a formal written nature, reflecting on both A01 (learning about religion) and A02 skills (learning from religion).

Reflecting on our Cloud 9 Journey in Religious Education—where we Get It, Apply It, Refine It and Show it; after these assessments students will spend time reflecting on their progress to identify how they can advance further

## Subject Intent

Creating excellent philosophers and respectful religiously literate citizens of the future.

## How are teaching groups organised?

Students are taught in mixed ability groups.

Students study Religious Education once a week during a 50 minute lesson when studying Religious Education in Key Stage Three.

## How we challenge / support your learning

Every single student will be challenged to make progress within Religious Education.

Every single lesson is planned to provide high challenge for all students, to support all students to make excellent progress.

Additionally, reflecting on our Cloud 9 Journey in Religious Education, students will be frequently challenged to reflect on their work to improve their skill set.

## Threshold Concepts

- 1.To understand that religious beliefs are interpreted differently, even within the same religion or denomination.
- 2.To understand that religious practices have varying levels of adoption.
- 3.To understand that misconceptions exist surrounding religious beliefs and practices that need addressing.
4. To understand that religious values can be accepted and adopted by non-religious believers.
- 5.To understand the varying impact of modern, often secular based, challenges to religious beliefs.
- 6.To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community).
- 7.To understand the variety of sources of authority within religion and the different approaches to them.
8. To understand the symbolisms found within religion

## Useful Resources

### Websites

BBC Bitesize KS3 Religious

Studies RE Online

RE Quest

All KS3 classes have a Religious Education

Google Classroom, which are updated with resources by their class teacher.

### Books

Please visit the school library to see our extensive range of KS3 Religious Education books.

# French

## What will I be Studying -Topics / Overview

Equal emphasis is given to the skills of listening, speaking, reading and writing. During the year students will cover the following topics:

- Literature, films and poems
- Passed times and new technologies
- My identity: relationships, fashion, passions
- My town / Food
- Holidays: past, present and future
- Talking about talent and ambition

During the year, students will be focusing on applying the past and future tense as well as building on their transactional language.

## How will the students be assessed

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks).

## Subject Intent

We are committed to fostering the highest expectations in MFL and aim for all our learners to develop appropriate, high levels of linguistic ability, a set of transferable skills and an international growth mindset; deep, intercultural understanding.

## How are teaching groups organised?

You will be taught French in your tutor group throughout Key Stage 3.

## How we challenge / support your learning

More able students will have the chance to put their skills to more practical use, to study the language in more detail, and to hold longer, more spontaneous conversations.

## Threshold Concepts

**TC1: Knowledge about the language.** Students understand key structures and patterns about language so that it can be manipulated.

**TC2: Linguistic Competence.** Students have linguistic skills that they adapt to deepen understanding, enable them to communicate effectively, take the initiative and cope with unexpected structures/unpredictable situations.

**TC3: Creativity.** Students are able to adapt and reuse language in modified forms, for different purposes/contexts, to enable them to use their imagination, express their own thoughts, ideas and feelings.

**TC4: Intercultural Understanding.** Students extend and develop their world knowledge so that they can make links/connections, recognise different ways of seeing the world.

## Useful Resources

We run several clubs to help extend your learning in modern Languages. We can also arrange for you to have a pen pal in France, or for you to subscribe to French magazines for young people.

*A French dictionary*

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.livinglibrary.co.uk/s\\_browse.asp](http://www.livinglibrary.co.uk/s_browse.asp)

[www.tout.le.monde.co.uk](http://www.tout.le.monde.co.uk)

[www.french.about.com/library/begin/fun/b1-gameindex.htm](http://www.french.about.com/library/begin/fun/b1-gameindex.htm)

[www.linguascope.com](http://www.linguascope.com)

[www.languagesonline.org](http://www.languagesonline.org)

[www.duolingo.com](http://www.duolingo.com)

[www.wordreference.com](http://www.wordreference.com)

(online dictionary and verb conjugator)

# Learning Support

## What will I be Studying -Topics / Overview

Students with Special Educational Needs follow the same curriculum as other students and are fully integrated into all lessons as much as is reasonably possible.

They are supported in their learning by high quality well differentiated teaching in order to meet their needs and make progress towards their targets.

In some cases additional support may be needed and this can be provided in a variety of ways including small group teaching, additional literacy or numeracy support and other more specific help (sometimes provided by other organisations) depending on the nature of the student's needs.

Students who require extra support in literacy will be selected to attend targeted provision depending on the needs of students.

## How will the students be assessed

Each unit of work has assessment opportunities and three KATs (Key Assessment Tasks). Students may get additional support for these as their normal way of working

## Support

To provide support and challenge for students so that they can access the full breadth of a balanced curriculum by meeting the social and academic needs.

## How are teaching groups organised?

Students will have the majority of their lessons within normal classes. Some of these classes may have a teaching assistant in but there is no guarantee of this happening unless the student has an EHCP. Other interventions can take place that are 1 to 1 or in small groups depending on the needs of the students.

## What Extracurricular Opportunities are available to extend learning

Students with additional needs will be supported in all our lessons via our high challenge for all framework.

The High Challenge for All scaffold is used by staff to embed challenge at each stage of the teaching and learning cycle to ensure that all of our students are provided with the opportunity to produce excellent work, regardless of their ability or prior attainment.



# SEND

## Useful Resources

The following 2 links are to the local authority pages which includes the Local offer for Staffordshire.

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

# Notes