



Curriculum Overview

Subject	Art
Year group	Year 8

Assessment Information
<p>Students are formally assessed once a term. All work completed in their project over the course of the term contributes to their end of term assessment grade. The project is assessed under four assessment objectives that mirror the assessment process at key stage 4. These four assessment areas are ongoing throughout the term. Students will receive regular feedback and will have the opportunity to revisit pieces of work to improve their final grade. Assessed work will be formed from a mixture of class work and homework.</p> <p>The assessment objectives are as follows:</p> <p>AO1: Understanding artists and art movements. Written analysis.</p> <p>AO2: Practical use of a variety of media within the project.</p> <p>AO3: Quality of recording through drawing, photography, image collection and note making.</p> <p>AO4: Practical final outcome of the project summarising learning.</p>

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Portrait Drawing (Tonal Drawing + Proportion)	Portrait Painting (Tonal Painting + Colour theory)	Still Life (Line drawing + Tonal drawing + Colour drawing)
Assessment	Interim feedback and dedicated time for improvement	Interim feedback and dedicated time for improvement	Interim feedback and dedicated time for improvement
2nd Half	Portrait Drawing (Artist Mark Powell + Biro drawing)	Portrait Painting (Lucian Freud + Portrait painting)	Still Life (Wayne Thiebaud/Pop Art + Painting)
Assessment	Summative Assessment of the project	Summative Assessment of the project	Summative Assessment of the project

What 3 things should I be doing to support my child at home?	
1	Ensuring they have the correct equipment for all lessons (A sketchbook, a variety of shading pencils, rubber, sharpener, ruler, compass)
2	Helping them to practice techniques learnt in class such as tonal shading, blending colours, painting inside lines
3	Engaging in art in the world around us. Explore galleries, museums, and discuss ways in which art is used in everyday life.



Curriculum Overview

Subject	Computing
Year group	8
Head of Department	Mr John Bilton

Assessment Information
<p>Dates: November/December – Assessment Point 1 March/April – Assessment Point 2 June/July – Assessment Point 3</p> <p>All assessment are: > based on everything that has been covered in the year so far > a mixture of 50% practical and 50% theory</p>

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Binary Binary Addition ASCII	Encryption Python Coding	Sorting algorithms
2nd Half	Magazine cover	HTML	Databases
Assessment	Assessment Point 1	Assessment Point 2	Assessment Point 3

What 3 things should I be doing to support my child at home?	
1	Encourage them to use the “Hour of Code” at home
2	Encourage them to use Scratch coding resources at home
3	Encourage them to install and use Python at home



Curriculum Overview

Subject	Dance
Year group	8
Head of Department	Ben Allin

Assessment Information	
Three Key Assessment Areas	
Technique and Performance Developing physical and interpretative skills to perform routines to enable learners to perform with technical proficiency and with an expressive quality to their performance.	
Choreography Honing learners' creative skills in composing dance and developing ideas.	
Appreciation Analysing and appreciating professional dance works. Evaluating individual and others' progress.	
Assessment Cycle	
Formative Assessment Learners will be informally assessed upon their skills development every lesson.	
'Feed Forward' time provides learners time to respond to teacher feedback, reflect and improve upon their work.	
Formal Assessment Takes place within the last lesson of each scheme of learning.	

	Autumn Term	Spring Term	Summer Term
1st Half	<u>Bhangra</u> A lively and expressive dance form that fuses traditional and modern forms of Indian dance. An introduction to performance and choreography.	<u>Swansong</u> Creating an abstract piece of choreography, exploring the work of choreographer 'Christopher Bruce'.	<u>Gumboots</u> Using body percussion, from the vibrant and energetic Gumboot Dancing, to create innovative and exciting routines.
Assessment	<u>Group Performance</u> 8.1.1 Replicate actions and techniques with control and clear shapes. 8.2.2 Link, order and extend movements effectively into a sequence. 8.3.1 Identify a variety of different actions and spatial patterns.	<u>Trio Choreography & Appreciation</u> 8.1.1 Perform a range of actions with coordinated, controlled and clear shapes. 8.2.1 Choose actions to help portray a dance idea. 8.3.4 Identify choreographic devices.	<u>Group Performance</u> 8.1.4 Perform as part of a group, a trio, duet and solo or as a leader. 8.2.4 Develop motifs showing an awareness of the four key components of movement. 8.3.3 Identify strengths and areas for improvement.
2nd Half	<u>Men In Black</u> Developing students' technical skills though learning a routine inspired by the famous film.	<u>Musical Theatre</u> Exploring dance within the musical theatre genre by learning a variety of routines from well-known musicals.	<u>Capoeira</u> An introduction to Capoeira, its historical and cultural context and possibilities for choreographic work.
Assessment	<u>Group Performance</u> 8.1.2 Coordinate movements with counts to maintain a sense of timing. 8.2.1 Choose actions to help portray a dance idea. 8.3.3 Comment on the style and mood of the Dance.	<u>Various Performance Pieces</u> 8.1.2 Coordinate movements with counts to maintain a sense of timing. 8.2.2 Effectively link and order movements together into a sequence. 8.3.2 Accurately describe individual work to identify main strengths and areas for improvement.	<u>Duet Choreography</u> 8.1.3 Perform with spatial awareness whilst moving smoothly between formations. 8.2.3 Apply basic choreographic devices (including: freeze frames, repetition, canon and unison). 8.3.1 Identify a variety of different actions and spatial patterns.

What 3 things should I be doing to support my child at home?	
1	Utilise the knowledge organisers on SMHW to learn the historical and social context of various dance genres. Use the 'Read –Cover-Write –Check' approach
2	Pupils could extend their learning by watching and analysing the movement content within filmed footage of various dance disciplines. This helps expose students to a greater range of movement vocabulary.
3	Master subject specific terminology through practicing spellings of key words posted on SMHW.



Curriculum Overview

Subject	Drama
Year group	8
Head of Department	Mr Ben Allin

Assessment Information

Assessment takes place after each half-term within three focus areas: creating, performing and responding (AO = assessment objectives).
 Each assessment focus is visited twice, depending on the scheme of work. The majority of lessons are very practical with some written elements for homework and evaluation of self or group performances.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	<p><u>Whodunnit?</u> Creating murder mystery stories and characters based on the story of 'Cluedo'. Who really did kill doctor Black? Devising-denouncement, asides, comedy, dramatic irony, cliché.</p>	<p><u>Melodrama</u> This time the emphasis will be on ensemble skills and use of instruments. Music underscore, exaggeration, stock characters, devising-3 ideas.</p>	<p><u>Shakespeare- Macbeth</u> Students will study Shakespearian scripts, specifically Macbeth and how to use physical theatre within their work. Target audiences, staging, narration, creating a balanced performance.</p>
Assessment	AO: structure/genre, characterisation, teamwork	AO: characterisation, enhancing the drama (semiotics), plot/structure	AO: enhancing the drama (semiotics), use of space, conveying a message
2nd Half	<p><u>Commedia del'Arte</u> An introduction to the history of Italian theatre and the conventions of Commedia and its characters. Mask work, set pieces, improvisation games, scenarios, lazzi</p>	<p><u>Blood, Sweat and Tears</u> Child labour in India and Brazilian street children are the focus of this unit whereby students begin to empathise with situations alien to them. The Corman Boy, Oliver may be used as play.</p>	<p><u>Shakespeare- Macbeth</u> Students will study Shakespearian scripts, specifically Macbeth and how to use physical theatre within their work. Target audiences, staging, narration, creating a balanced performance.</p>
Assessment	AO: characterisation, ensemble skills, historical context	AO: characterisation, use of space, enhancing performance	AO: enhancing the drama (semiotics), use of space, conveying a message

What 3 things should I be doing to support my child at home?

1	Nurture an interest in Drama and theatre by taking your child to see a play or a piece of live theatre.
2	Encourage your child to use the internet and the school library to complete extended research into different playtexts, theatre companies, drama genres and styles, key practitioners and notable directors.
3	Create a character profile of the character they are portraying and ask them to use drama specific terminology when describing their character (such as, their use of voice, physicality, gestures...)



Curriculum Overview

Subject	Design & Technology			
Year group	8			
Head of Department	Mr Stephen May			
Assessment Information				
Design and Technology follows a carousel of 3 projects per year of 12 weeks in length. Every student will study 3 of the project listed below. Across Design and Technology, students are assessed in 4 areas; Design, Make, Technical Knowledge and Evaluate.				
Overview	Pop up card	Food Preparation	Spinning top	UFO nightlight
1st Half	Students investigate the greetings card market and the purposes of various cards. This research is used to design a pop up greetings card	Students plan and prepare a range of recipes building on year 7 skills to include eggs and functions of bread making.	Design a wooden <i>Spinning Top</i> utilising isometric drawing, shading, use of annotation. Assessing and evaluating their drawn ideas and choosing one to develop and later make.	Design a UFO nightlight in response to a specific brief. Students are required to explore simple electronics, material properties
Assessment	Design: final design for the card	Technical knowledge: The Eatwell Guide and food groups, food safety and food storage, high fat foods, bread making and bread products, pastry products	Make: spinning top	Make: nightlight
2nd Half	Using a mixture of CAD and hand graphical skills, students use card to create a 3D outcome	Student plan and prepare a range of key healthy main meals.	Students manufacture the project with the aim of further improving the students' practical knowledge.	Students will create their product using the Tenon & Coping Saw, Hot Glue Gun, Steel Ruler, Pillar Drill, Belt Sander, Hand File, Soldering Iron, Hand Drill, Screw Driver and vacuum former.
Assessment	Make: pop up card outcome	Skills demonstrated Time keeping Food hygiene and safety Presentation of final dish	Technical knowledge: Manufacture Log	Technical knowledge: written test
What 3 things should I be doing to support my child at home?				
1	Encourage the use of YouTube for research into new and emerging technologies and products.			
2	Use key terms in conversation, for example names of materials and processes.			
3	Encourage your child to partake in cooking at home on a regular basis			



Curriculum Overview

Subject	English
Year group	8
Head of Department	Mrs Kathryn Joyes

Assessment Information	
Over the year students are assessed on the following assessment objectives:	
A01:	<ul style="list-style-type: none"> ▶ Identify and interpret information and ideas. ▶ Select and put together evidence from different texts.
A02:	<ul style="list-style-type: none"> ▶ Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers ▶ Use relevant subject terminology to support views
A03:	<ul style="list-style-type: none"> ▶ Compare writers' ideas and viewpoints, as well as how these are shown, across two or more texts
A04:	<ul style="list-style-type: none"> ▶ Evaluate texts critically and support this with appropriate information from texts
A05:	<ul style="list-style-type: none"> ▶ Communicate clearly, effectively and imaginatively. ▶ Select and adapt tone, style and register for different forms, purposes and audiences. ▶ Organise information and ideas, using structural and grammatical features that help readers understand and follow the text
A06:	<ul style="list-style-type: none"> ▶ Use a range of vocabulary and sentence structures for clearness, purpose and effect. ▶ Spelling, punctuation and grammatical structures are correct.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Of Mice and Men/ Lord of the Flies	Conflict poetry	Much Ado about Nothing
Assessment	Critical evaluation tasks	Critical evaluation task and writing creatively	Analytical and evaluative tasks
2nd Half	Non-fiction- letters and online writing	Creative reading and writing- Gothic and fantasy Literature	To Kill a Mockingbird/ Noughts and Crosses
Assessment	Exam, writing to express a viewpoint and analytical tasks	Exam and analytical writing	Exam and writing creatively and analytically

What 3 things should I be doing to support my child at home?	
1	Encourage your child to read regularly and broadly- read with them if you can
2	Find opportunities to allow your child to handwrite in daily life
3	Encourage your child to read with a dictionary and check their understanding of complex vocabulary



Curriculum Overview

Subject	Geography
Year group	8
Head of Department	Mrs Sarah Boulby

Assessment Information

At the end of each topic, students will complete an assessment. At the end of each term, students will complete an exam, which will highlight strengths and any gaps in their knowledge and understanding. These exams will be formatted in a similar way to the GCSE- style exams they would be doing if they were to take geography for GCSE. At the end of the year the assessment will cover all topics studied up to that point.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Coasts	Population	Natural Resources
Assessment	Assessment to cover current topic in assessment week	Assessment during assessment week to cover current topic	Assessment during assessment week to cover current topic
2nd Half	Rainforests	Tectonics	Water World
Assessment	Assessment in assessment week to cover the current topic	Assessment during assessment week to cover current topic	Assessment during assessment week to cover all topics this year

What 3 things should I be doing to support my child at home?

1	Encourage your child to watch for Geography in the news.
2	Encourage your child to be inquisitive about people, places and the environment, for example by looking up your holiday destination on a map.
3	Encourage your child to be proactive in tackling environmental issues such as plastic waste and recycling.



Curriculum Overview

Subject	History
Year group	8
Head of Department	Mrs Helen Sweeney

Assessment Information

HT1 – An assessment on sources and the Slave Trade. Homework project about Olaudah Equiano.

HT2 – An assessment on Children in the factories. Homework project about life during the industrial revolution.

HT3 – Assessment on the Battle of Agincourt. Homework project about military battles.

HT4 – An Assessment on why women gained the right to vote. Homework project about Emily Davison.

HT5 – An assessment on sources and life in the trenches. Homework project about trenches.

HT6 – An assessment on key elements of the causes of World War One. Homework project about General Haig

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Empire and Slavery	Warfare Through Time	Causes of WWI
Assessment	The Slave Trade	Battle of Agincourt	Trenches
2nd Half	Industrial Revolution	Women and the Vote	WWI
Assessment	Children in the Factories	Why did women get the vote?	Causes of WWI

What 3 things should I be doing to support my child at home?

1	Help them to organise their time with the homework projects
2	Revision for the assessments
3	Key word spellings



Curriculum Overview

Subject	Maths
Year group	8
Head of Department	Mr J Howe

Assessment Information
There will be a prior knowledge audit at the beginning of each module
There will be an open book evaluation at the each module followed by and 'Ethics of Excellence' lesson
Autumn Assessment (55 minutes) – Calc and non calc – Module 1 and 2
Autumn Assessment (55 minutes) – Calc and non calc – Mod 1 and 2 (30%), Mod 3 to 5 (70%)
Summer Assessment part 1 (55 minutes) – Calc and non calc – Module 1 to 5
Summer Assessment part 2 (55 minutes) – Calc and non calc – Module 6 to 8

Overview	Topics	Autumn Term	Spring Term	Summer Term
Lighting Fires	Numeracy and basic algebra	Y		
Module 1	Integers and manipulating algebra	Y		
Module 2	Fractions, decimals, percentages and probability	Y		
Assessment	<i>See above</i>	Y		
Module 3	Ratio and proportion	Y		
Module 4	Equations	Y	Y	
Module 5	Graphs		Y	
Assessment	<i>See above</i>		Y	
Module 6	Angles, construction and triangles		Y	Y
Module 7	Perimeter, area, volume and transformations			Y
Module 8	Statistics			Y
Assessment	<i>See above</i>			Y
Year's review	<i>Closing the gaps from throughout the year</i>			Y

What 3 things should I be doing to support my child at home?	
1	Ask them every week to explain what they have completed in Maths
2	What with them to understand what they do not know using the PLCs in their books
3	Encourage to use PiXL Maths app, PiXL Timestable app, MathsWatch, Corbett Maths and their teacher to seek help and close their knowledge gaps



Curriculum Overview

Subject	MFL – French
Year group	8

Assessment Information

Students are formally assessed termly in all 4 skills (Speaking, Listening, Reading & Writing), following each half term break. In the Autumn term students are assessed on the content covered in half term 1. In the Spring term the students are assessed on the content from the Autumn term & Spring term 1. The final Summer term assessment covers knowledge from the entire year. The reading and listening papers are predominantly multiple choice questions with some short answer questions, based on the students' understanding of the texts and audio. The writing paper includes a mix of short written answer and longer written answer questions, as well as a translation task. The speaking assessment is completed with the teacher, responding to a variety of key questions taken from the topics studied.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	“Family & Home” – we study: <ul style="list-style-type: none"> - present tense verbs, - family & likes/dislikes, - jobs, - describing where you live, - weather, - what you do at the weekend 	“Going Out” – we study: <ul style="list-style-type: none"> - invitations / asking questions, - giving excuses, - clothes & opinions, - shops, - dialogue in a shop - describing a shopping trip. 	“Trips & Holidays” – we study: <ul style="list-style-type: none"> - describing a holiday (where, how long, who with, activities), - resort facilities, - description of a past holiday, - saying where you're going to go on holiday
Assessment	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>
2nd Half	“Free Time”: <ul style="list-style-type: none"> - formation of past tense, - describing what you did last weekend/yesterday, - television programmes - irregular past tense verbs - where you went last weekend. 	“Eating & Drinking”: <ul style="list-style-type: none"> - food items, - likes & dislikes, - describing meals/what you eat & drink, - shopping for food / quantities, - ordering in a restaurant 	“Friends” <ul style="list-style-type: none"> - our favourite things, - pocket money, - gadgets/technology & opinions, - talking about your free time, - conditional tense

What 3 things should I be doing to support my child at home?

1	Encourage your child to use the Quizlet links on SMHW each week to revise and practice their vocabulary (online or download free Quizlet app).
2	Quiz your child on their vocabulary using the downloadable vocab sheet.
3	Ask your child about what they have been learning and encourage them to speak the language to you, to help build up their confidence using the language.



Curriculum Overview

Subject	MFL - Spanish
Year group	8

Assessment Information

Students are formally assessed termly in all 4 skills (Speaking, Listening, Reading & Writing), following each half term break. In the Autumn term students are assessed on the content covered in half term 1. In the Spring term the students are assessed on the content from the Autumn term & Spring term 1. The final Summer term assessment covers knowledge from the entire year. The reading and listening papers are predominantly multiple choice questions with some short answer questions, based on the students' understanding of the texts and audio. The writing paper includes a mix of short written answer and longer written answer questions, as well as a translation task. The speaking assessment is completed with the teacher, responding to a variety of key questions taken from the topics studied.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	"My Friends" – we study: - free time activities & opinions, - describing your best friend, - comparatives, - daily routine, - information about self (name, age, hobbies, nationality, personality)	"Holidays" – we study: - where you went on holiday, - who with, - how you travelled, - what you did, - how long you stayed, - your opinion of the holiday	"Clothes" – we study: - items of clothing & colours, - describing your school uniform, - favourite clothing/opinions, - descriptions of outfits in different tenses.
Assessment	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>	<i>Formally assessed in all 4 skills.</i>
2nd Half	"Invitations": - places & activities, - near future tense: saying what you are planning to do, - inviting someone out, - making excuses.	"Meals": - food items, - likes & dislikes, - describing meals/what you eat & drink, - shopping for food / quantities, - ordering in a restaurant	"Cities - Barcelona" - describing Barcelona, - types of shops, - asking & giving directions, - understanding an account of a holiday, - favourite aspects of Barcelona

What 3 things should I be doing to support my child at home?

1	Encourage your child to use the Quizlet links on SMHW each week to revise and practice their vocabulary (online or download free Quizlet app).
2	Quiz your child on their vocabulary using the downloadable vocab sheet.
3	Ask your child about what they have been learning and encourage them to speak the language to you, to help build up their confidence using the language.



Curriculum Overview

Subject	Music
Year group	8
Head of Department	Mr Ben Allin

Assessment Information
<u>Three Key Assessment Areas</u>
<u>Performance:</u> We will develop performance skills through singing, use of keyboards and body percussion.
<u>Composition:</u> Honing learners' creative skills in creating pieces and developing ideas.
<u>Listening & Appraising:</u> Listening and analysing pieces of music. Evaluating individual and others' progress.
<u>Assessment Cycle</u>
<u>Formative Assessment:</u> Learners will be informally assessed upon their skills development every lesson.
<u>Formal Assessment:</u> Takes place within the last lesson of each topic.
<u>Exam:</u> A final exam at the end of the year.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	The Blues Revision of musical elements and keyboard skills; Features of blues music; project to produce a piece of blues music	Going to a Concert Orchestral instruments; conducting; go to a concert; BBC Ten Pieces	Film Music Exploration of the role of music in film; composing music for a clip on GarageBand
Assessment	Paired keyboard performance	Group conducting / composition / performance	GarageBand composition
2nd Half	Reggae Key features, instruments and practitioners; arrangement of Reggae song/a song into reggae style?	Programme Music Exploration of different pieces; carnival of the animals; school day project	African Drumming Focus on rhythmic features (Call+Response, ostinatos, polyrhythms, structure, etc.); large group project
Assessment	Paired keyboard performance	Paired keyboard performance	Class drumming

What 3 things should I be doing to support my child at home?	
1	Nurture an interest in Music by listening to music at home and taking your child to listen to music live.
2	Encourage your child to complete extended research into different genres and styles, key composers and songwriters.
3	Ensure homework is done on time with best effort.



Curriculum Overview

Subject	Physical Education
Year group	8
Head of Department	Miss Hannah Miles

Assessment Information

- Pupils are assessed in PE from the following 4 areas across all units taught to all pupils.
- Pupils will gain a total mark out of 40 and reported as a percentage.
- Pupils are taught in single gender mixed classes based on moderation and assessment grades attained.

How are you assessed in PE?

1. Performance: ___/10

Your ability to apply the components of health and skill related fitness into a task, as well as being able to precisely replicate the learning points from each lesson, demonstrating control, fluidity and accuracy.

2. Making and Applying Decisions: ___/10

The thought process which informs the skills that you select and apply to overcome the challenge presented to you, as well as your ability to use tactics and strategies.

3. Evaluating and Improving: ___/10

The ability to provide critical feedback to enable a partner to develop their performance, through the use of keywords and referencing learning points; as well as your ability to reflect on the feedback you receive and make adjustments to improve performance.

4. Growth Mindset: ___/10

Your determination to overcome the barriers you face, seeking further challenge and putting maximum effort in all situations.

Overview	Autumn Term	Spring Term	Summer Term
1st Half	8e & 8s Pe1m: Invasion games and Health & Fitness 8e & 8s Pe2m: Health & Fitness and Invasion games 8e & 8s Pe1f: Invasion Games and Net & Wall games 8e & 8s Pe2f: Net & Wall games and Invasion games	8e & 8s Pe1m: Games leadership and Invasion games 8e & 8s Pe2m: OAA and Health & Fitness 8e & 8s Pe1f: Invasion games and Gymnastics 8e & 8s Pe2f: Gymnastics and Invasion games	-Athletics -Striking & Fielding games
Assessment	<i>Practical</i>	<i>Practical</i>	<i>Practical</i>
2nd Half	8e & 8s Pe1m: OAA and Intra Competition 8e & 8s Pe2m: Gymnastics and Intra Competition 8e & 8s Pe1f: Games leadership and Intra Competition 8e & 8s Pe2f: Health & Fitness and Intra Competition	8e & 8s Pe1m: Net & Wall games and Gymnastics 8e & 8s Pe2m: Invasion games and Net & Wall games 8e & 8s Pe1f: Health & Fitness and OAA 8e & 8s Pe2f: OAA and Health & Fitness	-Athletics House Competition -Striking & Fielding games
Assessment	<i>Practical</i>	<i>Practical</i>	<i>Practical</i>

What 3 things should I be doing to support my child at home?

1	Promote the importance of physical health and exercise
2	Ensure pupils have the correct PE kit requirements
3	Support pupils attending extra-curricular clubs



Curriculum Overview

Subject	Religious Education, Citizenship and Personal, Health and Social Education
Year group	8
Head of Department	Miss Philippa Lockhart

Assessment Information

Please cover the following:
 Students are assessed at the end of each unit either through practical activities or written assessments then complete an end of year assessment based on all three units covered. Revision lessons provided before assessments and some assessments the students can create a revision tool to use in the assessment.

Overview	Autumn Term – Rotation 1	Spring Term – Rotation 2	Summer Term – Rotation 3
	Religion – What is the point? How has Christianity influenced our world today? How do religions respond to global issues?	Eastern Religions What do the three Eastern religions have in common? What do they believe and why?	Overcoming Barriers How behaviour and thinking lead to discrimination Promoting understanding through Citizenship action.
Assessment	Essay question – Religion, what is the point?	Essay question – Which of the Eastern Religions do you think is the most significant?	Citizenship project on chosen topic to raise awareness of or tackle a specific issue.
PSHE delivered by PE Dept.	Mental Health What is it? How do I protect it?	Online Safety Dangers of social media Impact on health	Body Image and Esteem Who I am and what society says I should be What is real anyway?

What 3 things should I be doing to support my child at home?

1	Watch the News daily and discuss one of the stories, focusing on who is affected by the issue.
2	Listen to BBC Radio 4's Thought for the Day with your child and discuss the content
3	Play the why game – When you discuss topics with your child, only respond with the word 'why' and see how far they can go with their explanations.



Curriculum Overview

Subject	Science
Year group	8
Head of Department	Miss Judith Turner

Assessment Information		
<p>Autumn Term Assessed Practical: How Science Works 1</p> <p>In class test: B3 – Health C6 – Atoms, Elements and the Periodic Table P3 – Waves</p>	<p>Spring Term Assessed Practical: How Science Works 2</p> <p>In class test: B4 – Variation and Genetics C5 – Earth and Atmosphere P4 – Forces and Motion Recap of B3, C6 and P3</p>	<p>Summer Term Assessed Practical: How Science Works 3</p> <p>End of year test: B6 – Ecology C4 – Marvellous Metals P5 – The Importance of Physics Recap of B3, B4, C5, C6, P3 and P4</p>

Overview	Autumn Term	Spring Term	Summer Term
1st Half	Completed on a rotation (not necessarily in order): <ul style="list-style-type: none"> B3 Health C6 Atoms, Elements and the Periodic Table P3 Waves How Science Works Investigation 1 	Completed on a rotation (not necessarily in order): <ul style="list-style-type: none"> B4 Variation and Genetics C5 Earth and The Atmosphere P4 Forces and Motion How Science Works Investigation 2 	Completed on a rotation (not necessarily in order): <ul style="list-style-type: none"> B6 Ecology C4 Marvellous Metals P6 The Importance of Physics How Science Works Investigation 3
2nd Half			
Assessment	End of Term Assessment	End of Term Assessment	End of Year Assessment

What 3 things should I be doing to support my child at home?	
1	Help them to use and understand the keywords.
2	Support them with their revision by making flashcards, mindmaps or using other methods to help them remember the keyfacts.
3	Encourage your child to access the free content on Google Classroom.