

READING SCHOOL



Established 1125

CURRICULUM GUIDE KEY STAGE THREE

YEAR 8

Dear Parents,

In order to keep you fully informed about our curriculum, we have compiled a list of the topics which your son is expected to cover in each of his subjects in Years 7 to 9. In addition, during his lessons he has been introduced to the principles of 'Ready for Learning' which will develop and strengthen his capacity to learn. At Reading School we aim for all students to:

- Be resilient and rise to the challenges of learning and life;
- Be curious and balance logic with imagination;
- Be passionate and purposeful;
- Achieve excellence with integrity;
- Value learning for its own sake and for the benefit of others.

Here are some of the ways in which you could help your son develop as a successful learner:

- Create a comfortable learning environment at home and establishing good working habits;
- Engage him in conversations about his progress at school and support him in overcoming obstacles to learning e.g. time management;
- Provide opportunities to question and try out new activities;
- Encourage him to read for a range of purposes.

Our aim is to inform you of what your son is doing at school in order to help him to fulfil his potential at school and in the world of the future.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'J. M. Capon', with a long, sweeping underline that extends to the right.

Miss J. M. Capon

Assistant Headteacher (Key Stages 3 and 4)



Year 8 - Art

Topic	Skills	Assessment
<p>Working with natural forms all students learn to –</p> <p>Looking at portraiture, some students will learn to -</p> <p>Looking at the figure, all students will learn to-</p>	<ul style="list-style-type: none"> • Composition and scale. • Work in colour using pastel, chalk, paint and photography looking at artists such as Georgia O’Keefe and Anne Popperwell • Make 3 dimensional sculptures using found materials in the landscape looking at artists such as Andy Goldsworthy • Learn to work using texture making their own paper and collage • Look at Chanel’s paper hats and using paper, Kirigami and origami, make paper hats • Weaving, looking at artists such as Klimt • Make a stop motion animation using movie maker as a tool, working with clay to make the models • Translate 2D portraits into 3 Dimensional heads using clay • Draw caricatures, look at a variety of appropriate artists • Measure and draw the figure accurately using pencil and chalk, looking at artists such as Degas • Students will learn how to stylise figure looking at the work of Nikki de Sainte Phalle, Giacometti, and Tim Burton • Translate 2d work into 3d using wire newspaper, gum tape or clay 	<p>All students complete a year eight base line drawing and written test at the beginning of the course.</p> <p>Produce a business card sized drawing/painting based on natural forms.</p> <p>Make a 3D hat in paper.</p> <p>All students produce a power point presentation as an evaluation at the end of the animation project.</p> <p>A shaded self-portrait.</p> <p>Gallery Visit.</p> <p>Figure Drawing in mixed media.</p> <p>3D figure.</p> <p>Written evaluation.</p>

Additional Information

All students will be expected to complete a Gallery Visit during the course of the year – usually during the Easter break. Homework is set on a regular basis, these are all relevant to the project, some will be artist research, some will be collecting materials. During the course of the year, students learn to work together, in pairs whilst making their Goldsworthy sculptures in the school grounds and in small groups when producing their animations. Animation club runs weekly, using programs such as Pivot stick figure and Flash. Also Spore.



Year 8 - Biology

Topic	Skills	Assessment
All topics:	<ul style="list-style-type: none">Thinking ScientificallyUsing scientific terminologyWorking critically with evidenceScientific literacy	Each topic: Homework every lesson. Usually one graded piece of work per topic.
Photosynthesis.	<ul style="list-style-type: none">Microscope usePractical skill developmentTables and graphsUnderstanding applications and implications of scienceModelling	Usually an end of topic test.
Respiration.	<ul style="list-style-type: none">Using investigative approachesUnderstanding the applications and implications of scienceResearchCommunicating and collaboratingHistorical ideas in science - debate	
Fit and Healthy.	<ul style="list-style-type: none">Communicating and collaboratingGraph drawingLiteracy exercise	
Senses.	<ul style="list-style-type: none">Using investigative approaches	
Microbes.	<ul style="list-style-type: none">Using investigative approachesUnderstanding the applications and implications of scienceRole play and literacy exercisesCommunicating and collaboratingUsing investigative approaches	
Controlled assessment training for the future. <i>The order of the topics may vary.</i>		One extended investigation for feedback and training purposes. End of year exam.

Additional Information

Standard homework will not necessarily be awarded a mark and hence is a 'can do task'.

A check is made on whether homework has been completed and on the quality of the work. This contributes to assessing the work ethic, enthusiasm and effort being shown by the student but also gives information on the organisational skills of the student. Peer and self-marking may be used.

Comments may be written to the student. Students have a place to make self-assessment comments at the front of the book. Key pieces of work are graded and this should be clear to the student. Tests are also graded.



Year 8 - Chemistry

Topic	Skills	Assessment
Water	<ul style="list-style-type: none"> Hazard awareness and risk assessment Graph and data handling skills Data recording and presentation skills Using investigative approaches Working critically with evidence Understanding the applications of science 	APP Task Students produce multiple choice test End of topic test
Metals	<ul style="list-style-type: none"> Thinking scientifically Using models Drawing accurate diagrams Using scientific terminology Understanding the applications of science Further development of practical skills 	Metal factsheet Reaction cards End of Topic Test
Energy in Chemistry	<ul style="list-style-type: none"> Further development of practical skills Using scientific terminology Understanding the applications of science 	Practical Assessment
Rocks	<ul style="list-style-type: none"> Using scientific terminology Working critically with evidence Seeing how theories develop and change Understanding the applications of science Linking chemistry with the world around us 	Identification exercise APP task Practical Assessment
Materials	<ul style="list-style-type: none"> Using scientific terminology Understanding the applications of science Further development of practical skills 	Poster End of year exam
Recycling	<ul style="list-style-type: none"> Working critically with evidence Collaborating and communicating Extended research Literacy Citizenship 	One extended group investigation APP Task
<p><i>The order of the topics may vary</i></p>		
Additional Information		
<p>Standard homework will not necessarily be awarded a mark and hence is a 'can do task'. Homework is not set every lesson but will include research tasks. A check is made on whether homework has been completed and on the quality of the work. This contributes to assessing the work ethic, enthusiasm and effort being shown by the student but also gives information on the organisational skills of the student. Peer and self-marking may be used. Comments may be written to the student. Students have a place to make self-assessment comments at the front of the book. Key pieces of work are graded and this should be clear to the student. Tests are also graded.</p>		



Year 8 - Classics

Topic	Skills	Assessment
<p><u>Chapter 8 – Book 1</u> 3rd declension nouns; agreement of adjectives with 3rd declension nouns; nomine = by name</p> <p><u>Chapter 9 – Book 1</u> Linking sentences and clauses; and...not; but...not;nec...nec;et...et</p> <p><u>Chapter 10 – Book 1</u> The verb 'to be'; future perfect and pluperfect tenses</p> <p><u>Chapter 1 – Book 2</u> 3rd declension adjectives; dum + historic present</p> <p><u>Chapter 2</u> Personal pronouns; is, ea, id</p> <p><u>Chapter 3</u> Recognising 4th declension nouns; irregular 4th declension nouns; the imperative; declining numerals; towns, small islands, domus and rus; expressions of time</p> <p><u>Chapter 4</u> Present passive; passive infinitives; future and imperfect passive; recognising 5th declension nouns</p> <p><u>Chapter 5</u> Perfect passive; future perfect passive; pluperfect passive</p> <p><u>Chapter 6</u> Comparative and superlative adjectives; adjectives in –er and –ilis; ordinals up to the 20th; Roman dates</p> <p><u>Classical Civilisation throughout the year</u> There are three main topics taught: City of Rome; Bath; Pompeii and Vesuvius. These topics are complemented with mythology taught at the teacher's discretion</p>	<ul style="list-style-type: none"> Learn and understand more complicated and new elements of language (e.g. noun and adjective agreements; passives) Memory recall Translation skills – application of knowledge; analysis; logic; sequencing Expanding vocabulary; derivations and grammar linked with MFLs (particularly French, German and Spanish) Start to develop skills of analysis, interpretation and evaluation when reading/ discussing Classical Civilisation topics Group/ project work (Bath) 	<p><u>Assessment 1: City of Rome</u> – this Classical Civilisation assessment is given just after October half term</p> <p>After Chapters 8-10 from book 1 and chapters 1-2 have been taught: <u>Assessment 2: Latin to English translation</u> (vocab sheet is provided and must be learnt)</p> <p>After Chapters 8-10 from book 1 and chapters 1-3 have been taught: <u>Assessment 3: Latin to English translation and English to Latin sentences</u></p> <p>After Chapters 8-10 from book 1 and chapters 1-5 have been taught: <u>Assessment 4: Write out passive endings and translate words from Latin to English and English to Latin</u></p> <p><u>Summer exam</u> Pupils are examined on the language content of Chapters 8-10 in Book 1 and Chapters 1 – 6 in Book 2 (vocab boxes 8-10 and 1-6 must be learnt for the summer exam – vocab sheet is provided). They are also examined on the Roman Baths</p>
<p style="text-align: center;">Additional Information</p> <p>Vocabulary and grammar tests given throughout the year. Trip: Bath – Term 3/4. This links in with the research they must do for the Bath project and learning for the Summer exam.</p>		



Year 8 - Drama

Topic	Skills	Assessment
1. Dramatic Tension	<ul style="list-style-type: none"> • Understanding and being able to create mood and atmosphere • Working as an ensemble • Using slow motion and exaggerated performance techniques • Understanding how lighting enhances performance and using the board to aid performance work 	Each performance is watched and peer assessed as well as feedback and evaluation given by the teacher
2. Scripted Assessment	<ul style="list-style-type: none"> • Create and sustain a character • Work effectively in a group • Improve understanding of blocking • Use a variety of vocal tones: pitch, pace, pause, accent, volume to create a rounded character • Interpret a text for performance 	This is an important assessment which is level assessed using the Reading School Drama Levels in making, performing and responding
3. Puppetry	<ul style="list-style-type: none"> • Working as an ensemble to group puppeteer • Using creativity and innovation in design and realisation of character • Demonstrating relevant puppetry skills in performance 	All performance worked on are assessed in lessons, evaluation and feedback given
4. Mask and mime/clowning (This unit includes skills in devising)	<ul style="list-style-type: none"> • Focus and concentration • Exaggerated performance style • Development of skills: gait, posture, facial expressions, body language <p>Creation of character</p>	This is the second level assessment, which is focused on improvisation and devising skills
<p style="text-align: center;">Additional Information</p> <ul style="list-style-type: none"> • Lunchtime drama club available, run by Sixth Form drama students • Extra-curricular drama club available, Berserk Productions • Extra-curricular LAMDA exams available- Berserk Productions <p>The 4 key elements of Ready for Learning (Resilience/Reciprocity/Resourcefulness/Reflectiveness) form an integral part of most Drama lessons</p>		



Year 8 - English

Topic	Skills	Assessment
Gothic genre	Defining gothic and its conventions Effective descriptive writing Textual analysis	Gothic descriptive writing to imagine, explore and entertain.
Poetry	Identifying and applying key poetic techniques using different poetic forms Understanding metre in a range of poems	Crafting simile & metaphor poems. Poetry anthology.
Media	Identifying types of newspaper, their purpose and audience The use of language, discern fact and opinion to inform and manipulate. Textual analysis	Crafting a newspaper to inform, explain and describe.
Detective fiction	Defining Detective fiction, its conventions and features Understand the construction of characters, plot and setting Textual analysis	Writing a detective narrative.
Non-Fiction	Defining non-fiction texts and their uses and applications Writing for a specific audience and purpose. Textual analysis	Instructional writing, review writing and informative writing.
Studying a whole text: 'Touching the Void'	How a writer constructs character, setting, plot and themes to convey meaning. Close textual analysis	Analytical writing skills. Speaking and Listening: creating a news broadcast.
Studying a Shakespearean play from: 'Macbeth', 'Romeo and Juliet', 'Richard III', 'Merchant of Venice', 'Julius Caesar'.	Identifying key dramatic conventions, construction of character, plot and theme. Use of language to convey meaning. Textual analysis	Analytical essay writing.
Reading skills	Decoding questions, selecting and retrieving information and understanding meaning through a writer's choice of language	Reading skills practice papers.
Grammar skills	Studying the effectiveness and impact of the grammatical features of the texts; using appropriate language and terminology consciously in their writing and speech to achieve particular effects; exploring spoken and written language in different registers.	Writing and grammar skills practice papers.



Year 8 - English

Additional Information

Opportunities for all students to become involved in: BBC News School Report 2015 journalism project; Reading School 2015 Book Festival; visiting poets and poetry workshops; visiting touring theatre groups; Rooted In Writing project; McIlroy extended writing competition.



Year 8 - French

Topic	Skills	Assessment
Term 1 : Studio 2 Unit 1 "T'es branché"	<ul style="list-style-type: none"> -revision of all verbs in the present tense (regular and irregular) -the negative form -expressing opinions and justifying them -perfect tense of regular -er verbs with 'avoir' 	<ul style="list-style-type: none"> - Listening/Reading (module 1) - grammar test (present)
Term 2 : Studio 2 Unit 2 "Paris, je t'adore!"	<ul style="list-style-type: none"> -perfect tense of all verbs -opinions in the past -intensifiers -asking questions in the past -use a variety of persons (not only je) 	<ul style="list-style-type: none"> -Speaking (modules 1 and 2) -grammar test (Passé composé)
Term 3 : Studio 2 Unit 3 "Mon identité"	<ul style="list-style-type: none"> -describe personality -reflexive verbs in the present -possessive adjectives -debating -clothes and colours -the near future tense -using the three tenses at the same time 	<ul style="list-style-type: none"> -Reading/ Listening (module 3) -grammar
Term 4 : Studio 2 Unit 4 "Chez moi, chez toi"	<ul style="list-style-type: none"> -irregular adjectives -the comparative - house and prepositions of place -food and partitive articles -quantities and opinions on food -talking about an event 	<ul style="list-style-type: none"> -End of year speaking exam (modules 1 to 4)
Term 5: Studio 2 Unit 5 "Quel talent!"	<ul style="list-style-type: none"> -modal verbs present tense -the imperative -the superlative -extending writing: use of a range of tenses and complex structures 	<ul style="list-style-type: none"> -End of year exams (listening / reading and writing Modules 1 to 5)
Term 6 : Studio 2 Unit 6 "Studio découverte Cross-curricular projects (Geography, History)	<ul style="list-style-type: none"> -working out the meaning of words - developing a personal response to a text 	

Additional Information

Throughout the year, we teach and reinforce listening, reading, speaking and writing skills as well as transcription and translation to improve the commands of the language. We consider a range of strategies for learning vocabulary in particular the 'Look, say, cover, write, check' technique. The vocabulary needed is at the end of each unit and strategies for learning vocabulary are also offered in these pages of the textbook. There are regular vocabulary and grammar tests in order to consolidate the work done in class. The use of the website "quizlet" is recommended to help learning vocabulary, the main verbs and tenses. There are Mary Glasgow magazines available in the LRC and on SharePoint, students can also use websites such as MYLO and languages online for revision and practice. Word reference is our recommended online dictionary.



Year 8 - Geography

Topic	Skills	Assessment
<p>We will cover 4 topics, each one taking just over the length of one half-term in duration.</p> <ol style="list-style-type: none"> 1. Weather and Climate 2. Ecosystems and Biomes 3. Investigating Brazil 4. Resources and Energy 	<p>We will cover the Ready for Learning skills of Reflectiveness, Resourcefulness, Resilience and Reciprocity</p> <p>Individual skills will include for example; review your own learning and try alternatives, making good use of resources, showing respect and sensitivity to others and maintain focus and concentration</p>	<p>Assessments with National Curriculum levels are provided at the end of each topic. Assessment takes three parts;</p> <ol style="list-style-type: none"> 1. One assessed homework that is a two week in duration 2. A formative assessment by the teacher on work attitude and general behaviour in class 3. A written response to an unseen question based on a revised theme 4. A summative assessed end of topic test
<p style="text-align: center;">Additional Information</p> <p>All lessons are located on SharePoint for reference and in case any students miss a lesson they are expected to catch up during their own time and prior to the next lesson. Each student will be awarded a National Curriculum level at the end of each unit which the student records at the front of his book to monitor progression during the year. The level awarded is made up of differing elements of work. These include an end of unit summative test, a two week homework assignment, an in class written response to an unseen question and general engagement in the class and presentation of his textbook. To help support and engage your son please discuss current affairs related to the topic he is studying.</p>		



Year 8 - German

Topic	Skills	Assessment
<u>Term 1 :</u> - Basic language, alphabet , pronunciation; - Days and birthdays; - Classroom language; - Where do you live?	- Regular verbs: all forms - Spelling patterns in German - Definite article (<i>der die das</i>) - Indefinite article for subject and object (Nom & Acc) - Numbers to 31, dates, question words - Aux. verbs <i>haben & sein</i>	- Reading ; - Grammar (aux verbs + verb endings)
<u>Term 2 :</u> - Family, descriptions - School, subjects, classroom objects - Opinions (likes&dislikes) - Telling the time; -	- extending sentences (<i>und, aber, denn, oder</i>) - using adjectives - checking verb endings - understanding a longer text	- Speaking
<u>Term 3 :</u> - Free time and hobbies; - Where to you live;	- time expressions; - strong verbs; - connectives; - revising articles in the accusative; - adverbs: <i>gern, lieber</i>	- Listening; - Grammar – verb test
<u>Term 4 :</u> - Sports - Hobbies & favourite things - Adverbs of frequency - Arranging to go out - Leisure and activities	- Using the adverb <i>gern</i> - Possessive pronouns: <i>sein- ihr</i> - <i>Möchtest du</i> + infinitive - <i>Man kann</i> + infinitive	- Speaking (End of Year assessment)
<u>Term 5 :</u> - Food and drink; - Local area.	- <i>Numbers to 1000;</i> - 1 st modal verbs; - Negatives; - <i>Es gibt</i> + acc. - Inversion.	- End of year assessment R, L, W
<u>Term 6 :</u> - Fashion and shopping; - Travelling.	Prepositions + Dative; Recap future tense; Intro perfect tense.	- Informal: display



Year 8 - German

Additional Information

Throughout the year, we teach and reinforce vocabulary learning, listening, reading, speaking and writing skills as well as transcription and translation. To learn vocabulary effectively, pupils should firstly revise from German to English, test themselves by covering and revise those still incorrect. Repeat the process until all vocabulary can be recalled. Then revise from English to German (sets of 3 or 5 words/phrases at a time, Look, cover, write, check), tick the correct items, move to the next set. Continue to revise those items that were incorrect and repeat the above process until all vocabulary is correct. Test one last time by choosing English words at random from the list, write them down and check. We encourage our pupils to use QUIZLET to provide an interactive way for vocab revision.

Topic	Skills	Assessment
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Year 8 - History

<p>The Year 8 course focuses on British history, and their global role, in the period 1750-1900. The whole year is an assessment of 'How great was Britain during her 'greatest' years?' Like in Year 7 the individual topics are broken into big overarching questions.</p> <p>1. Industrial Revolution</p> <p>'Was the Industrial Revolution a period of triumph or despair?'</p> <p>2. Voting and democracy</p> <p>'When did Britain become a democracy?'</p> <p>3. Empire</p> <p>'Should Britain be proud of their empire?'</p> <p>4. Slavery</p> <p>'Britain should be credited with ending slavery.' Do you agree with this controversial opinion?'</p> <p>5. <i>'Once upon a time at Reading School...'</i></p> <p>A historical fiction story set within the grounds of Reading School.</p>	<p>Building on the progress made in Year 7, the history department continues to emphasize its own philosophy about what key skills and processes our students should be developing throughout their studies at Reading School.</p> <p>These are:</p> <p>Causation Change and continuity Significance Source evaluation Interpretations Independent enquiry Diversity Writing skills Creativity Real historian activity Research</p>	<p>Progress is assessed through a series of varying tasks that each involve a variety of these different skills and processes. Over the course of their studies, students will have lots of opportunities to demonstrate progress in different areas in lessons, across lessons and over years.</p>
<p style="text-align: center;">Additional Information</p> <p>The history department aims to develop a passion and enthusiasm for the subject and an awareness of its importance in understanding the world today. We achieve this through studying contemporary issues through history, taking philosophical approaches to big issues, providing extra-curricular opportunities and always trying to include European and World events as part of our studies.</p>		

Topic	Skills	Assessment
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Year 8 - ICT

<p>Website Design</p> <p>Project based on designing a website intended for primary school students involving Serif WebPlus website authoring software, Word and Internet research techniques.</p>	<p>Internet research techniques, website design & internet conventions, graphic design, importing and manipulating images</p>	<p>By end of project Evaluation Document, Evidence Trail documents and other specific evidence provided as screen shots.</p>
<p>Animation</p> <p>Exploring the uses of stop frame animation for entertainment and advertising.</p> <p>Creating a specific animation for marketing purposes</p> <p>Application of converted animations to the web.</p>	<p>Exploring and applying differing animation techniques – frames, layers, in-betweens, morphs and loops</p> <p>Use of conversion software to differing formats, dependent on intended output platform</p> <p>Concept of global editing, refining and settings</p>	<p>By end of project Evaluation Document, Evidence Trail documents and other specific evidence provided as screen shots.</p>
<p>Databases</p> <p>Project based on “Person”, “Addresses” and “Students” databases tutorial involving Access, Word, Excel and PowerPoint.</p>	<p>Creating databases, creating tables, interrogating data using queries and producing reports, importing data, customising data entry forms and reports</p>	<p>By end of project Evaluation Document, Evidence Trail documents and other specific evidence provided as screen shots.</p>

Topic	Skills	Assessment
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Year 8 - Mathematics

<p>Number Ratios including map scales and sharing in a given ratio Approximation and estimation Percentages, including repeated proportional change and 'reverse' percentages. Fractions Standard Index Form</p> <p>Algebra Using formulae Changing subject of formulae Solving linear, simultaneous and quadratic equations Graphing linear inequalities Finding nth term of linear and quadratic sequences Graphs of straight lines, quadratic and cubic functions Indices</p> <p>Geometry and Measures Metric and Imperial units Compound measures Similar Shapes (2D and 3D) Pythagoras theorem Trigonometry, including applications to navigation and surveying Circle properties</p> <p>Handling Data Cumulative frequency graphs Interquartile range Boxplots Probability, including tree diagrams</p>	<p>Confidence in using basic number skills in a variety of subjects and contexts</p> <p>Developing the ability to handle increasingly abstract concepts and to recognise and use patterns. Developing approaches to problem solving</p> <p>To use trigonometry in practical applications</p> <p>The ability to collect, display and interpret data. To start to develop a critical awareness of limitations of statistics used in the media. To start to develop an understanding of chance</p> <p>Ready For Learning Resilience – perseverance in solving problems</p> <p>Resourcefulness – questioning is an integral part of each lesson. Boys are encouraged not simply to accept answers or methods but to suggest alternatives and to think more deeply about problems. - appreciating connections between topics is developed</p> <p>Reflection – looking to apply what has been learnt is a key skill in mathematics</p> <p>Reciprocity – giving and taking feedback is encouraged</p>	<p>Assessment in Mathematics is on-going and takes a variety of forms. These include regular homework, tests and teacher assessment of student interaction, discussion and responses to open-ended questioning.</p> <p>Homework is set every lesson and may include written exercises, online homeworks, learning for tests and research. This is to enable students to reflect on their own learning and to practise applying Mathematics in both familiar and unfamiliar contexts, as well as for teachers to assess progress.</p> <p>There are end of year examinations.</p>
<p>Additional Information</p> <ul style="list-style-type: none"> • In year 8 boys are taught in ability groups • SAT (Stretch and Think) booklets are available for able students • Boys are entered for UKMT Junior Maths Challenge • Investigational/open-ended work is embedded in the syllabus • MIG maths club to stretch able students • Maths clinic twice a week 		

Topic	Skills	Assessment
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Year 8 - Music

Module 7: Jazz and Blues	<ul style="list-style-type: none"> Performing in a jazz style; Improvising with confidence; Identifying and inverting major and minor triads; Using the bass clef; Recognising and comparing four common styles of jazz; Controlling a voice which may now be breaking 	<p><i>Practical assessment in addition to the on-going theoretical and written tasks:</i></p> <p>Two whole-class performance and improvisation assessments</p>
Module 8: Ground Bass	<ul style="list-style-type: none"> Using a ground bass in composition; Using triads effectively in your composition work; Talking and write knowledgeably about Pachelbel's Canon; Taking note of theoretical and reflective issues in singing repertoire 	<p><i>Practical assessment in addition to the on-going theoretical and written tasks:</i></p> <p>Production of a ground bass composition working as a pair on keyboards.</p> <p>Mid-Year Triads Test</p>
Module 9: Music and Drama	<ul style="list-style-type: none"> Writing a song with a clear dramatic character; Identifying and discussing the differences between various types of theatre music; Using Sibelius as a compositional tool; Demonstrating your compositional ideas vocally 	<p><i>Practical assessment in addition to the on-going theoretical and written tasks:</i></p> <p>Composition of a song, including hand notation and fully computer notated lead sheet.</p>
Module 10: Salsa and the music of Latin America	<ul style="list-style-type: none"> Identifying the key features of salsa when first listening to a piece; Identifying use and controlling dissonance in compositional work; Composing a well-structured melody to fit with a chord scheme; 	<p><i>Practical assessment in addition to the on-going theoretical and written tasks:</i></p> <p>Composition assessment of a melodic composition based on a chord scheme.</p> <p>Small-group salsa compositions.</p>
Cross-curricular project	<ul style="list-style-type: none"> Developing the songs from the Music and Drama module into a complete performance. Developing individual strengths 	<p><i>Practical assessment in addition to the on-going theoretical and written tasks:</i></p> <p>End of Year Exam</p>
Additional Information		
<ul style="list-style-type: none"> The Year 8 scheme of work is given to each Year 8 student in the form on <i>Animando!</i> the department's own textbook. 		



Year 8 – Physical Education

Topic	Skills	Assessment
Physical Literacy.	Additional activities to year 7 are: - Water Polo - Badminton - Volleyball - Softball	This year they are looking to build on the skills they learned from year 7 and then to acquire new skills with the introduction of new activities. Once again, assessment of this topic is based on their ability to perform skills with efficient techniques.
Reflectiveness.	All of the activities they took part in last year. Being the second year practicing these activities they will progress on to reflecting on their own performance and the performance of others	Their ability to reflect in PE will be assessed through the terminology used when using the following assessment opportunities: The use of their reflective diaries, analysis worksheets and verbal feedback tasks during the lessons. This topic is also assessed in a creative context using dance and gymnastics.
Resilience.	Health Related Fitness (HRF): Physical Training Programmes. Athletics: Personal best times, distances and heights. Swimming: Personal best times	The assessment for this is the same as year 7, however, they look to build upon previous achievements of year 7. Their grade is based on a combination of their performances and their attitude to challenges faced.
Knowledge of Health & Fitness	<i>Health Related Fitness:</i> Types of training, Designing a training programme. <i>Every activity:</i> Understanding how and why to warm-up and cool down. Recommendations of local clubs and teams	This is assessed primarily through the HRF end of unit Test paper. It is also continuously assessed via questioning about anatomy and exercise physiology in each activity.
Additional Information		
End of Year 8 PE National Curriculum Average - 4 Their grade will be taken from an average of all of their assessment grades attained throughout the year.		



Year 8 – Physics

Topic	Skills	Assessment
Speed Sound Magnetism Light Heat Density	<ul style="list-style-type: none"> • Thinking Scientifically • Using Physics and Engineering terminology • Practical skill development • Understanding applications and implications of Physics and Engineering • Using investigative approaches • Working critically with evidence • Communicating and collaborating • Problem solving 	Homework every lesson. End of topic test.
<p style="text-align: center;">Additional Information</p> <p>Students will continue to be taught in mixed ability sets by tutor group. It is expected that students will begin to apply their newly acquired Physics knowledge during their Engineering lessons in year 8</p>		



Year 8 –Spanish

Topic	Skills	Assessment
<p><u>Term 1 :Introducing yourself</u></p> <ul style="list-style-type: none"> - The alphabet -Numbers up to 100 -Simple questions and answers - Days and birthdays - Classroom language - Where do you live? -Describing content of school bag -Description of objects in classroom 	<p><u>Grammar:</u></p> <ul style="list-style-type: none"> -Pronunciation of key sounds / letters - Irregular verb tener -Regular -ar, -ir verbs -Question words -personal pronouns -definite / indefinite articles + genders -the negative -plural of nouns 	Speaking
<p><u>Term 2 : At school</u></p> <ul style="list-style-type: none"> -Talking about your school subjects -Describing your school and what you do in lessons -Talking about the uniform -Talking about your teachers -Opinions and justifications - Talking about snacks 	<p><u>Grammar:</u></p> <ul style="list-style-type: none"> -Regular ar / -ir / -re verbs -Using adjectives and agreements -opinion phrases and verbs Using higher opinions : Lo bueno / lo malo Lo que más/ menos me gusta es... SOLER + infinitive 	Reading + Grammar
<p><u>Term 3 : My family</u></p> <ul style="list-style-type: none"> -Talking about family - Talking about pets - Talking about your appearance and character -talking about eyes and hair 	<ul style="list-style-type: none"> -Using possessive adjectives -Using tener and ser, irregular verbs 	Listening + Grammar
<p><u>Term 4 : At home</u></p> <ul style="list-style-type: none"> - Describing where you live -Talking about your home -Talking about activities in your house -Describing your bedroom - Talking about your daily routine 	<ul style="list-style-type: none"> -Using adjectives -Adding extra detail into sentences -Using connectives -Writing a longer passage -Using stem-changing verbs -Using reflexive verbs -Using prepositions 	End of year speaking exam (Module 1 to 4)
<p><u>Term 5 : Free time</u></p> <ul style="list-style-type: none"> -Saying what you do in your free time - Telling the time -Talking about sports -Saying what you like to do -Saying what you are going to do 	<ul style="list-style-type: none"> -Using irregular verbs <i>salir</i> and <i>hacer</i> -Using the verb <i>ir</i> -Using me gusta and the infinitive -Using the near future 	End of year exams Listening, Reading, Writing (Modules 1 to 5)
<p><u>Term 6 : In my town</u></p> <ul style="list-style-type: none"> -Saying what your town is like -Asking where something is in a town -Making and responding to invitations -Talking about the weather -Using two tenses together 	<ul style="list-style-type: none"> -Using comparatives and superlatives - Using <i>querer</i> -Using <i>cuando</i> 	Project work



Year 8 –Spanish

Additional Information

Throughout the year, we teach and reinforce listening, reading, speaking and writing skills as well as transcription and translation to improve the commands of the language. We consider a range of strategies for learning vocabulary in particular the 'Look, say, cover, write, check' technique. The vocabulary needed is at the end of each unit and strategies for learning vocabulary are also offered in these pages of the textbook. There are regular vocabulary and grammar tests in order to consolidate the work done in class. The use of the website "quizlet" is recommended to help learning vocabulary, the main verbs and tenses. There are Mary Glasgow magazines available in the LRC and on SharePoint, students can also use websites such as MYLO and languages online for revision and practice. Word reference is our recommended online dictionary.

