



# 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 Year 8. In addition, during his lessons he has been introduced to principles 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 in order to help him to fulfil his potential at school and in the world of the future. The Year 8 curriculum is intended to develop the necessary foundation skills to both facilitate GCSE option choices and provide a broad and balanced curriculum.

Yours faithfully,

Rev'd Dr C J Evans

Deputy Headmaster



## Year 8 -Art

Topic	Skills	Assessment
<p>Content and timings will vary dependent on individual staff; skills will be refined throughout.</p> <p>At least one project will be in the style of a GCSE project.</p>	<ul style="list-style-type: none"> <li>▪ Pupils are encouraged to explore a rich range of media, materials and techniques. They solve problems themselves, develop confidence and skills in investigation and experimentation, and develop ideas through handling and manipulating materials, media, tools and technologies.</li> <li>▪ Emphasis is put on the process of making - the gaining of skills, knowledge and understanding - rather than purely on the outcome.</li> <li>▪ Projects are scaffolded so that as boys become more confident and skilful, they are given more choices in terms of how they develop outcomes, or which artist/ maker/ designer they wish to explore further. This choice-based system becomes more evident towards the end of each key stage.</li> <li>▪ Boys are supported to take creative risks and encounter challenge and indeed failure, so that they might learn coping strategies when not all goes well.</li> </ul> <p><b>Painting</b> – colour theory; primary, secondary and complementary colours; tints, shades and tones; warm and cold colours; families of colour; mixing from observation; imaginative and expressive composition.</p> <p><b>Drawing</b> – imaginatively and from observation, markmaking; design through pattern and texture; experimental techniques</p> <p><b>Mixed media</b> – explorative work looking at characteristics of</p>	<ul style="list-style-type: none"> <li>▪ Pupils complete a baseline assessment at the start of the year, holistically looking at how well boys analyse the work of others, use and handle a range of media sensitively, record ideas and observations appropriately, and produce their own work taking inspiration from other artist/designer/makers.</li> <li>▪ Critical dialogues between staff and pupils pitched at level appropriate to ability and understanding of individual pupil.</li> <li>▪ Staff visually assess works in progress and provide diagnostic feedback.</li> <li>▪ DARE points are awarded for fully meeting task objectives, good effort or excellent work.</li> <li>▪ Individualised verbal or written feedback given to pupils on how they can improve their work, either on works in progress or as feedback on homeworks.</li> </ul>



Topic	Skills	Assessment
	<p>different media</p> <p><b>Three-dimensional work</b> – to develop special awareness and explore the possibilities of 3D work through paper mache, paper sculpture or textiles</p> <p><b>ICT</b> – image manipulation and drawing using apps/free software, digital photography</p> <p><b>Development of self-evaluation skills</b> – through reflective analysis of projects</p> <p><b>Development of critical analysis skills</b> – using analytical frameworks to support</p>	
<p style="text-align: center;"><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>▪ Homework is set on a regular basis in forms that are appropriate to the project at hand; these could involve pupils making their own artworks, collecting materials, finishing off incomplete work, or researching critical references for further use in lessons.</li> <li>▪ We encourage boys to regularly visit galleries and museums to see a broad range of art, craft and design in the wider world.</li> <li>▪ The department and staff are also available/on hand for extra support and use of space.</li> </ul>		





## Year 8 - Chemistry

Topic	Skills	Assessment
Reactions	<ul style="list-style-type: none"> <li>• Developing practical skills</li> <li>• Mathematical skills</li> <li>• Using scientific terminology</li> </ul>	Practical Assessment End of topic test
Metals, acids and materials	<ul style="list-style-type: none"> <li>• Thinking scientifically</li> <li>• Using models</li> <li>• Drawing accurate diagrams</li> <li>• Using scientific terminology</li> <li>• Understanding the applications of science</li> <li>• Further development of practical skills</li> </ul>	Practical Assessment
Rocks	<ul style="list-style-type: none"> <li>• Using scientific terminology</li> <li>• Working critically with evidence</li> <li>• Seeing how theories develop and change</li> <li>• Understanding the applications of science</li> <li>• Linking chemistry with the world around us</li> </ul>	Identification exercise  End of year exam
New technology	<ul style="list-style-type: none"> <li>• Working critically with evidence</li> <li>• Collaborating and communicating</li> <li>• Extended research</li> <li>• Literacy</li> <li>• Citizenship</li> </ul>	Presentation task and personal reflection
Forensic Science  <i>The order of the topics may vary</i>	<ul style="list-style-type: none"> <li>• Working critically with evidence</li> <li>• Understanding the applications of science</li> </ul>	Practical booklet competition
<p><b>Additional Information</b></p> <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>Chapter 4</p> <ul style="list-style-type: none"> <li>• Perfect tense</li> <li>• Principal parts (2)</li> <li>• Third declension nouns</li> <li>• Direct questions</li> <li>• Mixed conjugation verbs</li> <li>• Time expressions (2)</li> <li>• Personal pronouns and possessive adjectives (1)</li> <li>• Superlatives</li> <li>• Chapter 4 vocabulary</li> </ul> <p>Chapter 5</p> <ul style="list-style-type: none"> <li>• Future tense</li> <li>• Time adverbs</li> <li>• Linking sentences</li> <li>• Personal pronouns and possessive adjectives (2)</li> <li>• Adjectives (3)</li> <li>• Adverbs from adjectives</li> <li>• Third person pronouns (1): is, ea, id</li> <li>• Third person pronouns (2): se</li> <li>• Third person possessives: eius and suus</li> <li>• Chapter 5 vocabulary</li> </ul> <p>Chapter 6</p> <ul style="list-style-type: none"> <li>• Pluperfect tense</li> <li>• Because and although: quod and quamquam</li> <li>• The relative pronoun and relative clauses: qui, quae, quod</li> <li>• The interrogative pronoun: quis?, quid?</li> <li>• Numerals</li> <li>• Time expressions (3): 'time within which'</li> <li>• I go: eo</li> <li>• Prefixes and compounds</li> <li>• Time clauses: ubi and postquam</li> <li>• Chapter 6 vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and understand more complicated and new elements of language (e.g. noun and adjective agreements; passives)</li> <li>• Memory recall</li> <li>• Translation skills – application of knowledge; analysis; logic; sequencing</li> <li>• Expanding vocabulary; derivations and grammar linked with MFLs (particularly French, German and Spanish)</li> </ul> <p>Start to develop skills of analysis, interpretation and evaluation when reading/ discussing Classical Civilisation topics</p>	<p>Assessment s:</p> <p>Entry Level Latin exam (November and January)</p> <p>Summer exam, which requires knowledge of all language points covered this year</p>



### Additional Information

#### Additional Information

- Vocabulary and grammar tests given throughout the year.
- Roman social topics include:
  - slaves
  - Roman town house
  - patriarchal society
  - citizenship
  - leisure (baths, theatre, chariot races, gladiators)
  - Project on Pompeii
- Roman background topics include:
  - Aeneas and the origins of Rome continued (Danger in Sicily, Storm and Prophecy, Dido and Aeneas)
  - Aeneas and the Roman 'future' (The Sibyl and the Underworld, The eating of tables, The future site of Rome, A final duel,
  - From Aeneas to Romulus (Romulus and Remus, The foundation of Rome, The Sabine women, The ascension of Romulus
  - The early kings of Rome (The reluctant ruler; Numa, thunderbolts and fish; Servius Tullius: flaming child, Tarquinius seizes the throne; Tarquinius Superbus buys some odd books; Tarquinius Superbus gives some advice; Tarquinius Superbus sends his sons to Delphi; The birth of the Roman Republic



## Year 8 – Computer Science

Topic	Skills	Assessment
Programming with python	<p>This is an extended project, where students deepen their understanding of the core concepts of programming in Python:</p> <ul style="list-style-type: none"> <li>• Data types and structures</li> <li>• Sequences</li> <li>• Selection</li> <li>• Iteration</li> </ul> <p>They will look more in depth at the syntax of the Python programming language to create a game using the Python plugin of PyGame.</p> <p>Students will be provided with the opportunity to learn how to read and write text files, linking the skills to their PyGame project.</p>	<p>Student will complete a blog detailing what they have done during each lesson; these will be assessed every half term.</p> <p>There will be a number of challenges set, involving both electronic and written assessment.</p>
Computer hardware Research	<p>A computer system could be considered quite modular in design. Students research in-depth the various key components, including the power supply; display; graphics; the storage of data and the CPU.</p> <p>The computer hardware functionality is discussed and explained, providing an insight into how components enable a computer to operate.</p>	
Mobile application development	<p>Mobile technology plays a large part in all our lives. This project introduces the AppInventor block drag-and-drop coding method to create an Android mobile app.</p> <p>The students will develop a quiz style App, based on lists of questions and answers presented via text boxes and some imagery, controlled using block commands. This will be a cross curricular</p>	



	<p>activity, linked to science.</p> <p>There is scope for extension work that could include designing and developing other Apps that provide the functionality for drawing, performing mathematical calculations, displaying maps or a simple pedometer.</p>	
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**Additional Information**

Homework is set fortnightly and will be based on extending knowledge of the current lesson topic. The work will be reviewed to confirm the quality and to ensure completion; with the provision of written feedback for one homework each half-term. The homework aims to promote student inquisitiveness and contribute to the students' curiosity, perseverance and reflection levels. Peer and self-marking may also be utilised for the purpose of reflection and deepening understanding. Students will be set an end of year exam, which will involve multiple choice and long answer questions.



## Year 8 - Drama

Topic	Skills	Assessment
1.Symbolism	<ul style="list-style-type: none"> <li>• Exploring different aspects of symbolism and its use in performance</li> <li>• Working as an ensemble</li> <li>• Using movement sequences to communicate emotion</li> <li>• Understanding how the use of music can communicate a specific atmosphere, mood or location</li> </ul>	<p>Each individual skill is peer assessed via devised group scenarios.</p> <p>Students write an evaluation of theirs and their peers' work.</p> <p>All the elements of the taught skills are combined at the end of the scheme of work in a devised group performance for assessment by the teacher.</p> <p>Students write an evaluation of their own performance.</p>
2.Scripted Assessment	<ul style="list-style-type: none"> <li>• Create and sustain a character</li> <li>• Work effectively in a group</li> <li>• Improve understanding of blocking</li> <li>• Use a variety of vocal tones: pitch, pace, pause, accent, volume to create a rounded character</li> <li>• Interpret a text for performance</li> </ul>	<p>This culminates in a group performance of an extract from a play which is assessed by the teacher.</p> <p>Written evaluation by students.</p>
3. Puppetry	<ul style="list-style-type: none"> <li>• Working as an ensemble to group puppeteer</li> <li>• Using creativity and innovation in design and realisation of character</li> <li>• Demonstrating relevant puppetry skills in performance</li> </ul>	<p>Peer assessment of group scenarios.</p> <p>Written evaluation by students.</p>
4. Mask and mime/clowning ( This unit includes skills in devising)	<ul style="list-style-type: none"> <li>• Focus and concentration</li> <li>• Exaggerated performance style</li> <li>• Development of skills: gait, posture, facial expressions, body language</li> </ul> <p>Creation of character</p>	<p>Individual skills peer assessed in group scenarios.</p>



### **Additional Information**

- Lunchtime drama club available, run by Year 11 drama students
- Extra-curricular drama club available, Berserk Productions
- Extra-curricular LAMDA training available- Berserk Productions
- Whole year group trip to see a live theatre performance

The curriculum has been designed as a foundation course for GCSE Drama, to give students a taste of the skills required at GCSE, which enables students to make an informed decision when choosing their GCSE options. A compulsory theatre trip forms an important element of this course and enables the boys to see professionals at work, as well as evaluate and analyse at a higher level.



## 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	Writing and grammar skills practice papers.



	different registers.	
<b>Additional Information</b>		
<p>Opportunities for all students to become involved in: BBC News School Report journalism project; Reading School Book Festival; visiting authors and writing workshops; visiting touring theatre groups; Rooted In Writing project; McIlroy extended writing competition.</p>		



## Year 8 - French

Topic	Skills	Assessment
Term 1 : Studio 2 Unit 1 "T'es branché"	<ul style="list-style-type: none"> <li>-revision of all verbs in the present tense (regular and irregular)</li> <li>-the negative form</li> <li>-expressing opinions and justifying them</li> <li>-perfect tense of regular -er verbs with 'avoir'</li> </ul>	<ul style="list-style-type: none"> <li>- Listening/Reading (module 1)</li> <li>- grammar test (present)</li> </ul>
Term 2 : Studio 2 Unit 2 "Paris, je t'adore!"	<ul style="list-style-type: none"> <li>-perfect tense of all verbs</li> <li>-opinions in the past</li> <li>-intensifiers</li> <li>-asking questions in the past</li> <li>-use a variety of persons (not only je)</li> </ul>	<ul style="list-style-type: none"> <li>-Writing a post card using the perfect tense</li> </ul>
Term 3 : Asterix and various authentic resources around French comics + Studio2 Unit 3	<ul style="list-style-type: none"> <li>-describe personality</li> <li>-reflexive verbs in the present</li> <li>-possessive adjectives</li> <li>-debating</li> <li>-clothes and colours</li> <li>-the near future tense</li> <li>-using the three tenses at the same time</li> </ul>	<ul style="list-style-type: none"> <li>-Speaking- describing characters from Asterix and using the near future tense</li> </ul>
Term 4 : Studio 2 Unit 4 "Chez moi, chez toi"	<ul style="list-style-type: none"> <li>-irregular adjectives</li> <li>-the comparative</li> <li>- house and prepositions of place</li> <li>-food and partitive articles</li> <li>-quantities and opinions on food</li> <li>-talking about an event</li> </ul>	<ul style="list-style-type: none"> <li>-Reading and Listening</li> </ul>
Term 5: Studio 2 Unit 5 "Quel talent!"	<ul style="list-style-type: none"> <li>-modal verbs present tense</li> <li>-the imperative</li> <li>-the superlative</li> <li>-extending writing: use of a range of tenses and complex structures</li> </ul>	<ul style="list-style-type: none"> <li>-End of year exams (listening / reading and writing Modules 1 to 5)</li> </ul>
Term 6 : Studio 2 Unit 6 "Studio découverte Cross-curricular projects (Geography, History)	<ul style="list-style-type: none"> <li>-working out the meaning of words</li> <li>- developing a personal response to a text</li> </ul>	
<b>Additional Information</b>		
<p>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 and encourage the pupils to use "This is Language" to develop their range of vocabulary and listening skills. The use of other websites such as "quizlet" is recommended too. There are Mary Glasgow magazines available in the LRC and on SharePoint; We aim at a spontaneous and natural use of the target language and as a consequence we regularly invent role plays or re-enact dialogues from authentic materials or films. The students film themselves and can then reflect on their fluency, their pronunciation and overall ability to juggle with tense and manipulate the grammatical structures studied in class.</p>		



## Year 8 - Geography

Topic	Skills	Assessment
<p>We will cover 6 topics, each lasting a half term.</p> <ol style="list-style-type: none"> <li>1. Impossible places</li> <li>2. Rivers</li> <li>3. Development</li> <li>4. Cold environments</li> <li>5. Natural Resources</li> <li>6. Geography of Crime and Piracy</li> </ol>	<p>Geography covers a wide range of skills which are developed from the early years at Reading, through to GCSE and A Level.</p> <p>These skills include the reflection of their own work and recognition of how to improve. Students are encouraged to explore the world around them, using independent and group research and analysis skills. Using a range of resources, students will be able identify a wide range of issues and interact with the information to form a balanced, justified opinion, while showing respect and sensitivity to others.</p>	<p>Assessments are undertaken at the end of every half term to coincide with the end of each topic. Assessment will take the form of one of the following:</p> <ul style="list-style-type: none"> <li>- End of topic test</li> <li>- Written essay</li> <li>- Decision making exercise</li> <li>- Fieldwork write up</li> <li>- Presentations</li> </ul>
<p><b>Additional Information</b></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. A level will be awarded at the end of each topic, which your son will record on his student tracker in the front of his book. The levels throughout the year will consist of end of topic tests, essays, decision making exercises, presentations and field work write up activities. To help support and engage your son please discuss current affairs related to the topics he is studying.</p>		



## Year 8 - German

Topic	Skills	Assessment
Term 1 : Zoom 1 School	Revision verbs, comparison	
Typical German foods		
Term 2 : Zoom 2 Clothes	Adjective endings future	Reading, listening
Term 3 : Daily routine	Separable verbs, reflexives	
Term 4 : Media: music, film and hobbies	Verbs	Speaking EoY
Term 5 : Past tense	Past, regulars, past with 'sein'	
Term 6 : Projects	revision of all tenses	
		-End of year exams: listening, reading, speaking and writing
<b>Additional Information</b>		
<p>Throughout the year, we teach and <b>reinforce vocabulary learning, listening, reading, speaking and writing skills as well as transcription and translation from authentic German texts/ books/ poems/ songs.</b> 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.</p>		



## Year 8- History

Topic	Conceptual focus for the assessment	Assessment
1. Industrial Revolution	Using sources	
2. Britain and the world 1750-1900	Significance	
3. History of Science	Change and continuity	
4. WW1	Causation	
5. Impact of WW1	Significance	
6. WW2	Using sources	
7. Bringing History up to date	Similarity and difference	

**Additional Information**

Assessments are undertaken at the end of each topic but there will be smaller basic assessments throughout the year.

Assessment will take the form of one of the following:

- End of topic test
- Written essay
- Presentations
- Knowledge quizzes



## Year 8 – Mathematics

Topic	Skills	Assessment
<p><b>Number</b> 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><b>Algebra</b> 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><b>Geometry and Measures</b> Metric and Imperial units Compound measures Similar Shapes (2D and 3D) Pythagoras theorem Trigonometry, including applications to navigation and surveying Circle properties</p> <p><b>Handling Data</b> 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><b>Ready For Learning</b> 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><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>• In year 8 boys are taught in their tutor groups.</li> <li>• Boys are entered for UKMT Junior Maths Challenge.</li> <li>• Investigational/open-ended work is embedded in the syllabus.</li> <li>• MIG maths club to stretch able students</li> <li>• Maths clinic twice a week.</li> </ul>		



## Year 8 – Music

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



## Year 8 – Physical Education

Topic	Skills	Assessment
<p><b>The purpose of PE at Reading School to make better movers and better people.</b></p> <p><b>The physically educated person is someone who has learned to arrange their lives in such a way that habitual movement they freely engage in makes a distinctive contribution to their wider flourishing.</b></p> <p><b>Michaelmas Term:</b></p> <p>Essential Movement Skills</p> <p>Gymnastics</p> <p>Rugby</p> <p><b>Lent Term:</b></p> <p>Dance</p> <p>Football</p> <p><b>Summer Term:</b></p> <p>Athletics</p> <p>Cricket</p>	<p>This is done by focusing on four learning domains; the physical, cognitive, social and affective.</p> <p><b>Physical:</b> Motor competence and confidence</p> <p><b>Cognitive:</b> Knowledge and understanding of movements and a physically active lifestyle</p> <p><b>Social:</b> Interacting with others with care, compassion and kindness</p> <p><b>Affective:</b> Self-management of Feelings, emotions and personal behaviours,</p> <p><b>Affective:</b> How can movement impact feelings</p> <p><b>Social:</b> Sequence work</p> <p><b>Cognitive:</b> Rules and Tactics <b>Social:</b> Working well with others</p> <p><b>Physical:</b> Controlled movement <b>Social:</b> Designing a sequence within a group</p> <p><b>Cognitive:</b> Rules and Tactics <b>Social:</b> Working well with others</p> <p><b>Affective:</b> Focus on Quality Practice. <b>Cognitive:</b> Components of Health and Fitness</p> <p><b>Cognitive:</b> Rules and Tactics <b>Social:</b> Working well with others</p>	<p>A varied approach to assessment but mainly focused on co-construction of targets in the physical, cognitive, social and affective learning domains.</p> <p>Teacher assessment on effort, willingness to have a go, compassionate interaction with peers and quality practice.</p> <p>There are no grades for Curriculum PE, however we focus pupils to reflect on their learning, skill acquisition and self-improvement</p>
<p><b>Additional Information</b></p> <p>All boys will represent their house in rugby, football and cricket over the course of the year. If they are in school but unable to take a physical part they still require kit as they will take on the role of coach, official or captain with lessons. There are no non-doers within PE. Be prepared for all activities in all weather.</p>		



## Year 8 – Physics

Topic	Skills	Assessment
Speed  Sound  Magnetism and electromagnetism  Light  Heat	<ul style="list-style-type: none"> <li>• Thinking Scientifically and creatively</li> <li>• Using Physics and Engineering terminology</li> <li>• Literacy exercise and learning technical vocabulary</li> <li>• Practical skills for experimentation and Engineering</li> <li>• Understanding history of Physics and Engineering</li> <li>• Research skills</li> <li>• Graph drawing</li> <li>• Working as a team.</li> <li>• Communicating and collaborating</li> <li>• Using investigative and explorative approaches</li> <li>• Understanding the application and implications of Physics &amp; Engineering</li> <li>• Working critically with evidence</li> </ul>	<p>Homework will not be set every lesson but will include a range of activities including independent research.</p> <p>End of topic tests every 6-7 weeks.</p> <p>End of year exam.</p>
<p style="text-align: center;"><b>Additional Information</b></p> <p>The KS3 Physics course works to build the basic building blocks required for further study in Physics and Engineering. Around 65% of all Year 8 Physics lessons will be practical based with emphasis put on creativity as well as experimentation.</p>		



## Year 8 – Religious Studies

Topic	Skills	Assessment
<p>This year’s studies begin with a philosophical and ethical look at the <b>problem of evil and suffering</b>. This will include different theodicies (defences) for why God may allow evil and suffering.</p> <p>This is followed by a unit on different <b>ethical theories</b> from both a religious and secular nature.</p> <p>Students then explore a unit of study on Religious response to ethical and moral dilemmas including reference to some of the following:</p> <p><b>1. The Right to Life</b> Views on the sanctity and quality of life and how these influence attitudes to abortion and euthanasia.</p> <p><b>2. The Use of Medical Technology</b> Views on the sanctity of life, correction of nature and intervention in nature influence attitudes to the following: fertility and genetic treatments, cloning, and the appropriateness of embryonic research, including the question of hybrid embryos.</p> <p><b>3. Personal Responsibility</b> Views on what it means to be human and on the importance of commitment and responsibility influence attitudes and personal lifestyle in relation to sexual relationships and the use of drugs.</p> <p><b>4. Social Responsibility</b> Views on the importance of commitment, responsibility, equality and justice influence attitudes to marriage, and prejudice and discrimination.</p> <p><b>5. Global Concerns</b> Views on the world as God’s creation, stewardship, justice and respect for life influence attitudes to the world and its inhabitants.</p>	<p>This course helps students develop their interest in, and enthusiasm for, the study of Religion and its relation to the wider world.</p> <p>Students will develop their literacy and listening skills as well as analytical research ability.</p> <p>They will be encouraged to develop empathy and respond respectfully to a range of views with their own personal opinions.</p> <p>They will develop informed insight on fundamental questions about:</p> <p>identity belonging meaning purpose truth values Commitments.</p> <p>The curriculum lays a good foundation for further studies including Philosophy, Law, History, Politics, Sociology and English Literature.</p>	<p>Students are assessed through;</p> <ul style="list-style-type: none"> <li>• peer marking;</li> <li>• Self-assessment</li> <li>• Teacher moderation</li> <li>• Assessment of note taking;</li> <li>• Oral presentations in class</li> <li>• End of year examination.</li> </ul>



**6. Conflict**

Views on justice, forgiveness, reconciliation and peace influence attitudes to war and peace, and to crime and punishment.



## Year 8 –Spanish

Topic	Skills	Assessment
<b>Term 1 : Zoom 1</b> Interesting facts about Spain Latin American countries Talking about yourself Giving information about myself and family	<ul style="list-style-type: none"> <li>• Basic language, presentation</li> <li>• Learning vocabulary</li> <li>• Understand classroom instructions</li> <li>• Numbers 1-50 and the alphabet</li> <li>• Articles</li> <li>• La familia ser, estar</li> </ul>	Listening Writing
<b>Term 2: Zoom 1</b> Day of the Death Where I come from Describing pets	<ul style="list-style-type: none"> <li>• Ages, birthdays, pets</li> <li>• Days of the week, months, dates</li> <li>• Colours, nationalities and languages.</li> </ul> The verb tender and the simple present tense of some verbs.	Speaking Writing
<b>Term 3: Zoom 1</b> Describing people and their personality.	<ul style="list-style-type: none"> <li>• Physical description and personality</li> <li>• Ser, estar, tener, llevar.</li> </ul>	Reading Writing
<b>Term 4: Zoom 1</b> School - comparing British and Spanish schools. Uniform	<ul style="list-style-type: none"> <li>• Subjects</li> <li>• Like - me gusta, and the negative forms</li> <li>• Personality adjectives to describe teachers</li> <li>• Learning the time, timetables and clothes.</li> </ul>	Listening Writing
<b>Term 5: Zoom 1</b> Restaurant Food	<ul style="list-style-type: none"> <li>• Food vocabulary</li> <li>• Opinion verbs</li> <li>• Impersonal 'se'</li> <li>• The comparative.</li> </ul>	Speaking role-play Writing
<b>Term 6: Zoom 1</b> Free time Sports	<ul style="list-style-type: none"> <li>• Hacer + time expressions</li> <li>• Radical verb changes in the present tense</li> <li>• Poder, querer, preferir</li> <li>• Immediate future</li> </ul>	Reading Writing
<b>Additional information</b> Throughout the year, we teach and <b>reinforce vocabulary learning, listening, reading, speaking and writing skills as well as transcription and translation from authentic Spanish books/ poems/ songs.</b> To learn vocabulary effectively, pupils should firstly revise from Spanish to English; test themselves by covering up the translation, then revise those terms which are still incorrect. Repeat the process until all vocabulary can be recalled. Then revise from English to Spanish (sets of 3 to 5 words/phrases at a time, Look, cover, write, check),		



tick the correct items, move to the next set. Continue to revise incorrect items 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** and to provide an interactive way for vocabulary revision.

As well as this, **DUOLINGO** must be used to improve grammar and translation, as it helps them increase their accuracy in Spanish.

In order to improve their speaking, we also encourage students to use **THIS IS LANGUAGE**, where they can play games and listen to videos in order to become better speakers and listeners.

## Year 8 – Floreat (Student Leadership and Character Development Programme)

Topic	Skills	Assessment
<i>(Indicative content - subject to change)</i>	<i>(Indicative content - subject to change)</i>	<i>(Indicative content - subject to change)</i>
Teamwork	Tolerance Delegation Motivation Patience	Participation in co-curricular activities and seizing of opportunities to demonstrate leadership
Self-Awareness	Adaptability Intuition Independence	Feedback from staff and external partners
Accountability	Reliability Honesty Integrity Responsibility	Ongoing in-lesson written teacher assessment of reflective 'Virtual Leadership Folder'
Helping Others	Empathy Listening Generosity	Critical dialogue during scenario-based activities and debates
Communication	Positivity Confidence Inspiration	Formative tests on leadership theory and examples
Organisation & Planning	Resourcefulness Focus Problem-Solving	
Commitment	Resilience Ambition Target-setting	

### Additional information

Reading School's innovative Leadership Programme aims to foster the transferable skills necessary for sustained success both within and more importantly, beyond, Reading School. The programme is based on the two streams of 'Taught' and 'Caught' Leadership.

The former is one lesson per week of alternate scenario-based discussion and reflective work in a 'Virtual Leadership Portfolio'. The latter gathers evidence of leadership attributes demonstrated by the students in the wide range of existing co-curricular activities at Reading School.

Students are encouraged to participate and seek leadership opportunities within extra-curricular activities including sport, music, House Competitions, LRC, School Council, Careers, Drama Productions, CCF (Y9 upwards), Future Stories (Y9 upwards), Duke of Edinburgh (Y10 upwards) as well as drawing on activities outside of school.

Topical examples are used to enhance students' awareness of current affairs, whilst external speakers are regularly invited in to demonstrate the real world relevance of the Programme.