



THE

SUTHERS

SCHOOL

YEAR 8 CURRICULUM



INTRODUCTION FROM MRS WATKIN: HEAD TEACHER

Dear Parents/ Carers,

There is no doubt that, as a brand-new school, The Suthers School is in an enviable position—able to craft a curriculum that meets the needs of all students, providing exciting enrichment opportunities which guarantees access to a wealth of extra-curricular activities and student leadership responsibilities.

The Suthers School promises to deliver a highly academic curriculum and to empower the young people of Newark to do more than they ever thought possible. Over the next few years at The Suthers School, you will continue to learn how to become the best version of yourself, by committing to your studies and taking part in all the opportunities you are faced with and grasping them in both hands.

Nic Watkin

Head Teacher



2022 RESULTS

We were incredibly proud to celebrate our first ever set of GCSE results this summer. There were some incredible individual performances and all students have gone on to secure their chosen pathway at Post-16. Academic performance, along with a commitment to character development, is a key focus for all students at The Suthers School.




Results Overview 2022

PROGRESS 8	ATTAINMENT 8
0.15	47.06
Final Prediction: 0.08	Final Prediction: 46.46
PROGRESS 8 BASKETS	ENGLISH/MATHS ATTAINMENT
ENGLISH 0.30	EN/MA 4+ 73%
MATHS 0.53	EN/MA 5+ 52%

CULTURE FOR LEARNING

The Suthers School is a calm, safe, purposeful, and positive place to learn. Our aim is for all lessons to be free from disruption. The behaviour system is designed to provide a consistent approach across all lessons and to prevent persistent low-level disruption. Teachers will at all points aim to use positive framing to support their approach, but our ambitious standards must be adhered to.



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	Student action	Staff action	Restorative action
<h2 style="margin: 0;">C1</h2> <p style="margin: 0;">Correction</p>	<p>I am not meeting our basic expectations and it is negatively affecting teaching and learning. I am not doing as my teacher has asked.</p>	<p>A C1 verbal warning will be given and logged on Briconcom. Further support will be offered to engage you with the learning.</p>	<p>Listen and act on the advice offered. Be respectful, apologise and meet the expectations for the rest of the lesson. You may be given an emergency pass to stand outside the classroom door to help you regain focus and instructed to move seats.</p>
<h2 style="margin: 0;">C2</h2> <p style="margin: 0;">Consequence</p>	<p>I am still not complying with our basic expectations after a verbal C1 warning. My approach to learning has not improved.</p>	<p>A C2 warning will be given and logged in Briconcom. You will be collected from class and taken to the Respect & Responsibilities Room. Your parents/carers will be informed.</p>	<p>Wait respectfully for a member of staff to arrive; learning continues to take place for the rest of the class. Leave immediately with the member of staff and walk serenely to the Respect & Responsibilities Room where you will complete your reflection task and sanction. Restorative conversations with staff to prevent issues reoccurring.</p>

Serious Incident

Student action	Staff action	Restorative action
<p>Repeated non co-operation Verbally or physically abusing students or staff Derogatory language towards staff or other students Inappropriate use of electronic device/visibility of devices Dangerous conduct Vandalism</p>	<p>Immediate removal from the lesson and taken to the Respect & Responsibilities Room whilst the incident is investigated. A restorative action and/or sanction will then be issued.</p>	<p>Complete reflective work, be honest and restorative conversations to be held with staff to resolve the situation.</p>

Whole School Action

The school may use the following consequences depending on the severity of the incident:

<ul style="list-style-type: none"> • Immediate lunch/after-school detention • Removal of unstructured times (e.g. break/lunch times) • Community Service in the form of litter picking/removal of graffiti • Exclusion from areas of the school (e.g. the school field at lunchtimes) 	<ul style="list-style-type: none"> • Removal of IT rights (e.g. email and internet) • Confiscation of mobile phones/ear buds • Correction conversations with staff for up to 10 minutes after school • Referral to the school police liaison officer and other outside agencies • Formal inclusion in school 	<ul style="list-style-type: none"> • Inclusion at another school • Fixed term Suspension or permanent exclusion
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EXTRA CURRICULAR & ENRICHMENT

We know that young people need both a strong academic foundation and well-developed character strengths to succeed in education and the world beyond. That's why we are committed to delivering an extensive enrichment programme—and through our extended school day we are able to guarantee participation for all, no matter what their starting point.

Our extended curriculum provides all pupils with guaranteed access to an exciting range of activities; from German language lessons and computer programming to creative arts, sport, leadership, charity work, sports clubs and running a student newsletter- students at The Suthers School benefit from a truly enriching curriculum.

Our current Enrichment provision is as follows:

Tuesday 2:55pm – 4pm	Enrichment for all (All students take part in an enrichment activity of their choice)
Wednesday 2:55pm -4pm	Study Hall (students have the option of signing up for additional time for Practice Learning, where access is provided to IT rooms and to teachers for support with their learning where necessary).
Thursday 2:55pm -4pm	Optional Enrichment (Students may opt in to a range of enrichment activities).
Friday 2:55pm -4pm	

Whole School Enrichment Activities: -

The enrichment activities currently on offer on a Tuesday are:

Amnesty Club	Chess	Girls Football	Strategy Board Games
Apps for Good	Choir	Journalism	Study Room
Baking	The Fern Club	Netball	Typography
Basketball	Cricket	Rugby	Young Enterprise
Boxing	German	STEM	

Whole School Enrichment Activities: -

At present, the following activities are available on a Thursday/Friday after school

- Netball
- Football
- Rugby
- Baking
- Photography
- Dance



THE FERN & LITERACY STRATEGY

Literacy at The Suthers School

At The Suthers School we take pride in developing literacy skills across all subject areas and promote reading, writing and oracy with effective whole school strategies. We value the importance of developing the key skills of literacy within our students to enable them to fully access the broad and diverse curriculum on offer and to foster articulate individuals who are able to navigate the learning world around them. Some of our whole school strategies include...

- **DEAR (Drop Everything And Read):** dedicated daily time to pause curriculum learning and promote reading for pleasure through listening to a story being read aloud by class teachers.
- **Yellow Highlighters:** all staff wear their yellow highlighters with pride and use these to give live feedback to students on literacy errors and misconceptions in their writing. Students are taught to edit and respond in red pen to ensure standards remain high.
- **Vocabulary learning letters:** students receive a half-termly poster containing five key words for every subject they study. This forms part of our Practice Learning (homework) strategy in which, students are directed to carry out an activity to help them learn, spell and understand the key term that is crucial to their curriculum learning that half term. This is celebrated through an optional spelling bee, broadcast during form time, to celebrate those students who excel in this area.
- **Word of the week:** through our form time programme, students learn a word of the week, designed to teach a concept throughout the year and promotes the learning of etymology. Throughout their time in school, students complete a cycle of learning word patterns to develop their language learning.
- **SHAPE:** All classrooms develop oracy through our acronym to remind students of how to SHAPE answers in their lessons. This is supported by our 'no hands up' policy in class to allow teachers to target questions and ensure that all learners are challenged appropriately so they are contributing and learning at their level
- **Literacy Leaders:** our older students in school are training to become our literacy leaders to support students in Y7 with their reading during form time each week. We have scope for this to progress into a mentoring scheme to support writing too.

The Fern

The Fern is our library, learning and careers hub at The Suthers School, aptly named after our location in Fernwood and in line with our TORCH tree emblem. We use the motto 'Learn at The Fern' as we have dedicated space for students to read, study and research. Students are able to access The Fern in their lunchtimes and during enrichment sessions. KS3 English lessons also take place in The Fern once per week to support our Accelerated Reader programme. We host termly events for students, parents and carers in The Fern including book stalls and workshops to support parents and carers with how to develop reading for pleasure at home. We also provide students with an opportunity to engage with competitions and reading-related events throughout the year, as well as exposing them to author talks and community events.



ENGLISH

Year 8 Content Summary

Students will continue to study high quality texts to develop and deepen their knowledge of a breadth of current and historical contexts, with a focus on writers and readers' responses, perspectives and interpretations through time. They will deepen their appreciation of how language, in literature, in performance and in society, shapes meaning and our perceptions of it, through the work of others and their own. Students will begin to apply critical lenses to the intentions of writing and develop their understanding of how it may be received.

Our Year 8 Long Term Plan:

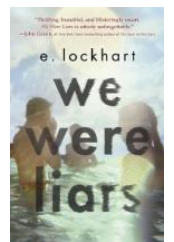
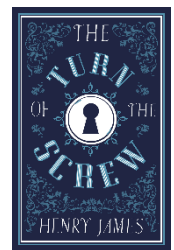
- **Half Term One:** *Literature of Protest* (exploring a myriad of Protest Literature throughout history).
- **Half Term Two:** *Language of Protest* - An in-depth interrogation of the intentions behind non-fiction writing.
- **Half Term Three:** *The Woman in Black* by Susan Hill
- **Half term Four:** *The Woman in Black* by Susan Hill
- **Half Term Five:** *Romeo and Juliet* by William Shakespeare
- **Half Term Six:** *Romeo and Juliet* by William Shakespeare

Reading preparation:

The Turn of the Screw by Henry James

Banned Book Club by Kim Hyun Sook

We Were Liars by E Lockhart



Useful website links:

www.freerice.com – A UN initiative to help end world hunger, one word at a time.

<https://www.rsc.org.uk/shakespeare-learning-zone> - A student dedicated learning zone for all things 'Shakespeare'.

GCSE exam and exam board:

AQA English Language GCSE

AQA English Literature GCSE

MATHEMATICS

Year 8 Content Summary

Mathematics is a fascinating, enthralling subject that is vital in everything that we do. Fostering a love of learning the subject and appreciating the beauty of Mathematics are key elements that underpin the curriculum at the Suthers School.

The Mathematics curriculum, informed by educational research and exceeding the demands of the National Curriculum, has been carefully crafted and sequenced to be ambitious for all students, no matter of their starting point.

Topics are broken down into small connected and structured steps, each one acting as a building block for the next. Year groups study the 'story' of a topic as they progress from one year to the next, with their depth of their knowledge of the story increasing over time.

The first topic students in Year 8 will study is sequences, where students will be developing their knowledge from their Year 7 story and learning to describe linear numerical sequences algebraically. Students then move onto developing their knowledge of prime numbers, factors and multiples, and being able to pick out key information from worded real-world contexts.

The Mathematics curriculum at the Suthers School empowers all students by:

- Stimulating, developing and nurturing the **passion** of all students
- Equipping students with the tools to become **resilient problem solvers**
- Developing the school wide **character strengths** in every lesson
- Identifying **misconceptions** to anticipate common mistakes and increase understanding for all
- Exploring **historically, current** and **culturally important** Mathematicians and Mathematical events
- Making links to further and **higher education** and **careers**
- Delivering a consistent focus on **real world applications** of Mathematics
- Narrowing the vocabulary gap, by promoting a high level of **oracy**, giving all students the opportunity to **talk like an expert**
- Making **connections** between topics through careful and effective sequencing
- Making **cross curricular** links to other subjects

Useful website links:

Corbettmaths.com

Mathsgenie.co.uk

Mrbartonmaths.com

Nrich.maths.org

GCSE exam and exam board:

AQA GCSE Mathematics

SCIENCE

Year 8 Content Summary- Students will study a range of topics within the domains of biology, chemistry and physics, interleaving 'working scientifically' skills throughout.

Our bespoke curriculum builds on the scientific principles learnt during Year 7, such as the particle model, forces and reproduction.

We deliver the following content in Year 8:

Biology	Chemistry	Physics
➤ Health & Lifestyle	➤ The Periodic Table	➤ Electricity & Magnetism
➤ Photosynthesis & Respiration	➤ Separation Techniques	➤ Energy
➤ Ecosystems	➤ Reactions of Metals	➤ Motion & Pressure
➤ Variation & Evolution	➤ The Earth's Atmosphere	

Each carefully chosen topic identifies the most important concepts that will help to further students' scientific understanding, whilst making contextual links to society and the natural world. Practical activities are meticulously planned to support students' learning and to encourage the development of investigative skills.

Home learning tasks are frequently used to support, supplement and extend the learning that takes place in the classroom, whilst encouraging students to be independent thinkers.

Reading preparation:

No additional resources are required to access our curriculum. However, if you are keen to expand your horizons and wish to learn more about science, then you might like to try the following publications:

For our curriculum:

- Any 'CGP KS3 Science' study guide or workbook is a beneficial learning aid

Just for fun:

- On the Origin of Species (Sabena Radeva)
- I Am a Book. I Am a Portal to the Universe (Stefanie Posavec & Miriam Quick)
- Diary of a Young Naturalist (Dara McAnulty)
- The Disappearing Spoon, Young Readers Edition (Sam Kean)

Useful online resources:

- [Royal Society of Chemistry: Periodic Table](#)
- [PhET Colorado: Circuit Construction Kit](#)
- BBC Bitesize KS3 Science

GCSE examination options and exam board:

All KS4 students study either: AQA GCSE Combined Science: Trilogy (2 GCSEs), or can opt for separate GCSEs in Biology, Chemistry & Physics.

PHYSICAL EDUCATION

Year 8 Content Summary

Students will participate in a variety of activities this year including... Fitness, Football, Rugby, Netball, Basketball, Gymnastics, Outdoor activity, Hockey, Badminton, Rounders, Cricket, and Athletics

OUR PE Vision

- We want students who love participating and talk passionately about sport and physical activity for the rest of their lives
- We want students who enjoy being part of a team and are on a journey to personal success
- We want global citizens who triumph over adversity and demonstrate respect
- We want students who are ignited by sport and want to improve their health
- We want performers who understand you can fail in order to succeed

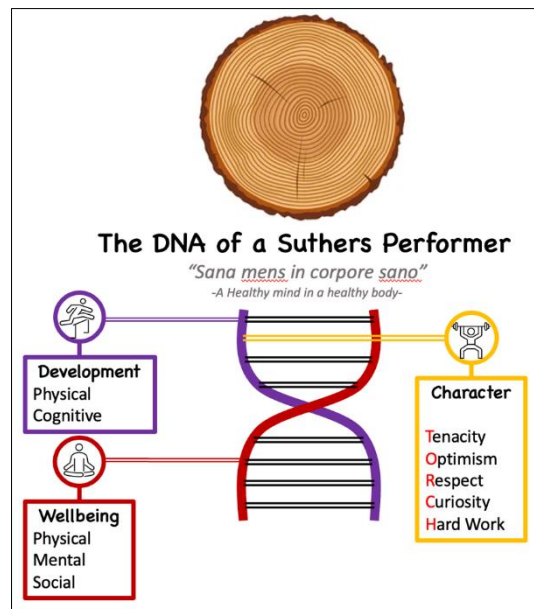


Students will learn rules and regulations for all sports through the exploration of core and advanced skills. These are taught in isolation or in controlled practices. They will use this to gain confidence and an understanding of the sport.

Pupils check their progression against our assessment benchmarks and set targets to improve. They also will learn about health and physical themes which affect physical activity and how they can overcome barriers to be successful.

Current GCSE course:

OCR Cambridge National Sport Studies



PERSONAL DEVELOPMENT

Year 8 Content Summary- Students will learn about how to keep their mind healthy and where to seek support when it moved through the mental health spectrum. Students explore what it means to be a responsible member of society with the knowledge to understand what a prejudice is and recognise discriminatory behaviours. Students explore healthy relationships continuing their Bounce Forward Resilience Course. They also continue with the theme of Self Care building on their knowledge from Year 7 and explore how to look after their body. Finally at the end of Year 8, students explore their future pathways.

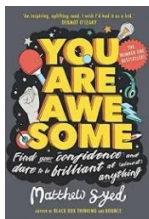
Through a carefully sequenced series of 1-hour timetabled lessons they explore the following topics;

- Changing Identities and mental health
- Prejudice and Discrimination
- Risks in Relationships
- Healthy choices
- Job families and future pathways

Below is a chart of what these topics will include, the colours refer to the different strands of the PD curriculum.

Health Education
Relationships Education (ReE) and Relationships and Sex Education (RSE)
Living in the Wider World

Year 8	Learning how to manage my changing identity	Prejudice and Discrimination	Understanding risks in relationships and how to stay safe	Self-care and Healthy Choices (Part 2)	Jobs and job families – Big Career Survey	The Power to Influence – Social Action and Volunteering with WE Schools
	Transitioning to being a teenager. Common types of mental health illness and impact of actions on mental health.	Conscious and unconscious bias. Protected Characteristics. Case study in Racism in sports, xenophobia, sexual discriminations. LGBTQIA+ and disabilities. Equality Act of 2010.	Resilience Revisited and Assertive communication Course <i>[Bounce Forward]</i>	-Personal Hygiene - Immunisations - Cancers - Eyes and Ears -Allergies and Intolerances	<i>Unifrog</i> learning plan Y8 -success -career terminology -career types -future pathways -competencies	Identifying a social action create change and impact partnership with WE Scho
	H1c,d,e	R2a,b,c,e, d, h	R1g, R5a,	H3b, H4a, H5f H6a,d H7B	Gatsby Benchmarks 1,2,3,4,7	H2a, b,



Reading preparation: Students will be reading extracts from 'You are Awesome' by Matthew Syed.

Useful website links:

<https://bounceforward.com/healthy-minds-for-secondary/>



<https://www.childline.org.uk/info-advice/>

HISTORY

Year 8 content summary

Students will examine the impact of industrialisation on Britain and beyond, comparing the experiences of different nations and their peoples. They will develop an understanding of the growth of popular protest and its role in challenging and changing the status quo and, in doing so, make links to modern day movements. They will begin to explore events of the 20th century and their far-reaching consequences. Key topics this year include:

- **Industrial Revolution** – Students will look at the population explosion on society, agriculture and the industry. They will look at how population increase led to a change in living and working conditions in the 19th century and start to understand how medicine has developed over time. The unit will finish with a look at the demand for political and social change, particularly from workers.
- **The Slave Trade** – This unit looks past experiences of enslaved people and how the Slave Trade happened. We will look at the involvement of Britain as well as America and other countries and investigate the role of organised protest to bring about positive change.
- **British Empire** – Students will look pros, cons and legacy of Empire Building, with a particular focus on the second Empire. They will consider the experiences from several counties; South Africa, Australia and India. We will also consider how the Empire fell over time, through a growth and demand for political independence.
- **World War One** - We will look at the long-term, short-term and immediate causes of World War One as well as the government handling of the war effort including recruitment and conscription. Students will investigate trench warfare, with an opportunity for a creative project, and look at the local experiences in Newark and Nottingham of our soldiers.
- **Women's Suffrage** – Here students will consider the attitudes and opposition to women's suffrage and the journey that both men and women went on for universal suffrage. Was it the women who fought for the vote, both peacefully and violently, or was it the efforts of World War One that gave women the vote in Britain?
- **Rise of Dictators**– Our final topic in Year 8 will look at the challenges facing 20th century democracy including Communism and the Soviet Union, Fascism and the Italian Experience, Nazism and Germany and Peoples' experiences of dictatorships.

Reading preparation:

Black and British: A Forgotten History by David Olusoga

Death in Ten Minutes: Kitty Marion. Activist. Arsonist. Suffragette. By Fern Riddell

Useful website links:

<https://senecalearning.com/en-GB/>

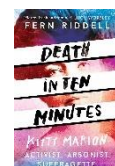
GCSE Exam and Exam Board:

Health and the People (AQA)

Elizabethan England (AQA)

Conflict and Tension: Interwar 1919-1939 (AQA)

Germany 1890-1945 Democracy and Dictatorship (AQA)



GEOGRAPHY

Year 8 Content Summary

Students will deepen their knowledge of physical geography and extend their awareness of human geography through both historic and current lenses. They will learn to carefully consider the challenges and opportunities faced by current global development. This will underpin an increasing personal sense of environmental responsibility.

Students will study the following units over the year:

- World Cities – why does China have so many megacities?
- Tectonics – why do people risk their lives to live near volcanoes?
- Development – What are the opportunities and challenges in Africa?
- Living world – which ecosystems are essential to our planet's survival?
- Wild weather – how do some weather events lead to catastrophic disasters?

All units in year 8 will also deliver careers education as part of the curriculum, along with Literacy and Numeracy skills, map skills and oracy.

Reading preparation:

Trash: Andy Mulligan

Gorilla Dawn: Gill Lewis

No one is too small to make a difference: Greta Thunberg

Useful website links:

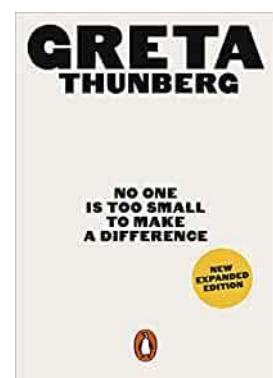
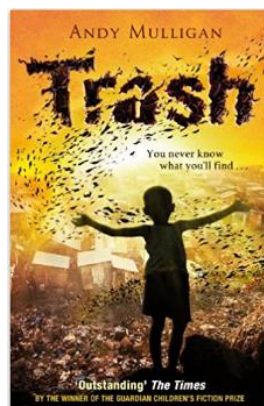
[KS3 Geography - BBC Bitesize](#)

[Volcano facts | National Geographic Kids \(natgeokids.com\)](#)

[Gapminder Tools](#)

GCSE exam and exam board:

AQA Geography



DESIGN TECHNOLOGY

Year 8 Content Summary- Students will study Hospitality, Catering, graphics, CAD/CAM and product design

Students will complete a range of projects during their second year in Design Technology. Students will complete technology projects that will last predominantly for 9 weeks in duration. We currently deliver the following projects in year 8:

- Book end project- an introduction to wood joints, materials and CAD/ CAM (laser cutting)
- Fake aways and Take aways- students study a variety of dishes and focus on how healthy (or not) take away meals are. This project also looks at the hospitality and catering industry and their career paths
- Christmas project -Introduction to CAD/ CAM to manufacture a Christmas tree decoration
- Graphics -An introduction to basic technical drawing skills, Computer Aided Design and rendering using FUSION 360 software

All projects in year 8 will also deliver careers education as part of the curriculum. Throughout the year students will work towards the following certificates in Design Technology:

	Year 7	Year 8	Year 9
Design	Design apprentice	Product Designer	Engineering apprentice
Food	Porter and Chef de partie	Sous Chef certificate	Head Chef
Project focus	H&S and restaurants	Fake aways and takeaways	Careers/ options
Gatsby Bench Marks	1,2,4	1,2,4,5	1,2,4,5

Reading preparation:

Digital model making: Laser cutting, 3D Printing and reverse engineering (Helen Lansdowne)

The Design of Everyday Things- Don Norman

Food Anatomy: The curious parts & pieces of our edible world Julia Rothman

Useful website links:

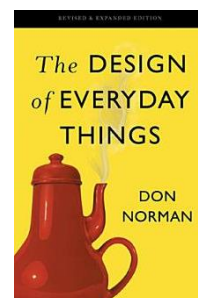
Technologystudent.com

BBCgoodfood.com

GCSE exam and exam board:

Cambridge National in Engineering Design (OCR)







Cambridge National Hospitality & Catering Level 1&2 (OCR)



COMPUTING

Year 8

In year 8, learners will develop their skills and understand into safe working with technology and the impact of using computers and other digital devices. They will learn how to safely use technology with a focus on social media. They will study how computers are made and learn how to program them. They will finish the year with a fun but very educational unit where they will create their own animated cartoon.

	<p>8.1 E-Technology</p> <p>Learners will research the impact of technology on our daily lives. They will be presented with different scenarios on how we dispose of E-Waste and discuss the ethical and moral issues relating to that. They will also investigate the different legislations when using technology with a particular focus on privacy and safe use of social media and the internet.</p>
	<p>8.2 Web Awareness</p> <p>Gives learners an understanding of the fundamentals of the World Wide Web. Covering how the Web works, how to be safe and responsible online, an understanding of ethical issues surrounding the use of the Web and look at security risks and how they can be prevented. This finishes with students creating their own basic web pages using a combination of HTML and CSS.</p>
	<p>8.3 Python Magic</p> <p>This gives learners a basic understanding of the Python programming language. Through a series of six lessons learners will be introduced to the basic Python syntax and look at selection, loops and functions.</p>
	<p>8.4 Digital Imaging</p> <p>Gives learners an understanding of how digital images are made up, addressing pixels, resolution and pixel depth. Learners will then move on to gain an understanding of some of the key tools in Photoshop to produce a portfolio of images from which they will gather feedback and produce an evaluation.</p>
	<p>8.5 How Computers Work</p> <p>This unit revisits the topics covered in 'What are computers' and 'What is a computer system' in year 7 and expands on the idea of how hardware and software make a computer system. In addition, learners explore logic gates and Boolean logic and how this links to real situations. Learners will build small circuit simulations.</p>
	<p>8.6 Animation Project</p> <p>This will give learners an understanding of how to develop an animation, beginning at the design stage and following the Systems Lifecycle. Animations of a particularly high standard may be entered into the ICT & Business end of year competition.</p>

Useful website links	https://hourofcode.com/uk/learn https://www.bebbras.uk/ https://scratch.mit.edu/ https://www.bbc.co.uk/bitesize/topics/zvsc7ty
CSE exam and exam board	GCSE in Computer Science (OCR) Cambridge National in Creative iMedia Level 1&2 (OCR) Cambridge National in Enterprise and Marketing Level 1&2 (OCR)

SOCIAL STUDIES

At The Suthers School, we believe that teaching children how to be socially responsible. During their Social Studies lessons, students will learn about different elements of politics, religion and law that will help prepare them for life in Modern Britain.

Year 8 Content Summary-

What it means to be a citizen of the UK Students will explore what it means to be a citizen of the United Kingdom. We examine the Fundamental British Values or Democracy, Rule of Law, Tolerance of Different Culture and Religions, Mutual Respect and Individual Liberty.

Democracy in the UK In this unit of work we examine the democratic institutions of the UK, exploring the role of government and parliament. We also look at how devolution has impacted the United Kingdom.

Where our laws come from Students will start by examining the influence of The Bible on UK law. WE then explore the three main sources of law. We then examine in detail the process of parliamentary law making and the concept of Parliamentary Supremacy.

Nature of God In this unit of work we examine some fundamental religious questions, such as "Does God exist?" by looking at philosophical evidence that God exists? We also look at the key characteristics of God?

Abrahamic Religions Students will look at how have the Abrahamic religions shaped the understanding of three different religions? We also explore why Abraham is so significant and why are there three religions' interpretations of the same texts?

Justice in society and in religion In this unit of work we explore the notion of justice by looking at different theories of justice. We then examine the notion of justice in religion, with a focus on sin, redemption and the next world. Finally, we explore how the law seeks to balance conflicting rights.

Reading preparation:

All About Politics by Andrew Marr

Useful website links:

Parliament.uk

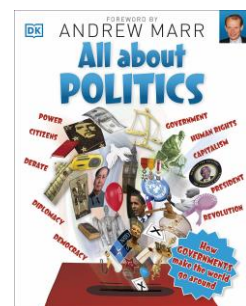
BBC Bitesize – KS3 Religious Studies

Byc.org.uk (British Youth Council)

GCSE exam and exam board:

This subject prepares students for GCSES in

Citizenship, Philosophy and Ethics, Politics, Religious Studies



MUSIC

In music, year 8 students will deepen their understanding and appreciation of a range of musical styles, genres and instruments alongside developing performance skills. Through a largely practical curriculum, students will learn to read music using standard notation and perform pieces using keyboards, ukulele and percussion, alongside developing ensemble singing.

Term 1	Term 2
<p>VARIATIONS</p> <p>By completing this unit, students will be able to... Use the elements of music to compose a piece of music based on a chord progression. They will also be able to perform a piece of Baroque music and identify the key features of the period.</p> <p>Content:</p> <p>Baroque Period: Pachelbel's Canon, standard chord progressions, Dr TT Smith: elements of music.</p>	<p>BLUES AND JAZZ</p> <p>By completing this unit, students will be able to... understand the importance of the Blues and the influence of African American culture on pop music. They will also be able to perform blues and jazz and create musical ideas through improvisation</p> <p>Content</p> <p>Blues origins and context, 12 bar blues, walking bass lines, flats, 7th chords, jazz context and key musicians, The Head, improvisation, jazz structure, blues and jazz evolution, syncopation, swing rhythms</p>

- Wider Opportunities in Music

We are also planning to be able to offer students the opportunity to undertake individual instrument lessons in a variety of instruments, if you would like to express your interest in your child receiving instrument lessons please complete the on-line form on the school website.

- Useful Website links

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

<https://www.bbc.co.uk/teach/ten-pieces>

- Recommended Reading

Turn it Up!: A pitch-perfect history of music that rocked the world by Michaela Weglinski

FRENCH

Year 8 Content Summary- Our curriculum is designed around up-to-date research on language acquisition. In Year 8 students will continue to acquire new language through listening extensively to model authentic texts. Students will then learn to speak, write and read fluently, using a broadening range of language (1000 words approx.), about where they live, their school and their free time. Students will become familiar with the geography and culture of France and the wider French speaking world. They will explore opportunities for travel and work provided by knowledge of French.

In Year 8 students will study the following units:-

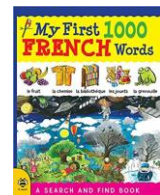
- **Ma maison** Students will learn to talk about their home – the type of home they live in, the rooms in their house and what they do at home. Students will develop their grammatical knowledge by using modal verbs to talk about what they have to do around the house.
- **Ma ville** Students will learn to describe their hometown, including the facilities and amenities. They will also talk about what they do in their towns. Students will develop their grammatical knowledge by using infinitive structures, such as talking about what they like to do, and what they can do in their town.
- **Mon collègue** Students will learn to talk about their school, including describing the facilities. They will also practice giving opinions by talking about what subjects they like and don't like. Students will develop their grammatical knowledge by using comparisons to compare different school subjects.
- **Le weekend** Students will talk about what they do at the weekend. They will talk about their morning routine, where they go, with whom and what they do. They will also talk about what other people (such as friends and family members) do. Students will develop their grammatical knowledge by using reflexive verbs to describe their morning routines.

Regular "Culture Capital" activities ensure that students also develop an awareness of the culture of France and the wider French speaking world. In each year of Key Stage 3, students will also study a French language film.

Reading preparation:

My First 1000 French Words by Sam Hutchinson

France: Travel for Kids by Dinobibi Publishing



Useful website links:

Duolingo (Website or App)

BBC Bitesize – KS3 French

GCSE exam and exam board:

GCSE French - AQA

