



Windsor High School and Sixth Form

Curriculum Guide

Year 8

2021-2022



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CURRICULUM GUIDE

Dear Parent,

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

Our Curriculum Guide for Year 8 shows you what your child is learning and the key skills they are developing within each subject and across the curriculum.

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

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

Miss H Kinsey
Deputy Headteacher for KS3 Curriculum

Year 7—9 Threshold curriculum Framework

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

Threshold Concepts

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

Mastery / Deep Learning

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

Long term Memory - sequencing - story telling

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

Challenge

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

Tier 2 and Tier 3 vocabulary

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

Character

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

How can you help as a parent?

At Windsor, we want your child to succeed. You can help us to help your child to settle in to Year 8 in the following ways:



Please work with us to make sure that your child:

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

USEFUL CONTACTS

- | | |
|--------------------------|-----------------------------------|
| Head of Hanover | - Mrs Y Grant |
| Head of Lancaster | - Mrs N Good |
| Head of Stuart | - Miss J Healey |
| Head of Tudor | - Mr R Lowe |
| Head of York | - Mr A Perks |
|
 | |
| Student Services | - Mr B Morley, Deputy Headteacher |



Teaching Groups

At Windsor Maths and Science classes are grouped according to student ability. Key Stage 2 data and progress in Year 7 influences the setting process.

The groups are arranged in 6 sets according to ability

* Working above national expectation - sets 1, 2 and 3

* Working at national expectation - sets 4 and 5

* Working towards national expectation - set 6

English is arranged into 3 bands dependent on their KS2 performance.

All other subjects are either taught in mixed ability groups or form groups. Technology and Arts are divided into smaller groups for the more practical elements. PE is taught in separate groups of boys and girls and is grouped according to PE ability.

Rewards

Praise and rewards are highly valued and utilised at Windsor. The reward system enables us to value students and have high expectations of them. Credits are awarded for: work of an exceptional standard for that student, consistent, positive effort or worthwhile community service. These credits accumulate, leading to further awards.

Our reward system includes an on-line shop where students can trade credits for general stationery items and vouchers to be used in selected retail outlets. Key Stage 4 students can redeem credits to purchase a Leavers' Prom ticket.

Remote Learning (homework)

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

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

English

What will I be studying? Topics/Overview

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

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

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

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

Subject Intent

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



Threshold Concepts

TC1: understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations

TC2: Writers' methods:

TC3: Show understanding of the relationships between texts, comparing their ideas and the contexts in which they were written

TC4: Evaluate writers' craft- including comparison skills

TC5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC6: Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation

TC7: Speaking and listening - in different contexts and for a variety of audiences and purposes

TC 8: Spelling

How will the student be assessed?

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

Throughout each unit there are many opportunities for self and peer assessment with regular target setting and evaluation. This will help you to reach your maximum potential in English.

How are teaching groups organised?

Teaching groups are organised into three bands based on target levels and your achievement in Year 7. However your progress is reviewed regularly throughout the year and the sets will change depending on the challenge or support your teachers feel you need.

Aim High!

How we challenge/support your learning

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

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

Useful resources, websites and extra curricular opportunities to support learning

The English faculty offers a wide range of extra-curricular activities for you to get involved in! From creative writing, Debate club and a range of Master classes/Booster sessions being offered throughout the year there are activities for everyone.

Throughout the year there are also a range of visiting authors to our fantastic library and educational visits to see an exciting variety of plays.

- ◆ Look out for National Poetry Day
- ◆ Regular creative writing competitions
- ◆ World Book Day and many more

www.bbc.co.uk/schools/ks3bitesize/english

www.poetrysociety.org

www.theguardian.com/childrens-books-site

www.bbc.co.uk/blast/writing

www.bbc.co.uk/schools/ks3bitesize/english/

Mathematics

Subject Intent

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

What will I be studying? Topics/Overview

Cycle 1 Equations and Statistics (Data Handling)

Cycle 2 Formulae, Ratio, Proportion and Transformations

Cycle 3 Angles, Constructions, Sequences and Graphs



Threshold Concepts

TC13: Inverse
TC14: Modelling
TC15: Collect
TC16: Display
TC17: Analyse
TC18: Interpret
TC19: Predict
TC20: Formulaity
TC21: Rearrange
TC22: Proportionality
TC23: Congruence
TC24: Turn
TC25: Angles
TC26: Linearity
TC27: Gradient

How will the student be assessed?

You will have three Key Assessment Tasks spread throughout the year with one being an end of year exam in the summer term. There will also be Key Learning Tasks in between in order for you to check your progress and identify areas for improvement.

How are my teaching groups organised?

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

How we challenge/support your learning

There will be an after-school support session available if students have found a topic difficult or would like some extra help. Set 1 is given the opportunity to take part in the UK Junior Mathematics Challenge.

Useful resources, websites and extra curricular opportunities to support learning

We subscribe to a website called mymaths found at www.mymaths.co.uk. Students will be given a general login and password so that they can access this at home.

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

Another useful website for video explanations and practice is www.corbettmaths.com

Science

What will I be studying? Topics/Overview

Students follow the activate teaching scheme where they will learn and apply Science in interesting and relevant contexts.

This year is divided into 10 chapters:

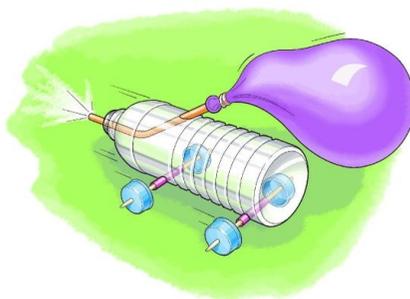
- ◆ Health and lifestyle
- ◆ Ecosystem processes
- ◆ Adaptation inheritance
- ◆ The periodic table
- ◆ Separation techniques
- ◆ Metals and acids
- ◆ The earth
- ◆ Electricity and magnetisms
- ◆ Energy
- ◆ Motion and pressure

How will the student be assessed?

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

Subject Intent

We aim to provide all students with the knowledge, skills and desire to become effective, aspirational scientists.



How are teaching groups organised?

Students are taught in mixed ability groups.

How we challenge/support your learning

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



Threshold Concepts

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

Useful resources, websites and extra curricular opportunities to support learning

F1 Challenge Club
(regional, national and international scientific design competition)

www.bbc.co.uk/schools/ks3bitesize/science
www.scibermonkey.org/year.htm?y=7
www.kerboodle.com/users/login

Art and Design

Subject Intent

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



What will I be studying? Topics/Overview

Students will begin by building on the observational skills taught in Year 7. Working from a choice of resources, they will record their observations and insights relevant to the theme of eco systems and the environment through a range of creative approaches; to include continuous line and tonal drawing, working on a range of surfaces. Knowledge will be developed about composition, pattern and colour as well as sketchbook layout and presentation. Students will experience a range of processes, media and materials including collage, oil pastel, paint techniques and card construction. Ideas will be developed through learning about the

Threshold Concepts

Tc1: Works of art consist of formal art elements

Tc2: Mark making, often in the form of drawing, is considered to be the foundation of art – a way of thinking visually. It can be used for different purposes and is a powerful form of communication.

Tc3: Art, in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways and is not dependent on language or logic.

Tc4: Artists learn the 'rules' and conventions so they can decide when to break them.

Tc5: The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different.

How will the student be assessed?

- ◆ Regular verbal feedback is given in lessons.
- ◆ Success criteria is shared with students for the Threshold Curriculum which is used to assess key tasks.
- ◆ Work will be assessed against the criteria every half term, feedback is given with opportunities provided to refine work before final assessment.

How are teaching groups organised?

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

How we challenge/support your learning

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

Useful resources, websites and extra curricular opportunities to support learning

Art club opportunities are available.

www.bbc.co.uk/bitesize/subjects/z6f3cdm (KS3)

www.bbc.co.uk/blast/

www.studentartguide.com

www.tate.org.uk

Computing

Subject Intent

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

Threshold Concepts

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

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

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

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

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

What will I be studying? Topics/Overview

Cycle 1:

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

Cycle 2:

Programming basics using python, Iteration, Nested Selection.

Cycle 3:

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



How will the student be assessed?

- Mid-point KLT
- End of cycle KAT

How are teaching groups organised?

Mixed based on Humanities groups.

How we challenge/support your Learning

Every task set includes a 'Dig deeper' activity to stretch students further.

Useful resources, websites and extra-curricular opportunities to support learning

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

- Lego Mindstorm
- Computing Club

Dance

Subject Intent

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



What will I be studying? Topics/Overview

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

Improvisation - creating dance without preparation

Using auditory stimuli - something you can hear as a starting point for creating dance

Actions/space/dynamics/relationships

A starting point that you can see such as a photograph

Expressive skills - facial expression and choreographic intention

Leadership

Manipulation of number - addition subtraction etc.

Space - levels, pathways, direction, formation

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

Threshold Concepts

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

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

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

How will the student be assessed?

KATs in choreography and performance

KLTs peer/self/teacher assessment practically

How are teaching groups organised?

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

How we challenge/support your learning

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

Useful resources, websites and extra-curricular opportunities to support Learning

Various Dance productions and performance Opportunities

School production

Design and Technology

What will I be studying? Topics/Overview

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

Termly rotations throughout the year will cover Product Design, Graphic Communication and Food Preparation and Nutrition. Students will explore design and making in a variety of ways, including working to a specification, analysing products, identifying risks and hazards.

Experiences and skills will include lantern design, baked products including bread, and designing promotional items using Photoshop.



How are teaching groups organised?

The Design and Technology groups are made up of mixed ability groups. The groupings tend to stay the same for the duration of

How will the student be assessed?

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

Regular verbal feedback is a feature of all lessons.

How we challenge/ support your learning

Attending extracurricular clubs will improve both designing and making skills.

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

Subject Intent

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

Threshold Concepts—Design and Technology

Graphics:

TC1: Works of Graphics consist of formal art elements

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

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

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

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

Product Design:

TC1: Research Purposefully: Using a range of sources showing selectivity and analytical skill.

TC2: Visual Communication: Demonstrate innovation and creativity in response to a client's need/ problem, using a range of 2D and 3D techniques.

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

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

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

Food Preparation and Nutrition

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

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

TC3: To have the ability to plan for the safe and hygienic preparation and use of ingredients.

TC4: To show evidence of a progressive development of technical skills through following/ adapting recipes to make successful products.

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

Useful resources, websites and extra curricular opportunities to support learning

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

www.technologystudent.co.uk

www.digitalbrain.com

www.nutrition.org.uk

www.data.co.uk

Drama

Subject Intent

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



What will I be studying?

Cycle 1: Naturalism—Billy Elliot

Cycle 2: 'Appearance and Reality'

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

Threshold Concepts

- TC1 Collaboration & Communication
- TC2 Understanding Creative Process
- TC3 Vocal & Physical Skills
- TC4 Production Elements
- TC5 Understanding Meaning (Symbolism)
- TC6 Interpretation of Texts
- TC7 Evaluating the Work of Others
- TC8 Creative Intentions

How will the student be assessed?

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

How are teaching groups organised?

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

How we challenge/support your learning

There is differentiation in all tasks set in the lesson.

You can also attend Drama Club to push yourself further.

Useful resources, websites and extra curricular opportunities to support learning

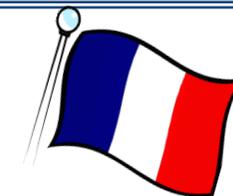
- Weekly Drama Club
- Whole School Production

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

French

Subject Intent

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



What will I be studying? Topics/Overview

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

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

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



Threshold Content

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

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

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

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

Useful resources, websites and extra-curricular opportunities to support learning

We run French, German and Spanish clubs for beginners to help extend your learning in Modern Languages. All students will have the opportunity to take part in a day trip in the summer term.

A French dictionary

www.languagesonline.org.uk

www.livinglibrary.co.uk/s_browse.asp

www.tout.le.monde.co.uk

www.french.about.com/library/begin/fun/b1-gameindex.htm

www.linguascope.com

www.languagesonline.org

www.wordreference.com

(online dictionary and verb conjugator)

www.duolingo.com

Allons-y! magazine (ask Mrs Payton for details)

How will the student be assessed?

You will be formally assessed once every term in at least one skill from listening, speaking, reading and writing. We will also assess your skills informally when you create presentations, write texts or hold conversations in class.

How are teaching groups organised?

You will be taught French in your tutor group

How we challenge/support your learning

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

German



Subject Intent

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

What will I be studying? Topics/Overview

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

1. Past holidays
2. Media
3. Food and lifestyle
4. Culture and history post WWII and the Berlin Wall
5. Festivals
6. Fashion

Students will deepen their language skills as well as look at key German history through film work. During the year, students will be focusing on applying the past and future tense as well as building on their transactional language, and key grammar past and future tense as well as building on their transactional language.



How will the student be assessed?

You will be formally assessed once every term in two of the skills: listening, speaking, reading and writing. We will also assess your skills informally when you create presentations, write texts or hold conversations in class.

How are teaching groups organised?

You will be taught German in your tutor group.

How we challenge/support your learning

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

Threshold Concepts

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

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

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

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

Useful resources, websites and extra-curricular opportunities to support learning

We run German, French and Spanish clubs for beginners to help extend your learning in Modern Languages. You will have a pen pal at our partner school in Germany, and you can subscribe to German magazines for young people.

A German dictionary

www.bbc.co.uk/bitesize

www.channel4.com/modernlanguages

www.linguascope.com

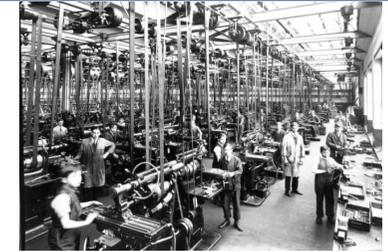
www.languagesonline.org.uk

Das Rad magazine (ask Mrs Payton for details)

History

Subject Intent

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



What will I be studying? Topics/Overview

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

We will look at

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

How will the student be assessed?

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

How are teaching groups organised?

Students are taught in mixed ability groups for history.

How we challenge/support your learning

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

Threshold Content

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

Useful resources, websites and extra-curricular opportunities to support learning

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

www.spartacuslearning.co.uk

www.activehistory.co.uk

Music

Subject Intent

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



What will I be studying? Topics/Overview

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

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

Threshold Concept

Performing

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

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

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

Composing

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

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

Listening and Appraising

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

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

How will the student be assessed?

At the end of each topic students will take part in a key assessment task (KAT). These tasks are designed to assess the knowledge and skills students have developed throughout the topic. Students will complete a written element to their assessment (usually using ICT equipment). They will also take part in a practical assessment, showcasing what they have learnt on an instrument during the topic.

How are teaching groups organised?

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

How we challenge/support your learning

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

Useful resources, websites and extra-curricular opportunities to support learning

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

Physical Education

What will I be studying? Topics/Overview

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

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

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

Cycle 3 Cricket, Rounders, Athletics, Indoor Athletics

Subject Intent

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



Threshold Concept

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

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

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

How will the student be assessed?

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

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

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

How are teaching groups organised?

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

How we challenge/support your learning

Within lessons students can expect:

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

Further opportunities are offered through:

- Extra-curricular activities
- School-club links

Useful resources, websites and extra-curricular opportunities to support learning

www.sportengland.org.uk
www.sheu.org.uk
www.uk.athletics.net
www.wsf.org.uk
www.bbl.org.uk
www.uksports.gov.uk
www.netball.org
www.lta.org.uk
www.laaf.org

Religious Education

Subject Intent

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



The hand of friendship has no color.

What will I be studying? Topics/Overview

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

Cycle 1 - Creation, Preservation and Death

Cycle 2 - Religious Expression

Cycle 3 - Religion, Social Justice and Human Rights

How will the student be assessed?

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

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

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

How are teaching groups organised?

Students are taught in mixed ability groups.

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

How we challenge/support your learning

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

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

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

Threshold Concepts

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

Useful resources, websites and extra-curricular opportunities to support learning

Websites

BBC Bitesize KS3 Religious Studies
RE Online
RE Quest

All KS3 classes have a Religious Education Google Classroom, which are updated with resources by their class teacher.

Books

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

Spanish



Subject Intent

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

What will I be studying? Topics/Overview

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

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

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



Threshold Content

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

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

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

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

How will the student be assessed?

You will be formally assessed once every half term in one or more skills:

Listening, speaking, reading, and writing. We will also assess your skills informally when you create presentations or posters, write texts, or hold conversations in class.

How are teaching groups organised?

You will be taught Spanish in your tutor group.

How we challenge/support your learning

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

Useful resources, websites and extra-curricular opportunities to support learning

We run several clubs to help extend your learning in Modern Languages, including clubs in Spanish for beginners. We can arrange for you to have a pen pal and for you to subscribe to Spanish magazines for young people. You will have the opportunity to visit Barcelona, Spain.

A Spanish dictionary

www.bbc.co.uk/bitesize

www.channel4.com/modernlanguages

www.linguascope.com

www.wordreference.com

www.languagesonline.org.uk

www.memrise.com

www.quitzlet.com

www.duolingo.com

Magazine (ask Mrs Payton for details) Que tal?

Learning Support



What will I be studying?

Students with Special Educational Needs generally follow the same curriculum as other students and are fully integrated into lessons. They are supported in their learning by high quality well differentiated teaching in order to meet their needs and make progress towards their targets. In some cases additional support may be needed and this can be provided in a variety of ways including small group teaching, additional literacy or numeracy support and other more specific help (sometimes provided by other organisations) depending on the nature of the student's needs. Students who require extra support in literacy will be selected to attend targeted provision. This may include the spelling improvement programme *Wordshark*, or one of our reading support courses such as *Switch On To Reading*.

What Extra Curricular opportunities are available to extend learning?

A series of activities run throughout each week and these take place before and after school and additionally there are also some lunchtime clubs. These take place in the Learning Support base in S23.

How will I be assessed?

Regular assessment through reviews, for students on the Special Educational Needs register.

How are teaching groups organised?

Students may be taught in small groups, especially for literacy and numeracy, or may receive additional support from a teaching assistant.

Useful resources and websites to support my learning:

www.dfes.gov.uk/sen
www.parentcentre.gov.uk
www.dyslexia-inst.org.uk
www.dyspraxiafoundation.org.uk
www.afasic.org.uk
www.nas.org.uk
www.rhid.org.uk
www.scope.org.uk/earlyleavers
www.nasen.org.uk
www.parentsforinclusion.org
www.youngminds.org.uk

Notes



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