



**Guidelines for Courses and  
Information for Parents and Students  
Year 8  
2023 – 2024**

# Preface

Dear Parents,

We look forward to continuing to work with you and your child as they settle into Year 8 at Churchill Academy.

We aim to keep parents and student informed about what we do and this booklet has been written so that you are well informed about all the courses that your child is following. I hope that you will find it helpful.

The Year 8 Curriculum is delivered in mixed ability learning groups. introduced in English, French. With the support of their teachers our Year 8 students continue to develop the independent learning skills that they have gained in Year 7. There is explicit teaching of literacy across the curriculum and a focus upon the importance of reading.

At Churchill Academy we have an emphasis upon using our core values “Kindness, Curiosity, Determination” to equip students with essential personal learning and thinking and employability skills that will enable them to be:-

- effective participators in their learning
- creative in their thinking
- good team player
- independent enquirers
- self-managers

You will find more detailed information for each subject in the following pages of information. Should you need further information the Head of Faculty will be pleased to provide it.

I hope that Year 8 will prove to be the continuation of a bright career for your child here at Churchill Academy,

Yours sincerely,

Lucy James  
Deputy Head

## **Important dates for Year 8 Parents**

27-29 November 2023	Christmas Concert
January 2024	First Report will be published.
May 2024	Second Report will be published.
25-27 March 2024	Internal exam week.
16 May 2024	Year 8 Parents' Evening

## **Useful people**

Head of Stuart House	Miss K O'Malley
Head of Windsor House	Mr J Redman
Head of Tudor House	Mrs A Blackburn
Head of Hanover House	Mrs A Slater
Head of Lancaster House	Mrs C Taylor
Director of Student Welfare	Mrs L McKay

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## **Art and Textiles**

### Course Details

- Secondary Foundation Stage Art and Design
- The final year of a 2 year Scheme of Work.

### Area of Study

In Year 8 students enjoy three lessons of art across the two week timetable. They will develop three main projects during the year, with each project having a Fine Art and Textiles outcome. This work will be complimented by a number of skills based lessons to extend their understanding of drawing techniques. Work is built upon the foundation of knowledge developed in Year 7.

The working process involves the use of a journal (sketchbook) to organise and develop their project work. This will include artist research, analysis, observational drawing and practical development using a variety of media. The aim is to allow students to build projects and to chronicle their progress towards a final Fine Art piece. Each project will also feature a textiles outcome that will utilise the research and development in the journal, but will also introduce key textiles processes and techniques.

Students in Secondary Foundation Stage explore a wide range of artists and develop skills using a variety of media in both 2D and 3D. Their progression will be regulated by regular assessment of journal work that will offer guidance to help students improve the quality of their work and enable them to move onto the next level of achievement.

Homework will aim to support classwork and extend the independent learning of students. Work will be set appropriately and marked regularly to provide feedback for students.

The three main projects that will be undertaken are:

- Portrait project. Students will investigate portraiture and develop stencil work inspired by Julian Opie. Applique work will be the focus in textiles.
- Illustration project. Based on the theme of Endangered animals and leading to a poster that incorporates Text and Image. Fabric painting textiles outcome.
- Fauvism Project. Based on the work the Fauvist artists - students will explore colour and develop oil pastel cityscape. Weaving textiles outcome.

Those who enjoy producing art may also take part in the after school art clubs and activities run by Mr Downing and Miss Leach.

A voluntary contribution of £4.00 is requested at the start of the year to enable the department to purchase individual journals and more expensive materials such as acrylic paint and clay.

## Dance

Within the Performing Arts carousel Year 8 students will have two sessions of Dance which are around 15 lessons each. They are expected to bring and wear their PE kit. Safe practice is taught to all students and remains a priority throughout the course. Learning and assessment focuses around the three key areas: create, perform and respond.

### Areas of study

- Developing strength, stamina and flexibility.
- The more complex building blocks of choreography (more challenging choreographic devices, structure, action, relationship, space and dynamics)
- Developing creative skills - focussing on the selection and rejection of material.
- Developing skills of co-operation and collaboration, working in small groups.
- Developing confidence in performance skills and performing to an audience of peers
- Developing a contextual understanding of the history and diversity of the subject through looking at professional dance productions.
- Studying a variety of topics to widen student's movement vocabulary and provide a selection of starting points for creative tasks.

### Assessment

- Students are assessed at the end of each topic and this is in line with each data capture. Some work is videoed, in order to allow students the opportunity to evaluate their own performances
- Students are involved in the assessment process and are encouraged to self and peer assess, and to set targets as a result of this process.

Session	Topic	Professional Work	Skills Developed
1	Street Dance	'Digitized' by Diversity	Team work and Creative Thinking
2	Craft of Choreography	'Emancipation of Expressionism' by Boy Blue	Team Work and Creative Thinking

### Home Study

This will not be set every lesson but may on occasion require students to research topics and find props or costumes.

### Enrichment Activities

We have a number of trips, clubs and performance opportunities throughout the year which will be announced in lessons and details of auditions are on the dance noticeboard outside the Dance Studio.

## Design & Technology

### Course Details

Technology consists of two main subject areas: Engineering and Food & Nutrition. The Year 8 course is split into two 20 week rotations in which students design and manufacture the following high quality products:

<i>Food</i>	International cuisine – iconic dishes from around the world e.g. paella, curry, kebabs, pasta
<i>Engineering</i>	Pinball sweet dispenser USB Memory stick

During these fun practical projects students will learn about the entire Design Process. Year 8 Technology students learn how to carry out useful research before enhancing their creative design skills. Year 8 Technology encourages students to work independently while combining a diverse skill set to design, plan, manufacture and evaluate high quality products. We hope to inspire the next generation of designers, chefs, architects and engineers.

### Assessment and Reports

As is the case with all subjects at Churchill Academy there will be two reported data collections over the year. In addition to this, each student will receive regular assessment levels and feedback based on their project booklets and practical skills. We hope that students that enjoy and succeed in Technology will join us to study at GCSE level.

### Homework

During Year 8 Technology students will receive a range of long and short term pieces of homework. These tasks will be used to strengthen student knowledge and skills to make them more independent designers and manufacturers.

When students are studying Food & Nutrition, they are encouraged when appropriate and convenient to develop their practical skills at home. Students will also be asked to undertake a range of activities that will help build and support their understanding of the food curriculum they are studying.

### Technology Lunch time clubs and Catch-up Sessions

We also offer a range of extra-curricular clubs in both Engineering and Food and Nutrition. These details are emailed to students and available in the Newsletter. There will also be food competitions held throughout the year as we want to see you putting what you have learnt in lessons to the test!

A voluntary contribution is requested at the start of the year to enable the department to purchase materials for the fun and engaging practical projects that students build and keep. As well as payment towards recipe folder that they will keep for life!

## **Drama**

The four central strands of Drama

- Preparing
- Performing
- Responding
- Literacy

### Areas of Study

Year 8 will study the following units on a carousel:

1. Injustice
2. Commedia dell'Arte

### Assessment

In Year 8 all students will undertake a baseline assessment to measure their skills and knowledge in drama. They will regularly receive teacher feedback in lessons and undertake self and peer assessment with negotiated criteria.

The students will then be assessed formatively twice a year in order to inform reporting and measure attitude and progress.

### Home Study

All students can benefit from regular visits to the theatre and getting involved in amateur dramatics, youth theatres or drama lessons outside school.



## English

### Areas of Study

During Year 8 all students develop their Speaking and Listening, Reading and Writing skills through a series of units that comply with the National Curriculum. English classes are currently taught in groups which comprise a mix of prior attainment.

Students work in exercise books and complete assessments in class. A formal exam will take place towards the end of Year 8.

The Year 8 curriculum consists of the following units:

- A class novel
- Debating Controversial Issues
- Macbeth
- Great Gothic Writers

### Home study

Students will be given at least one piece of homework a fortnight – this is designed to either extend their knowledge of the topic, practise their spellings or work on targets from class. Each unit has a Knowledge Organiser, which is a page of information and activities linked to what is being studied during lessons, and completing these activities will also be set for homework.

### Reading

Reading is an important part of English and an important life-long skill. Indeed, teachers often observe the student who reads, succeeds. We recommend, and aim to ensure, that students read between 6 and 18 novels a year. A reading list is provided to help students, and parents, who might need some guidance about book choices. In fortnightly library lessons, students' English teacher will regularly have 1 to 1 conversations with each student about their current reading habits.

### Spelling, Punctuation and Grammar

Spelling continues to be a major focus in Year 8. Students are tested on a new set of 20 words at the beginning of every term (apart from the first). They are then required to learn any spellings they did not get correct by the end of the term. Extension lists are available to challenge top spellers.

When assisting students with spelling it is worth remembering the 'Look-Say-Cover-Write-Check' procedure. This involves the student *looking* at the correct spelling of a previously misspelt *word*; saying the word; *covering* the word and then *writing* it. If a student needs to 'peek' in order to complete the spelling that is acceptable. The students should then check their final spelling against the correct spelling. The above procedure may be repeated 3-5 times to improve the visual memory of that particular word.

Every fortnight, students will also have a dedicated writing lesson (we call this the 200-word challenge lesson) where they closely focus on grammar, punctuation and their individual writing targets. We believe in repeated practice over time to help students develop their skills.

### **English Faculty Mission Statement**

**We aim to nurture within our students the confidence to articulate perceptive, independent thinking in front of others; to inspire curious, creative and evaluative learners who will question the world they see before them; to nurture a love of great literature and a passion for language, and to encourage a sense of perseverance in all we do.**

## **Ethics and Philosophy**

### Course Details

The Ethics and Philosophy course at Secondary Foundation Stage aims to do the following:

- a) To enable students to learn about belief systems and human experience, including religious traditions and their own belief and values. This incorporates Attainment Target 1 for Ethics and Philosophy – Learning about Religions.
- b) To enable students to think about their own human development in its personal, social, moral and religious dimensions and in terms of the wider community to which we belong. This incorporates Attainment Target 2 – for Ethics and Philosophy – Learning from Religious and Human Experience.

### Areas of Study

- What do Rastafarians believe?
- How have religious people stood up against injustice?
- An introduction to Ethics and animal rights.
- An introduction to Philosophy
- Spirited arts project

Ethics and Philosophy does not seek to impose any particular religious view or interpretation on students, but rather to help the students understand that living in a multi-cultural society it is important to understand the wide diversity of culture and belief today.

### Setting

All classes are mixed ability in Ethics and Philosophy.

### Assessment

There will be formal assessments at the end of each unit of work.

### Home Study

6 Homework Projects will be given during the year. These projects will last several weeks. Guideline sheets will be issued to each student.

### Smile

All courses are well resourced on The VLE where parents and students can access lesson plans, power points and other resources. This is an on-going project.

## **Geography**

### Course details

In Year 8, students are encouraged to ask questions of the world around them. Every topic and lesson introduces a hook to real life, and how the work being undertaken is relevant to the students. Each lesson in a module then helps to answer a key overall question that has been posed. There is a mix of both physical and human geography, and students make links between the two and identify the relationship between the natural and human world. They also begin to explore differing views and cultures and how this can impact on quality of life. A number of key geographical skills are explored throughout the year including map skills, fieldwork skills, problem solving and decision making, and cross curricular links with literacy, numeracy and ICT.

Course duration – 1 year

### Subject content

- Atlas and Map Skills
- Development
- Global Inequalities
- Investigating Africa
- Rivers
- Investigating the Middle East

### Assessment

Assessment will take the form of in class tests at the end of each unit and an in year exam during Year 8 exams week.

### Home Study

Homework will take the form of learning key words for a key word test, a mid topic task that could be written or a piece of creative work. There would then be preparation for an end of topic test.

### Resources:

Further details of all courses can be found on The VLE. Students would benefit from keeping up with current affairs by watching the news or reading a quality newspaper.

## History

### Course details

Students follow the Secondary Foundation Stage National Curriculum. In Year 8, students will gain a knowledge and understanding of the world in the twentieth century. Students will also learn all the key historical skills that will prepare them to study History at GCSE.

### Areas of study

Students will study the following topics in Year 8:

- **The Witchcraze** (Term 1)  
Students will learn about the rise and fall of the British Empire with a particular focus on slavery.
- **The French Revolution** (Term 2)  
Students will learn the causes of the French Revolution and the impact it had.
- **The British Empire** (Term 3)  
A study of how the British Empire came about and its legacy.
- **The Transatlantic Slave trade** (Term 4)  
Students will learn about the reasons for the slave trade and investigate its eventual abolition.
- **The Industrial Revolution** (Term 5)  
A major study into the impact of the Industrial Revolution on Britain
- **Migration through Time**  
A breadth study investigating themes of migration to Britain through history.

### Assessment

Students will be assessed each term to cover the historical skills that students have developed throughout Secondary Foundation Stage. There will also be an end of year exam that will go towards the end of key stage level.

### Home Study

Students have home study on a termly basis. Homework will be a combination of key word tests and revision for assessments.

Although the department is unable to issue textbooks for students to use at home, reference copies will be available in the school library for use in the lunch hour and after school. Your teacher will also be able to provide you with a variety of relevant website addresses for independent research.

## **ICT/Computing**

### Course Details

- Secondary Foundation Stage
- Course duration = 3 years (Year 7, 8 & 9)
- Exam Board = National Standards for the ICT Curriculum

### Areas of Study

In year 8 pupils will cover the following units:

- Unit 1: Animation
- Unit 2: HTML and Web Authoring
- Unit 3: Programming (Scratch)
- Unit 4: Summer Term Project (Office Skills)

### Assessment

Pupils are assessed at the end of each unit; the assessment structure is as follows:

- Work produced in ICT is assessed via the teacher marking their work including through observation.
- There is an exam style assessment during Year 8.
- Vocabulary and skills in ICT are assessed via peer and whole class assessment.
- Pupils are encouraged to set targets for improvement at the end of each completed unit.

### Advice to Parents

At the start of each year pupils are shown how to log onto the 'Remote Server'. This is a system which allows pupils to work from home and access the software we use in school. This is actively encouraged and further information can be found on: <http://www.churchill-academy.org>

## Mathematics

### Course Details

Our curriculum is designed to provide a deep and broad experience of maths to all students. We allow time for exploration and investigation of mathematical ideas while also being conscious of the fact that we have to prepare our students for public examinations. Many of our students stay with us to study maths post-16 in the Sixth Form.

In Years 7 and 8, we aim to develop students' concepts of mathematical thinking and enquiry through project-based learning. This means that students spend multiple weeks investigating a maths problem in depth and being taught the mathematical techniques required as they arise in the project. Students develop approaches to tackling mathematical problems and are expected to communicate their thinking both verbally and in writing.

Students are taught in mixed attainment teaching groups where discussion and debate are an important part of developing a growth mind set. All the projects provide an easy starting point but have multiple options for extension so that there is always challenge available. Many of them used to be GCSE coursework tasks so have the potential to be taken to the highest levels of GCSE work and even beyond.

To help structure the class work, each project has a list of key concepts and skills that are being taught. Midway through, a short key skills test is taken and, after a chance to work on any areas of weakness, a second key skills test is taken at the end of the project. In the vast majority of cases, students really take on board the advice they're given and get great satisfaction from seeing that pay off in their scores on the second test.

The key mathematical concepts covered in Year 8 include:

- Area and perimeter
- Properties of shapes
- Pythagoras's Theorem
- Solving equations
- Sequences

There is a final summative assessment towards the end of the year.

Students are placed into sets for Year 9 as we start to work on transitioning from Foundation stage to the Personalised stage.

### Homework

The majority of homework in Year 8 is set on [www.sparxmaths.uk](http://www.sparxmaths.uk). Students practise the key mathematical skills that are covered in lessons. We would encourage you to ask your child about Sparx Maths and show you their account page. You will be able to see the tasks that they have been set and the results that they have achieved so far.

**It is essential that students bring their own mathematical equipment to each lesson.** The full list of necessary equipment can be found on the Academy website. It includes a ruler, a protractor, a pair of compasses, and a scientific calculator. We would welcome parental support in ensuring students have these items with them in school every day.

## Modern Foreign Languages

In Year 8 students continue with the language they started in Year 7.

The Secondary Foundation Stage MFL Course aims to:

- Develop language skills and language-learning skills to encourage pupils to become increasingly independent learners and users of French and Spanish in line with new Programmes of Study for MFL.
- Increase pupils' cultural awareness about France and Spain and other countries that speak these languages, through project work / class and homework research.
- Use these languages as the principal means of communication in the classroom.
- Encourage pupils to use their knowledge with growing confidence and competence to understand what they hear and read, as well as being able to express themselves in the spoken word and in writing.
- Allow pupils to reflect independently or collaboratively on what they have learned and how they have learned.
- Languages groups are mixed ability, but may be different from the groups students were in in Year 7.

Topics that may be covered in this year include: (Top 5 are correct for Spanish)

1. Hobbies
2. TV, Music and culture
3. Food and drink
4. Clothes and fashion
5. Project work: French/Spanish culture
6. Free time
7. Life at home
8. Travelling abroad/ Being a tourist in a foreign city
9. French culture: carnival time
10. Talents and future plans

In addition, greater emphasis is placed on the manipulation of language structures and the use of different tenses in preparation for GCSE.

### Enrichment Activities

Students are encouraged to use the foreign language outside of lesson time by communicating with staff in social time. Students will be rewarded for practising their foreign language skills through the school rewards system. We try to run trips to France or Spain during Curriculum Enrichment Week each year.

We also run a highly successful Language Leader Award programme open to all students in year 8-10 in terms 5 & 6. This programme trains and supports students to deliver their own language lessons to Year 6 students on their Induction Day in the summer term. In addition, it helps support students' language skills; develops their confidence, leadership, and time management and teamwork skills.

### Assessments

Day-to-day formative assessment is carried out by both the teacher and pupils, and summative assessments are carried out formally prior to reporting deadlines. Students are assessed twice a year. All four language skills will be assessed in lessons prior to and during Year 8 Exams Week.

### Home Study

Homework is set once a week. All skills are practised per term (Listening, Reading, Writing, Speaking Preparation, Vocabulary learning). We recommend that pupils have the use of a good dictionary at home, such as Collins Easy Learning Dictionary, Usborne Language books

are a useful learning tool as is the online dictionary [www.wordreference.com](http://www.wordreference.com). Please encourage pupils to learn vocabulary at home. Test them and encourage them to pay attention to spelling. When a vocabulary test is set, the vocabulary list is sent to students and the words can be practised using <https://www.blooket.com/> or a workbook designed to practise writing the new vocabulary. Homework is often set using 'Activelearn' a Pearson Digital Learning Service. Students will be given a username and password by their subject teacher for the website <https://www.pearsonactivelearn.com> in September in order to complete specific tasks set by the teacher to deadlines set. Should students have any problem accessing the website, they should speak to their languages teacher before any deadline set. We also have access to foreign language websites: [www.linguascope.com](http://www.linguascope.com) offers additional practice of topic vocabulary and pupils can access French and Spanish T.V and radio from this website. Students are given the username and password to access this website by their languages teacher. In addition, [www.languagesonline.org.uk](http://www.languagesonline.org.uk) is a free languages website, which provides similar vocabulary/grammar practice. Both Linguascope and Languagesonline can be accessed through SMILE.



## Music

### Course Details

Music education at Churchill School encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness.

Music lessons are not just about music making, we try to nurture pupils' critical skills, their ability to listen, to appreciate a wide variety of music and musical contexts, and to make judgements about musical quality.

As a result all students in Years 7 - 8 receive a very practical and challenging approach to Music in the curriculum. Lessons are delivered as part of the Performing Arts Carousel which allows each class to study each discipline in depth for a period of time before moving on to the next discipline. Each unit of learning covered will engage students in a creative, challenging manner. There are frequent opportunities to create original music in a variety of styles and types, usually in small groups. Practical activities draw and develop on the students own skills (e.g. vocal, instrumental) and allow them to use the full range of Music Department equipment.

Each unit of learning generally begins with an enquiry based contextual introduction. During the unit we endeavour to develop musical understanding significantly. We frequently use creative thinking tools to encourage students to think outside of the box and push boundaries in their own learning. The students are encouraged to listen actively and watch any music they hear. They are expected to discuss critically, and with suitable musical language what they have heard.

All groups are mixed ability and resources are designed to give the appropriate differentiation allowing all students to participate in every activity. A selection of performances and compositions are recorded in class and records of teacher and student assessment are shared with students, staff and parents.

### Home Study

Due to the practical nature of music and the need for specialist equipment it is difficult to give home study on a regular basis. However, if students have access to any music whether live or pre-recorded, please encourage them to listen to a wide variety of musical styles. If students play an instrument they will be encouraged to bring instruments into the class lessons where appropriate.

All students in Years 7 and 8 are invited to take part in the Massed Junior Choir performance at the Christmas Playhouse Concert.

Some of the original work created will be showcased on the website [www.numu.org.uk](http://www.numu.org.uk)

### Areas of Study

Project 1 – Blues – Sweet Home Chicago

Project 2 – Plunderphonics! (Computer based)/Band Project

Project 3 – Composing Music for Film/Band Project

Due to the nature of resource availability, the order of delivery may change.

Instrumental music lessons are offered through North Somerset Music Service and our own instrumental teachers. Please email [aac@churchill-academy.org](mailto:aac@churchill-academy.org) if you would like further information about booking lessons.

## Physical Education

### Physical Education Purpose of Study

To provide an environment for all to learn and thrive. Have fun and develop a love for Physical Activity and Sport




















During your time at Churchill Academy we want to ignite a passion for movement and inspire lifelong healthy habits. Every student deserves to feel included. Be happy, gain confidence, have fun and represent the Academy, setting no limits to what they can achieve. We are determined, we don't give up when we fail, we are curious, seeking out challenges at every opportunity, we are kind, we play with passion, integrity and respect.

The Curriculum is based on a Head, Heart and Hands approach.

**Head** - refers to your knowledge and understanding of the sport or activity. It involves demonstrating your ability to show creativity in problem solving using the appropriate technical and tactical knowledge in a range of activities. You will also develop your knowledge of responsibilities, health and the human body.

**Heart** - focuses on the social and behavioural aspects of Physical Education, where we develop our communication, leadership skills, teamwork and emotional intelligence as well as displaying positive behaviours

**Hands** - This concept refers to your technical ability to perform the skills in isolation, and in games with precision/control and fluency. We also look at our own personal fitness, motor competence and develop healthy habits.

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The national curriculum for physical education aims to ensure that all pupils:-  
Develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities  
Lead healthy, active lives

In year 8, The Focus is on Character Development. Pupils build on and embed the physical development and skills learned in key stages 1 and 2 and Year 7 they become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They learn to understand what makes a performance effective and how to apply these principles to their own and others' work. Themes linked to Key Stage 4 examinable content will be embedded into lessons to give students understanding of some basic

physiological principles that allow individuals to be physically active. Students should develop confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.



## Physical Education

**DURING YOUR TIME AT CHURCHILL ACADEMY WE WANT TO IGNITE A PASSION FOR MOVEMENT AND INSPIRE LIFELONG HEALTHY HABITS. EVERY STUDENT DESERVES TO FEEL INCLUDED, BE HAPPY, GAIN CONFIDENCE, HAVE FUN AND REPRESENT THE ACADEMY, SETTING NO LIMITS TO WHAT THEY CAN ACHIEVE.**

### HEAD



### HEART



### HANDS



7

Decision Making  
- Tactics and Strategy

Communication

MOTOR  
COMPETENCE

8

Creativity and Problem  
Solving

Empathy and  
Emotional Intelligence

Precision / Control and  
Fluency

9

Knowledge of Health &  
the Human Body

Leadership

Skills and  
Technique

10

Analysis and  
Evaluation

Teamwork

Fitness

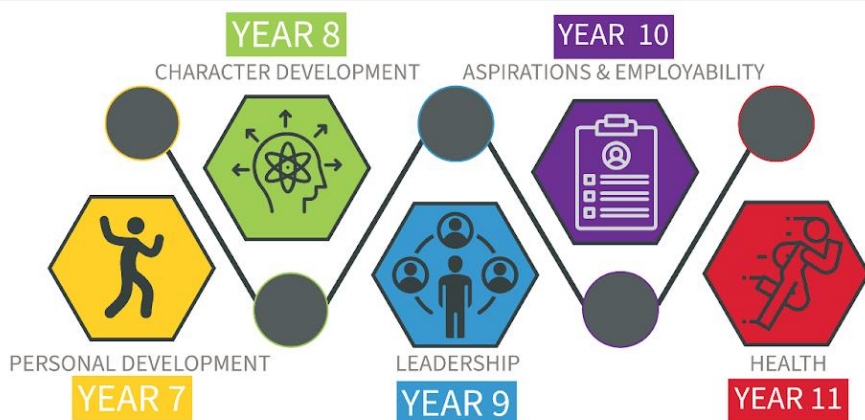
11

Responsibilities

Positive Behaviours

Health

**WE ARE DETERMINED. WE DON'T GIVE UP. WE ARE CURIOUS. WE SEEK OUT CHALLENGE. WE ARE KIND. WE PLAY WITH PASSION, INTEGRITY AND RESPECT.**



Activities include:

INVASION GAMES	NET / WALL GAMES	STRIKING AND FIELDING GAMES	ATHLETICS	GYMNASTICS	OAA	HEALTH, FITNESS AND LIFESTYLE	TARGET GAMES
RUGBY	BADMINTON	CRICKET	SPRINTS	FLOOR ROUTINES	ORIENTEERING	CIRCUITS	GOLF
NETBALL	TABLE TENNIS	ROUNDERS	MIDDLE DISTANCE	PARTNER WORK	TEAM CHALLENGES	HITT	FOOT GOLF
HOCKEY	TENNIS	SOFTBALL	JUMPS	APPARATUS	TOUGH MUDDER	DAILY MILE	LAWN BOWLS
FOOTBALL	VOLLEYBALL	DANISH LONGBALL	THROWS	RHYTHMIC	CAPTURE THE FLAG	COUCH TO 5K	VORTEX CHALLENGE
BASKETBALL	SHORT TENNIS	CRICKET ROUNDERS	RELAY		TEAM BUILDING	PILATES	
HANDBALL			HURDLES			FITNESS SUITE	
ULTIMATE FRIZBEE			CROSS COUNTRY			ROWING	

A wide range of physical activities and team sports are provided at lunchtime and after-school, students are encouraged to pursue their particular interests. Commitment to Extracurricular and school sport is celebrated with House colours and an exciting opportunity to be invited to 'Sports Awards Evening'.

At the end of each term Physical Education also sends out students of the term certificates, which are delivered by PE staff to pupils to say well done, positive phone calls home also happen throughout the terms.

The PE Faculty would like to also formally recognise and reward students who take part in Physical Activity and Sport outside of school. We have a Sports Honours Board; students are encouraged to apply for should they participate to a high standard outside of school.

## Science

Pupils will study Science topics from Biology, Physics and Chemistry, during their Secondary Foundation Stage Science Study

Pupils will sit assessments at Christmas, at Easter and in the summer term for Science. These assessments will test pupil's knowledge and understanding of all the work they have studied. At the end of Y8 pupils will move into Y9 where they will continue to be taught Science in learning groups.

### Units of Study

Term of study	Biology	Chemistry	Physics
1 and 2 What's inside	8DD: Diet and digestion	8SS: Separating substances	8WH: Work and heat
3 and 4 The Earth term	8RE: Ecology	8ES: Earth's resources	8EL: Electricity
5 and 6 Forces of nature	8AI: Adaptation and inheritance	8AT: Atoms and the Periodic Table	8SP: Speed and pressure

### Skills

In science, we encourage pupils to take ownership of their own learning and work toward the KS3 principles for science which is recorded in the evidence that pupils produce

1. The foundation knowledge in each discipline, which a well-informed citizen should know securely before the end of KS3.
0. The writing styles, text types and vocabulary used in each discipline.
0. The numerical concepts used within each discipline.
0. The practical and cognitive skills inherent to each discipline.
0. The key timelines, theories and figures within each discipline, including the western tradition.
0. An understanding of alternative traditions from other places, people and perspectives.
0. Knowledge of how each discipline has impact on our modern and future world.
0. Learning to be responsible for our self and our futures.
0. Learning to be responsible for our community.
0. Learning to consider global and environmental responsibilities.

### Homework

- Your child will receive homework for Science at least once a fortnight, this should take them around 30 minutes to complete unless the teacher has stated otherwise. Homework will be set using Google Classroom unless otherwise guided by the class teacher

## PSHE

### Course details

In Year 8 all learners are able to develop their knowledge and understanding of Personal Wellbeing and Financial Capability through a one hour timetabled lesson each fortnight in addition to two whole school focus days on 'Healthy relationships' and 'Health and wellbeing'. The course also includes awareness of study skills, moral, spiritual and cultural education as learners' progress through the school.

### Areas of Study for Year 8

The Year 8 curriculum of taught lessons follows the statutory guidelines on Relationships, Health and Well-Being and Living in the Wider World.

Teachers will focus on self-awareness, personal development, aspects of safety, understanding differences and showing empathy, and learning about careers and the world of work. The lessons are built strongly on the academy values of kindness, curiosity and determination which will enable the learners to become well rounded and responsible members of our community.

In addition, the two 'focus' days are tailored to address the major themes of PSHE, utilising the expertise and variety that can be sourced through the employment of outside groups such as theatre acts, the Police, and more creative activities than are often possible through normal teaching methods.

The topics that are covered in Key Stage 3 include:

#### **Health and wellbeing:**

- The changing adolescent body
- Mental wellbeing and physical wellbeing.
- Healthy eating
- Addition and drugs

#### **Relationships:**

- Different types of relationships- family, romantic, peer.
- Values in relationships
- Setting boundaries
- Online relationships and the media.
- Bullying and child on child abuse
- Sexting

#### **Living in the wider world:**

- An introduction to Unifrog
- Interests and skills profiles
- Developing leadership skills
- Looking at aspirations for careers.

The content is suited to each year group within Key Stage 3

Student progress is measured by students development towards the 2020 PSHE curriculum's learner outcomes for Key Stage 3. This can be seen in the students' PSHE booklets and through self-assessment towards these targets.

## Academic support – Student Services

The work of the Student Services Team supports the inclusion of all students across the school by identifying and working towards the removal of barriers to learning. Students are also supported with social and emotional well-being needs. These barriers may be academic, social or both, and particularly affect those students in vulnerable groups. Our SEND team work with the pastoral team to ensure that there is a coherent Quality First Teaching plan for students with identified needs. Intervention support is delivered mainly by supporting students in class, but also through withdrawal groups or 1:1 sessions as appropriate.

Teachers and Teaching Assistants working within Student Services are experienced and highly qualified. The quality of their relationships with students and positive partnerships with parents promote success. Staff working within Student Services have high expectations for each student to be fully included in mainstream learning and academy wide provision. This inclusive approach ensures all students have the opportunity to work to achieve their full potential and to build resilience and curiosity in their learning so that they can make significant progress.