



Pewsey Vale School  
Curriculum Booklet  
Year 8

## **DATES AND TIMES**

### **AUTUMN TERM**

Thursday 1<sup>st</sup> September 2016 to Friday 16<sup>th</sup> December 2016

Inset Day 1 – Thursday 1<sup>st</sup> September 2016

Inset Day 2 – Friday 21<sup>st</sup> October 2016

Inset Day 3 – Monday 21<sup>st</sup> November 2016

Half term: Monday 24<sup>th</sup> October 2016 to Friday 29<sup>th</sup> October 2016

Christmas Holiday: Monday 19<sup>th</sup> December 2016 to Monday 2<sup>nd</sup> January 2017

### **SPRING TERM**

Tuesday 3<sup>rd</sup> January 2017 to Friday 7<sup>th</sup> April 2017

Inset Day 4 – Tuesday 28<sup>th</sup> February 2017

Half term: Monday 13<sup>th</sup> February 2017 to Friday 17<sup>th</sup> February 2017

Easter Holiday: Monday 10<sup>th</sup> April 2017 to Friday 21<sup>st</sup> April 2017

### **SUMMER TERM**

Monday 24<sup>th</sup> April 2017 to Friday 21<sup>st</sup> July 2017

May Day Closure: Monday 1<sup>st</sup> May 2017

Inset Day 5 – Monday 26<sup>th</sup> June 2017

Half term: Monday 29<sup>th</sup> May 2017 to Friday 2<sup>nd</sup> June 2017

### **SCHOOL TIMES**

Period 0 (Key Stage 3 Intervention)	07.45 – 08.30
Period 1	08.45 - 09.35
Period 2	09.35 - 10.25
Break	10.25 - 10.40
Period 3	10.40 - 11.30
Period 4	11.30 - 12.20
Tutor Period/Assemblies	12.20 - 12.35
Lunch	12.35 - 13.05
Period 5	13.05 - 13.55
Period 6	13.55 - 14.45
Period 7 (Key Stage 4 Intervention)	15.00 – 16.00

TEACHING STAFF – 2016/2017

Name	Code	Subject/Responsibility
Mrs C Grant	CGR	Head Teacher
Mrs K Protheroe	KPR	Deputy Head Teacher
Miss C Dean	OWE	Assistant Head Teacher/Science
Mr M Surowiec	MSU	Assistant Head Teacher/Geography
Mrs V Bentley	VBE	Assistant Head Teacher/SENCO
Mr A White	AWH	Subject Leader – English
Miss C Reilly	CRE	English
Mr P Beatty	PBE	English
Miss L Sweet	LOS	English
Mr R Webb	RWE	Subject Leader – Maths
Mr I Watkins	IWA	Maths
Mr J Lewis	JLE	Maths
Mrs T Harris	THA	Maths
Mr R Carter	RCA	Subject Leader – Science
Miss T Archdale	TAR	Science
Miss D Lythe	DLY	Subject Leader – Geography/Citizenship
Mr M Maguire	MMA	Subject Leader – History
Mrs V Hay	VHA	Subject Leader – Religious Studies
Miss J Roberts	JRO	Subject Leader – Modern Foreign Languages
Miss T Thackwray	TTH	Modern Foreign Languages
Mr T Robinson	TRO	Subject Leader – ICT and Computing
Miss S Arlott	SAR	Music
Miss K Rodier	KRo	Drama
Mrs C Siswick	CSI	Subject Leader – Technology
Mr M Malhi	MMI	Resistant Materials
Mrs S Dewar	SDE	Graphics
Mrs B Sparke	BSP	Food
Mr A Thomas	ATH	Subject Leader - Physical Education
Mrs L Shaw	LSU	Physical Education
Name		Tutor Code
Miss D Lythe	DLY	8DLY
Miss T Archdale	TAR	8TAR
Miss T Thackwray	TTH	8TTH

# English

English lessons are focused around the key skills of reading, writing, speaking and listening. The students are encouraged to engage in all these areas to raise their literacy levels and gain an interest in English literature.

The following units are explored through half term schemes of learning, all resources are provided by the department. In year eight we will be studying the following:

## **Autumn Term:**

*September – October*

*Poetry from the literary canon including the study of one long- form historical poem*

*October – December*

*Historical text- the study of a 19<sup>th</sup> Century novel*

## **Spring Term:**

*January – February*

*Non- fiction- travel writing*

*March – April*

*Reading and writing narratives- the study of the detective genre*

## **Summer Term:**

*May – June*

*Shakespeare- the study of a whole play*

*June – July*

*Class reader- the whole class studies a challenging modern novel*

## **Assessment**

We use the GCSE criteria to assess students in KS3. There is a mini- assessment built in which leads to an end of unit task.

**Unit one-** *responding to a challenging historical poem*

**Unit two-** *an extract from an historical novel and links to the whole novel*

**Unit three-** *writing to advise, describe and persuade*

**Unit four-** *writing creativity within a genre*

**Unit five-** *an extract from a Shakespeare play*

**Unit six-** *writing creatively and reading analytically*

There are also a range of speaking and listening assessments throughout the year.

## **Suggested Enrichment Activities:**

For each scheme of learning there are a range of extension activities that you can do at home with your son/daughter to help their work in English. Ideas are listed below:

**Autumn Term:**

- During the poetry unit- read and write as much poetry as possible. If you find a poet that you like read other works by them. The focus is on the literary heritage but some are accessible- William Blake has proved popular with year eights in the past. Listen to poets/ actors reading poems- think about what you are learning from that
- During the historical fiction unit- re-read the sections read in class. Think deeply about the sorts of words and sentences that the writer is using. If you like the author, try reading something else by them. Listen to the audiobook version; watch a television adaptation or a film version

**Spring Term:**

- During the non- fiction unit- read as much travel writing as you can. Look at holiday brochures (either on-line or as a physical object) and look at how they are persuading you to go. High-quality travel writing from newspapers or magazines should also be read. Try mimicking the style in your own writing. Bill Bryson and Paul Theroux are good to read here
- During the reading and writing narratives unit- read around the genre (or indeed any genre)- begin to compare stories that cover the same themes and ideas. Think about the contrasts. Listen to audiobook versions of the works studied in class. Try writing in a similar genre and attempt to reproduce the style of another writer

**Summer Term:**

- During the class reader unit- read other books/ pieces of writing by the same author. Re-read sections that are studied in class and think carefully about structure and language choices. Write your own piece in the same style as the author. Listen to the audiobook or watch a filmed version (if such things exists for the modern text that you have studied)
- During the Shakespeare unit- try to watch a television adaptation, a film version or a theatre production to help you understand plot, setting, characters and themes. Re-read sections that are studied in class and think about the language used

# Mathematics

The Mathematics Department aims to enable all students to acquire mathematical skills and knowledge and to provide opportunities for them to use these skills to undertake problem solving with confidence, enjoyment and success. Students are encouraged to think for themselves within a clear, rigorous mathematical framework. To be critical of their own thinking and are prepared to test, justify and improve their conclusions or solutions.

In year 8 basic understanding and competence are established in fundamental mathematical topics – number, algebra, geometry and measures, data handling, probability, ratio, proportion and rates of change. Problem solving tasks and investigations are based on recognising patterns, solving puzzles and appreciating strategy in mathematical games. Tasks are chosen in which it is possible for the student to relate their solution to the underlying mathematical structure. The curriculum builds on the work covered in year 7 whilst introducing new concepts including Pythagoras Theorem, Compound interest and an introduction to trigonometry.

## Suggested Enrichment Activities:

- Learn their multiplication tables.
- Practice other mental arithmetic skills – particularly division.
- Reassure your son/daughter that making mistakes is part of the learning process, and it is not something to be upset about.
- Learn spellings and understand the definitions of key Mathematical words.
- Ask to see homework/independent study at regular intervals. If it is frequently not available, please do not hesitate to contact his/her Maths teacher.
- Visiting Universities and attending weekend master classes.
- Practicing Maths challenge questions issued by the UK Mathematics Trust.
- Purchasing Mathematics revision guides and materials.
- Visiting museums and mathematics based centers i.e. Bletchley House
- Asking regular mental arithmetic questions to develop mental agility.
- Encouraging students to engage with television based mathematics such as “Countdown” and “School of hard sums”.
- Asking students to engage with everyday mathematics such as problems involving money, percentages and speed, distance and time.
- Activities on [www.mymaths.co.uk](http://www.mymaths.co.uk)

# Science

Science teaching at Pewsey Vale School encompasses Biology, Chemistry, Physics and utilising various practical skills. The students are encouraged to experiment, explore issues and ideas, to express themselves clearly and to enjoy the intellectual and creative aspects of Science.

In year 8 we continue to develop the skills introduced in year 7 as well as extending the learning from the foundations of the KS3 curriculum.

## Setting

Students will be grouped by ability immediately, based on their performance during year 7 and then from subsequent assessments. It is expected that they will be studying, in the main, at the following levels:

Set 1	Grade 4-5
Set 2	Grade 3-4
Set 3	Grade 2-3

## Programme of Study

This is based on the National Framework for Science and will be at a level appropriate for each ability group.

The following units are explored through schemes of learning with all resources provided by the department. In Year 8 we will be learning the following:

### Winter Term:

Environment 2  
Materials and Substances  
Light and Sound

### Spring Term:

Body Systems 2  
Magnetism  
Geology

### Summer Term:

Earth and Beyond  
Microbes  
Heat Transfer

## **Assessment**

Students will be regularly assessed throughout the year on their class work, home study and with synoptic exams. Students will complete the exams at the end of term and will be assessed on their knowledge and understanding for the three topics covered in the lead up to the exam. The final exam will be sat in the Hall under rigorous exam conditions in order to prepare students for future examinations. These exams will be used to monitor progress on top of the assessment work and progress checking in class. The movement of students between groups will be according to their performance in each of these.

## **Equipment**

All students will be expected to bring basic writing equipment plus a calculator to all Science lessons. Periodic Tables and pH charts are to be found in their planners and they may need to refer to these during some lessons.

Textbooks will be provided in school by the department but there is no one fixed book appropriate for home purchase although the CGP Company do produce easy to use revision materials. Parents can support their son/daughter in their studies by encouraging their use of the following online resource:

<http://www.bbc.co.uk/education/subjects/zng4d2p>

## **Suggested Enrichment Activities**

Visits at weekends or during the holidays are a fantastic way to support you son/daughter including visits to Zoos, natural reserves or various museums.

There are excellent science clips on youtube that can be used to extend your son/daughter's learning.

Watch various documentaries and the news for highlighted stories of a scientific nature. Read papers where science stories are featured.

# Geography

In Year 8 we aim to continue to make sense of our complex and dynamically changing world. We aim to encourage questioning, investigation and critical thinking through geographical enquiry. Geography inspires students to become global citizens by exploring their own place in the world, their values and responsibilities to other people, the environment and to the sustainability of the planet.

There is a KS3 geography club that runs on a Tuesday lunchtime, the focus is 'geography in the news'. This aims to inspire debates and trigger discussions on current events to boost the student's interest in the subject.

## Setting

Students are in mixed ability classes and have new seating plans each term. Groupings for activities are based on peer support for collaborative working to allow each student to reach their full potential.

## Programme of Study:

**Term 1:**  
**Ecosystems**  
**China**

**Term 2:**  
**China**  
**Landscapes**

**Term 3:**  
**Rivers and Coasts**  
**Natural Hazards**

This is based on the 2014 national curriculum for geography. Each unit has lessons that include various ways of learning through visual, auditory and kinesthetic activities.

## Assessment

Students will be given an Independent Learning Project (ILP) for each unit of work as a homework project. There will be one main assessment per unit of work alongside mini assessments to check student's learning throughout.

## Equipment

All students are expected to bring in basic equipment: pens, pencil, sharpener, eraser. Additional equipment which is useful are scissors, glue and colouring pencils.

The geography department is a textbook less department using a variety of resources. Websites that support students learning are:

<http://www.bbc.co.uk/education/subjects/zrw76sg>

<http://www.juicygeography.co.uk/>

#### Suggested Enrichment and Extension

To read between two and four BBC news articles each week that are related to geography.  
Research key words in the article to understand their meaning and create a glossary.

# History

History teaching at Pewsey Vale School encompasses reading, writing, speaking and listening, with students encouraged to debate, to explore issues and ideas, to express themselves clearly and to enjoy studying a wide range of historical events, people and changes.

## **The Attainment Targets in History measure:**

- A01 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. (35%)
- Ao2 Explain and analyse historical events and periods studied using second order historical concepts: (a) Change and Continuity (b) Cause and Consequence (c) Significance (d) similarities and differences (35%)
- Ao3 Source Analysis: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. (15%)
- Ao4 – Interpretations: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. (15%)

These are built upon over time from Key Stage 3 through to Key Stage 4.

## **Year 8**

### **Aims of Course:**

Students in Year 8 build upon the good practice established in Year 7 and continue to follow the Key Stage 3 Programmes of Study. Students will continue to develop the historical skills practised in Year 7. Students will be introduced to both chronologically and thematic based studies of History from the Early Modern Period: Tudors 1485-1603. Students will then focus on the making of the United Kingdom i.e. the political, social and religious changes of the sixteenth and seventeenth century including the Stuarts, the Republic and the Restoration. Pupils will end Year 8 by focusing on the major changes during the Industrial Revolution 1700-1900.

### **Organisation:**

Students are taught in mixed ability groups and tasks are differentiated according to the ability of individual students. They have two lessons a week. Most work is completed in workbooks, using ICT documents, all presented with headings and other prompts for the students. This is collated by the students.

### **Major Assessment work:**

Tudor Monarch Assessment. Spanish Armada Assessment, Civil War Assessment. Stuart Monarch Assessment, Agricultural Revolution Assessment. Industrial Revolution Group Project Assessment. End of year exam.

**Course Content:****Students will focus in Year 8 on:**

- 1) Life under the Tudor monarchs in Terms 1 and 2 including the War of the Roses and the Reformation and Spanish Armada.
  
- 2) Life under the Stuarts, the English Civil War, the creation of a Republic, and the Restoration in Terms 3, 4 and 5.
  
- 3) The Agricultural and Industrial Revolution. Students will focus in Term 6 on the Industrial Revolution in preparation for a major group based project.

**Suggested Enrichment Activities**

Key Stage 3 History support drop in: Mon-Weds break and lunch time.  
Key Stage work support focus on Wednesday lunchtimes.

# Religious Education

In year 8 students follow the Wiltshire Agreed Syllabus, 'Thinking Together'. The principle focus will be Christianity, and the second major focus will be Hinduism. Students will also compare and contrast concepts chosen from Judaism and Islam, building on the topics covered in their Primary Schools.

The course is designed to stimulate curiosity, provoke puzzlement and to develop the student's sense of exploration and discovery. It aims to provide a 'toolkit' to enable them to think critically as they explore other cultures and beliefs and develop their own opinions and ideas. Religious Education is about human beliefs and values, choices and decisions, principles and actions and the influence that shape our human being.

## Setting

Our year 8s are taught in their tutor groups, which are mixed ability groups. They have one 50 minute lesson a week.

## Programme of Study

- Are miracles evidence of God?
- Human relationships, in particular forgiveness.
- They will create their 'Own Religion', with particularly reference to a holy book, a place of pilgrimage and birth or death rites.

## Assessment

Pupils will be regularly assessed throughout the year on their class work and home study. Pupils will complete at least one assessment each term, during these assessments where students will be given careful guidelines to reach their full potential – this will be marked according to the level indicators. They will also sit a final exam in the Hall under rigorous exam conditions in order to prepare them for future examinations. The average Year 8 student should achieve a level 2 - 3, and level 4 indicates above average attainment.

When students are doing 'research homework' I would prefer them to follow these guidelines:

Use the Internet or books.

- Write the information onto A5 sized paper (half of an A4 sheet), including a page border and title. A5 paper should be used so it can be stuck into their exercise books and be visually seen; so their hard work is not seen as just a folded sheet!

- Put information into their own words. If using the Internet I would suggest that they 'copy and paste' the information onto the top half of their A5 sheet. Then they should insert a line and underneath re-write the information into their own words in bullet point form.

### **Equipment**

All students are expected to bring basic writing equipment, which should include: pen, pencil, ruler, eraser, coloured pencils and their student planner.

### **Suggested Enrichment and Extension**

- Discuss the work that your son/daughter has completed. Encourage your son/daughter to explain what they have learnt in class and discuss any points of interest.
- Ask to see exercise books and homework on a regular basis and discuss with them what they have written. Go through with them what they did well and, if appropriate, provide suggestions of how it could have been improved.
- Encourage students to take an interest in the wider world and the events that are happening around them. For example, by reading newspapers and watching news and current affairs programmes on television, such as Newsbeat and The Big Questions.

# Modern Foreign Languages

In year 8, students continue to study French and German. Students receive 3 hours of tuition per week with homework set on top of this. The course is based on a mixture of the *Studio* and *Expo* textbooks for French and *Stimmt* and *Echo* for German. The textbooks are supplemented with a variety of authentic resources, listening material and internet sites. Students have the opportunity to practise their language skills and reinforce classroom learning using the *linguascope* website during timetabled lessons in ICT suites, as well as at home. Grammar, linguistics and intercultural understanding are brought in, in addition to conversation, to add depth to student learning.

There is an opportunity to take part in an annual residential visit either to France or Germany in Years 7 and 8 during which students really benefit from immersing themselves in French or German culture.

## Programme of Study Year 8

### Overview of Topics:

School	Daily Routine	Telling the Time	Giving Opinions	My Town
Directions	Arranging to Meet	Free Time	Sport	Technology
Where I Go	Last Weekend	Media		

### **Assessment**

In KS3, students work towards completing an assessment in each of the units studied over the course of year 8. Students will be tested on all 4 skills of language learning; Listening, Speaking, Reading and Writing.

### **Suggested Enrichment Activities**

- Read! We have a range of books and magazines within the department which students may borrow. Read newspaper articles online. Print them off and highlight familiar or unfamiliar words.
- Listen and watch! Borrow a children's film from the MFL department and watch it in French or German at home. Make a list of any words you recognize.

- Websites: Log in to [www.linguascope.com](http://www.linguascope.com)

(username: pewseyvale      password: mfl)

*Linguascope* allows you access to all KS3 and KS4 topics.

You can also search for alternative French or German games online.

- Print off worksheets from the *Linguascope* website and complete them at home.
- Make up a poem or a rhyme on the topic you are studying in class.
- Play hangman in French / German with a friend.
- Create a puzzle or game using the vocabulary and structures you've learned and swap with a friend.
- Ask your teacher about e-mail or penfriend links.
- Use as much of the Target Language as possible at home!
- Create a mind map or *wordle* to help you remember vocabulary.
- Teach someone at home or a friend what you have learned in French or German so far.

# ICT

ICT & Computer Science teaching at Pewsey Vale School follows three strands, Computer Science, ICT and Digital Literacy.

In Key Stage 3 students cover the basic skills and principles of Computer Science including the components of a computer, simple programming and binary logic. They also learn about the risks of being online and how to stay safe.

## Setting

Students are set by tutor group.

## Programme of Study

This is based on the National Curriculum of study for Computing and will be at a level appropriate for each ability group.

The following units are explored through schemes of learning with all resources provided by the department.

In Year 8 we will be covering the following topics:

- *Introduction to School Network, E-Safety.*
- *Human Computer*
- *Kodu*
- *Databases*
- *Introduction to Python*
- *Introduction to HTML Website Programming*
- *BBC Micro:bit*

## Assessment

Students will be assessed throughout the year on their class work, homework projects and formal tests. Grades will be awarded according to the grade criteria (which is available to download on the school website.).

## Equipment

All students will be expected to bring the basic equipment as per the whole school policy. They are also expected to remember the username and passwords for any computer systems they are required to use in lessons.

Students have been given a BBC:Microbit device free of charge and they will be expected to have these with them for ICT lessons when required.

Course readers and study guides will be provided in school by the department where appropriate. Students are able to download any resources that are used in lessons online via the Google Apps system.

## Suggested Enrichment Activities

- Completion of Scratch programming projects at home: <https://scratch.mit.edu/>
- Visit Computing museums/exhibitions such as Bletchley Park or the museum of computing in Swindon.
- Use the code academy website to develop programming skills  
<http://www.codecademy.com/>
- Invest in a Raspberry Pi computer (about £30) <http://uk.farnell.com/buy-raspberry-pi> and complete programming projects using online tutorials.
- Use lesson resources provided online to further develop study set by the classroom teacher in lessons.
- Watch BBC Click on the BBC news channel/iPlayer.

# Art

In Year 8 your son/daughter will have the opportunity to use a variety of materials including pencil, oil pastel, charcoal, wax, ink, paint, collage, lino, screen print and dry point etching.

There will be two projects set during the year. In theme based projects students will explore the formal elements of line shape, form, tone, colour, texture and space through drawing, painting and sculpture. Home study will normally be set as continuation work linked to current class activities.

Rotation 1	Painting techniques
Rotation 2	Print Making

## Assessment

Assessment will take place at the end of each project. Students will be graded against the GCSE criteria for Art & Design.

Art teachers will award grades and interim levels to students for individual pieces of work but they are fully aware that these levels can go up and down as students try new materials and techniques. Final levels will be based on the complete project. We will always encourage interested students to extend projects beyond the minimum requirement and we are also keen to see any Art work unrelated to school.

## Equipment

Students must have a school sketchpad/file for their art projects. These can be purchased in the classroom at the start of term. These sketchpads will be used in class and for home-works. Students must also be equipped with basic drawing materials.

## Extra-Curricular Activities

Art teachers are generally available after school to give advice and assistance, and teaching rooms are available for the continuation and completion of work during lunchtime and some evenings after school. There may also be out of school visits relating to projects being undertaken.

## Suggested Enrichment Activities

Taking your son/daughter to an Art gallery is a fantastic way for them to be inspired by great works of famous artists. Have a look at your local arts centre or theatre to see if there are supplementary art classes your son/daughter could attend, or if they could take part in any pottery, glass blowing or textile classes outside of school.

# Drama

Students are taught Arts lessons on a half termly rotation. They have a double lesson timetabled each week on a Wednesday, and they will attend either Drama, Art or Music for their double lesson. Every seven weeks, we will rotate the groups so that each child has an equal amount of lessons in each arts discipline.

Through the interrelated skills of creating, performing and responding pupils will continue to develop their knowledge and understanding of performance and dramatic theory. Each unit integrates a topic alongside a new skill or concept, so that we ensure each lesson is developmental.

We develop the two main areas of study for GCSE Drama in the lower school. Each rotation will enable learners to build their knowledge and confidence of these skill areas, as well as grow as performers.

## **Unit 1: Performing from a Script**

Year 8 students will study 'FREE'. This play is about a group of Year 8 students who have been left without a teacher for a lesson. They challenge each other to go on a quest to steal from The Head Teacher's office! It is a very lighthearted, well observed piece. I am sure that you will have fun working on it.

In this unit, students will learn how to create a stylised style of performance. This requires a different set of skills than they have previously been taught, and builds on learning from Year 7.

## **Unit 2: Devising – Exploring Theatrical Genres**

In this unit, students will learn the conventions for the main genres from The Greeks to modern day theatre. They are expected to be able to clearly differentiate between the genres. This unit culminates in each group creating a piece for performance based on one genre. It is critical that the group sticks to the conventions of the genre to show their understanding.

For each unit, students will be given a workbook where all classwork, home learning and notes should be kept. They are required to bring this with them to all lessons.

## **Assessment**

We use the GCSE criteria to assess students in KS3. Edexcel GCSE Drama currently has three separate units.

*Component 1: Devising*

*Component 2: Performance from a text*

*Component 3: Theatre makers in practice*

Depending on which piece of work we are assessing, we will use the relevant criteria to assess students work. Relevant criteria can also be found inside the students workbooks, with an abridged version in the topic Personal Learning Checklist for each child (PLC)

### **Suggested Enrichment Activities:**

Reading widely, the more you read the more ideas you will have.

Going to the theatre, anywhere you can. You do not need to travel to London or New York to watch incredible theatre. Find things that interest you, and go along and watch them.

Take part in local amateur dramatics or opera societies.

Attend local workshops or classes

Attend open mic events

If you're in London, go to the V&A Museum and see the Theatre exhibition. Whilst you're there go to The Globe.

Visit Stratford-upon-avon and see where Shakespeare was born

Watch films of different genres and see if you can spot the differences in the acting styles of the genre.

# Music

Students are taught Arts lessons on a half termly rotation. They have a double lesson timetabled each week on a Wednesday, and they will attend either Drama, Art or Music for their double lesson. Every seven weeks, we will rotate the groups so that each child has an equal amount of lessons in each arts discipline.

## Unit 1 – Music Theory – Year 8

Year 8's will be study grade 1 Music Theory. This will include lessons on the following elements; treble and bass clef, notes on the stave (treble and bass clef), note values, dotted notes, simple time signatures and musical rests. In this unit, students will learn how to compose music in treble and bass clefs and simple time signatures. They will be able to apply different note lengths and the use of rests to include silence into their compositions. By the end of this unit students will be assessed by written test.

## Unit 2 – Year 8 – Pop music

Year 8's will study Pop Music for this unit. This unit will mostly be performance based. The lessons will include basic piano skills, learning chord progressions, the structure of pop songs, writing lyrics, using percussion to add a beat to their song and learning about themes of pop songs. By the end of this unit students will have created an original pop song and participated in group and solo performances. At the end of this unit students will be assessed in a performance of their original pop song.

## Assessment -

For music we use the GCSE criteria to assess students in KS3. Edexcel GCSE music currently has 3 units;

- Unit 1 - Performing Music
- Unit 2 - Composing Music
- Unit 3 - Listening and appraising

## Suggested Enrichment Activities

- Learn how to play an instrument, Pewsey Vale School provides peripatetic teachers in most instruments, this is a great way of learning music and having fun.
- Listening to a variety of musical genres at home.
- Going to see live music, bands or musicals in theatres. There are lots of family events/fetes that include musical performances.
- Join a youth group, choir or amateur dramatic society.
- Attend open mic night events, just to watch performances or perform yourself.

# Design & Technology

All of Y8 are taught 2 lessons of Design & Technology per week in mixed ability classes of no more than 20 students.

The focus for all year 8 students, throughout the disciplines is iterative design and the development of design proposals. They will follow 16 lesson schemes of learning that focus in greater depth on specific areas of the curriculum allowing students to form a more detailed understanding of the different aspects of the subject and strengthen their practical ability. At the end of their last module, students will be placed into small teams to prepare for their entry into the DT house competition, which has been carefully designed to develop designing skills and promote team work and independence.

<b>Food:</b>	<b>Café Culture</b> In this module students will learn to successfully create breads and pastries whilst looking at the function of ingredients, catering for the general public and ethical practices. They will design and make a product to be served in a high street cafe.
<b>Textiles:</b>	<b>Satchels</b> This module is designed to provide students with a range of skills in surface decoration and greater knowledge of environmental and ethical issues, whilst focusing on the ways in which an idea is developed into a successful and well considered product. They will design and make a satchel to be sold by the online travel company 'Somewhere to go'.
<b>Resistant Materials:</b>	<b>Oil Burners</b> In this module, through designing and making an oil burner inspired by nature, students will learn to shape and finish hardwood as well as being introduced to basic metal work skills.
<b>Graphic Products:</b>	<b>B(r)and</b> In this module students will expand on previously learned Photoshop skills whilst being introduced to paper engineering and looking at how branding plays an important role in the marketing of any product. They will design and make a card CD case to promote a small independent band.

## Testing & Progress Monitoring

Students each have a copy of their own progress overview (as seen below) and at the end of each study unit the subject teachers will fill in the relevant section of each student's sheet. The progress overviews are then shared with the students who are expected to monitor their own progress. The sheet provides the opportunity to set two individual targets per study unit and in the majority of cases one target will be completed by the subject teacher and the other by the student themselves although this is left to the discretion of the teacher. If at the end of the study unit any student has missed their target level by more than one grade or has been awarded red for their effort they will be subject to intervention.

### Progress Overview

A*												End of module test 1:	<input type="text"/>
A												End of module test 2:	<input type="text"/>
B												End of module test 3:	<input type="text"/>
C												End of module test 4:	<input type="text"/>
D													
E													
F													
G													
	1	2	3	4	5	6	7	8	9	10	11		

Use this grid to create a benchmark – it helps you follow your progress through years 7, 8 and 9. The numbers along the bottom are project and the number going up the side are grades.

Module 8: Textiles						
Targets	1.					
	2.					
Investigating Design Context (1H+ 4)	Development (1H+ 12)		Making (1H+ 12)	Evaluation & Testing (1H+ 12)	Communication (1H+ 6)	
Overall Attainment:			Making Progress:		+	= -

Module 9: Graphics						
Targets	1.					
	2.					
Investigating Design Context (1H+ 4)	Development (1H+ 12)		Making (1H+ 12)	Evaluation & Testing (1H+ 12)	Communication (1H+ 6)	
Overall Attainment:			Making Progress:		+	= -

Module 10: Resistant Materials						
Targets	1.					
	2.					
Investigating Design Context (1H+ 4)	Development (1H+ 12)		Making (1H+ 12)	Evaluation & Testing (1H+ 12)	Communication (1H+ 6)	
Overall Attainment:			Making Progress:		+	= -

Module 11: Food						
Targets	1.					
	2.					
Investigating Design Context (1H+ 4)	Development (1H+ 12)		Making (1H+ 12)	Evaluation & Testing (1H+ 12)	Communication (1H+ 6)	
Overall Attainment:			Making Progress:		+	= -

## Testing

All KS3 students will be subject to regular testing to not only familiarise them with the exams that they will be required to sit at GCSE but also to allow teachers to better monitor progress and provide more targeted intervention. The test/exams consist of questions taken from past GCSE papers chosen to reflect the content of each module/year. Testing will be performed at the following points in the curriculum:

## Year 8

*End of Modules Tests x 4* - A 40 minute test will be performed at the end of each module to consolidate learning within that module

*End of Year Exam* – A full 2 hour exam replicating the format used at GCSE level.

## Assessment

The department fully supports the school assessment policy and views assessment as an

integral part of the curriculum at all levels. Assessment makes a constructive contribution to teaching and a variety of assessment techniques are used in Design & Technology from open-ended questions to decision-making exercises, design development, oral presentations and

practical work. Self and peer assessment are employed and valued in the Design & Technology department. These take place formally when assessed work is returned through comment on the work and monitoring sheets and also informally in lessons through brief comment, the awarding of positive points and discussion.

There are key assessed activities in each unit of study at KS3. These are identified in the scheme of learning and student work booklets and focus on particular knowledge, skills and/or understanding. All students complete these tasks and work is assessed using a common mark scheme based on GCSE grade descriptors. (The grades are moderated at department meetings and recorded centrally on spreadsheets and on the staff drive of the school network. Thus consistency of practice across the department is ensured).

The department recognises that no single piece of work can test every aspect of the grade descriptors. Assessments are viewed as pieces of evidence that together with other evidence from lessons, homework and discussion allow teachers to judge each student's overall performance and evaluate their 'best-fit' grade. Learning objectives and assessment criteria are shared with students. Students have 'student-friendly' grade descriptors in their work booklets. These are referred to in lessons and thus students are familiar with the criteria against which they are assessed. The mark schemes and criteria for each assessed activity are made clear before the activity is begun and referred to again in feedback when the marked assessments are returned to students. Students identify and record a focus or target for improvement based on their performance and the level descriptors. Thus assessment is formative and criterion-referenced. Students keep assessed work with some examples being stored in exemplar portfolios and/or displayed.

### **Suggested Enrichment Activities**

There are 4 optional competitions for all Y8 students to enter that can be found hidden within the pages of the student work books. There is also an appendix section; included in which are 'Just for Fun!' activities; a range of practical projects that could be carried out at home. These projects have been compiled to encourage students to find enjoyment in the subject and if your son/daughter does make/cook at home please feel free to send a photo of their creation to their teacher so that it can be displayed in school.

### **Equipment**

In order to gain the most from their learning students are expected to bring the following equipment to every lesson:

- Pen, Pencil, Rubber, Ruler and Colouring Crayons.
- DT folder and workbooks.
- A hair band (if a student has long hair).

# Physical Education

Year 8 students will build on and embed the physical development and skills learned in key stages 1 and 2. They will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Year 8 students will receive a balanced and diverse range of activities that will continue to build and develop across key stage 3 the skills required to understand what makes a performance effective as well as how to apply these principles to their own and others' work.

Students in Year 8 will follow a programme of study based on the National Curriculum to ensure that the following core aims are achieved:

- 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

Students will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example netball, football, rugby, hockey, basketball, badminton, cricket, rounders, tennis)
- develop their technique and improve their performance in other competitive sports (for example gymnastics, swimming and athletics), or other physical activities (for example dance)
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best (for example, cross-country, fitness)

A detailed programme of study for Year 8 will be published to ensure students are clear on what activity they will be participating in and what PE kit is required for each half-term (a detailed PE kit list is available to be viewed on the school website).

Students will develop the 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. They will have the opportunity to:

- take part in competitive sports and activities outside core lessons through intra-school competitions and through community links or sports clubs

A detailed extra-curricular programme will be published to ensure students are clear on what opportunities are available to them at lunch times and after school. The programme will include

inter-house competition as well as intra-school competition. There will be opportunities for students to participate in sport and physical activity for personal health and fitness reasons, social benefits and competitive situations.

## **Assessment**

We use the GCSE criteria to assess students in Year 8 and the whole of KS3. There is GCSE PE grading criteria for the practical activities and theoretical development (understanding of health and fitness) students undertake. Depending on which activity we are assessing, we will use the relevant criteria to assess students work.

## **How parents/carers can help**

- Pewsey Vale School has a uniform policy and this is also the case for PE lessons, with specific minimum kit requirements for PE. Please ensure that your son/daughter arrives at school/PE lessons with all of the appropriate kit (details available on the school website). Safe practice dictates that appropriate clothing and footwear are vital in the physical education environment. To ensure that PE lessons can run safely and smoothly the specific points must be adhered to: all jewellery must be removed, studded boots and shin pads must be worn for football, studded boots and mouth guards must be worn for rugby. We rely heavily on your support
- As a parent/carer you can support your son's/daughter's progress in PE by encouraging their participation both in lessons and clubs. It is inevitable that there will be times when students may be in school whilst not feeling 100% healthy, either through illness or injury. If your child is in school they need to come to PE fully equipped for the lesson and with a note in order to participate in an appropriate role: leadership, coaching, officiating etc. We will not make an illness or injury worse. A full Code of Conduct for Illness/Injury will be published separately
- Our prime objective is to ensure all students have the opportunity to succeed and excel in PE and sport, we aim to do this by providing a high-quality experience for all students that will challenge them and develop their confidence, which can be achieved through providing experiences for students to see the enjoyment that can be had through sport. We focus on helping each individual achieve their potential and through this, recognise the positive contribution that can be made by everyone in a group or team. We appreciate your support in achieving this
- Encourage your son/daughter to participate in the extra-curricular provision offered by the PE department/school and local sports clubs. There are numerous opportunities for participation in physical activity available to young people, it is often about finding the right one that suits the individual and having the encouragement to participate and be active
- Research on training methods and practices to develop performance levels. Help support or design an effective training programme
- Spectating and experiencing sporting events is an excellent way of seeing motivational performances and observing role models in relation to physical activity, this can be at local sports events right through to elite level sport

## **Suggested Enrichment Activities**

A full timetable of extra-curricular clubs will be published at the start of the year, this will include lunchtime and after school clubs that will provide opportunity for participation and competition. There will be the opportunity to be involved in inter-house competition and intra-school competition to support the development and application of skills and understanding of the variety of sports.