

# YEAR 8

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## Curriculum overview

Thomas Estley Community College

Community of courage and commitment to success

SUCCESS 

THOMAS  
ESTLEY  
COMMUNITY  
COLLEGE

# Our unique curriculum

*Taking full advantage of every learning opportunity*

At Thomas Estley, we understand that every child is different, with their own interests, experiences and ambitions; and that it is our responsibility as educators to ensure that every child has their own opportunity to shine.

We are proud to be recognised locally and nationally for our innovative and high-quality curriculum, with a process of ongoing review and improvement to ensure that we provide your child with the skills they need to succeed in school and beyond.

*“The innovative, creative and unique curriculum is a major strength of provision that engages and motivates students... The imaginative, creative and highly innovative curriculum instils in students a real enthusiasm for, and enjoyment of, learning.”*

*(Ofsted, Jan 2019)*

Our curriculum intent has been built across four pillars:



## CURRICULUM INTENT STATEMENT

At Thomas Estley we believe in achieving success through great progress for all, building leadership and character together and strengthening wellbeing together. We believe that we are a community with a responsibility to work together as a team to progress these aims.

We believe that no young person should be disadvantaged through lack of money or low parental aspiration. We believe that every young person should have access to a challenging and high quality curriculum, which opens doors and embeds opportunities to consider and work towards routes into higher education and the whole range of available and appropriate career pathways. We believe that this includes opportunities to build leadership skills and to develop character at a level which is commensurate with the best state and independent schools, within an inclusive community.

We believe that every child, regardless of gender, prior attainment, individual needs and level of advantage, has the right to make good progress towards challenging targets within a knowledge-enriched curriculum which grows cultural capital and vocabulary for success, independence, resilience and the ability to retain, transfer and employ knowledge and skills across a variety of contexts.

We believe that no young person's learning should be adversely impacted by low wellbeing and self esteem - either their own or another's - and that we should work to remove and minimise barriers to wellbeing at both whole college and personalised levels.

This booklet has been created to provide you with an insight into some of the classwork that your child will be doing this year. It compliments the wide range of additional clubs, activities, projects and opportunities that are available for your child to take part in throughout the year. You can find up-to-date information on these on our school website: [thomasestley.org.uk](http://thomasestley.org.uk).

With warm regards

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# Art and Design

Subject leader: Mrs E Strudwick			
	Groups	Focus (rotational courses)	Assessment
Over the academic year	Mixed ability	<ul style="list-style-type: none"> <li>• 'Dreamtime' Art:</li> <li>• Drawing skills</li> <li>• Artist Research</li> <li>• Studying different cultures - Aboriginal and Maori</li> </ul>	Interim Assessment and target setting during design development stages of each course  Peer Assessment  End of Project Assessment
		Dependent on restrictions: <ul style="list-style-type: none"> <li>• 3D Clay skills</li> <li>• Painting skills</li> </ul>	

# CRE (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	<b>Citizenship</b> Crime	One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.
Spring		<b>PSHE</b> Philosophy for Children	
Summer		<b>RE</b> Equality and Diversity	

# Computing

Subject leader: Mrs G O'Garro			
	Groups	Focus	Assessment
<p>Computing lessons equip learners with the tools and skills needed to make informed decisions in this ever-changing world. Students use computational thinking and creativity to prepare them to become digital citizens. Learners focus on one topic each half term.</p>	Mixed ability	<ul style="list-style-type: none"> <li>• Computing systems</li> <li>• Developing for the web - HTML</li> <li>• Representations- from clay to silicone</li> <li>• Introduction to Python programming</li> <li>• Media- Vector graphics</li> <li>• Mobile App development</li> </ul>	End of topic assessment at the end of each unit

# Design and Technology

Subject leader: Miss L Burnett			
	Groups	Focus (rotational courses)	Assessment
<p>These are some of the topics that may be covered depending on which rotation the student is taking at what time</p>	Mixed ability	<p><b>Textile design</b> Sustainable Harry Potter Bags</p>	<p>Interim assessment and feedback throughout the project. Peer assessment. End of unit Tests</p>
		<p><b>Food Preparation and Nutrition</b> Science of food</p>	
		<p><b>Resistant materials</b> Mood-Light</p>	

# Dance

Subject leader: Miss D Bancroft			
	Groups	Focus (rotational courses)	Assessment
Autumn	Mixed ability	Dance Evolution - 1920s - 1980s. Most, if not all, present day dance styles originated and were developed during this Era. As such, it presents as an important area of focus and provides students with an excellent foundation of dance knowledge and skills. Specific focus on AQA performance skills	A formal 'end of unit' assessment half-termly against 3 strands of criteria: performing, creating and working collaboratively, using the assessment wheel.
Spring		Greatest Showman/ Musical Theatre - Deeper exploration of the AQA performance skills and an introduction to Choreographic skills and Processes.	
Summer		Urban Dance - Focus on 3 different Hip-Hop techniques, Urban, Locking and Tutting - To complement and further develop students' performance and choreographic skills, this rotation will also introduce critical appreciation of professional works by ZooNation.	

# Drama

Subject leader: Mrs J Johnson			
	Groups	Focus	Assessment
Autumn	Mixed ability	<b>Drama - Theatre Skills</b> GEMS Understanding of how Gesture, Expressions, Movement and Space can enhance acting. Proxemics. Characterisation - simple vocal and body techniques to help students perform as a character. Key stage 4 Performance Skills - technique and knowledge.	Formal level awarded each term  Self / peer / teacher assessments given during lessons.  Student assessment booklet allows students to take ownership of their progress.
Spring		<b>Musical Theatre - School Of Rock</b> Script extract exploration Character performance Learning and performing an extract including musical number song and dance. Key stage 4 Performance Skills - technique and knowledge.	

Summer		<p><b>Drama - Traditional Tales</b>          Students develop their storytelling skills by devising a site specific outdoor performance based on a traditional tale.</p> <p>Puppetry          Theatre Company exploration.          Key stage 4 Performance Skills - technique and knowledge.</p>	
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## English

Subject leader: Mrs H Briggs			
	Groups	Focus	Assessment
Autumn	Mixed ability	<ul style="list-style-type: none"> <li>• Short stories</li> <li>• Media and Broadcasting</li> <li>• Classic literature - <i>Great Expectations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Speaking and Listening</li> <li>• Reading comprehension/analysis</li> </ul>
Spring/Summer		<ul style="list-style-type: none"> <li>• Romantic poetry</li> <li>• Shakespeare - <i>Romeo and Juliet</i></li> <li>• Playscripts</li> <li>• Desert Island Disks</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry writing</li> <li>• Reading and comprehension/analysis</li> <li>• Playscript writing</li> <li>• Speaking and listening</li> </ul>

# Geography

Subject leader: Mr P Schalkwyk			
	Groups	Focus	Assessment
Autumn	Mixed ability	Shaping the Earth	Model/ Poster End of unit test
Autumn/Spring		Natural Hazards	Tsunami Report End of unit test
Spring		Ecosystems	Problem Solving End of unit test
Spring/Summer		Africa	Problem solving End of unit test
Summer		Russia Geography of Crime	Problem solving Year 8 exam

# History

Subject leader: Mr S Hancock			
	Groups	Focus	Assessment
Autumn	Mixed ability	<b>Revolution and Change c1750-1900</b>  The Industrial Revolution	Evaluating Sources  Explanation and Analysis
Spring		The French Revolution Slavery and Empire	Explanation and Analysis
Summer		Political Protest and change Urbanisation Change by 1900	Interpretations  Evaluating Sources

# Mathematics

Subject leader: Mrs R Taylor			
	Groups	Focus	Assessment
Autumn	Streamed by ability	During each term, we cover topics from each of the six areas of maths: <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Geometry</li> <li>• Statistics</li> <li>• Ratio &amp; Proportion</li> <li>• Probability</li> </ul>	End of topic tests
Spring			Autumn-term assessment
Summer			End of topic tests
Full suite of GCSE-style papers			
<ul style="list-style-type: none"> <li>• Pupils will have access to Dr Frost maths for homework and revision.</li> <li>• Pupils need a scientific calculator and geometric equipment for every lesson.</li> <li>• Students will also sit a personalised 'weekly skills' test each week that is matched to their ability.</li> </ul>			

# MFL (Modern Foreign Languages)

Subject leader: Mrs S D Anderson			
	Groups	Focus	Assessment
Autumn	Streamed by ability	<b>French</b> <ul style="list-style-type: none"> <li>• Describing my favourite footballer/ singer</li> </ul>	<b>French</b> Students will be assessed once per term in listening, reading and writing; twice per year in speaking.
Spring		<b>Spanish</b> <ul style="list-style-type: none"> <li>• My free time</li> </ul>	
Summer		<b>French</b> <ul style="list-style-type: none"> <li>• Paris and Holidays</li> </ul>	
		<b>Spanish</b> <ul style="list-style-type: none"> <li>• Things we like to do</li> </ul>	<b>Spanish</b> Students will be assessed on the four skills once throughout the year.
		<b>French:</b> <ul style="list-style-type: none"> <li>• Writing a story</li> </ul>	
		<b>Spanish</b> <ul style="list-style-type: none"> <li>• Holidays</li> </ul>	
Students will study French for two lessons per week and Spanish for one lesson per week			

# Music

Subject leader: Miss Emilia Plumb				
	Groups	Focus		Assessed Work
Autumn	Mixed ability	The Blues Reggae Rock and Roll	<ul style="list-style-type: none"> <li>• Performance structure</li> <li>• How genres develop</li> </ul>	Ongoing assessment. Level awarded at the end of each scheme.
Spring		The Samba	<ul style="list-style-type: none"> <li>• Understanding how ensemble works</li> <li>• Understanding the key roles in a samba band</li> <li>• Learn and perform a samba</li> </ul>	
		Video Games music	<ul style="list-style-type: none"> <li>• Understanding a Leitmotif</li> <li>• Understanding how music can change the way we think about a character</li> </ul>	
		Musicals	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Performance style</li> <li>• Using Notation</li> </ul>	
Summer		Keyboard skills	<ul style="list-style-type: none"> <li>• How to use the keyboard correctly, using chords and sight reading</li> </ul>	
		Personal Project	<ul style="list-style-type: none"> <li>• Performance / Composition</li> </ul>	

# PE (Physical Education)

Subject leader: Ms S Kavanagh			
	Group	Focus	Assessment
Activities taught in rotation throughout the year	Mixed ability	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Fitness</li> <li>• Basketball</li> <li>• Cross Country</li> <li>• Football</li> <li>• Table Tennis</li> <li>• Rugby</li> <li>• Gymnastics</li> <li>• Netball</li> <li>• Athletics</li> </ul>	All sports are assessed during and at the end of each unit

		<ul style="list-style-type: none"> <li>• Striking and Fielding</li> <li>• Tennis</li> <li>• Handball</li> </ul>	
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## Science

Each half of the year is streamed into a set 1 based on completed assessments, with the two other groups of mixed ability.

All topics will be covered by all students by the end of the Summer term.

Subject leader: Mr D Ansley			
	Groups	Focus	Assessment
Topics taught in rotation throughout the year	Streamed into ability groups based on completed assessments	<ul style="list-style-type: none"> <li>• Life - Animal Nutrition</li> <li>• Life - Plants and Food</li> <li>• Particle Matter - Atoms, Elements, Compounds and Mixtures</li> <li>• Electricity</li> <li>• Energy - Heating and cooling</li> <li>• Sound and Vision - Properties of Light and sound</li> <li>• STEM module</li> </ul>	<p>Cumulative assessments approximately every 6 weeks</p> <p>Assessment activities within topics – through exam questions, written tasks and homework</p>

# Year 8 Module Week\* - STEM

Each year, we take a break from the regular academic curriculum in order to diversify our students' learning experiences beyond that which is required of us through the compulsory National Curriculum. The purpose of Modules week is to provide a co-curriculum that addresses age-important topics and compliments our leadership and character curriculum.

## Module week themes

- Year 7 - Community and Enterprise
- Year 8 - STEM (Science, Technology, Engineering and Maths)
- Year 9 - Money and Health Matters
- Year 10 - Wellbeing and Resilience for Success
- Year 11 - Future Pathways

## Learning objectives for our year 8 module

Based on the theme of space, you will:

- Explore robotics
- Visit the Space Centre
- Problem solving
- Consider safety in aircraft
- Renewable resources
- Artistic Interpretations

\*For academic year 2020-21, as educational visits are not allowed, and we recognise that our learners have missed a significant amount of time at school; we have condensed the Modules week into 2 days, ensuring the most important elements are covered.

# Home Learning

Learning takes place inside and outside of the classroom. All teachers will regularly set planned differentiated, meaningful homework for their classes in line with the school policy. Homework will provide students with opportunities to: extend, develop and practice what was learned in class; acquire the ability, confidence and organisational skills to work independently; work at their own pace and ability level; prepare for work in class.

At key stage 3, students will be provided with a knowledge organiser on a termly basis. This will reflect the key knowledge for each subject, and facilitate the opportunity for retrieval and application of this knowledge.

All students at key stage 3 will follow a homework timetable and this will clearly state when this work is to be set. The work will be set using the online portal SatchelOne (formerly ShowMyHomework). This can be accessed via computer or portal device, and parents will be given a separate pin to access also.

The basis of all homework at key stage 3 will be practice for a retrieval quiz, based on information from the knowledge organiser. This allows students to retrieve knowledge from last lesson, last week and further to help them with their long-term memory.

In addition to this, students may also be given additional activities such as;

- Questions
- Research
- Flipped learning-students prepare in advance for the lesson
- Reading
- Extended writing
- Preparation assessments
- Consolidation of learning
- Practice examination questions / past papers
- Speaking and listening tasks
- Group work
- Preparing for a presentation
- Collecting information/evidence/artefacts
- Redrafting and improving
- Developing or extending work done in class

Whilst some homework will be specific short-term tasks related to a topic at that time, other homework will contribute to longer term tasks such as projects or portfolios of work.

Homework will be assessed. This can be done in a variety of ways:

- Marked by the teacher and feedback for improvement (WWW/EBI)
- Peer/self-assessment
- Orally/feedback during lessons/'show and tell'
- Through retrieval tasks

As students move in to key stage 4, individual subjects will provide knowledge organisers and revision guides to help support students' learning and knowledge retention. Key stage 4 students will also be provided with a homework timetable and work will be set using the SatchelOne platform.

Key stage 4 homework will be focused on retrieval practice for subject knowledge and practice of GCSE skills and exam requirements for each course.

Visit our website for more information on home learning:

[thomasestley.org.uk/homework](https://www.thomasestley.org.uk/homework)