

YEAR 8

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.

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"> • 'Dreamtime' Art: • Drawing skills • Artist Research • Studying different cultures - Aboriginal • 3D Clay skills • Painting skills 	<p>Interim Assessment and target setting during design development stages of each course</p> <p>Peer and self Assessment End of Project Assessment</p>

CRE (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	Citizenship Crime	One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.
Spring		PSHE Philosophy for Children	
Summer		RE 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"> • Computing systems • Programming in Small Basic • Representations- from clay to silicone • Networks • Media- Vector graphics • Developing for the web - HTML 	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>Textile design Sustainable Harry Potter Bags</p>	<p>Interim assessment and feedback throughout the project. Peer assessment. End of unit Tests</p>
		<p>Food Preparation and Nutrition Science of food</p>	
		<p>Resistant materials Mood-Light</p>	

Dance

Subject leader: Miss D Bancroft			
	Groups	Focus (rotational courses)	Assessment
Autumn	Mixed ability	Contemporary Dance - practical exploration of Rudolf Laban's theory of movement to include, weight, direction, time, and flow and the kinesphere concept.	A formal 'end of unit' assessment half-termly against 3 strands of criteria: performing, creating and working collaboratively, using the assessment wheel. Within lessons verbal peer-assessments to feedback on creative tasks and self-tracking of progress in assessment booklets.
Spring		Urban Dance - The history of Hip Hop, influences, and links to the worlds of art, music, and film. Focus on 3 different Hip-Hop techniques: Animation, Locking and Tutting.	
Summer		Critical Appreciation - of ZooNation's Mad Hatter's Tea Party To analyse the choreography, costume, music, and lighting and evaluate how they have been used to communicate choreographic intent.	

Drama

Subject leader: Ms Bancroft			
	Groups	Focus	Assessment
Autumn	Mixed ability	Roald's Revolting Rhymes and Spectacular Stories Students explore a range of Drama techniques - such as sound-scaping and Physical Theatre with the characters and stories of Roald Dahl as a base. Students develop their character performance skills.	Formal level awarded each term. Self / peer / teacher assessments given during lessons and recorded in assessment journey books.
Spring		Musical Theatre - Shrek Students develop their own musical theatre performances based on the popular musical Shrek. They explore the process behind creating, rehearsing and performing in this style. They explore the PSHE element of the Shrek story.	

Summer		Drama - Devising From a Stimuli Students develop their devising skills using a range of aural, visual and textual stimuli. This topic will see students using the skills they have developed over the past two years to create their own effective performances.	
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English

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

Geography

Subject leader: Mr P Schalkwyk			
	Groups	Focus	Assessment
Autumn	Mixed ability	Shaping the Earth	End of unit test
Autumn/Spring		Natural Hazards	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	Revolution and Change c1750-1900 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

- Students will have access to Satchel One for homework tasks
- Students will need to access tecchistoryks3.blogspot.com for revision and extension tasks

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"> • Number • Algebra • Geometry • Statistics • Ratio & Proportion • Probability 	End of topic tests
Spring			Autumn-term assessment
Summer			End of topic tests
<ul style="list-style-type: none"> • Pupils will have access to Dr Frost maths for homework and revision. • Pupils need a scientific calculator and geometric equipment for every lesson. • Students will also sit a personalised 'weekly skills' test each week that is matched to their ability. 			

MFL (Modern Foreign Languages)

Subject leader: Ms Closier/Mrs Coles			
	Groups	Focus	Assessment
Autumn	Streamed by ability	French <ul style="list-style-type: none"> • Describing my favourite footballer/ singer 	French Students will be assessed once per term in listening, reading and writing; twice per year in speaking.
Spring		Spanish <ul style="list-style-type: none"> • My free time 	
Summer		French <ul style="list-style-type: none"> • Paris and Holidays 	
		Spanish <ul style="list-style-type: none"> • Things we like to do 	Spanish Students will be assessed on the four skills once throughout the year.
		French: <ul style="list-style-type: none"> • Writing a story 	
		Spanish <ul style="list-style-type: none"> • Holidays 	
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"> • Performance structure • How genres develop 	Ongoing assessment. Level awarded at the end of each scheme.
Spring		The Samba	<ul style="list-style-type: none"> • Understanding how ensemble works • Understanding the key roles in a samba band • Learn and perform a samba 	
		Video Games music	<ul style="list-style-type: none"> • Understanding a Leitmotif • Understanding how music can change the way we think about a character 	
		Musicals	<ul style="list-style-type: none"> • Performance • Performance style • Using Notation 	
Summer		Keyboard skills	<ul style="list-style-type: none"> • How to use the keyboard correctly, using chords and sight reading 	
		Personal Project	<ul style="list-style-type: none"> • Performance / Composition 	

PE (Physical Education)

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

		<ul style="list-style-type: none"> • Striking and Fielding • Tennis • Handball 	
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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	Mixed ability	<ul style="list-style-type: none"> • Life - Animal Nutrition • Life - Plants and Food • Particle Matter - Atoms, Elements, Compounds and Mixtures • Electricity • Energy - Heating and cooling • Sound and Vision - Properties of Light and sound • STEM module 	<p>Cumulative assessments approximately every 6 weeks</p> <p>Assessment activities within topics – through exam questions, written tasks and homework</p>

Year 8 Module - 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 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

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 Satchel One. 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.

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.

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 Satchel One 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)