

YEAR 8

Curriculum overview

Thomas Estley Community College

Community of courage and commitment to success

SUCCESS AT

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 school has developed a broad and ambitious curriculum. It is organised in a way that helps pupils build on what they have learned previously ... The school is determined that all pupils are well prepared for living in modern Britain. Pupils learn how to keep themselves safe and healthy. They consider the importance of respecting diversity and fundamental British values. Visitors to the school help to broaden pupils' understanding of different faiths and cultures. (Ofsted, October 2024)

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

Contents

Thomas Estley Community College.....	1
Our unique curriculum.....	2
Art and Design	5
Social Studies (Citizenship, PSHE and Religious Education).....	5
Computing	6
Design and Technology	6
Dance/Drama.....	7
English.....	9
Geography	10
History	10
Mathematics	11
MFL (Modern Foreign Languages).....	11
Music	13
PE (Physical Education).....	13
Science.....	14
RE (Religious Education)	11
Year 8 Module Week - STEM.....	15
Home Learning	16

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>End of project knowledge and skills assessment</p>

Social Studies (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	Topic 1 - Crime Topic 2 - Careers Topic 3 - The Equality Act Topic 4 - Healthy Lifestyles	One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.
Spring			
Summer			

Computing

Subject leader: Mrs G O'Garro			
	Groups	Focus	Assessment
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.	Mixed ability	<ul style="list-style-type: none"> • Computing systems • Programming in Small Basic • AI and machine learning • Networks • Media- Vector graphics 	End of topic assessment at the end of each unit

Design and Technology

Subject leader: Mr B Serridge			
	Groups	Focus (rotational courses)	Assessment
These are some of the topics that may be covered depending on which rotation the student is taking at what time	Mixed ability	Textile design Dorito plush with applique design	Interim assessment and feedback throughout the project. Peer assessment. End of unit Tests
		Food Preparation and Nutrition Science of food	
		Resistant materials Mood-Light	

Dance and Drama

Subject leader:	Groups	Focus (rotational courses- 1 lesson)	Assessment
1st Rotation Dance Miss D Bancroft	Mixed ability	‘Newsies’/ Musical Theatre – Deeper exploration of the AQA performance and technical skills with a strong focus on accuracy of style, timing, action content, dynamic content and relationship content. Students will be working with a prop to strengthen coordination and alignment.	A formal ‘end of unit’ assessment against 3 strands of criteria: performing, creating and working collaboratively. Within lessons verbal peer and teacher assessments to feedback on creative tasks and demonstration of skills. Progress is tracked on individual learning journey.
2nd Rotation Dance Miss D Bancroft		<p>Part A: Contemporary Dance – practical exploration of Rudolf Laban’s theory of movement to include, weight, space, time, and flow (action, dynamics and space).</p> <p>Part B: Responding to a stimulus to create an original piece of dance with a choreographic intention. Students will be assessed on their appropriate selection and use action, dynamics, space, and choreographic tools, such as motif, motif development, climax and highlights.</p>	<p>Within lessons verbal peer and teacher assessments to feedback on creative tasks and demonstration of skills. Progress is tracked on individual learning journey.</p> <p>A formal ‘end of unit’ assessment using an adapted version of the GCSE component 1: choreography criteria.</p>

1st Rotation Miss A Biggs		<p>Love and Information: Students will work through a kaleidoscopic play to develop and create context for scenes, while demonstrating characterisation. Students will explore themes, context, movement, sequencing, proxemics and more while also applying a practitioner's methodology.</p> <p>Student will have multiple opportunities to direct and act through the creation and performance of both group and duologue performances</p>	<p>Self and peer feedback.</p> <p>Formal Assessment with grading against a criterion for Creating, Understanding and Performing.</p>
2nd Rotation Drama Miss A Biggs		<p>Part B: Devising from a stimulus using a practitioner's methodology.</p> <p>Students will Devise their own group performance in response to a chosen stimulus while exploring and applying practitioner methodology as well as physical and vocal Drama skills, while also using subject specific terminology.</p>	

English

Subject leader: Ms E Little			
	Groups	Focus	Assessment
Autumn	Set by ability	Shakespeare: <i>A Midsummer Night's Dream</i> and <i>Much Ado about Nothing</i>	Formal reading assessment/essay writing practise Article writing assessment
Spring	Set by ability	The Romantics	Descriptive or Narrative writing assessment (assessment fortnight task) Formal reading/ comprehension task
Summer	Set by ability	Charles Dickens: <i>Treasure Island</i>	Creative writing assessment Formal reading assessment/essay writing practise

Geography

Subject leader: Ms R Acton Slaney			
Year 8	Groups	Focus	Assessment
Autumn	Mixed ability	Development	End of Unit Assessment
Autumn		Development	End of Unit Assessment
Spring		Population	Year 9 Exam
Spring		Population	End of Unit Assessment
Summer		Coasts	End of Unit Assessment
Summer		Cryology	End of Unit Assessment

History

Subject Leader : Mr R Ford			
	Groups	Focus	Assessment
Autumn	Mixed ability	The Reformation	Assessment is done half termly with questions focused on a second order concept Knowledge tests are done twice within each unit
		The Elizabethans	
		The English Civil War	
Spring	Mixed ability	Oliver Cromwell Depth Study	
		The British Empire	
Summer		The Slave Trade	

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
Full suite of GCSE-style papers			
<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			
	Groups	Focus	Assessment
Autumn	Mixed Ability	French: <ul style="list-style-type: none"> • Free time activities • Free time activities and weather phrases • My daily routine Spanish: <ul style="list-style-type: none"> • Free time activities • Comparing personalities 	Students will complete a mini assessment at the end of each unit, comprised of 2 or 3 skills. By the end of the summer term students will have been assessed on all of these skills:
Spring		French: <ul style="list-style-type: none"> • Talking about the activities you do for different celebrations • Talking about your food likes/dislikes Spanish <ul style="list-style-type: none"> • Jobs, places of work + opinions • Holidays (future) 	<ul style="list-style-type: none"> • Reading aloud • Answering questions aloud • French – English translation • English – French translation • Reading comprehension • Listening comprehension • Writing • Dictation

Summer		French: <ul style="list-style-type: none"> Saying what you eat at different meal times Spanish: <ul style="list-style-type: none"> Food (likes + dislikes) 	
Students will study French for 3 lessons per fortnight and Spanish for 2 lessons per fortnight.			

RE (Religious Education)

Subject leader: Mrs D Curry				
Religion, Identity, and Society				
Term	Unit Title	Core Content	Skills Focus	Links to AQA GCSE
Autumn	The Life and Teachings of Jesus	Miracles, parables, crucifixion, resurrection	Source analysis	Christianity beliefs and teachings
Spring	Islam in the Modern World	Diversity in practice, Sunni/Shia split, role of the Mosque	Understanding intra-faith variation	Islam beliefs and practices
Summer	Sikhism and Equality	The Khalsa, sewa, equality, langar	Application to moral dilemmas	Equality and justice - Themes B and D

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	Assessed on students' personal performance skills/ composition skills. whichever they chose

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 • Team Building • Netball 	All sports are assessed during and at the end of each unit

		<ul style="list-style-type: none"> • Athletics • Striking and Fielding • Tennis • Handball 	
--	--	--	--

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 R Comer			
	Groups	Focus	Assessment
Topics taught over the academic year	Mixed ability	<ul style="list-style-type: none"> • Physics - Sound & vision - Waves • Chemistry - Particles matter 2 - Particle behavior • Biology - Animal nutrition - Diet and digestion • Physics - Electricity • Chemistry - Heating & Cooling - Rocks and heat transfer • Biology - Plants 	<p>Cumulative assessments approximately every 6 weeks</p> <p>Assessment activities within topics – through exam questions, written tasks and homework</p>

Year 8 Module Days - 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

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 home learning 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