

# 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](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</li> <li>• 3D Clay skills</li> <li>• Painting skills</li> </ul>	<p>Interim Assessment and target setting during design development stages of each course</p> <p>Peer and self Assessment End of Project Assessment</p>

# Social Studies (Citizenship, PSHE and Religious Education)

Subject leader: Miss V Geraghty			
	Groups	Focus	Assessment
Autumn	Mixed ability	<p>Topic 1 - Crime</p> <p>Topic 2 - Careers</p> <p>Topic 3 - The Equality Act</p> <p>Topic 4 - Healthy Lifestyles</p>	<p>One assessed task a term, focused on citizenship and/or personal, learning and thinking skills.</p>
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"> <li>• Computing systems</li> <li>• Programming in Small Basic</li> <li>• Representations- from clay to silicone</li> <li>• Networks</li> <li>• Media- Vector graphics</li> <li>• Developing for the web - HTML</li> </ul>	End of topic assessment at the end of each unit

# Design and Technology

Subject leader: Miss 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 Sustainable Harry Potter Bags	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	Mixed Ability	<p><b><u>16<sup>th</sup> Century AD</u></b></p> <p>Shakespeare and its relevance today.</p>	<p>Initial reading, writing and spelling tests.</p> <p>Reading comprehension and analysis of texts.</p> <p>Creative writing</p> <p>Transactional writing</p> <p>Peer/self-assessment and reflection.</p> <p>Knowledge recall tests.</p> <p>Contextual understanding</p>
Spring		<p><b><u>18<sup>th</sup> – 19<sup>th</sup> Century AD</u></b></p> <p>The Romantics, poetry and addressing life issues.</p>	<p>Reading comprehension and analysis of texts.</p> <p>Creative writing</p> <p>Transactional writing</p> <p>Peer/self-assessment and reflection.</p> <p>Knowledge recall tests.</p> <p>Contextual understanding.</p>
Summer		<p><b><u>19<sup>th</sup> Century AD</u></b></p> <p><i>Hard Times</i> and the Industrial Revolution.</p>	<p>Reading comprehension and analysis of texts.</p> <p>Creative writing</p> <p>Transactional writing</p> <p>Peer/self-assessment and reflection.</p> <p>Knowledge recall tests.</p> <p>Contextual understanding.</p> <p>End of year reading test.</p>

# Geography

Subject leader: Ms R Acton Slaney			
	Groups	Focus	Assessment
Autumn	Mixed ability	Shaping the Earth	End of unit assessment
Autumn/Spring		Natural Hazards	End of unit assessment
Spring		Sustainable World	End of unit assessment
Summer		Blue Planet	End of year assessment
Spring/Summer term will have a field study element			

# 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		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"><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: Ms Closier			
	Groups	Focus	Assessment
Autumn	Mixed Ability	French: <ul style="list-style-type: none"> <li>• Food likes/dislikes</li> <li>• Meals</li> <li>• Describing my holiday plans</li> </ul> Spanish: <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• Comparing personalities</li> </ul>	Students will complete a mini assessment at the end of each unit, comprised of 2 or 3 skills.
Spring		French: <ul style="list-style-type: none"> <li>• Saying what I and others do in our free time</li> <li>• describing what I do in my free time depending on the weather</li> <li>• talking about my daily routine</li> </ul> Spanish <ul style="list-style-type: none"> <li>• Jobs, places of work + opinions</li> <li>• Holidays (future)</li> </ul>	By the end of the summer term students will have been assessed on all of these skills: <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Answering questions aloud</li> <li>• French – English translation</li> <li>• English – French translation</li> <li>• Reading comprehension</li> <li>• Listening comprehension</li> <li>• Writing</li> <li>• Dictation</li> </ul>

Summer		French: <ul style="list-style-type: none"> <li>describing where I live, type of house and rooms within it</li> </ul> Spanish: <ul style="list-style-type: none"> <li>Food (likes + dislikes)</li> </ul>	
Students will study French for 3 lessons per fortnight and Spanish for 2 lessons per fortnight.			

## RE (Religious Education)

Subject leader: Miss V Geraghty/ Ms D Struck			
	Groups	Focus	Assessment
Autumn	Mixed ability	Making sense of living beliefs	One assessed task a term, focused on knowledge and/or personal, learning and thinking skills.
Spring			
Summer			

# 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>	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"> <li>• Volleyball</li> <li>• Fitness</li> <li>• Basketball and handball</li> <li>• Cross Country</li> <li>• Football</li> <li>• Table Tennis</li> <li>• Rugby</li> <li>• Team Building</li> <li>• Netball</li> </ul>	All sports are assessed during and at the end of each unit

		<ul style="list-style-type: none"> <li>• Athletics</li> <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 over the academic year	Mixed ability	<ul style="list-style-type: none"> <li>• Physics - Sound &amp; vision - Waves</li> <li>• Chemistry - Particles matter 2 - Particle behavior</li> <li>• Biology - Animal nutrition - Diet and digestion</li> <li>• Physics - Electricity</li> <li>• Chemistry - Heating &amp; Cooling - Rocks and heat transfer</li> <li>• Biology - Plants</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 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](http://thomasestley.org.uk/homework)