

# 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

# Contents

Thomas Estley Community College .....	1
Our unique curriculum.....	2
Art and Design .....	5
CRE (Citizenship, PSHE and Religious Education).....	5
Computing .....	6
Design and Technology .....	6
Dance/Drama.....	7
English.....	8
Geography.....	9
History .....	9
Mathematics .....	10
MFL (Modern Foreign Languages).....	10
Music .....	11
PE (Physical Education).....	11
Science.....	12
Year 8 Module Week - STEM.....	13
Home Learning .....	14

## 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>

## 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>• 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 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 and Drama

Subject leader: Miss D Bancroft			
	Groups	Focus (rotational courses)	Assessment
Autumn (Dance)	Mixed ability	<p><b>'Newsies'/ Musical Theatre</b> – 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.</p>	<p>A formal 'end of unit' assessment half-termly against 3 strands of criteria: performing, creating and working collaboratively, using the assessment wheel.</p> <p>Within lessons verbal peer-assessments to feedback on creative tasks and self-tracking of progress in assessment booklets.</p>
Autumn (Dance)		<p><b>Part A: Contemporary Dance</b> – practical exploration of Rudolf Laban's theory of movement to include, weight, space, time, and flow (action, dynamics and space).  <b>Part B: Responding to a stimulus</b> 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>	
Spring (Drama)		<p><b>Part A: Introduction to Drama:</b> Students will Interpret and perform a character through the exploration of both Physical and Vocal Drama skills.  <b>Part B: Devising from a stimulus using a practitioner's methodology.</b>            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>	
Summer (Dance)		<p><b>Urban Dance</b> – The history of Hip Hop Dance. Exploring influences and links to the worlds of art, music, and film. Focus on 3 different Hip-Hop techniques: Practical exploration of Animation, Locking and Tutting.</p>	
Summer (Drama)		<p><b>Love and Information:</b> 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>	

# 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: Mrs L Roberts			
	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

	Groups	Focus	Assessment
Autumn	Mixed ability	Enquiry 1 – How far do you agree that the reformation was a long time coming?  Enquiry 2 – Was Elizabethan age really a ‘Golden Age’?	Knowledge checks Written Assessments Source Analysis
Spring		Enquiry 1 – Why did Englishmen fight Englishmen?	Knowledge checks Written Assessments Source Analysis
Summer		Enquiry 1 - What can Slave Narratives tell us about life on the plantations?  Enquiry 2 - How far was Britain’s cotton industry tied to slavery?	Knowledge checks Written Assessments Source Analysis
<ul style="list-style-type: none"> <li>Students will have access to Satchel One for homework tasks</li> </ul>			

# 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			End of topic tests
Summer			Spring-term assessment
			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 Kane			
	Groups	Focus	Assessment
Autumn	Mixed Ability	French: <ul style="list-style-type: none"> <li>• Food likes/dislikes</li> <li>• Meals</li> <li>• Describing clothes</li> </ul> Spanish: <ul style="list-style-type: none"> <li>• Jobs</li> <li>• Where you work</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>• Weather &amp; free time</li> <li>• Daily routine</li> </ul> Spanish <ul style="list-style-type: none"> <li>• Food likes/dislikes</li> <li>• Free time</li> </ul>	By the end of the summer term students will have been assessed on all of these skills:
Summer		French: <ul style="list-style-type: none"> <li>• Describing my house</li> <li>• Holiday plans</li> </ul> Spanish: <ul style="list-style-type: none"> <li>• Holiday plans</li> </ul>	<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>
Students will study French for 3 lessons per fortnight and Spanish for 2 lessons per fortnight.			

# 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 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>• 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 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)