

Art & Design

Key Stage 3 Year 8 2018 - 2019

Students have one hour of Art a week. Students work through a range of theme-based projects that give them the opportunity to learn about a wide range of artists, alongside broadening and deepening their art knowledge and skills.

<i>Half Term</i>	Course Content	Assessment information
1	<u>Abstract art</u> Pupils gain understanding of Abstraction as an artistic approach. Pupils study a range of artists that work in a non-representational manner.	Baseline drawing assessment: (Recording information) Baseline 2 drawing assessment:(Recording information)
2	<u>Abstract art (consolidating stage)</u> Pupils use the skills and knowledge learnt in the first term to respond to the work of Larry Schulte, Sarah Sense and Abigail Reynolds. Pupils design and create their own response using a range of materials, techniques and processes, consolidating knowledge and skill.	Final outcome: Abstract weaved outcome: (Personal outcomes) Written Evaluation: (Contextual referencing)
3	<u>Me, Myself and I.</u> Students explore the Idea of identity and develop understanding of different approaches to representation. Pupils develop drawing skills from observation. Hi I'm	Written and visual mind map about themselves :(Recording information) Tonal drawing of an eye: (observational drawing)
4	<u>Me, Myself and I.</u> Students use skills learnt in the first half of the spring term to create their own presentational self-portrait.	Tonal self-portrait (observational drawing)
5	<u>Interior view</u> Students explore still life through work of pop artists such as Patrick Caulfield and Michael Craig-Martin.	Drawing of a tonal still life. (Observational drawing) Written response to an artist of choice. (Contextual referencing)
6	<u>Interior View</u> Students explore the stylist approaches of Patrick Caulfield and Michael Craig-Martin. Pupils develop their still life composition into a pop art style painting	Examination piece: Still life outcome.

Further reading and independent/extension activities	
➤	Extension activity 1) The process is how we do something. What has been your process in learning today? What steps did you take to complete your work?
➤	Extension activity 2) Imagine Twitter is now the only way to communicate. Summarise today's learning in no more than 140 characters
➤	Extension activity 3) Review your work from today's lesson. How could you make it better? Set yourself a target and then try to improve. Then reassess. Have you made your work better?
➤	Extension activity 4) Create a 5 question quiz to be used next lesson. Make sure you include the answers so that you can help people to make their own next lesson.
Websites and resource links	
➤	http://www.tate.org.uk/
➤	https://www.studentartguide.com/
How can parents/carers support at home	
<ul style="list-style-type: none"> • Parents can support students by ensuring they have the following resources, these will be required EVERY lesson: A HB pencil, A ruler, A rubber, A pencil sharpener. If possible, a small set of coloured pencils & glue stick. • Parents can also support by encouraging the practise of observational drawing at home and taking their children on visits to Exhibitions and Galleries. 	
Members of staff	Mr J Brown (Curriculum Leader) Mrs J Burnett

Computing		
Key Stage 3 Year 8 2018 - 2019		
The aim of our curriculum is to develop confident digital citizens who understand the power of their digital world. To provide accessible, challenging and engaging projects that empower students and promotes the productive use of technology		
Half Term	Course Content	Assessment information
1	Micro bits – Year 8's will go through a series of activities programming with their micro:bits and at the end of the unit they will be able to take the away if they wish to do so.	Test
2	HTML – learning to create websites by coding in HTML	End products assessed
3	Graphic design with bitmaps and vectors	End products assessed
4	Computer Crime and Cyber Security and Encryption	Test
5	Introduction to programming in PYTHON	Test

6	Revision for exam followed by mini programming challenges	Test
Further reading and independent/extension activities		
➤	Students will be able to access some software from home and we encourage them to do so. This includes, google apps, google classroom, appshed and PYTHON can be downloaded from the link below.	
➤	Any students wanting extra support for any of their computing work can attend the club or come to the Computing Office at lunch time or break time to talk to a teacher.	
➤	Further extension activities are provided to students on the computing KS3 site	
➤	Any students wanting extra support for any of their computing work can attend the club or come to the Computing Office at lunch time or break time to talk to a teacher.	
Websites and resource links		
➤	BBC bite size - KS3 computing, Hour of Code, Scratch, lightbot, codecombat, bbc newsround technology news, codeacademy, khan academy , PYTHON, repl.it online PYTHON ide, Appshed	
How can parents/carers support at home		
We encourage parents to discuss safe use of the internet their children. The think u know website is a great place to find age appropriate guidance for e-safety for both children and parents.		
Members of staff	Mr P Corkhill (Curriculum Leader) Mr Q Zaidi	

<h1>Design & Technology</h1>		
<h2>Key Stage 3 Year 8 2018 - 2019</h2>		
<p>Design and technology is an inspiring, rigorous and practical subject. Using creativity, technical understanding and imagination, pupils design and make products using a wide range of materials, tools, processes and industrial practices. Pupils learn to solve real and relevant problems within a variety of contexts. Pupils consider their own and others' needs, wants and values.</p> <p>The high-quality and exciting design and technology education delivered at Coombe Boys' School ensures pupils are challenged into developing solutions using the knowledge, understanding and skills needed to engage in an iterative process of designing, making and evaluating.</p> <p>At Year 8 a range of disciplines are covered which include:</p> <ul style="list-style-type: none"> ● Food Preparation and Nutrition ● Electronics ● Computer aided design and manufacture ● Metals shaping and Forming ● Timbers shaping and Forming 		
Half Term	Course Content	Assessment information

1	Food Preparation and Nutrition	Practical and Theory work End of unit assessment
2	Electronics - Input and output	Practical and Theory work End of unit assessment
3	Computer aided design and manufacture - Core skills	Practical and Theory work End of unit assessment
5	Metals shaping and Forming - Core processes	Practical and Theory work End of unit assessment
6	Timbers shaping and Forming - Core processes	Practical and Theory work End of unit assessment
Further reading and independent/extension activities		
➤	AQA Food preparation and Nutrition, Anita Tull ISBN-10: 1908682787	
➤	<p>The following publishers have been selected to enter the AQA textbook approval process for our GCSE Design and Technology specification:</p> <ul style="list-style-type: none"> ● Hodder Education ● PG Online <p>Use the following URL for the approved textbooks</p> <p>http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks</p>	
➤	New Grade 9-1 Design & Technology AQA Complete Revision & Practice (with Online Edition) - ISBN: 978 1 78294 755 4	
Websites and resource links		
➤	http://www.kerboodle.com/ http://www.technologystudent.com/	
➤	http://www.bbc.co.uk/education/subjects/zfr9wmn	
How can parents/carers support at home		
<ul style="list-style-type: none"> ● Take an active interest in supporting pupils completing all homework tasks and visiting design events and exhibitions. ● Look for opportunities to develop pupils' capabilities in designing and making products. ● Parents make a voluntary contribution at the start of each academic year. Pupils should come prepared with stationery. 		
Members of staff	Mr Lambourne (Curriculum Leader) Miss Besidone Mrs England	

Drama

Key Stage 3 Year 8 2018 - 2019

Drama at Coombe Boys' School is intended to offer all students an opportunity to unlock the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. The curriculum allows students through engagement in drama to apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. In addition principles of communication, concentration and co-operation are encouraged and opportunities for participation in whole school performing-arts events and future Arts opportunities are provided.

Half Term	Course Content	Assessment information
	In common with all subjects, drama requires specific skills, knowledge and understanding, which are progressively taught and assessed through and across the key stages. Three interrelated activities characterise the subject of drama at all levels: making, performing and responding.	In Drama lessons on-going assessment is based around the concept of DIRT: Dedicated Reflection and Improvement Time. This involves elements of peer assessment and self-assessment where pupils consider their and think about how they have learned – what worked well and what could be improved. They then spend time on improving their work, amending it and responding to feedback.
1	Playtext Study – The Machine Gunners by Robert Westall	Video Performance Assessment & Written Response
2	Knock at the Door – Building Tension & Suspense	Teacher assessment of the 'making' stages of rehearsals.
3	Issue based drama Joe - exploration of creating performance	Teacher assessment of the 'making' stages of rehearsals.
4	Extended writing – reviewing live Shakespearean Theatre	Written evaluation
5	Devised live performance	Video Performance Assessment & Written Process Log
6	Slapstick Theatre & Melodrama	Teacher assessment of the 'making' stages of rehearsals.

Further reading and independent/extension activities

➤	Reading theatre reviews in the broadsheets and free papers can be useful in terms of critical thinking (and awareness of what's on) Please note that the LRC publishes the KS3 Drama reading lists termly – these are available in the LRC and are published on the Drama room display boards.
➤	The Department offers a wide range of extra-curricular opportunities, which vary, from Whole School Productions, GCSE/BTEC Exam Showcases, Shakespeare Schools Festival entries, National Theatre Connections Festival entries, International Youth Arts Festival entries Musical Theatre Ensemble and Lower School Drama and Dance clubs. The

	<p>Department also work closely with the Parents and Friends Association supporting the fundraising efforts wherever possible and running the hugely popular, termly Family Theatre Trips. Pupils are also given regular opportunities to attend live theatre events both locally and in London. TIE companies annually bring performance work into the Department and established theatre practitioners offer a range of extra-curricular opportunities, one of the most popular being the Swordplay and Stage-Combat Master-class.</p>
➤	<p>The Department also offer the Arts Award qualification as an extra-curricular opportunity. Arts Award is a range of unique qualifications that support young people to grow as artists and arts leaders. We offer the Arts Award at Bronze & Silver levels and this will be offered in the Art forms of Drama, Music & Art.</p> <p>The Arts Award qualification offers your son a chance to:</p> <ul style="list-style-type: none"> · Discover the enjoyment of creating and participating in any art form · Develop his creativity and leadership skills · Learn new skills and share them with others - Get to work with or experience working with creative arts professionals
➤	<p>Pupils are encouraged to attend KS3 Drama Club to develop and enhance their making and performance skills. Staff offer lunchtime drop in sessions for support with written response catch up.</p> <p>Pupils are also encouraged to support their Drama outside of the classroom with the following organisations:</p> <ul style="list-style-type: none"> · National Youth Theatre · Orange Tree Theatre Young Company · Rose Theatre Youth Company · Youth Music Theatre · Lyric Theatre Young Company - Young Vic New Views Company
Websites and resource links	
➤	<p>www.bbc.co.uk/schools/gcsebitesize/drama has excellent explanations and clips of drama techniques in action the school website</p> <p>http://www.coombeboysschool.org/page/?title=Drama&pid=181</p>
How can parents/carers support at home	
	<ul style="list-style-type: none"> ● Above all else the Drama department values the support and cooperation of parents in ensuring pupils attend school on time and ready to learn, complete classwork and homework to the highest possible standard and in meeting the standards required in the school behaviour policy. ● The greatest way to support your son in their study of drama is through encouraging their participation and exposure to it. Students benefit greatly from experiencing live theatre whether amateur or professional and we encourage all of our students to visit the theatre as often as possible.
Members of staff	<p>Miss S O'Reilly (Curriculum Leader)</p> <p>Miss S Sladen</p> <p>Mrs J Tutton</p>

English

Key Stage 3 Year 8 2018 - 2019

In year 8 we aim to expand the analytical skills introduced in year 7 with a greater focus on how form and structure support language in creating meaning across all genres of text. Notably, students study a unit on Gothic fiction that will support study of GCSE texts in year 10 and 11.

Half Term	Course Content	Assessment information
1	Gothic Fiction Unit	Creative writing - language and form for effect.
2	Conflict Poetry Unit	Poetry comparison - focus on language and form and context.
3	Non fiction Unit	Comparing texts - focus on form.
4	Shakespeare Unit	Extract analysis - focus on language and form.
5	Novel Study Unit	Whole text analysis - focus on language, form and structure.
6	Creative Reading and Writing Unit	Extract analysis - focus on structure.

Further reading and independent/extension activities

➤	Coraline, Neil Gaiman.
➤	Shakespeare context
➤	https://www.firstnews.co.uk/
➤	At home, collect as many different form of non fiction writing as you can - leaflets, adverts, newspaper articles, menus - think about how they look different and why this might be the case.
➤	Read every day - 20-30 mins and ask an adult to listen to you to check you are reading punctuation correctly.

Websites and resource links

➤	Creative Writing
➤	Literacy support

How can parents/carers support at home

- Listening to your child read for at least ten minutes a day.
- Reading news stories together or watching the news and discussing opinions on events.
- Checking all written work for clarity of handwriting and correct punctuation.
- Encourage your child to rephrase spoken English when you notice any inaccuracy.

Members of staff	Mrs A Ahmed (Curriculum Leader) Mrs E Shawkat Mr K Sultana Miss C Somers
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	Miss H Benson Miss O Thomson
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Geography

Key Stage 3 Year 8 2018 - 2019

Geography is the study of the planet and people's interactions with it. In Coombe Boys we change the topic every half term as there is so much about our Earth and its population we can discover.

Half Term	Course Content	Assessment information
1	Population	End of unit test
2	Glaciers	End of unit test
3	Asia & China	Case study test
4	From Rock to Soil	End of unit test
5	Horn of Africa	End of unit test
6	Conflict Zones and school fieldwork	End of year exam

Further reading and independent/extension activities

➤	Visit the Science Museum
➤	Take a trip to a glaciated area, for example North Wales or the Lake District
➤	Take up the challenge of completing a walk using an OS map.
➤	Try Geocaching
➤	Watch Documentaries such as Planet Earth

Websites and resource links

➤	https://sites.google.com/coombe.org.uk/geography-key-stage-3
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How can parents/carers support at home

- See above suggestions.
- Obtain magazines such as How it Works or National Geographic.

Members of staff	Mr R Hughes (Curriculum Leader) Ms N Hothy Ms E Halls
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History

Key Stage 3 Year 8 2018 - 2019

Transitioning seamlessly from year 7, Year 8 history gives pupils a rigorous, engaging and thought provoking journey through early modern Britain. From the shockwave and drama of the English reformation through the devastating English civil war arriving at the birth of capitalism in the industrial revolution year 8 history gives pupils a sense of how the Britain we live in today began to emerge.

Half Term	Course Content	Assessment information
1	Henry VIII and the break from Rome	Explain why the English Reformation was such a significant event.
2	Was the Elizabethan era a golden age?	Why did the Spanish Armada fail?
3	Was Cromwell's victory the birth of democracy in Britain?	Analysing interpretations of Oliver Cromwell
4	The origins of the British Empire	How should we tell the story of the British Empire - writing a narrative account
5	The Industrial Revolution and its impact on Britain	Source analysis task on life in the factories and in towns during Victorian England
6	Black people of the Americas 1700-Present day	How far have black lives improved from 1700-present day?

Further reading and independent/extension activities

➤	'Terrifying Tudors' (2015) by Terry Deary
➤	'Slimy Stuarts' (2007) by Terry Deary.
➤	'The Eyes of Doctor Dee' by Maggie Pearson
➤	'The Prince Who Walked with Lions' by Elizabeth Laird
➤	'Treason' by Berlie Doherty

Websites and resource links

➤	http://www.spartacus.schoolnet.co.uk/
➤	http://www.bbc.co.uk/schools/gcsebitesize/history/

How can parents/carers support at home

- By discussing any of the topics at home. Any museum visit or to any historical sites linked to the course are encouraged.
- Films such as: *Amazing Grace*, *To Kill a King*, *Cromwell*, *Roots* (1977 version) or TV shows such as, *Worst Jobs in History*, *Victorian Farm*
- Tudor monastery farm are also recommended.
- Homework is set in line with school policy and comprises tasks such as online knowledge quizzes and research tasks.

Members of staff	Mr O Jones (Curriculum Leader) Mr J Haldenby Mrs J Morris
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Mathematics		
Key Stage 3 Year 8 2018 - 2019		
<p>In year 8 we continue to build upon the knowledge from year 7 with pupils becoming more familiar with the scheme of learning, the pace through the curriculum increases. Our maths curriculum has been designed as a 5 year GCSE. All skills are working towards content at GCSE. In year 8 pupils can be working anywhere on stages C to E. Please refer to the school website for the other stages.</p>		
Topic	Stage C outline	Tier of entry level
1 Calculations (Core)		
LO1	To be able to use a method to solve multiplication problems	F
LO2	To be able to use a method to solve division problems	F
LO3	To be able to state a value to a required degree of accuracy incl significant figures	F
2 Algebra (Core)		
LO1	To be able to expand brackets and simplify the result	F
LO2	To be able to factorise expressions	F
3 Fractions (Core)		
LO1	To be able to use the property of fractional equivalence	F
LO2	To be able to convert between improper fractions and mixed numbers	F
LO3	To be able to add and subtract fractions incl different denominators	F
LO4	To be able to calculate a fraction of an amount	F
4 Area and Volume (Core)		
LO1	To be able to calculate area of compound shapes	F
LO2	To be able to derive and use formula for area	F
LO3	To be able to apply the formula for volume of a prism (excluding cylinders)	F
LO4	To be able to convert between units of length and volume e.g.	F

	$1\text{cm}^3 = 1\text{ml}$	
5 Percentages (Core)		
LO1	Calculate a percentage of a quantity using a calculator where appropriate	F
LO2	Express a quantity as a percentage of an amount (with and without calculator)	F
LO3	To be able to state simple decimal and percentage equivalents of mixed and improper fractions	F
LO4	To be able to order and compare fractions, decimals and percentages	F
6 Algebra (Core)		
LO1	To be able to interpret simple expressions as function machines	F
LO2	To be able to solve simple equations with integer solutions	F
LO3	To be able to recognise the difference between an equation, formula and identity	F
7 Graphing (Core)		
LO1	To be able to plot simple graphs of linear functions	F
LO2	To be able to plot simple graphs of quadratic functions e.g. $y = x^2 + a$	F
8 Probability (Core)		
LO1	To be able to identify when events are mutually exclusive and know the sum of these events would be 1	F
LO2	To be able to estimate the number of events using theoretical probability	F
9 Angles (Core)		
LO1	To be able to calculate angles in parallel lines	F
Further reading and independent/extension activities		
➤	Try a maths puzzle everyday https://plus.maths.org/content/Puzzle	
➤	Practice your mental arithmetic daily (times tables, division facts, adding/subtracting numbers mentally)	
➤	https://www.math-salamanders.com/division-practice.html	
➤	https://www.math-salamanders.com/online-multiplication.html	
➤	https://www.math-salamanders.com/subtraction-practice.html	

➤	https://www.math-salamanders.com/addition-practice.html
Websites and resource links	
➤	https://corbettmaths.com/
➤	https://vle.mathswatch.co.uk/
How can parents/carers support at home	
<ul style="list-style-type: none"> ● Be positive about mathematics, regardless of your own experience or feelings towards the subject. ● Ask your son to help with mental arithmetic calculations (estimating/calculating the shopping bill or change, splitting a restaurant bill, calculating sale/percentage items, checking the coverage of paint on walls or carpet on floors etc.) ● Show them what a bank statement looks like, credit card bill, utility/mobile phone/TV bill etc ● Visit the Science museum - Mathematics: The Winton Gallery ● Visit the British museum and print appropriate resources below http://www.britishmuseum.org/learning/schools_and_teachers/resources/subjects/maths.aspx 	
Members of staff	Mr K Patel (Curriculum Leader) Mr A Marashi Mrs O Bello Miss C Nathan Mr D Danso Mrs C Hodgson

Modern Foreign Languages – French, German, Spanish		
Key Stage 3 Year 8 2018 - 2019		
All pupils study one Modern Foreign Language of either French, German or Spanish, and they will take this language for GCSE.		
Half Term	Course Content	Assessment information
1	TV, films, technology	Reading/writing/listening/speaking
2	Cultural topic and the past tense	Reading/writing/listening/speaking
3	Cultural topic and the past tense	Reading/writing/listening/speaking
4	Free time and relationships with others	Reading/writing/listening/speaking
5	Home and area	Reading/writing/listening/speaking
6	Using three tenses	End of year exam - all 4 skills
Further reading and independent/extension activities		
➤	French/German/Spanish dictionary	
➤	Change the audio and subtitles on your dvds to French/German/Spanish	
➤	Visit the French/German/Spanish institutes in London - ask your teacher for details	

➤	Attend KS3 foreign film club
➤	Read the Mary Glasgow magazines for French/German/Spanish
Websites and resource links	
➤	www.languagesonline.org.uk
➤	www.duolingo.com
How can parents/carers support at home	
<ul style="list-style-type: none"> ● Remind your child of homework deadlines ● Test your child on new vocabulary ● Ask your child to teach you some new words and phrases 	
Members of staff	Miss C Caputa (Curriculum Leader) Mr A Dixon Mr A Stewart

<h1>Music</h1>		
Key Stage 3 Year 8 2018 - 2019		
<p>In Year 8 pupils are introduced to lots of exciting topics which will all incorporate the skills of Listening, Performing and Composing. Pupils previous musical ability and lessons will be recorded so pupil tasks can be differentiated accordingly. Through the units covered in this year all pupils will be able to develop performance skills on keyboards, ukulele African Drumming and Drum kit. They will learn to compose and record their work using Garageband software on apple mac computers. Pupils will also learn how to appraise different styles of music and widen their musical vocabulary.</p> <p>Extra curricular activities are run throughout the school year including: choir, orchestra, string quartet, ukulele group, DJ club, rock band, brass group and in 2019 we will be running a music tour.</p>		
Half Term	Course Content	Assessment information
1	African Drumming Pupils will learn about the context of African drumming culture and how to follow a master drummer in call and response, solo and polyrhythm patterns.	African Drumming composition Listening Test
2	Blues Pupils will learn about the history of the Blues and the context behind the music. They will learn to play the 12 bar blues (including 7 th chords) and improvise using the blues scale.	Improvisation (composition) Listening Test Performance of 12 Bar Blues chords.
3	Hip Hop Pupils will learn about the history of hip-hop and the context behind the message of 1980's rap. They will compose a backing track and write a relevant rap on a political or moral message of their choice.	Rap composition Listening test
4	Ukulele	Ukulele performance

	Pupils will each have a ukulele and learn how to tune it. They will learn simple chord patterns from popular songs. Differentiated pieces will be available.	
5	Romanticism Pupils will learn about the music from 1800-1910. They will look at key features and the expansion of the orchestra. They will perform Moonlight Sonata and compose a piece of programmatic music based on a poem or picture in garageband.	Romantic Listening Test Romantic composition Moonlight Sonata performance
6	End of Year Exam Revision classes Drum Kit Pupils will be introduced to the Jam Hubs and the drum kit. They will play a rhythm using 3 parts of the kit.	End of Year Exam Drum Kit performance
Further reading and independent/extension activities		
➤	Garageband software composition/recording	
➤	BBC Howard Goodall's Story of Music (dvd and youtube)	
➤	Will Grove White 'Learn to Play the Ukulele' (website)	
➤	Kingston Music Service music lessons	
➤	ABRSM Musictheory books/grades 1-5	
Websites and resource links		
➤	Music theory support: http://www.musictheory.net/	
➤	Writing music notation: https://www.noteflight.com/login	
	Sheet music: http://www.musicnotes.com/	
	Online Platform: https://coombeboys.musicfirst.co.uk (ask Miss Lucas for a log in)	
How can parents/carers support at home		
<ul style="list-style-type: none"> • Above all else, the Music department values the support and cooperation of parents in ensuring pupils attend school on time and ready to learn, complete classwork and homework to the highest possible standard and in meeting the standards required in the school behaviour policy. • We would love you to support your son by encouraging him to participate in as much music making as possible. This could be through practicing pieces at home, describing music on the radio using the 7 elements, going to see a concert or being involved in extracurricular music activities. There are practice rooms available at school and online keyboard websites. Keyboards and ukuleles can also be purchased quite cheaply. • Pupils can also learn an instrument with Kingston Music Service at school or at the Music Centre. Information will be sent out via email in the first few weeks of every year and is available on the school website - musicservice@kingston.gov.uk 		
Members of staff	Miss H M Lucas (Curriculum Leader) Mr S Thomas	

Physical Education

Key Stage 3 Year 8 2018 - 2019

Physical Education continues to offer your son a breadth of opportunities to learn through 9 sports in one academic year. The developmental year is important to build upon and enhance your understanding of skills as we move towards being under pressure/tactics/strategies. It is a lot of FUN!

Please note: your son will follow a particular pathway. The pathway through the nine activities are timetable specific, please check your son's planner.

<i>Half Term</i>	Course Content	Assessment information
1	FOOTBALL-outwitting the opponent – accuracy or precision	ONGOING TEACHER ASSESSMENT
2	TABLE TENNIS – understanding use of backhand	ONGOING TEACHER ASSESSMENT
3	GYMNASTICS – sequence development in pairs	ONGOING TEACHER ASSESSMENT
4	HEALTH RELATED FITNESS (HRF) Performing at maximum, what fitness suits you/sport specific	ONGOING TEACHER ASSESSMENT
5	BASKETBALL – outwitting opponent , attacking strategies	ONGOING TEACHER ASSESSMENT
6	ATHLETICS- performing at maximum	ONGOING TEACHER ASSESSMENT
7	VOLLEYBALL – height= time, positional play	ONGOING TEACHER ASSESSMENT
8	SOFTBALL- striking and fielding, batting techniques	ONGOING TEACHER ASSESSMENT
9	RUGBY -	ONGOING TEACHER ASSESSMENT

Further reading and independent/extension activities

➤	It is always helpful to read around the relevant topic/activity. The LRC has some excellent resources	
➤	PE kit + trainers /relevant footwear for every lesson	The Department has a sick or fit bring your kit policy
➤	Please see extra-curricular PE sheet available termly and the PE calendar (monthly)	
➤	Participation in every lesson, giving it their best.	
➤		

Websites and resource links

➤	With so many sports to play- ask your PE teacher
How can parents/carers support at home	
<ul style="list-style-type: none"> • Ensure your son has his PE kit and that he is organised for every lesson 	
Members of staff	Mr P Paliotta (Curriculum Leader) Mr G Tanner Mr S Norman Mr C Sydenham

<h1>Religious Studies</h1>		
Key Stage 3 Year 8 2018 - 2019		
Religious Studies and Philosophy is the study of world religions, core philosophy and ethical thinking. In year 8 students start with a thematic study of Judaism and Christianity followed by an in-depth study of Islam, finishing with two ethical units on ethical theory and peace and conflict.		
<i>Half Term</i>	Course Content	Assessment information
1	The Big Story	Multiple choice Google assessment
2	The Big Story	GCSE style assessment questions
3	Islamic Beliefs	Multiple choice Google assessment
4	Ethical theory	GCSE style assessment questions
5	Buddhism	Multiple choice Google assessment
6	Peace and conflict	End of year examination
Further reading and independent/extension activities		
➤	Any Religious/ Philosophical books your child feels comfortable reading e.g. Sophie's World, The Other side of the Truth.	
➤	Encourage debate and discussion.	
➤	Watching philosophical films such as 'life of pi' or documentaries on religion and belief.	
➤	Develop an awareness of current world events through reading newspapers and watching news programmes.	
➤	Visit places of cultural significance, this can be places of worship, The British Museum, or other exhibitions taking place.	
Websites and resource links		
➤	BBC Religions and Ethics	
➤	http://www.reonline.org.uk/	
How can parents/carers support at home		
Students can visit local libraries and learn how to use the library for research. Any form of regular reading		

will enhance your child's vocabulary which will improve their learning in Religious Studies.
 Encourage an awareness of current world events through reading newspapers and watching news programmes.
 Encourage debate and discussion at home about current events or ethical topics to develop debating skills and stretch their own ideas.
 Show support through asking students what they are studying and open up discussions at home.

Members of staff	Miss L Zielinski (Curriculum Leader) Ms J Tutton
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Science

Key Stage 3 Year 8 2018 - 2019

In year 8, students gain the basic knowledge and skills needed to be successful at GCSE science. In biology for example how body systems work together; a thorough understanding of how to use the periodic table is needed in chemistry and a fundamental understanding of energy and forces lays the foundations for detailed study at GCSE. The skills in science that are developed at GCSE are first taught in year 8.

<i>Half Term</i>	Course Content	Assessment information
1	<u>Biology:</u> Ecosystems and their processes. <u>Chemistry:</u> the Periodic Table of elements; Reactions and uses of metals and acids. <u>Physics:</u> types of energy and heat transfer by conduction and radiation	Written tests on the knowledge and skills developed in each topic.
2	<u>Biology:</u> Ecosystems and their processes. <u>Chemistry:</u> the Periodic Table of elements; Reactions and uses of metals and acids. <u>Physics:</u> types of energy and heat transfer by conduction and radiation.	End of term test will assess all the topics and skills covered in this term.
3	<u>Biology:</u> healthy diet and lifestyle; use and abuse of drugs. <u>Chemistry:</u> using separation techniques to investigate mixtures, solutions and pure substances. <u>Physics:</u> speed, motion, pressure and moments. Electricity & magnetism: make simple circuits to measure current and magnetism.	Written tests on the knowledge and skills developed in each topic.
4	<u>Biology:</u> healthy diet and lifestyle; use and abuse of drugs. <u>Chemistry:</u> use separation techniques to investigate mixtures, solutions and pure substances. <u>Physics:</u> speed, motion, pressure and moments. Electricity & magnetism: make simple circuits to measure current and magnetism.	End of term test will assess all the topics and skills covered in this term.
5	<u>Biology:</u> Adaptation & inheritance. <u>Chemistry:</u> composition of the Earth and atmosphere	Written tests on the knowledge and skills developed in each topic.
6	Introduction to GCSE science: a gentle introduction to the key skills and knowledge to succeed at GCSE science.	End of year test will assess all the topics and skills covered in year 8.

Further reading and independent/extension activities	
➤	Horrible Science series; The Way Things Work; any quality book of home experiments; science videos on YouTube.
➤	Find out about any countryside or nature walks in your local area.
➤	Discover what your local council is doing to promote recycling; take responsibility for sorting of the recycling at home.
➤	Watch a Ted Ed talk on a science topic of interest on YouTube.
➤	Visit your local museum or the science museums in London.
Websites and resource links	
➤	BBC Bitesize KS3 science for help with homework and revision.
➤	Cells Alive, NASA, Met Office, Institute of Physics, Royal Society of Chemistry, Royal Society of Biology.
How can parents/carers support at home	
<ul style="list-style-type: none"> ● Discuss the science supporting everyday activities: cooking, farming, medicines, technology, materials and environmental issues. ● Discuss science in the news. ● Monitor homework so that pupils spend one hour at home each week working independently. 	
Members of staff	Mr G Jameson (Curriculum Leader) Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor