

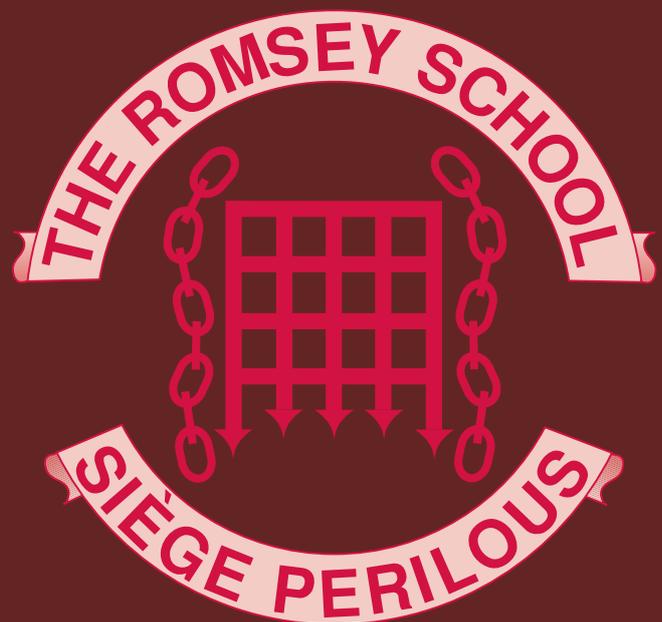
# Year 8

Key Stage 3

Programme of Study

2018/2019

## Parents' Guide



## **Introduction**

This booklet is intended as a summary guide for parents of pupils in Year 8. The aim is to give an outline of the topics covered under each subject in order for you to have an idea of what is being studied when, throughout the year until July 2019.

As always, if you have a need for further information on a subject area or the progress of your child, then please contact their subject teacher, Tutor or Progress Leader.

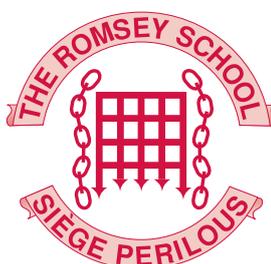
Many thanks.

A handwritten signature in black ink that reads "Colm McKavanagh". The signature is written in a cursive style with a large initial 'C'.

**Colm McKavanagh**  
Headteacher

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## Assessment without levels

### What is our rationale?

*To have an assessment process that puts the learner first and enables teachers to have the opportunity to assess a pupil based on their professional judgement, ability, attainment and attitude to learning. By taking this holistic, four-dimensional view of a pupil, teachers, parents and pupils will be able to clearly say where a learner is now in their learning, where they will be going and how they will get there.*

### How a pupil's current attainment will be reported at The Romsey School

A pupil's current attainment to date, in relation to national, age related expectations, for a pupil in year 7, will be reported termly, to parents. It is perfectly reasonable for this reported descriptor to alter from term to term as pupils make more or less progress, taking into account that the work or topics covered during the Key Stage might be more or less complex for individual pupils to master within each subject area.

Our scale is described as follows:

| Descriptor, in relation to age related expectations | What this means for your child's attainment in that subject area  | Current attainment suggests the pupil is on track to achieve new GCSE grades... |
|---|---|---|
| <b>Working well above</b>                           | Your child's attainment is at least a year and a half above national age related expectations in this subject   | Grades 7, 8, 9  |
| <b>Working above</b>                                | Your child's attainment is approximately a year above national age related expectations in this subject         | Grade 6   |
| <b>Working at</b>                                   | Your child's attainment is in line with national age related expectations for this subject                      | Grades 4, 5   |
| <b>Working towards</b>                              | Your child's attainment is approximately half a year below what children are expected to attain in this subject | Grades 2, 3   |
| <b>Beginning to work towards</b>                    | Your child's attainment is at least a year below what children are expected to attain in this subject           | Grade 1   |

This descriptor is for national age related expectations, at any given moment in time, for each subject. For example, if a pupil is working at age related expectations now and they continue to make expected progress in their learning they will remain in the category of 'working at' for their next report.

A pupil's current attainment takes into consideration their performance in their class work, in class assessments and in their home-learning. In the summer term parents will receive a report that indicates how much progress their child is making in each of their subjects.

## What is 'Learning to Learn' at the Romsey School?

At Romsey School, we believe that in order to be well prepared for life beyond school, pupils need to master a whole range of skills which transcend the individual subject disciplines. Therefore we advocate the method(s) of metacognition. This means that we teach pupils *'how'* to learn as well as teaching the subject content. Therefore, whenever appropriate, our curricula and teaching methodologies promote, encourage, and facilitate hands on learning experiences which address our pupils' deeper subject knowledge whilst overtly teaching pupils **how** to enhance their 'Habits of Mind' (see below).

We are absolutely sure that this focus will reap dividends with regard to our pupils' achievements and engagement, along with enhancing their happiness in their future lives. This focus on 'metacognition' is founded in sound research. For example, the Sutton Report 2016 found that, if used well, metacognition can enhance students' achievement by resulting in gains of eight months. In fact, metacognition was one of the top two interventions for schools.

### The Romsey School 'Habits of Mind'

The whole school community has been through extensive consultation and reached an agreement to delineate what we believe to be effective Learning skills at The Romsey School we call these skills our 'Habits of Mind'. We started the process of establishing our 'Habits of Mind' by looking research from 'Hannam's 9 Dimensions', 'Claxton's Four Rs', and the Government's 'Personal Learning and Thinking Skills'. We then considered what was right for our school through extensive consultation with staff and pupils. Our final agreed 'Habits of Mind' are now written into our own bespoke 'Language for Learning'. This language involves seven capacities: *resilience, empathy, reflection, self-management, collaboration, curiosity and creativity*. The key for our Habits of Mind is that all of these skills are learnable, and that all staff have a duty to teach all of our children how to maximise each of their Habits of Mind.

Our common understanding of the Habits of Mind are detailed further below.

|                        |   |
|------------------------|---|
| <b>Curiosity</b>       | Taking an interest, asking questions, inspiring & enquiring, listening and explaining   |
| <b>Resilience</b>      | Bouncing back when things are challenging. Learning from mistakes, editing & redrafting and trying again.   |
| <b>Reflection</b>      | Thinking deeply, reviewing and improving through the setting of targets, evaluating & analysing our learning, and challenging ourselves whilst inviting praise and criticism. |
| <b>Self-Management</b> | Planning & prioritising, being organised, taking responsibility and developing confidence   |
| <b>Creativity</b>      | Thinking of new ideas that have value. Using our initiative, experimenting, taking risks, innovating, making links and problem solving  |
| <b>Collaboration</b>   | Working effectively as a team through sharing, agreeing & arguing, talking & listening, contributing & team work  |
| <b>Empathy</b>         | Understanding others through being compassionate, not judging but supporting all  |

Having established this whole school agreement through extensive consultation from January 2014 onwards, we have then actively used this 'Language for Learning' with our pupils within three main areas of school life:

#### a) Pastoral

Where appropriate, our tutors spend **tutor times** reflecting on pupils' Habits of Mind through 1:1 work and also through the medium of current issues and British Values with their tutees. The 'themes of the week' for this year are detailed overleaf.

Our **rewards system** has also been overhauled to include the Habits of Mind. When a **credit** is issued, staff refer to a Habit of Mind and give feedback as to which 'Habit' the student was using particularly well in order to 'earn' that credit. Similarly, students can now achieve **Star Learner Awards** during termly Achievement Assemblies. These are the most outstanding pupils who have really 'shone' and demonstrated excellence in their learning using any of our 'Habits of Mind' (*collaboration, self-management, creativity, curiosity, resilience, reflection and empathy*). They are given a 'Star Learner' award, having been nominated by their teachers.

The 'Language of Learning' is used frequently by all staff who lead **assemblies** and students have had individual assemblies on the Habits of Mind, explaining what they are and why they are important. For example, there was one assembly on the importance of making mistakes and learning from them using role models such as Michael Jordan to 'tell the story'.

#### b) Subject/Curriculum

Where appropriate, all our staff use the same Language for Learning with the pupils in their teaching, when giving feedback, during 1:1 mentoring/coaching conversations and when liaising with parents. The teaching side of this includes use of 'split screen objectives' so that the teacher explains not only the subject content that will be gained that lesson, but also the Habit(s) which will be developed. Teachers plan lessons to enhance specific capacities in the pupils and individual subjects have devised numerous systems to overtly refer to these habits during lessons (see examples below).

- Geography - KS3 homework portfolios link to the 'Habits of Mind' and students are given specific feedback on each
- Food Technology- Students are encouraged to work in teams during their practical lessons and after each one, year 7, 8 and 9 reflect on their practical process
- Textiles- Pupils are set creative homework tasks throughout each SOW. The SOW for all year groups builds on the creativity of each pupil when tackling a design brief
- Maths & Music- Teachers use the split screen objectives at the start of their lessons

Staff have been encouraged to use these techniques in their teaching, there have been several INSET days and departmental meetings dedicated to how to encourage the development of these capacities. Numerous support materials have been developed for (and by) staff on our 'Virtual Learning Network'.

#### c) Environment

Our Habits of Mind are visible all over our school environment; from the front page of the planners, to the banners which greet students on their way into school. Every classroom displays the Habits of Mind in subject specific and sometimes very creative ways. The majority of handouts and resources given to pupils include the 'Habits of Mind' graphics in some way or other. There is a frieze running down the main corridor which was designed by pupils to reflect our seven habits of mind. These visuals are all designed to underline the importance of the Habits and show that we are all aiming for the same skills set, regardless of subject.

There is a lot that parents can do to enhance their children's Habits of Mind, and we hope to work with you to seek practical strategies which will help with this. There is some extra information on our website which is written to help parents to enhance your child's Habits of Mind at home. Go to 'Parents/Staff' from our homepage, then click on 'Learning to Learn' and then click on the 'Parental tips for Habits of Mind' link.

**2018-19 Tutor Themes for Reflection of the Week:**

|                            |  |
|----------------------------|--|
| 3 <sup>rd</sup> September  | New Beginnings   |
| 10 <sup>th</sup> September | Roald Dahl Day   |
| 17 <sup>th</sup> September | International Day of Democracy                                 |
| 24 <sup>th</sup> September | International Day for the Total Elimination of Nuclear Weapons |
| 1 <sup>st</sup> October    | Get Thinking!  |
| 8 <sup>th</sup> October    | World Mental Health Day  |
| 15 <sup>th</sup> October   | Diwali   |
| 29 <sup>th</sup> October   | United Nations Day   |
| 5 <sup>th</sup> November   | Remembrance Day  |
| 12 <sup>th</sup> November  | World Philosophy Day   |
| 19 <sup>th</sup> November  | World Toilet Day   |
| 26 <sup>th</sup> November  | St Andrew's Day  |
| 3 <sup>rd</sup> December   | Hanukkah   |
| 10 <sup>th</sup> December  | Human Rights Day   |
| 17 <sup>th</sup> December  | Christmas  |
| 7 <sup>th</sup> January    | Get Thinking!  |
| 14 <sup>th</sup> January   | Courage  |
| 21 <sup>st</sup> January   | Holocaust Memorial Day*  |
| 28 <sup>th</sup> January   | National Storytelling Week                                     |
| 4 <sup>th</sup> February   | Safer Internet Day   |
| 11 <sup>th</sup> February  | Valentine's Day  |
| 25 <sup>th</sup> February  | Fair Trade Fortnight   |
| 4 <sup>th</sup> March      | International Women's Day                                      |
| 11 <sup>th</sup> March     | Holi   |
| 18 <sup>th</sup> March     | International Day of Happiness                                 |
| 25 <sup>th</sup> March     | International Day for the Elimination of Racial Discrimination |
| 1 <sup>st</sup> April      | World Autism Awareness Day                                     |
| 22 <sup>nd</sup> April     | World Book Day   |
| 29 <sup>th</sup> April     | St George's Day  |
| 6 <sup>th</sup> May        | World Press Freedom Day  |
| 13 <sup>th</sup> May       | International Day of Families                                  |
| 20 <sup>th</sup> May       | Ramadan  |
| 3 <sup>rd</sup> June       | World Environment Day/World Oceans Day                         |
| 10 <sup>th</sup> June      | Oxfam Water Week   |
| 17 <sup>th</sup> June      | World Refugee Day  |
| 24 <sup>th</sup> June      | Summer Solstice  |
| 1 <sup>st</sup> July       | Get Thinking!  |
| 8 <sup>th</sup> July       | International Day of Friendship                                |
| 15 <sup>th</sup> July      | Summer Challenge!  |

\*As a Beacon School for Holocaust Education, in this week, there will be three sessions worth of activities for each year group based around a particular theme linked to Holocaust and Genocide education.

## Art

### Spring Term

#### Cubist Self Portraits

- Understanding abstraction and its context
- Colour Theory- Complementary and Harmonious Colours
- 3D Design

### Autumn Term

#### Expressionism

- Photographic Self Portraits
- Acrylic painting techniques and skills
- Use paint, colour and mark making techniques to expression feelings/ emotions.

### Summer Term

#### Aboriginal Art

- Learn about the tools, techniques, style and symbolism in Aboriginal art
- Explore a personal place/ journey design your own Aboriginal style painting.
- Developing clay skills- Coiling/ Decoration Techniques to build your own Aboriginal coil pot.

## Drama

### What skills are Drama students marked on?

#### Performance: Scripted

- Communicating meaning and intention through performance
- artistic intension, communicating meaning, mood and atmosphere
- Performing skills: characterisation, rapport with other members, vocal and physical technique

#### Performance: Devised drama

- contribution to the devised performance,
- artistic reflection of the stimulus,
- communication of meaning

#### Analysis and evaluation

- Analysis and evaluation during the devising process with amendments reflecting the decisions made.
- justifications of the changes made during development
- Analysis of how their own work will create meaning, communicated to the audience.
- evaluation of their final performance
- Analysis of how to improve for future performances.

### Assessment in Drama

Where new ideas or skills are being introduced, teachers will model the work expected from the students, this may be through worked examples, student exemplars or demonstrations. Students will then be given the time to practise the skills

Questioning will include students with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students where appropriate.

#### Teacher led oral feedback – performance/skill related:

- Differentiated questioning both as a whole class and in individual group work environment
- 1:1 feedback in front of whole class – highlighting targets which could apply to all/sharing successes/modelling exceptional standards
- Group feedback in front of whole class - highlighting targets which could apply to all/sharing successes/modelling exceptional standards. Development targets that apply to all.

- Whole class feedback – for example a target that applies to all
- Individualised group feedback (teacher rotating) – during working/devising/exploration time
- 1:1 feedback within working/devising/exploration time
- Video footage (Google classroom), pupils work from the class or peers across the school)  
Discussion as a class or individual groups/pairs
- Written feedback from the teacher

**Pupil oral feedback**

- Pupil questioning (of each other) to secure understanding and knowledge (skill – hot seating)
- Criteria referring to assessment objectives and support dialogue between pupils highlighting success, giving feedback and targets
- Peer feedback within groups during practical exploration sessions
- Peer feedback within group work discussions
- Peer feedback during whole class discussions ‘forum theatre’
- Pupils offering feedback in response to video footage
- Self- assessment following a performance with the pupil setting their own targets
- Written feedback through analysis and evaluation

\*paramount that pupils have further exploration time following a performance/assessment to reflect and implement any feedback given

**Our Drama Assessment will:**

- be challenging for all
- be formative and move students forwards in their learning
- have clear success criteria from effective learning goals
- be literacy transparent

| Year 8<br>Three Lessons per 2 weeks   |
|---|
| <p><b>Welcome back – Reflection</b><br/>Collaboration<br/>Team building/group work<br/>Rules and expectations</p> <p><b>1.Characterisation</b><br/><b>Characterisation</b> is the concept of creating characters for a narrative. It is a literary element and may be employed in dramatic works of art or everyday conversation. Characters may be presented by means of description, through their actions, speech, thoughts and interactions with other characters.</p> <p><b>2.Physical Theatre- devising and script</b><br/><b>Physical theatre</b> is a form of performance in which movement and physicality of the body has a predominant part in the narrative of a piece. This type of <b>theatre</b> often has close links with contemporary dance, Comedia dell'arte and mime.</p> <p><b>3.Big Brother – Devising</b><br/>A scheme based on Big Brother and reality television.<br/>Create, develop and sustain credible characters using a range of drama techniques, such as role on the wall, hot seating and role play. Act and react effectively to what is happening on stage in role.<br/>effectively use a range of drama techniques to explore situations, settings and characters, such as body as a prop, forum theatre, hot seating. Create and build an argument effectively using dialogue to build tension and atmosphere.<br/>Effectively evaluate each others drama referring to specific drama criteria and using drama vocabulary effectively.</p> <p><b>4.Auschwitz</b><br/>This unit explores the Auschwitz and the issues that surround it. They will be introduced to a variety of stimuli including images, music and a DVD clip of Anne Frank’s Diary to inspire and devise a sensitive piece of drama. The pupils will use a variety of explorative techniques including tableau, though tracking, hot seating and cross cutting.</p> |

**5. 'Teachers' John Godber**

It is a play within a play in which three students put on a performance to their teachers. Everything in the play is reduced to the bare essentials, with very little set and the three actors playing twenty other parts

**6. Murder Mystery/Cluedo**

Exploring the genre of murder mystery using the Cluedo characters and settings as a stimulus, Focusing on the techniques to build a story that actively engages readers in solving the mystery (or in trying to piece together the narrative threads), a strong hook, active reader involvement in piecing together information, red herrings, Suspenseful dialogue, effective, descriptive mood and language, well-structured chapters.

**5. Mask, Movement and mime**

Working in silence, or with few sounds or words, to show activities - eg painting a wall, opening a door./ Working with dialogue, but miming any props or set - eg looking in a mirror, perhaps facing the audience, to put on make-up while speaking to another character

**7. Stop the Traffic**

One million to... STOP THE TRAFFIK tells true stories of people who are trafficked. Sunni and Whinney just 6 and 8 years old were sold by their parents and their story inspired the formation of STOP THE TRAFFIK. One Million to... STOP THE TRAFFIK goes on to tell the incredible true story of their determined quest to get 1,000,000 signatures to enable them to go to the United Nations and call on governments to fight human trafficking.

Skills based learning based on 7 strands of learning:

|                             |   |   |
|-----------------------------|---|---|
| <b>Vocal Skills</b>         |   | Diction, Voice, Pitch, Pace, Tone, Volume, Pause, Accent  |
| <b>Physical Skills</b>      |   | Movement, Posture, Gait, Body language, Facial expression, Mime   |
| <b>Strategies</b>           | An explorative strategy is a technique to explore and deepen understanding of the drama you create.   | Still image, Role Play, Cross-cut, Thought Track, Mark the Moment, Monologue, Soliloquy   |
| <b>Elements</b>             | These are the ingredients that give work its shape and character.   | Plot, Narrative, Characters, Action, Content Climax, Anti-Climax, Contrast, Cross-cutting Characterisation, Hot-seat  |
| <b>Form</b>                 | Is the method you selected to tell the story and explore themes when presenting work.   | Mime/mute, Choral work, Physical theatre Musical theatre, Farce, Satire, Commedia dell'arte, Dance  |
| <b>Dramatic conventions</b> | A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it.   | Slow motion, Narration, Use of an 'aside', Breaking into song (as in Musical theatre), Using a chorus to comment upon the action, Splitting the stage, Using placards (signs) to give additional information to the audience, Split role or multi-role Music to underscore the drama, Symbols, Unison |
| <b>Genre</b>                | Genre is the term for any category of literature or other forms of art or entertainment. Often, works fit into multiple genres by way of borrowing and recombining these conventions. | Absurdist/surreal, Action, Adventure, Comedy, Crime, Drama, Fantasy, Historical, Historical fiction, Horror, Magical realism, Mystery, Political, Romance, Saga, Satire Science fiction, Social, Thriller   |

## English

### Autumn Term

#### Fiction Focus

Students will share a class novel and respond to plot or character in a reading assessment.

#### Descriptive Writing

Pupils will respond to picture stimuli and produce their own piece of creative writing. They will focus on embedding increasingly sophisticated vocabulary, and a range of linguistic devices.

Poetry from Different Cultures and Traditions: Pupils will read and discuss ideas and issues and write analytically about poems from around the world.

### Spring Term

#### Literary Non-Fiction: Transactional Writing- Viewpoints and Perspectives

Pupils build on their own reading, experiences, research to bring the world to the classroom by describing places and people. They will produce a piece of writing from a particular viewpoint.

#### Pre-Twentieth Century Short Stories

Reading focus- Our Literary Heritage: Pupils study a range of short stories by Poe, Dickens and H.G Wells.

#### The Mind of a Murderer

Reading Focus: Pupils study a number of soliloquies from a variety of Shakespeare's plays.

### Summer

#### Dystopian Fiction:

Extract based reading assessment

#### Can you Create the Best Theme Park in the World?

Collaborative activity involving research, organisation, creative thinking and presentational skills.

#### "Jaws" film unit

#### Exam Focus:

Pupils will revise the skills they have developed and honed through the year, and show their progress.

## Learning Support Department

### Additional Literacy Support

A limited number of pupils who join the school, and are working at well below National expectations in Reading and/or Writing, will be selected and withdrawn from Modern Foreign Languages for additional literacy support.

In Year 8 (only English and Maths) these pupils have five taught English, Maths and Science sessions per cycle. These are taught by specialist teachers. In Maths pupils focus on topics to help them grasp the higher levels of the maths GCSE. This includes focus on numeracy, financial literacy, financial capacity, using mathematical equipment and developing their understanding of mathematics in a real life context. In Year 8 English pupils focus on reading, writing, spelling and memory skills, comprehension, planning for writing extended pieces of writing, Writing of poetry.

In Science the emphasis is on 'Applied Science' where the pupils undertake practical and theory lessons alongside data collection that can then be applied to their other Science lessons. Progress is monitored three times a year, and parents can expect to be kept informed on their child's attitude level in the school's termly reports. In addition, these pupils will join our Accelerated Reading programme, which encourages independence in reading books from the school library as well as increasing reading ages.

## French

### Autumn Term

Ma famille- relatives, regular –er verbs  
Au boulot – jobs, masculine and feminine jobs  
J'habite -Talking about where people live, depuis  
Le temps – weather, the connectives quand and si  
Une journée – describing a typical day, -ir and –re verbs plus irregular verbs  
Le weekend dernier –last weekend,perfect tense with 'avoir'  
Hier Soir – talking about yesterday evening

### Spring Term

On a regardé la télé – TV programmes that you have watched,opinions with c'était  
Tu es sorti(e) samedi? – Talking about where you went, perfect tense with être  
Mon weekend-Talking about events in the past  
Tu veux sortir? – Making and reacting to invitations, using the verb 'vouloir'  
Désolé mais... - making excuses,verbs 'pouvoir' and 'devoir'  
Les vêtements – talking about clothes,adjectival agreement  
Faire les magasins – shops and shopping, using comparative adjectives  
La cité de l'Europe – understanding longer texts

### Summer Term

Bon appétit! – Talking about food. The definite article after aimer and préférer  
Les repas français – talking about French meals, the partitive article  
On prépare une fête – preparing for a party, using il faut+infinitive  
Au marché – shopping for food, using de + quantities  
Au restaurant – eating at a restaurant  
Les pays – talking about countries and languages  
On part- talking about holidays,using question words  
Au centre de vacances – describing a holiday centre  
La page des copians – talking about friends using notre/nos  
L'argent de poche – talking about pocket money

The year 8 Exam requires pupils to answer comprehension questions based on pictorial clues and a text. They must also translate from French into English and from English into French. In addition there are questions which require specific grammatical knowledge.

## Geography

### Autumn Term

- Glaciation & Threatened Environments - Investigate glaciation and fragile extreme environments.
- Economic Activities – Examine the world of work and the variety of global industries and their impact on the environment.

### Spring Term

- Coasts - Investigate how the UK has been shaped by coastal processes.
- Ecosystems – Investigate the impacts of people on ecosystems such as tropical rainforests.

### Summer Term

- Geography Exam – Decision making exam looking at choosing the most suitable methods to protect a coastline from erosion.
- South East Asia and India – Investigate the growing economy of this region and the future challenges for these countries.

## History

| Term 1                       | Term 2                    | Term 3               |
|------------------------------|---------------------------|----------------------|
| <b>Renaissance</b>           | <b>Slavery</b>            | <b>Titanic</b>       |
| <b>Witchcraft</b>            | <b>American Civil War</b> | <b>World War One</b> |
| <b>Industrial Revolution</b> | <b>Social Revolution</b>  |                      |
| <b>Workhouse</b>             | <b>French Revolution</b>  |                      |
| <b>Empire</b>                | <b>Napoleon</b>           |                      |
| <b>Darwin - evolution</b>    | <b>East end riots</b>     |                      |
| <b>Rise of Empires</b>       | <b>Social Reform</b>      |                      |
| <b>Rise of Nationalism</b>   | <b>End slavery</b>        |                      |
| <b>Scramble for Africa</b>   |                           |                      |

Pupils complete three major assessments throughout the year, one in each term. The topic of each assessment is disclosed to pupils in advance in order to aid preparation. Each assessment is based on history skills and lasts one hour. The assessments are completed during timetabled History lessons.

## ICT and Computing

Year 8 pupils will build upon the knowledge and skills developed in Year 7. The units that are followed within the year are:

- Computer Networks
- Computer Graphics
- Introduction to Python

Computer Networks looks at how computers across the world are connected to, and communicate with each other. Ideas such as IP addresses, domain names and DNS servers are introduced to pupils.

The Computer Graphics unit is an introduction to graphics and graphic file types. The unit explores how bitmap and vector images are represented and stored by the computer.

Introduction to Python introduces pupil to the Python coding language. Python enables pupils to reinforce the skills they have learnt in Small Basic but in a different programming language. Pupils will investigate the similarities and differences between the languages.

## Library

The Library is available to pupils throughout the school day and after school until 4pm. It is staffed by a full-time Librarian. It has a wide range of resources to support the curriculum and for reading for pleasure. There are over 10,000 books, eight computers and a selection of magazines available. The library also subscribes to some E-resources, which are available either in school or from home on the RLP.

Some pupils in Years 7-9 will be following the Accelerated Reader programme, which is also run from the Library. Books on the scheme are available at all reading levels. The Romsey School is keen to encourage pupils to read widely. There is an excellent and up-to-date range of fiction titles available in the School Library which pupils may borrow. Some of these can also help pupils gain a greater understanding of a subject, such as History or Geography.

### Recommended Reads for Year 8

|   |  |
|---|--|
| The Maze Runner by James Dashner                      | Time Riders series by Alex Scarrow             |
| Wonder by R J Palacio                                 | The Adventures of Tarzan series by Andy Briggs |
| Keeper by Mal Peet                                    | <b>Gods and Warriors by Michelle Paver</b>     |
| Breathe by Cliff McNish                               | Outlaw by Stephen Davies                       |
| The Graveyard Book by Neil Gaiman                     | S.T.O.R.M. series by E L Young                 |
| The Inheritance Cycle by Christopher Paolini          | Breadwinner Collection by Deborah Ellis        |
| His Dark Materials trilogy by Philip Pullman          | Kite Spirit by Sita Brahmachari                |
| The Septimus Heap books by Angie Sage                 | Jimmy Coates series by Joe Craig               |
| A Little Piece of Ground by Elizabeth Laird           | Chomp! by Carl Hiaasen                         |
| Knife, Arrow & Rebel by R J Anderson                  | Theodore Boone series by John Grisham          |
| The Mortal Engines series by Philip Reeve             | The Power of Five series by Anthony Horowitz   |
| Skulduggery Pleasant series by Derek Landy            | The Falconer's Knot by Mary Hoffman            |
| Missing Abby by Lee Weatherly                         | The Boy in the Striped Pyjamas by John Boyne   |
| Out of the Shadows by Jason Wallace                   | The Witching Hour by Elizabeth Laird           |
| Titanic 2020 series by Colin Bateman                  | Chinese Cinderella by Adeline Yen Mah          |
| My Sister Lives on the Mantelpiece by Annabel Pitcher | Itch series by Simon Mayo                      |
| Burn Mark by Laura Powell                             | Ruby Tanya by Robert Swindells                 |
| The Bride's Farewell by Meg Rosoff                    | Ways to Live Forever by Sally Nicholls         |
| Ellen's People by Dennis Hamley                       | Remembrance by Theresa Breslin                 |
|   | Half Brother by Kenneth Oppel                  |
|   | Counting by 7s by Holly Goldberg Sloan         |
|   | Lockwood & Co by Jonathan Stroud               |

# Mathematics

Year 8 follow the syllabus given below. The exact level of the content covered will be dependent on setting and ability. However we endeavour to ensure that all pupils are appropriately challenged and supported, in order to maximise learning, enjoyment, and potential.

Year 8 complete three internal exams over the course of the year. Provision will be made in liaison with the Learning Support Department for prior agreed exam concessions wherever possible. All exams will take place in the normal classroom environment. Additional online support can be found at [www.mymaths.co.uk](http://www.mymaths.co.uk) (login: "romsey", password: "translate").

To challenge the most able pupils within mathematics pupils are prepared to compete at a national level in the UKMT challenges in which a vast number of students receive either the gold, silver or bronze award in the junior challenge, which is aimed at years 7 and 8. We regularly see students' progress into the next phase of the completion. These students receive additional awards for their merit.

**Further details of the programmes of study for mathematics at Key Stage 3 are on the RLP and the maths section on the school website:**  
<https://sites.google.com/romsey.hants.sch.uk/romsey-school-maths>

## Autumn Term

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| Topic 1 - Number                       | <i>Squares and square roots, cubes and cube roots, indices (powers), estimation by rounding, standard index notation</i>   |
| Topic 2 - Time and Conversion Graphs   | <i>Plotting coordinates, solve time problems(12/24 hour clock), construct and use conversion and travel graphs</i>   |
| Topic 3 - Angles                       | <i>Understand and use angle properties related to triangles, quadrilaterals and parallel lines. Explore angles in polygons. Use bearings</i>                                     |
| <b>October HALF-TERM</b>               |  |
| Topic 4 - Statistics                   | <i>Understand discrete and continuous data and bias. Design questionnaires. Construct bar charts, simple histograms and pie charts</i>   |
| <b>Revision &amp; Key Assessment 1</b> |  |
| Topic 5 - Algebra: Brackets            | <i>Substitution into expressions. Describe and generate arithmetic sequences (nth term), solve linear equations and simple quadratics, expand brackets</i>                       |
| Topic 6 - Ratio                        | <i>Understand the concepts of ratio and proportion. Simplify ratios and apply to solving ratio and proportion functional problems. Share in a given ratio, link to functions</i> |
| Christmas Problem Solving              | <i>Various topical problem solving activities</i>  |
| <b>CHRISTMAS</b>                       |  |

## Spring Term

|  |   |
|--|---|
| Topic 7 - Perimeter and Area           | <i>Calculate area and perimeter of rectangles, triangles parallelograms, trapezia and compound shapes. Discover the formulae for area and circumference of circles</i>        |
| Topic 8 - Percentages and Fractions    | <i>Add, subtract, multiply and divide fractions. Calculate percentages with and without a calculator, including % change, % of an amount and in context</i>                   |
| Topic 9 - Probability                  | <i>Understand the concepts of the probability scale, theoretical and experimental probability and sample space diagrams. Start to explore independence</i>                    |
| <b>February HALF-TERM</b>              |   |
| <b>Revision &amp; Key Assessment 2</b> |   |
| Topic 10 - Negative numbers            | <i>Order, add and subtract, multiply and divide negative and positive integers. Order decimals. Substitute negative integers into expressions and generate linear graphs.</i> |
| Topic 11 - Statistics 2                | <i>Calculate the mean, mode, median and range of discrete and continuous ungrouped and grouped data. Use stem and leaf and scatter diagrams (with correlation).</i>           |
| Topic 12 - Transformations             | <i>Describe and accurately draw reflections, rotations, enlargements and translations, including on coordinate axes</i>   |
| <b>EASTER</b>                          |   |

## Summer Term

|                                      |   |
|--------------------------------------|---|
| Topic 12 - Transformations           | <i>in four quadrants. Combine transformations</i>   |
| Topic 13 - Straight Line Graphs      | <i>Understand how to generate coordinates from functions. Plot linear functions and start to understand and apply the concepts of gradient and intercept to problems.</i> |
| Topic 14 - Converting Metric Units   | <i>Convert between metric units, understand and apply compound measures, in particular: speed, distance and time. Use distance-time graphs</i>                            |
| <b>May HALF-TERM</b>                 |   |
| Topic 15 - Algebra 2                 | <i>Solve linear inequalities, substitute integers and decimals into recognised formulae. Investigate graphical inequalities. Start to use iterative processes</i>         |
| <b>Revision and end of year exam</b> |   |
| Topic 16 - Volume                    | <i>Calculate the volume and surface area of cubes, cuboids and simple prisms. Apply to real-life problems</i>   |
| Summer Problem Solving               | <i>Various topical problem solving activities</i>   |

## Music

Music is everywhere! It's on TV, radio, cinema and the internet. We sing during celebrations and festivals, for pleasure or to help us work – our human nature is to listen to and create music!

The aim of the Music curriculum to challenge and inspire students to look at the world musically, to develop a love of music and give students opportunities to develop skills for life. In addition to nurturing our students' musical development, we seek to increase their self-confidence, creativity, sense of achievement and sense of wellbeing. We want students to share our passion for Music!

### Year 8 Topics

All of the topics in Year 8 are linked to one main theme: AFRICA TO AMERICA. Over the course of this year students will study the development of African-American traditions of popular music from their birth in Africa to the street music of New York.

AFRICAN DRUMMING & SINGING – developing djembe performances and African singing.

BLUES & JAZZ – students begin by exploring early blues and then jazz. Singing, 12 bar blues and jazz improvisation are at the centre of our studies in this term. Performance opportunities include the annual Music Festival and Cabaret Café

SOUL & HIP HOP – this term students study the development of the Civil Rights Movement and the music that led to equal rights in America. Students also study the sounds of New York as they compose a piece of Hip Hop music.

## PE

### Autumn Term

Boys Games – rugby games kit required. This includes the maroon rugby shirt, black shorts and the maroon socks. Pupils are likely to get muddy and so a plastic bag for dirty kit and a towel are recommended (gum shields highly advisable and studded footwear is compulsory).

Girls Games- netball and football (shin pads compulsory). For all games activities the girls are allowed to wear a black tracksuit over the top of the correct PE kit to keep warm. Suitable athletic trainers that support the ankle are required for these sports.

PE – badminton, gymnastics. All pupils are required to wear their indoor PE kit. This is the white t-shirt and correct shorts. They are to change into white socks and again suitable trainers that offer the ankle support.

### Spring Term

Pupils should now know the correct kit for the activity but must ensure they have the correct safety equipment to fully participate.

Games – basketball and hockey (shin pads compulsory, gum shields highly advisable)

PE – Multi activity and health related exercise

### Summer Term

For the summer term activities pupils are to wear their white t-shirts to both lessons of the week. They always require suitable athletic trainers that are designed for sport.

Games – cricket, tennis and rounders

## Personal, Social and Health Education (PSHE)

PSHE is delivered mainly through Drama lessons and the tutor programme. Pupils who benefit from a challenging PSHE programme are more likely to respond positively in all aspects of school life.

Through the PSHE programme, we aim to:

- support pupils in their personal and social development
- enable pupils to enhance their self-belief
- encourage pupils to become confident and flexible in managing change
- enable pupils to become autonomous and aware of personal responsibility
- provide the knowledge and skills that pupils need to be healthy, happy and safe
- help pupils to develop the confidence to question the world around them

### Themes for Year 8 Drama lessons

- Identity
- Disability
- Prejudice and Discrimination

Other issues, including the importance of multiculturalism, remembrance, online safety, mental health and well-being and disability awareness will be covered through the tutor programme.

As a Beacon School for Holocaust Education, we also mark Holocaust Memorial Day through an assembly and tutor time activities.

### Careers education

In Year 8 pupils are encouraged to incorporate some of the themes they have encountered in PSHE in "The Real Game". This is a day off-timetable which allows them to consider different aspects of work, the skills needed for employability and financial planning in the home. This is followed up by exercises in tutor time which develop ideas about the content of work roles, the diversity of opportunities and stereotyping.

## Religious Education

The focus of RE in KS3 is an exploration of what it means to be a citizen in society today; as part of this pupils have an introduction to the key religious beliefs that are present in Britain today. We aim for pupils to think for themselves and to develop a set of skills which enables them to question the world around them in order to gain a deeper understanding.

**Autumn:** Hindu beliefs and practices

**Spring:** Contemporary Hinduism and alternative religions project

**Summer:** Judaism

Pupils' progress is assessed in a number of ways during each lesson, however each term pupils will have one major and two minor assessments for which pupils gain in-depth feedback and opportunities to reflect on and develop their work.

## Science

### Autumn Term

Topics – Animal reproduction; Space; Dalton model and Metals

### Spring term

Topics – Digestion; Aerobic respiration; Light and Animal sound

### Summer Term

Topics – Classification; Burning fuels; Temperature changes and Rocks

Assessment of a pupil's working level (WL) occurs via a combination of the following processes:

1. Assessing pupil progress through scientific enquiry, classwork, home learning tasks and mini-homework goes on throughout the year within topics.
2. Written levelled topics tests occur in November, March and June.

## Technology

### Food Technology

Emphasis is again on healthy eating with a focus on seasonality. Additional cookery skills will be taught building on knowledge gained during year 7. Pupils will be learning how to adapt recipes to suit special dietary needs and will cook and bake specific recipes for those on a budget.

Dishes made will include: crumble, risotto, frittata, bake well tarts, chilli con carne and bread products.

### Product Design- Textiles

Design and make a decorated cushion cover which must feature a minimum of two decoration techniques, some tie and dye and a fastening,

Investigations into how cushions are made, what fabrics are chosen and how methods of decoration can enhance a design will all be covered, and a variety of shaped cushions with novelty ideas can be created on this course

### Product Design – Timbers

Design and make a decorative mirror using a range of materials. Emphasis on computer aided design & manufacture. Processes to include cutting, shaping and laminating wood, fabrication using screws and glue and finishing using CAD.

Design and make an acrylic illuminous product using a range of materials and fabrication methods. Emphasis on accurate marking out, cutting and assembly is necessary to ensure a high quality finish. Computer Aided Design is also an important element in the production of this product.

### Product Design – Papers and Boards

Pupils will build on their understanding of branding and marketing. They will choose an existing logo and redesign it, using Computer Aided Design software. Pupils will learn how to turn a 3-dimensional drawing into a 2-dimensional net and create a suitable packaging. They will have the opportunity to use a range of materials and equipment in the design studio and workshop.