



scruffiness - her looks and hearing next if possible a
not.
She didn't look at anybody as she crossed the mat
but everybody looked at her. I couldn't tear my eyes
away. She got a Coke and turned, looking for
someone to sit. Her eyes - those fantastic eyes -
mine for a second and I smiled. No chance. I had
myself. Scruffy little girl like you.
I was wrong. She came over. Every eye in the place
followed her. She nodded at one of the three empty
chairs. "Always sitting here?" She sounded British. I
shook my head.
"Mind if I join you, then?" I nodded, saying nothing
being the New Me. She scooped her pack, dropped it
next to mine and sat down. I lifted my mug and sipped
rapid coffee, gazing out the window. I was acting weird
it was unbelievable but that's all it was - acting. In the
real world the blood was pouring in my ears and it
was as much as I could do to keep from gugging at that
fantastic face.
She inserted a straw in her Coke and sucked. When I
pricked a glance at her she dropped her eyes. I sipped
more coffee, wanting her eyes on my face. I mean I could
actually feel them, like lasers. After a bit she said,
"Have - you been long in London?" Without looking at
her I nodded.
"How long?"
"Year, year and a half." I lied. Well - in five minutes
she'd get up and walk away and we'd never meet again.
That - right? She sounded suitably impressed.
"You'll know your way around, then?"
I shrugged. "Some. Man of few words."
"What if they call you?"
"Link."
"Link?" She sucked up Coke. "What's that short for?"

It's short for I have another name but prefer to be
known by this one.
"Sure." She looked sorry. "It's Gail."
"Oh, Gail. Just linked, right?"
"Right."
"Please! Don't tell me if you don't want."
"Gaugus!"
"Aha. Every name!"
"Yes. Sogfather."
"Ah - say no more."
She looked at me. "You too?"
"Uh-huh." The New Me. The guy who doesn't
nobody get close and here I am, spilling my guts to the
first stranger I meet because she's got nice hair and
laser eyes. I drained my mug and pushed back my
chair. "I've gotta go."
"Why?" She looked crestfallen. I shrugged.
"Things to do." I stood up. This was wrong too, but I
wasn't going to wind up watching trains for the rest of
my life.
"Don't go." So simple. So direct. She looked hot and
busy stared in my chest. I hesitated, leaving my
pack, looking down at her. "What if you want Link?"
Her eyes held mine. "The name - Link - she
murmured, "I don't know what he does - how he lives on
the street."
"You learn, Gail. That's all." Oh, such a moment inside
my head. What about your dependence on
Ginger, then - that kept us close? It came to me that
this was the first time I'd thought of Ginger since she
died in, and that was powerful business. Maybe we
needed each other. I dropped my pack and sat down.

CURRICULUM BOOKLET

YEAR 8



ASHCROFT
High School

Top Tips for Parent Power!

A parent's influence is up to SIX TIMES more important than the school's in influencing your child's progress. These suggestions will help you make that count. If you require any further guidance please contact the relevant subject leader.

KS2 Score	KS2 Level	Y10/11 Grade Range	Yr10/11 Grade Range
<80	1c	GCSE A*-G	9-1
<80	1b	GCSE A*-F	9-2
<80	1a	GCSE A*-E	9-3
80 - 82	2c	GCSE A*-D	9-4
83 - 85	2b	GCSE A*-D	9-4
86 - 89	2a	GCSE A*-C	9-5
90 - 92	3c	GCSE A*-C	9-5
93 - 94	3b	GCSE A*-B	9-6
95 - 97	3a	GCSE A*-B	9-6
98 - 99	4c	GCSE A*-B	9-6
100 - 104	4b	GCSE A*-A	9-7
105 - 108	4a	GCSE A*-A	9-7
109 - 112	5c	GCSE A*	9-8
113 - 116	5b	GCSE A*	9-8
117 -120	5a	GCSE A*	9-8

The grids show the progress students are expected to make from their KS2 Results (or KS2 scores for year 7) in year 6 towards their end of KS4 (Yr10/11) target. With the phased changes of GCSE A*-G grades to number grades 9 to 1 both versions have been shown for years 10 and 11.

Average homework at Ks2	Year 7 Per evening	Year 8 Per evening	Year 9 Per evening	Year 10 Per evening	Year 11 Per evening
15 minutes	1 hour	1 hour	1 hour	2 hours	2 hours

Revision

Supporting your daughter/son in completing coursework and preparing a thorough REVISION schedule are the best ways to help create the best opportunities for success. You may not be able to help with subject specific knowledge, but you can provide the right environment and materials

Take an Interest

Guide your child in keeping sensible time. Ensuring that s/he keeps sensible times, not staying up too late, having times when s/he works, checking that the computer is being used for work and not games – although there should be time for relaxation, but in balance.

Timetable support

The best place to start is to work with your child in preparing a work/revision timetable. (The timetable should include any coursework being worked on as well as revision. And revision starts now, not nearer the exams.)



Art (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to December	<p><u>Digital Portraiture</u></p> <p>Students learn how to paint using tone. They then move onto learning how to create a tonal portrait using Photoshop to achieve a similar effect</p> <p>Student will undertake research into art history and learn how the work of others influences and inspires.</p> <p>Formal elements studied</p> <ul style="list-style-type: none"> • Tone • Colour <p>Techniques learnt</p> <ul style="list-style-type: none"> • Photoshop • Painting • Research skills 	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form a self-portrait.</p> <p>Students are assessed formatively as they are painting with frequent verbal feedback for improvement</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Art Department at Ashcroft.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work.</p> <p>Take students to local galleries; Wardown Park museum The Hat Factory</p> <p>Or further afield; The national portrait gallery London</p>
Spring Term			
January to February	<p><u>3D forms</u></p> <p>Student will learn how to create 3D shapes in a range of media and then put those together to create a composition of a robot or a space station</p> <p>Formal elements studied</p> <ul style="list-style-type: none"> • Tone • Form • Pattern • Composition <p>Techniques learnt</p> <ul style="list-style-type: none"> • Drawing 3D • Shading • Using oil pastel, colour pencil and chalk 	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form of a composition</p> <p>Students are assessed formatively as they are painting with frequent verbal feedback for improvement</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Art Department at Ashcroft.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work.</p> <p>Take students to local galleries; Wardown Park museum The Hat Factory</p>
March – May	<p><u>Day of the Dead</u></p> <p>Students study the culture of South America and the traditional celebration of Dia de Muertos (The Day of the Dead) They will look at the use of colour and decoration and create their own design for a skull print using Lino.</p>	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work.</p>

	<p>Formal elements studied</p> <ul style="list-style-type: none"> • Line • Colour • Space <p>Techniques learnt</p> <ul style="list-style-type: none"> • Drawing • Lino cutting • Printing 	<p>Summative Assessments will take place at the end of every unit. This will take the form of a series of print</p> <p>Students are assessed formatively as they are painting with frequent verbal feedback for improvement</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Art Department at Ashcroft.</p>	<p>Take students to local galleries; Wardown Park museum The Hat Factory</p> <p>Or further afield; The national portrait gallery London</p>
Summer Term			
April to July	<p><u>Plant life</u></p> <p>Students will study various forms from nature in a variety of mediums. Focussing on the patterns found in plants and wildlife, students will study the work of a famous landscape artist of their choosing</p> <p>Formal elements studied</p> <ul style="list-style-type: none"> • Pattern • Colour • Space <p>Techniques learnt</p> <ul style="list-style-type: none"> • Drawing • Colour pencil • Inks and washes • Water colour paint 	<p>APP Assessment: Students will be assessed in class by their teacher on their use of line, tone and research analysis</p> <p>Summative Assessments will take place at the end of every unit. This will take the form of an observational drawing.</p> <p>Students are assessed formatively as they are painting with frequent verbal feedback for improvement</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Art Department at Ashcroft.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local galleries; Wardown Park museum The Hat Factory</p> <p>Or further afield; The national portrait gallery London</p>

Computing (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	Do aliens exist? This project allows the students to look into performing primary and secondary research including internet and paper research and creating a questionnaire with open and closed questions, analysing the results in a spreadsheet and finally creating a 3 fold brochure to show their views about if they think aliens exist.	Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.	Pick up leaflets from takeaways, supermarkets. Look how they are designed. Discuss the use of language. Also support by getting questionnaire filled in.
November to December	Technology: This unit explains basic terminology about hardware and software, the history of computers, the internet and cloud computing.	Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.	Visit Bletchley Park computer centre. Show any old systems you still hold. If you have cloud storage show how you backup.
Spring Term			
January to February	Sound Effect: The students work in teams to plan, record, edit and evaluate stories created using a variety of sound effects which can be made themselves with props and readymade sound effects.	Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.	Listen to radio and the use of sound and sound effects when the presenter is presenting and what effects the sound has

			on the listener.
March to April	<p>Fair Cop: The students learn about creating and using relational databases based around a science convention where a murder takes place and they need to solve the crime using basic and advanced queries.</p>	<p>Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p> <p>Trip to Cadbury World</p>	<p>Can look at paper base database systems, Argos catalogue, yellow pages and calendar. How has computer based databases changed the way we search and save data.</p>
Summer term			
April to May	<p>Bringing history to life: This is another team activity where they work together to plan, create and evaluate stop-frame animations to re-enact a historical event of their choice.</p>	<p>Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level.</p>	<p>Practice story telling skills. Also read stories to clarify how series of events will take place.</p>
June to July	<p>Scratch: An introduction to programming techniques including understanding writing algorithms and creating games using scratch.</p>	<p>Homework is set every lesson with extension tasks. APP booklets are used to assess work half termly and students will set their own next steps in order to achieve their target level</p>	<p>The game created will be about healthy eating. Promote healthy eating. Download Scratch free at home.</p>

Dance (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Graffiti Skills learnt are:</p> <p>Performance To communicate the Sense of Style through interpretation to show the artistic intention.</p> <p>Choreography To select and apply a range of action, space, dynamics and relationships to create a performance piece.</p> <p>Appreciation To analyse and comment on skills, techniques and ideas being covered and act upon peer and self-assessment to refine and retune their performance.</p> <p>Students perform their work regularly to receive and implement constructive feedback to bring about improvement.</p>	<p>HMK:</p> <p>To create and colour their own Tag name.</p> <p>Practise and refine their Tag solo dance.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>
November – December	<p>The Lindy Hop Skills learnt are:</p> <p>Performance To communicate the Sense of Style through interpretation to show the artistic intention.</p> <p>Choreography To select and apply a range of action, space, dynamics and relationships to create a performance piece.</p> <p>Appreciation To analyse and comment on skills, techniques and ideas being covered and act upon peer and self-assessment to refine and retune their performance.</p> <p>Students watch professional works to get inspiration and understanding of the sense of style. Students perform their work regularly to receive and implement constructive feedback to bring about improvement.</p>	<p>HWk:</p> <p>To research the Style, history and origin.</p> <p>To bring in 3 Lindy Hop facts</p> <p>To watch Strictly Come Dancing</p> <p>APP: Students will be assessed in class by their teacher on their performance, choreography and appreciation.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>

Spring Term			
January to February	<p><u>Social Media</u> Skills learnt are:</p> <p>Performance I perform in time with music. I can remember and perform short dances with energy and confidence.</p> <p>Choreography I can use basic principles of choreography, including creating, repeating and developing motifs to make the dance more interesting.</p> <p>Appreciation To analyse and comment on skills, techniques and ideas being covered and act upon peer and self-assessment to refine and retune their performance.</p> <p>Students watch professional works to get inspiration and understanding of the sense of style. Students perform their work regularly to receive and implement constructive feedback to bring about improvement.</p>	<p><u>HWK</u></p> <p>To create in pairs 1x8 or a 2x8 motif based on technology (computer, mobile, laptop etc)</p> <p>Research dances based on social media for ideas that you can bring to class.</p> <p>APP: Students will be assessed in class by their teacher on their performance, choreography and appreciation.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
March –April	<p><u>Swansong</u> Students are introduced to the professional dance piece ‘Swansong’ and the use of a prop.</p> <p>Performance Students will give a completely engaging performance and communicate a sense of performance energy to give a safe and professional appearance.</p> <p>Choreography Students will successfully link and integrate motifs in an inspired, creative and original manner using smooth, clear and innovative transitions.</p> <p>Appreciation Students will analysis professional dance works and explain and interpret different features of performance. Students will evaluate their own and others work, providing feedback and suggesting ways to improve commenting on the quality and effectiveness of the performance.</p>	<p>Students will schedule in two rehearsal sessions in the studio throughout the term, to refine and perfect the choreography with safe but imaginative use of the prop.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
Summer Term			
April – May	<p>Performance Students will perform with confidence demonstrating a good level of technical accuracy</p>		<p>Ask students what they have been learning in lessons – ask to see</p>

	<p>and maintain a high quality performance with individual flair.</p> <p>Choreography Students will select and combine choreographic skills, techniques and devices, using them in a suitable way to show the theme creating original choreography.</p> <p>Appreciation Students will interpret and evaluate dances with an understanding of style, context and meaning. Students will then apply knowledge and technique to improve their own dance.</p>		<p>examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>
June-July	<p>High School Musical The skills learnt are:</p> <p>Performance Students will perform with focus, expression, fluency and clarity, with a dynamic quality and with clear communication of the theme, whilst giving their own sense of style and originality.</p> <p>Choreography Students will use the basic principles of choreography, including creating, repeating and developing motifs to add interest. Students will develop their use of devices such as canon, unison, mirroring, direction and levels to create a well-structured piece that shows imaginative creativity.</p> <p>Appreciation Students will reach judgements independently about how work can be improved, prioritising aspects for further development. Students will evaluate their own and others work, showing they understand the effect of the quality and originality of the performance and the impact it has on the dance.</p>	<p>Students will schedule in two rehearsal sessions in the studio throughout the term, to refine and perfect the choreography with safe but imaginative use of the prop.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 8717652)</p>

Drama (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p><u>Warden X</u></p> <p>A scheme of work focusing on whole group drama skills, teacher in role and Stanislavski's ideas set in a Young Offenders institute</p> <p>Students will continue to develop the following skills</p> <ul style="list-style-type: none"> • Still Image • Thought tracking • Whole Group Drama • Sound Collage 	<p><u>Homework:</u> Students may be asked to complete diary entries and character profiles at home.</p> <p>APP: Students will be assessed in class by their teacher on their devising (group work, making and development of ideas) and their response (presentation of ideas in verbal form)</p> <p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p> <p>Students are assessed formatively as they are rehearsing their work.</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Drama Department at Ashcroft.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80)</p> <p>The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>
November – December	<p><u>Darkwood Manor</u></p> <p>Students are reminded of the ideas of Konstantin Stanislavski through a mystery scheme of work.</p> <p>Students will be improving their skills in the following of Stanislavski's methods</p> <ul style="list-style-type: none"> • Role-On-the Wall • Hot-Seating • In-Role Writing • Magic If • Emotion Memory <p>Students will be required to work with Teacher in Role and continue to develop the following skills</p> <ul style="list-style-type: none"> • Still Image • Narration • Physical Theatre • Sound Collage • 	<p><u>Homework:</u> Students may be asked to complete diary entries and character profiles at home.</p> <p>APP: Students will be assessed in class by their teacher on their devising (group work, making and development of ideas) and their response (presentation of ideas in verbal form)</p> <p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80)</p> <p>The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>

		<p>Students are assessed formatively as they are rehearsing their work.</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Drama Department at Ashcroft.</p>	
Spring Term			
January to April	<p><u>Blackout</u></p> <p>Students will be introduced to the ideas of Bertolt Brecht while exploring the play ‘Blackout’</p> <p>Students will explore the following of Brechts ideas</p> <ul style="list-style-type: none"> • Multi-Purpose Props • Exaggerated Characters • Gestus • Physical Theatre 	<p><u>Homework:</u> Students may be asked to complete diary entries and character profiles at home.</p> <p>APP: Students will be assessed in class by their teacher on their devising (group work, making and development of ideas) and their response (presentation of ideas in verbal form)</p> <p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p> <p>Students are assessed formatively as they are rehearsing their work.</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Drama Department at Ashcroft.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre, Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>
Summer Term			
April – May	<p><u>Shakespeare – R&J</u></p> <p>Students will explore key ideas and themes in the Shakespeare’s icon play Romeo and Juliet, using both Stanislavski and Brecht’s ideas</p>	<p><u>Homework:</u> Students may be asked to complete diary entries and character profiles at home.</p> <p>APP: Students will be assessed in class by their teacher on their devising (group work, making and development of ideas) and their response (presentation of ideas in verbal form)</p> <p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p>	<p>Ask students what they have been learning in lessons – ask to see examples of practical work. Take students to local theatres; Grove Theatre, Dunstable. (01582 60 20 80) The library Theatre,</p>
June-July	<p><u>Stage Combat</u></p> <p>Using key fight sequences from Romeo and Juliet students will learn the art of Stage Combat. This is a very physical scheme and any students whose behaviour is deemed inappropriate will be unable to take part due to the nature of the work occurring.</p>	<p>Summative Assessments will take place at the end of every unit. These will take the form of a Practical performance and then a written evaluation of their own work.</p>	<p>The library Theatre,</p>

		<p>Students are assessed formatively as they are rehearsing their work.</p> <p>Students are assessed using Doodle Targets which have been adapted and tailored by the Drama Department at Ashcroft.</p>	<p>Luton. (01582 878100) Queen Mother Theatre Hitchin (01462 455166) Milton Keynes Theatre (0844 871 7652)</p>
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English (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 8

Autumn Term	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Sept to Oct 2016	<p><u>Introduction to Poetry</u></p> <p>Studying key poems: Shakespeare sonnet 'A Case of Murder' 'Porphyria's Lover' 'Fall In'</p>	<p>Students will explore and analyse a variety of different poetic styles including: sonnets, narrative poems and war poetry.</p> <p>Students will develop the skill of poetry comparison, whilst developing their understanding of how to analyse poetry. They will be assessed on their comparative and analytical skills</p> <p>Year 8 Poetry writing competition.</p>	<p>Read poetry at home with children.</p> <p>Encourage students to write their own poetry.</p>
Oct to Dec 2016	<p>Lord of the Flies</p>	<p>Students will complete comprehension tasks to develop understanding of meanings in texts. They will explore a variety of themes within the novel and use these to complete diary entries writing in character and exploring character motivation.</p> <p>Students will also continue to develop their analytical skills focusing on characterisation and social, cultural and historical background links.</p> <p>Use Doodle quizzing to support understanding of key plot events.</p>	<p>Aiding students in finding research materials in relation to topic.</p> <p>Asking probing questions about key events, themes and characters in the text to support comprehension.</p> <p>Encourage use of Doodle quizzing</p>
Spring Term Jan to March 2017	Topics studied (approx.. start and end dates)	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
Jan to Feb 2017	<p><u>Non Fiction and Media</u></p> <p>Media language and application</p>	<p>Exploring a variety of non-fiction writing, including: newspaper articles, conventions of writing magazine articles and opinion pieces.</p> <p>Students will develop their use of non-fiction writing conventions within their writing. They will write in a variety of non-fiction styles,</p>	<p>Buy newspapers and magazines and discuss key aspects of articles within them.</p> <p>Log on VLE and revise content covered in class.</p>

<p>Feb-April 2017</p>	<p><u>Creative Writing</u></p>	<p>manipulating different effects in order to impact the reader. Students will get the opportunity to explore a variety of non-fiction texts in more detail with a focus on analysing effective use of devices and applying this understanding in their own written work.</p> <p>Students will be assessed on a variety of non-fiction writing throughout the unit.</p> <p>Students will learn how to use language techniques to create sophisticated pieces of creative writing. Students will be encouraged to expand their vocabulary.</p> <p>Students will continue to develop their understanding of use of sophisticated punctuation for effect in their writing.</p> <p>Students will be encouraged to read a variety of short-creative writing pieces.</p>	<p>Watch news and current affairs programmes and ask children to write a non-fiction piece of writing based on key ideas.</p> <p>Encourage children to read a variety of fiction texts at home.</p>
<p>Summer Term</p>	<p>Topics studied</p>	<p>Homeworks, APP, Controlled Assessment, trips, etc.</p>	<p>How parents could support students.</p>
<p>April to May 2017</p>	<p><u>Much Ado About Nothing</u></p>	<p>Students will continue to develop their understanding the language of Shakespeare.</p> <p>Students will read the entire play and focus on the characterisation and relationships between characters. Students will be required to write in-character pieces, including a dramatic monologue, to demonstrate their understanding of the various facets of the character's personalities.</p> <p>Students will take part in drama activities to support their understanding of the conventions of drama and develop their use of drama-based terminology.</p>	<p>Log on VLE and revise content covered in class</p> <p>Asking probing questions about key events, themes and characters in the text to support comprehension.</p> <p>Encourage children to write in-character at home.</p> <p>Support child in the creation of characterisation mind maps.</p>

<p>June to July 2017</p>	<p><u>Graphic Novels</u></p>	<p>Students will also explore Shakespeare's use of humour and relate it to modern times. They will be able to watch clips of Kenneth Brannagh's, 'Much Ado About Nothing' (1993) to support their understanding of the text through performance.</p> <p>The Graphic Novel scheme of learning allows students to explore how stories can be told with emotion through very limited dialogue. It involves students being able to identify and understand the meaning that is created through the use of images.</p> <p>Students will study the graphic novel 'Maus' by Art Spiegelman and 'The Arrival' by Shaun Tan, in order to understand how the writers achieve this.</p> <p>Students will then go on to create their own graphic novels, consolidating the skills they have gained through scheme of learning.</p>	
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French (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home work / Controlled assessments, field work, trips.	How parents could support students
September to October	<p>Module 1: Famille et domicile</p> <ol style="list-style-type: none"> 1. Salut! : Talking about yourself 2. Mon album de famille : Talking about families 3. Au boulot : Talking about jobs people do 4. Où habitent-ils? : Talking about where people live 5. Quel temps fait-il? : Describing the weather <p>Module 1: Famille et domicile</p> <ol style="list-style-type: none"> 1. Mon album de famille : Talking about families 2. Au boulot : Talking about jobs people do 3. Où habitent-ils? : Talking about where people live 4. Quel temps fait-il? : Describing the weather 5. Une journée dans la vie de.... : Describing a typical day 	<p>APP – Module 1: Famille et Domicile</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <p>Write a short paragraph about yourself.</p> <p>Describe where you live</p> <p>APP – Module 1: Famille et domicile</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <p>Write an extended paragraph about yourself.</p> <p>Describe where you live</p>	<p>Print vocab booklet from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French. Linguascope: Famille et Amis</p> <p>Print vocab booklet from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French. Linguascope: Famille et Amis</p>

November to December	<p>Module 2 : Temps libre</p> <ol style="list-style-type: none"> 1. Le weekend : Talking about what you like doing 2. Que fais-tu comme sport? : Talking about what sports you do 3. Micro-trottoir : Talking about what you do with your friends 4. La télé : Talking about TV programmes you have watched 5. Le week-end dernier : Saying what you and your friends did 	<p>APP – Module 2 : Temps Libre</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <p>Describe what you do in your free time. Say when, where, who with you do the activity and add opinion about it.</p> <p>Write a paragraph explaining what sports you do. Use expressions of frequency and opinions.</p> <p>APP – Module 2 : Temps Libre</p>	<p>Print vocab booklet from VLE.</p> <p>Revise from vocab book and buy a French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French.</p> <p>Linguascope : Les loisirs</p>
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	<p>Module 2 : Temps libre</p> <ol style="list-style-type: none"> 1. Le week-end dernier : Talking about last weekend 2. Hier soir : Talking about yesterday evening 3. On a regardé la télé : Talking about TV programmes you have watched 4. Tu es sorti(e) samedi? : Talking about where you went Mon week-end : Talking about events in the past 	<p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <p>Describe what you do in your free time. Say when, where, who with you do the activity and add opinion about it.</p> <p>Write an extended paragraph explaining what sports you. Use expressions of frequency and opinions.</p>	<p>Print vocab booklet from VLE.</p> <p>Revise from vocab book and buy a French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French.</p> <p>Linguascope : Les loisirs</p>
Spring Term			

<p>January to February</p>	<p>Module 3 : Les sorties</p> <ol style="list-style-type: none"> 1. Tu veux sortir? : Making and reacting to invitations 2. Désolé(e), mais..... : Making excuses 3. Les vêtements : Talking about clothes 4. Faire les magasins : Buying clothes 5. En ville : Saying where you went <p>Module 3 : Les sorties</p> <ol style="list-style-type: none"> 1. Tu veux sortir? : Making and reacting to invitations 2. Désolé(e) mais..... : Making excuses 3. Les vêtements : Talking about clothes 4. Faire les magasins : Shops and shopping 5. La cite de l'Europe : Understanding a longer text including mixed tenses 	<p>APP – Module 3 : Les sorties</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Use Linguascope to listen to how clothing words are pronounced.</p> <p>Writing homework:</p> <p>Write a short invitation to your friends, inviting them to a party.</p> <p>Write a paragraph explaining how often you go out & the kind of clothes you like to wear for different occasions. Use expressions of frequency and opinions.</p> <p>Write an email to your teacher giving excuses why you cannot attend school</p> <p>Prepare a conversation between you and a friend. One will be playing the shop assistant and the other will be playing the customer. This must be learnt and carried out as a speaking task. (task will start in classroom)</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab booklet and buy French dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sa m Learning/BBC Languages French. Linguascope : Les sorties</p> <p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy French dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sa m Learning/BBC Languages French. Linguascope : Les sorties</p>
<p>March to April</p>	<p>Module 4 : Manger et boire</p> <ol style="list-style-type: none"> 1. Bon appétit : Food you like and don't like 2. Les repas : Breakfast and lunch 	<p>APP – Module 4 : Les sorties</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p>	<p>Encourage students to download French vocab book from VLE. Revise from vocab booklet and buy French dictionary.</p>

<p>April to May</p>	<p>Module 5 : Voyages et vacances</p> <ol style="list-style-type: none"> 1. Les pays : Countries and Nationalities 2. On part : Talking about holidays 3. Au centre de vacances : Describing a holiday centre 4. Voyager en ligne : Finding out about a holiday destination 	<p>APP – Module 5 : Voyages et vacances</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit.</p> <p>Writing homework:</p> <p>- Write a description of an amazing journey you did: A real or imaginary journey.</p>	<p>Encourage students to download a French vocab book from VLE.</p> <p>Revise from vocab book and buy a French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French.</p>
	<p>5. Desination Sénégal : Talking about a past holiday</p> <p>Module 5 : Voyages et vacances</p> <ol style="list-style-type: none"> 1. Les pays : Talking about countries and languages 2. On part : Talking about holidays 3. Au centre de vacances : Describing a holiday centre 4. Destination Sénégal : Talking about a past holiday 5. Voyager en ligne : Finding information about a holiday destination 	<p>- Describe your holidays in 3 tenses. Where did you go last year? Where do you normally go? Where will you be going next year? Remember to add plenty of details and give opinions and reasons.</p>	<p>Linguascope : Voyages et vacances</p> <p>Encourage students to download a French vocab book from VLE.</p> <p>Revise from vocab book and buy a French dictionary.</p> <p>Use of websites to learn and revise contents.</p> <p>Linguascope.com/Sam Learning/BBC Languages French.</p> <p>Linguascope : Voyages et vacances</p>

<p>June to July</p>	<p>Module 6 : Les copains</p> <ol style="list-style-type: none"> 1. La page des copains : Talking about your friends 2. Mon argent de poche : Pocket money 3. Technofolie : Talking about gadgets 4. Où vas-tu aller en vacances? : Plans for the holidays 5. Rêves d'avenir : Talking about plans and dreams <p>Module 6 : Les copains</p> <ol style="list-style-type: none"> 1. La page des copains : Talking about friends 2. L'argent de poche : Talking about pocket money 3. Technofolie : Describing things 4. Présent, passé et futur : Present, past and future 5. Je voudrais..... : Hopes and wishes 	<p>APP – Module 6 : Les Copains</p> <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <ul style="list-style-type: none"> - Write a description of the technology you and your friends use. - Describe your friends and the plans you have made for the future. What are you going to do in the holidays? <p>Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <ul style="list-style-type: none"> - Write an in depth description of the technology you and your friends use. - Describe your friends and the plans you have made for the future. What are you going to do in the holidays and how do you spend your pocket money? What have you done in the past and what are your hopes and dreams for the future? 	<p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French. Linguascope : Les copains</p> <p>Encourage students to download French vocab book from VLE. Revise from vocab book and buy a French dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages French. Linguascope : Les copains</p>
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Geography (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 3

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn Term	Brazil is our focus for Year 8 students in the second half term. In lessons we will learn about a variety of aspects in this rapidly developing country. These span from the variety of landscapes to be found in such a diverse country to the recent developments being made to the country, such as the slum clearance, in order to improve the country in time for the 2016 Olympics.	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.	Students could investigate how Brazil has changed over time. Another suggestion would be to look further in to the impact of these developments on the Brazilian population.
Spring Term	Students will be focusing on development and globalisation – links between countries in terms of technology, economy and culture. This will involve looking at issues such as sweatshops and their poor working conditions, and also the growth in world connections – an important part of economic and human geography	Homework tasks are available on the VLE. Knowledge and progress is assessed half termly. This is done to ensure that all students are challenged to achieve their full potential, and also so that they are aware of what their next steps are in order to progress further.	Students could investigate their own links with other countries, for instance where clothes are made, what foods they eat and where other products they come across, e.g. technology based items were developed.

Summer Term	During our last term student will be studying Crime and Conflict. This involves looking at wars around the world and crimes across the UK. Students will use statistics to develop their mathematical skills.	Homework tasks are available on the VLE. Students will be assessed on their knowledge throughout the topic.	Students could benefit through reading newspapers and watching the news to broaden their knowledge of world events.
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History (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 3

Autumn Term	Topics studied	Homeworks, APP, Controlled Assessment, trips, etc.	How parents could support students.
September to October	<ul style="list-style-type: none"> • What is Slavery? How does it compare to working conditions in factories? • Does slavery still exist in the 21st century • Why did Slavery exist? • What were the conditions like in England's factories • What was life like in the middle passage? • What was life like on a Plantation? • Who were the winners and losers of the Slave Trade? • Freedom: how was it achieved? • APP preparation and APP 	<p>APP – ““Slavery was much worse than the conditions children worked in, in factories.” Do you agree or disagree? Explain your answer?”</p> <p>Research homework – two newspaper articles calling for the abolition of slavery and protesting against the conditions children work in, in factories.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g Hampton Court, Imperial War Museum</p>
November to December	<ul style="list-style-type: none"> • Introduction and title page on an overview of events of the 20th Century. • WW1- What long term causes existed and for how long? • What were the short term causes of the war? • Why was what was happening in the Balkans so important? • What were the strengths of the Great Powers in Europe? • How can we represent the causes of World War I to makes the causes easy to understand? • Preparation for APP and APP 	<p>APP – “World War I was caused by the complicated system of alliances. Do you agree or disagree? Explain your answer.”</p> <p>Looking ahead Research homework – once a half term, and students will complete two tasks – a newspaper front page announcing the outbreak of WWI and a postcard home from a soldier at the front.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g. Imperial War Museum, the wartime government bunkers in London</p>
Spring term			
January to February	<ul style="list-style-type: none"> • WW1- Why did people feel the war would be over by Christmas? • How were men encouraged to join up for the Army? • What made trench warfare so unpleasant? • What was the effect of new weapons in World War I? 	<p>APP – “a) Explain the different hazards were faced by soldiers during World War One? b) “The soldiers in World War I were lions led by donkeys.” In your conclusion, explain why you agree or</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g Hampton Court, Imperial War Museum</p>

	<ul style="list-style-type: none"> • Why were soldiers shot for desertion? • What were people's experiences of the war at home? • Preparation for APP and APP 	<p>disagree with this statement .”</p> <p>Research homework – a letter to a newspaper either supporting the Suffragettes, or protesting against their violent actions.</p>	
February - March	<ul style="list-style-type: none"> • What was the role of women at the beginning of the twentieth century in Britain? • What is the difference between a suffragette and a suffragist? • What level of militancy did the suffragettes reach? • Emily Davison – suicide or protest? • How did people react to the suffragettes? • .How did women win the vote? (source analysis lesson) • APP prep and APP 	<p>APP – “‘Emmeline Pankhurst and her suffragettes were the main reason that women finally gained the right to vote.’ Do you agree or disagree? Explain your answer.”</p> <p>Research homework – either a memo to the Prime Minister advising him how to treat Germany after WWI, or a letter to a German newspaper showing why Germans are angry about the Treaty of Versailles.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g Hampton Court, Imperial War Museum</p>
Summer Term			
April - June	<ul style="list-style-type: none"> • What is ‘consumerism’ and how did it effect the USA? • What was prohibition and how did this lead to the era of the gangster? • How did the role of women change and how was this influenced by jazz music. • What effect did the box office and animated films have on the USA? • How did athletes become sports stars? • What was the other side of the “Roaring Twenties”? • Was there really a depression in 1920s America – APP and APP prep. 	<p>APP: “There wasn’t a ‘Great Depression’ in America in the 1920s” Do you agree or disagree? Explain your answer.”</p> <p>Homework task – to be devised within planning meetings</p> <p>Homework task: <u>Year 9 Homework –</u> <u>African-American Achievers</u></p> <p>You’re a researcher for the BBC, working on a programme about the contribution of Black American entertainers and musicians.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g Hampton Court, Imperial War Museum</p>

		<p>Find out about any three of the following people:</p> <ul style="list-style-type: none"> • <i>Diana Ross</i> • <i>Jimi Hendrix</i> • <i>James Brown</i> • <i>Ray Charles</i> • <i>Mahalia Jackson</i> • <i>Gladys Knight</i> • <i>Sidney Poitier</i> • <i>Aretha Franklin</i> 	
June - July	<ul style="list-style-type: none"> • What were the different wishes of different countries after WWI • How do we deal with Germany and Europe after World War I • How would Germany react) A different viewpoint • What different political ideas existed in Europe between the wars. • How are we governed? Why is democracy seen as a good idea? • How were communist and fascist countries governed? 	<p>APP - "The Treaty of Versailles made Germany pay huge reparations. It was this factor that would lead to another war. Do you agree or disagree? Explain your answer."</p> <p><u>Homework task:</u></p> <p>"Are we making a good peace?" – you are a Government advisor to either the British prime Minister or the American president. Write a letter to him, telling him what has happened at Versailles. <u>Or...</u></p> <p>"Why the Treaty of Versailles is hated" – You are a German soldier who has returned home from the war. You are bitter about your country's defeat. Write a letter to a friend explaining why you feel this way.</p>	<p>Visits to libraries, BBC Bitesize, Horrible Histories books and DVDs, trips to historical sites – e.g Hampton Court, Imperial War Museum</p>

Maths (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 8

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Data 1 Pupils learn to calculate the mean, median, mode and range of small data sets and how to interpret.</p> <p>Shape 1 Pupils will deduce formulas and strategies for finding the perimeter, area and volume of various shapes and make conversions of different measurements</p> <p>Algebra 1 Pupils will develop further their understanding of algebraic manipulation including use of indices, brackets and factorising</p>	<p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Ensure Doddle login works and support child in working through topics on doddle. Use numeracy helpsheets (on website for assistance)</p>
November – December	<p>Number 1 Exploring the effects of multiplying and dividing decimal numbers by powers of 10, how to compare and order decimal numbers and negative numbers using efficient written methods for adding and subtracting whole numbers and decimals with up to 2 places.</p> <p>Data 2 Pupils will learn to illustrate and interpret data using a variety of forms, comparing two sets of data using these techniques and make comparisons</p>	<p>Test on D1 , GM1 and A1</p> <p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare for lessons and tests</p>
Spring Term			
January to February	<p>Shape 2 Developing knowledge and understanding of the angle and other associated geometric properties of shapes, exploring additional angle facts, geometrical concepts and be able to tackle angle problems</p> <p>Algebra 2 Pupils will learn how to plot the graphs of linear functions. Pupils will also learn how to construct linear functions arising from real-life problems and plot their corresponding graphs</p>	<p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare for lessons and tests</p>
March –April	<p>Number 2 Understand the equivalence of fractions, decimals and percentages (FDP), how to convert between the different forms, developing how to perform calculations with fractions and how to calculate percentages with and without a calculator.</p> <p>Data 3 Learning vocabulary associated with probability, developing concepts of theoretical and experimental probability and understanding that results from experiments do not always match the expected theory.</p>	<p>Test on N1, D2, GM2 and A2</p> <p>Homework can be found by logging into doddle.</p> <p>Work will be set according to individual groups and needs. Other homework may also be set in addition</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare</p>

	They will also learn how to calculate the theoretical probabilities of single and combined events.	to support classroom learning. Flipped learning needs to be completed prior to each unit from the vle.	for lessons and tests
Summer Term			
April – May	<p>Algebra 3 constructing and solving equations. Pupils should use the balance method for solving equations which can extend to solving equations with unknowns on both sides</p> <p>Shape 3 Learning how to complete formal constructions and exploring properties of 3D shapes and visualise 3D objects in a range of representations</p>	<p>Homework can be found by logging into doddle. Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare for lessons and tests</p>
June-July	<p>Number 3 rounding integers, decimals, efficient use of calculators, use of BIDMAS, factors, squares and square roots and application of decimal- problems in real life</p>	<p>End of year exam Homework can be found by logging into doddle. Work will be set according to individual groups and needs. Other homework may also be set in addition to support classroom learning.</p> <p>Flipped learning needs to be completed prior to each unit from the vle.</p>	<p>Work through the flipped learning tasks and doddle homework with your child and revision material on the vle to prepare for lessons and tests</p>

Music (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 2

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc.	How parents could support students
September to October	<u>Keyboard Skills</u> Students will apply their knowledge of reading notation from year 7 to playing the keyboard. Students will learn to play with two hands and work through a set of pieces getting progressively more challenging.	APP Assessment: Students will be assessed in class by their teacher on their ability to perform their piece on the keyboard. Homework: Students to complete tasks set on www.samlearning.com	Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, access tutorial videos on YouTube, buying a keyboard for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for the instrument.
November – December	<u>Ensemble Skills</u> Students will continue with their keyboard skills and reading notation from last term, and build on these and the ensemble skills learnt in year 7. Students will perform a song in groups.	APP Assessment: Students will be assessed in class by their teacher on their ability to perform their song and ensemble awareness. Homework: Students to complete tasks set on www.samlearning.com	Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, access tutorial videos on YouTube, buying a keyboard for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for the instrument.
Spring Term			
January to February	<u>Hip Hop & Rap</u> Students will learn about the origins and features of Hip Hop & Rap. They will compose and perform their own Hip Hop song using a sample for the chorus.	APP Assessment: Students will be assessed in class by their teacher on their song they have written.	Ensure students completing homework to best of ability within given deadlines, ask

	Students will listen to music from the genre and learn how to identify the features.	Homework: Students to complete tasks set on www.samlearning.com	students to demonstrate what they have learnt in lessons, buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.
March –April	Reggae Students will learn about the origins and features of Reggae. Students will continue to develop their keyboard skills and reading notation and perform a Reggae song in groups. Students will listen to music from the genre and learn how to identify the features.	APP Assessment: Students will be assessed in class by their teacher on their ability to perform their song and ensemble awareness. Homework: Students to complete tasks set on www.samlearning.com	Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.
Summer Term			
April – May	Blues Students will learn about the origins and features of Blues. Students will continue to develop their composition and performance skills through improvisation and learning about the 12 bar blues. Students will listen to music from the genre and learn how to identify the features.	APP Assessment: Students will be assessed in class by their teacher on their ability to improvise and performing in time with others. Homework: Students to complete tasks set on www.samlearning.com	Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, listen to Blues music on YouTube, buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.

<p>June-July</p>	<p><u>Final Project</u> Students will select from 3 different tasks to complete for their final music project. The projects will involve students using all the performance and composition skills learnt throughout year 7 and 8.</p>	<p>APP Assessment: Students will be assessed in class by their teacher on the performance of their final project piece of music.</p> <p>Homework: Students to complete tasks set on www.samlearning.com</p>	<p>Ensure students completing homework to best of ability within given deadlines, ask students to demonstrate what they have learnt in lessons, buy/hire an instrument for students to practice on at home or investing in peripatetic instrumental lessons if student show talent and enjoyment for their instrument.</p>
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PE (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 3

Autumn Term	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
September to October	<p>Girls – Netball and Trampoline. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also begin to develop their tactical understanding of the games. In trampolining they will learn how to put together a sequence of movements and the importance of peer observation.</p> <p>Boys – Rugby and Basketball. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also begin to develop their tactical understanding of the games.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Understanding of Health-Related fitness components</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
November – December	<p>Girls – Football and Basketball. They will learn new skills and develop previously learnt skills in Football, there will also learn the rules of the game. They will also begin to develop their tactical understanding of the games.</p> <p>Boys – Rugby and Trampoline. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also begin to develop their tactical understanding of the games.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Identifying major muscles in the body</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
Spring Term			
January to February	<p>Girls – Basketball, rugby, football. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also begin to develop their tactical understanding of the games. In fitness they will learn how to administer and complete fitness tests and understand the different components of fitness needed for different sports.</p> <p>Boys – Football, fitness, trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also begin to develop their tactical understanding of the games. In fitness they will learn how to administer and complete fitness tests and understand the different components of fitness needed for different sports.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Understanding of Skill-Related fitness components</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
March –April	<p>Girls – Hockey and volleyball, fitness. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also begin to develop their tactical understanding of the games. . In fitness they will learn how to administer and complete fitness tests and understand the different components of fitness needed for different sports.</p> <p>Boys – Football, fitness, trampolining. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games. They will also begin to develop their tactical understanding of the games. In fitness they will learn how to administer and complete fitness tests and understand the different components of fitness needed for different sports.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Identifying the major bones in the body</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
Summer Term			
April – May	<p>Girls – Athletics and Rounders. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance and the performance of others. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games and begin to develop their tactical understanding of the games.</p> <p>Boys – Athletics, softball, tennis. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance and the performance of others. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games and begin to develop their tactical understanding of the games.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment : <u>Effects of exercise on the body</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>

<p>June-July</p>	<p>Girls – Athletics and Tennis. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance and the performance of others. In tennis they will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the game and scoring systems.</p> <p>Boys – Athletics and cricket. In athletics students will participate in a wide variety of events including; jumping, throwing and running. They will learn the techniques needed for each event and how to improve their own performance and the performance of others. Students will learn new and develop previously learnt skills in both these areas. They will also learn about rules of the games.</p>	<p>APP practical assessment in sports covered.</p> <p>APP knowledge assessment :</p> <p><u>Umpiring and scoring (you need to show your understanding of the rules and regulations of your sport by officiating and scoring a full game)</u></p>	<p>Ensure their child has full PE kit or a note if unable to take part. Encourage child to practise and complete homework.</p>
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Religious Studies (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 2

	Topics Studied Please add approximate start / end dates	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
Autumn Term 1	<u>Sacred Texts</u> Students explore the different sacred texts looking at how they were written, how they are used and some of the stories and guidance that they contain.	Test assessing how much of the information that they have learnt they have remembered.	Help your child to revise for their assessment.
Autumn Term 2	<u>What is worship?</u> Students explore the different area's of worship including prayer and meditation looking at how it is used to worship God.	Students complete a report on their findings.	Discuss with your child the different types of worship and the content of their RS lessons.
Spring term 1	<u>What is a sacred space?</u> Students explore different places of worship and discover what items and activities worshippers might do in these places.	Students plan and design a prayer room for all religions to build at Ashcroft.	If you attend a place of worship discuss with your child the main features of the space.
Spring term 2	<u>Who am I?</u> In this topic students examine all the different facets of identity and the things that contribute a unique identity. We explore both physical and emotional elements of our selves. To conclude we investigate what influence religion can have on a person's identity.	Students express their identity in any way they want.	Discuss with your child the ideas they have for their assessment.
Summer term 1	<u>Looking for God</u> In this topic we continue to look at the Big Questions that challenge faith such as "How did the world begin?" and "How does evil and suffering affect belief in God?"	Students are required to discuss their own opinions about the topics discussed in an essay form	Discuss the big questions with your child.
Summer term 2	<u>What is discrimination?</u> Students explore the issues of discrimination through a media study of the film Bend it Like Beckham. We cover sexism, racism and religious discrimination.	Film review of Bend it Like Beckham reviewing the portrayal of the issues we study.	Watch the film with your child and discuss the types of discrimination seen in the film.

Science (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 6

Autumn Term	Topics Studied	Home work / Controlled assessments, field work, trips.	How parents could support students
September – December 2016	<p>8A, 8S, 8H Lungs and Gas Exchange Periodic Table Domestic and Static Electricity</p> <p>Respiration Extracting metals Waves and Sound</p> <p>8C, 8r, 8O Periodic Table Domestic and Static Electricity Lungs and Gas Exchange</p> <p>Extracting metals Waves and Sound Respiration</p> <p>8F, 8T, 8V Domestic and static Electricity Lungs and Gas Exchange Periodic Table</p> <p>Waves and sound Respiration Extracting metals</p>	<p>Homework: This will be set as per topic in rotation every two weeks on Doodle. Students also have access to Dynamic Learning site to view books online</p> <p>Independent study: Students should use Sam Learning and BBC Bite size to support additional learning and for embedding previously learnt topics and ideas.</p> <p>Assessment: Written assessments occur at the end of every term. Each topic has between 4 and 6 short assessments that are set online as homework.</p> <p>Trips: National Space Centre Trip planned for January 2017</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bite size KS3, SAM Learning.</p> <p>Make a glossary of keyword definitions from each module.</p> <p>Encourage the use of the e - book on My Dynamic Learning</p> <p>Ensure homework tasks on Doodle are completed every two weeks.</p>
Spring Term	Topic Studied	Homework/ Assessments, trips.	How parents could support students
January - April 2017	<p>8A, 8S, 8H Muscles and Bones Reactions of Acid Light</p> <p>Inheritance and Evolution Describing Chemical Reactions Pressure and Floating</p> <p>8C, 8r, 8O Reactions of Acid Light</p>	<p>Homework: This will be set as per topic in rotation every two weeks on Doodle. Students also have access to Dynamic Learning site to view books online</p> <p>Independent study: Students should use Sam Learning and BBC Bite size to support additional learning and for embedding previously learnt topics and ideas.</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bite size KS3, SAM Learning.</p> <p>Make a glossary of keyword</p>

	<p>Muscles and Bones</p> <p>Describing Chemical Reactions Pressure and Floating Inheritance and Evolution 8F, 8T, 8V Light Muscles and bones Reaction of acids</p> <p>Pressure and Floating Inheritance and Evolution Describing Chemical Reactions</p>	<p>Assessment: Written assessments occur at the end of every term. Each topic has between 4 and 6 short assessments that are set online as homework.</p> <p>Trips: National Space Centre Trip planned for January 2017</p>	<p>definitions from each module.</p> <p>Encourage the use of the e - book on My Dynamic Learning</p> <p>Ensure homework tasks on Doodle are completed every two weeks.</p>
Summer term	Topics studied	Homework/Assessments/trips	How parents could support students
	<p>8A, 8S, 8H Drugs and Health Earth and Atmosphere Heat transfers</p> <p>Microbes Innovative materials Exploring Space</p> <p>8C, 8r, 8O Earth and Atmosphere Heat transfers Drugs and Health</p> <p>Innovative materials Exploring Space Microbes</p> <p>8F, 8T, 8V Heat transfers Drugs and Health Earth and Atmosphere</p> <p>Exploring science Microbes Innovative materials</p>	<p>Homework: This will be set as per topic in rotation every two weeks on Doodle. Students also have access to Dynamic Learning site to view books online</p> <p>Independent study: Students should use Sam Learning and BBC Bite size to support additional learning and for embedding previously learnt topics and ideas.</p> <p>Assessment: Written assessments occur at the end of every term. Each topic has between 4 and 6 short assessments that are set online as homework.</p> <p>Trips: National Space Centre Trip planned for January 2017</p>	<p>Visits to libraries to extend learning outside of the class room.</p> <p>BBC Bite size KS3, SAM Learning.</p> <p>Make a glossary of keyword definitions from each module.</p> <p>Encourage the use of the e - book on My Dynamic Learning</p> <p>Ensure homework tasks on Doodle are completed every two weeks.</p>

Spanish (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 4

Autumn Term	Topics Studied Add dates and state if work is for GCSE or other award and if single or double award	Home work / Controlled assessments, field work, trips.	How parents could support students
September to October	<p>Module 1 : Mi vida</p> <ol style="list-style-type: none"> 1. Presentaciones : Talking about activities 2. Mis amigos : Describing friends using adjectives 3. Tu nacionalidad : Understanding nationalities 4. ¿Adónde vas? : Talking about places in town 5. Una entrevista : Doing an extended interview 	<p>APP – Module 1: Mi vida Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <ul style="list-style-type: none"> - Write a text about yourself: activities you like to do or you hate. - Describe your best friend. Say what he/she likes to do. Describe your ideal week. Use the near future tense 	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>
November to December	<p>Module 2 : ¡Diviértete!</p> <ol style="list-style-type: none"> 1. La television : Talking about television programmes Las películas : Talking about films 2. ¿Te gustaría ir a la bolera? : 3. Inviting someone to go out No puedo.... : Making excuses 4. Tengo un problema : Saying what someone else likes/dislikes 5. 	<p>APP – Module 2 : ¡Diviértete! Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <ul style="list-style-type: none"> - Write about tv programmes you like to watch and those ones you hate. Remember to use frequency adverbs and opinions. - Describe your plans to go to the cinema. Say where you are going, when and with whom. Include opinions and comparisons. <p>Invent the longest excuse you can to avoid meeting somebody.</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca.</p>
Spring Term			

<p>January to February</p>	<p>Module 3 : Mis vacaciones</p> <ol style="list-style-type: none"> ¿Adónde fuiste? : Describing past holidays ¿Qué hiciste? : Saying what you did on holiday ¿Qué tal lo pasaste? : Giving more details of your holidays Un viaje estupendo : Giving a presentation about holidays Hispanoamérica : Learning more about Spanish speaking countries 	<p>APP – Module 3: Mis vacaciones Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <ul style="list-style-type: none"> Write a description of an amazing journey you did: A real or imaginary journey. <p>Describe your holidays in 3 tenses. Where did you go last year? Where do you normally go? Where will you be going next year? Remember to add plenty of details and give opinions and reasons.</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>
<p>March to April</p>	<p>Module 4 : La comida</p> <ol style="list-style-type: none"> ¿Qué desayunas? : Talking about mealtimes En el mercadería : Shopping for food En el restaurante: Eating at a restaurant Una cena especial : Talking about a past meal ¿Qué comiste ayer? : Using the preterite of different verbs 	<p>APP – Module 4: La comida Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <ul style="list-style-type: none"> Write about your eating habits. Mealtimes and preferences of food. <p>Describe a dinner with a celebrity</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>
<p>Summer Term</p>			
<p>April to May</p>	<p>Module 5 : De Moda</p> <ol style="list-style-type: none"> La ropa : Talking about clothes El uniforme escolar : Talking about school uniform ¿Qué prefieres? : Choosing an item of clothing Vamos a visitar Argentina : Talking about a trip to Argentina De compras en Barcelona : Talking about different types of shops 	<p>APP – Module 5: De moda Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <ul style="list-style-type: none"> Describe what you wear to go to school. Use comparisons, frequency words. Say what you would like to wear instead or make reference to the old Ashcroft uniform. <p>Describe a shopping trip. Give your opinion of shopping, say when you normally go shopping and with whom. Say which shops you went to yesterday or last weekend. Mention what you bought. Say what your plans are for next weekend.</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>

<p>June to July</p>	<p>Module 6 : La Salud</p> <ol style="list-style-type: none"> 1. Me duele..... : Learning the parts of the body 2. En la farmacia : Describing symptoms 3. ¿Tienes una diet asana? Talking about healthy and unhealthy food 4. La vida sana : Talking about healthy living Mis pecados : Talking about lifestyle changes 	<p>APP – Module 6: La salud Reading/Listening/writing/reading skills.</p> <p>Vocabulary test of the unit. Writing homework:</p> <ul style="list-style-type: none"> - Imagine you don't want to date somebody and you need to give a credible excuse. Describe symptoms and what doctor has recommended to do. <p>Write a blog about your eating habits. Talk about lifestyles changes and resolutions for the future. Use likes and dislikes and frequency adverbs.</p>	<p>Encourage students to download Spanish vocab book from VLE. Revise from vocab book and buy a Spanish dictionary.</p> <p>Use of websites to learn and revise contents. Linguascope.com/Sam Learning/BBC Languages Spanish -La vida loca</p>
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Technology (Year 8) Curriculum Overview 2016-17

Periods per fortnight: 3

<p>During Year 8 Students will complete 3 projects with three different Teachers lasting one Term. The projects are as follows: Food, Electronics and Graphic Products. Please follow the information pending on the current project your child is studying currently.</p>			
Rotation 1	Topics Studied	Home works / APP assessments / Controlled assessments, trips etc.	How parents could support students
	<p>Food & Nutrition The project will last the whole term</p>		
First Half Term	<p><u>Topic Savoury Afternoon Tea</u> This topic is based on the new national curriculum, healthy eating, PIXL flight paths and British values. The lesson structure for topic is 3 lessons per fortnight. A theory lesson covering planning and design work, a demonstration lesson and practical task.</p> <p>Recipes this Term</p> <ul style="list-style-type: none"> • Focaccia Bread • Mini Pizzas • Savoury summer tarts 	<p>Students must evaluate their products at home to assess consumer acceptability. They can record positives and improvements for their product and take a photo.</p> <p>Research suitable dishes, ingredients and factors affecting choices.</p> <p>Print and plan, adapt the recipes.</p> <p>Ensure you bring ingredients in the right quantities and correct storage.</p>	<p>Ensure you bring ingredients in the right quantities and correct storage.</p> <p>Give feedback on products and help students to complete evaluation.</p>
Second Half Term	<p><u>Topic Savoury Afternoon Tea</u> This topic is based on the new national curriculum, healthy eating, PIXL flight paths and British values. The lesson structure for topic is 3 lessons per fortnight. A theory lesson covering planning and design work, a demonstration lesson and practical task.</p> <p>Recipes this Term</p> <ul style="list-style-type: none"> • Samosa • Mini quiche • Cornish or Jamaican Pasty • Fruit Flan or cupcakes 	<p>Students must evaluate their products at home to assess consumer acceptability. They can record positives and improvements for their product and take a photo.</p> <p>Research suitable dishes, ingredients and factors affecting choices.</p> <p>Print and plan, adapt the recipes.</p> <p>Ensure you bring ingredients in the right quantities and correct storage.</p>	<p>Ensure you bring ingredients in the right quantities and correct storage.</p> <p>Give feedback on products and help students to complete evaluation.</p>

Rotation 2	Topics Studied Electronics The project will last the whole term	Home works / APP assessments / controlled assessments, trips etc.	How parents could support students
First Half Term	<p>The main focus for this term will be on Electronics and electricity production. The topics studied will be:</p> <ul style="list-style-type: none"> • Electricity production and distribution • Renewable energy types • Calculating resistor values • Component functions • The design process • Building an electronic circuit 	<p>Doddle task electronic</p> <p>Doddle task renewable energy</p> <p>Resistor value homework task</p>	<p>Reminder students to check planner.</p> <p>Discussion on what they have learnt in the lesson.</p>
Second Half Term	<p>Students will make a case for their electronic game. They will use the following tools / equipment to do this:</p> <ul style="list-style-type: none"> • Pillar Drill • Line Bender • Coping Saw • File • Glue <p>They will then assemble their game and evaluate the process.</p> <p>As an extension, students may study the different types of Plastics.</p>	<p>Spelling test</p> <p>Design task</p> <p>Plastics research task</p>	<p>Remind students to use and check planners to record homework.</p>
Rotation 3	Topics Studied Graphics The project will last the whole term	Home works / APP assessments / Controlled assessments, trips etc	How parents could support students
First Half Term	<p>The main focus for this term will be on an introduction to Graphics</p> <p>The topics studied will be:</p> <ul style="list-style-type: none"> • Typography • Isometric Projection • Rendering • Branding • One point perspective • Two point perspective • Designing and assembling packaging for a cupcake. 	<p>How is typography used around the world? Design your own typography font.</p> <p>Create their own brand for a clothing company – Design logo, slogan, advertising poster.</p>	<p>Encourage students to practice techniques at home. Use online resources to aid practice.</p>
Second Half Term	<p>Students will design and assemble packing for a cupcake. They will creating their own company, logo and colour scheme. They will be using the following tools/equipment to do this:</p> <ul style="list-style-type: none"> • Cutting knife • Cutting matt • Scissors • Glue <p>They will then assemble their packaging and assess their own performance.</p> <p>As an extension, students have to plan an advertising campaign.</p>	<p>Research different logos used within the food market. PMI. How would you improve a chosen logo?</p> <p>3D net design worksheet</p> <p>Peer assessment of other students final project.</p>	<p>Encourage students to practice techniques at home. Use online resources to aid practice.</p>