



Enjoy Learn Succeed

Year 8 Parent Guide and Curriculum Plan

2023 -24 Academic Year

# Contents

1. Key People
2. Introduction
3. The school day
4. Our values and The Oakbank Way and our Learning Habits
5. Attendance: Every day, every lesson, every minute, counts!
6. Important dates for this year
7. Curriculum model and homework
8. Independent Study – what your child can do beyond school
  - a. Microsoft Teams
  - b. Oak National Academy
9. Reading
10. Subject Specific Information
11. Careers at Beckfoot Oakbank
12. School Calendar

## **Key people Year 8**

My child's tutor is \_\_\_\_\_

Year Team Leader:	James Gill
Assistant Year team leader:	Lucy Carpenter Cox
SLT links:	Danielle Towler
SENDCo:	Rebecca Lonsdale
Wellbeing lead:	Tim Shearn
Deputy Wellbeing lead:	Sue Peyton

## **Introduction**

This booklet is designed to help you as a family support your child's learning throughout the academic year. It will contain key dates, study tips, some tips on where to get help, and some information about the subjects your child will be studying this year. A copy of the booklet will also be on the website and be made available to you electronically. The school website [www.beckfootoakbank.org](http://www.beckfootoakbank.org) will also have additional information on it.

### **The school day**

All students need to be **on site** ready to line up by 8.15 am

Breakfast is available in the atrium from 8am.

	Year 8
Arrive	8.15am -8.20am Be at line up
Tutor Period	8.20am – 9am
Period 1	9am-10am
Period 2	10am-11am
Break 2	11am-11.20am
Period 3	11.20am-12.20pm
Period 4	12.20pm-1.20pm
Lunch 2	1.20pm – 1.50pm
Period 5	1.50pm – 2.50pm

The tutor period is an essential part of every day- it covers statutory content and allows students to be ready for the rest of the day. Students are expected to be on time for line up and bring with them a school bag that contains their pencil case, their planner and the necessary equipment for that day.

Students who do not have equipment will be able to purchase a replacement pencil case before tutor time from student reception. Students who lose a planner will need to replace it.

Students without a bag will need to borrow one for the day and students not in the correct uniform will be given the opportunity to sort this at the start of the day. Mobile phones need to be on silent/switched off and in bags – not in pockets.

## **The Oakbank Way**

**Our Values:** Enjoy, learn, succeed.

**Enjoy** - we **enjoy** belonging to Beckfoot Oakbank

**Learn** – we are all here to **learn**.

**Succeed** – we are determined to **succeed**.

**Our school sentence.**

***Beckfoot Oakbank School ensured that every child succeeded in education, had a great career and enjoyed life.***

We believe that students should be encouraged to adopt behaviour that supports learning and promotes good relationships. The Oakbank Way describes and explains how and why we do things here and is underpinned by our core values: enjoy, learn, succeed.

- We are polite and respectful to everyone in our community.
- We come to school to learn and make progress in our education.
- We allow everyone to be successful.

**Our Learning Habits** form part of The Oakbank Way and make clear our expectations. In school and in lessons we expect all students to follow our learning habits so that all students can learn and make progress.

Our five learning habits are:

- 1 **Positive response** – using good manners; ‘please’ and ‘thank you’, opening doors, tidying up.
- 2 **Perfect uniform** – polo shirt, trousers or skirt, black shoes, optional jumper
- 3 **On Task behaviour** – working hard, taking part, turn taking, following Learning Modes
- 4 **Punctual to school and lessons** – arrive before 8.20am, arrive to lessons before the bell
- 5 **Equipped for success** – bag, learning pack, planner, mobile phone not seen, not heard

There is more information in the student planner and on our website.

## **Attendance: Every day, every lesson, every minute, counts!**

The first step on the road to success in school is attending every available day, lesson and minute of learning. **We want all students to have at least 97% attendance**, and not to drop anywhere near 90% (what the DfE defines as Persistently Absent). 90% might sound okay in some situations but it is a real concern when talking about attendance.

**90% attendance means**  $\frac{1}{2}$  a day missed every week, which is 4 full weeks missed over the school year. If this is repeated it equates to half a YEAR off between Y7 and Y11 and **an average drop of one grade across all GCSE subjects**.

To achieve 97% attendance, **students need to miss no more than 5 days** during the year. On average, that's less than one day off per half-term. If a student arrives at school after 8:20, they are late to school. If a student arrives at school after 9:30, they receive an unauthorised absence for the whole morning session. This affects their attendance.

Students who have good attendance *enjoy* school, *learn* and *succeed* more than those who do not.

**As a school we do not authorise any term time holidays.**

**Thank you for supporting your child to have excellent attendance and punctuality.**

### **Important dates for Year 8**

<b>What</b>	<b>When</b>
Meet the Tutor	Wednesday 13 <sup>th</sup> September
Parents Evening	Thursday 14 <sup>th</sup> March
End of Year Assessments	Week Commencing 3 <sup>rd</sup> June
University Visit	Thursday 17 <sup>th</sup> June
Activity Week	Week Commencing 24 <sup>th</sup> June

### **The timetable and the curriculum**

This year we are following a two- week timetable so our lesson cycle is 50 hours over the fortnight in addition to the 40 minute daily tutor session. The number of hours a fortnight for each subject is shown below.

### **Subjects studied in year 8**

English	8 hours per fortnight	Maths	8 hours per fortnight
Science	7 hours per fortnight	Tutor	6 hours 40 mins per fortnight
PE	4 hours per fortnight	Open Minds	2 hours per fortnight
Geography	4 hours per fortnight	History	4 hours per fortnight
Spanish	4 hours per fortnight	Technology	2 hours per fortnight
Computer Science	2 hours per fortnight	Music	1 hour per fortnight
Art	2 hours per fortnight	Drama	2 hours per fortnight

### **Homework**

All students in Year 8 receive weekly reading homework through Sparx Reader.

All students in Year 8 receive weekly maths homework through Sparx Maths.

Sparx Maths and Sparx Reader need to be accessed using a device – a tablet, a PC or a phone. The link to the log in page for Sparx is available on the school website.

The login is the same as the school login issued at the start of term. Any student without access to a device can use the computers in school in the school library (LRC) at lunchtimes and after school.

Additional homework will be set by subjects and could take a variety of forms.

Over the autumn term we will be rolling out the SIMS Parent app where you will be able to see homework, attendance, achievement points and other key information.



## Learning modes

During lesson time we expect to have classrooms that are free from disruption, providing the conditions where learning can be optimised. To help achieve this we use learning modes in all lessons. Learning modes provide clarity, set expectations, improve climate in the classroom and promote learning for students. Learning modes are consistently used, students are clear at any given point what learning mode they are working in throughout the course of their lessons. There are three different learning modes, as shown below.



### Individual Focus

I work in **silence**  
I try my **personal best**  
I am **resilient and don't give up easily**  
I am **resourceful**



### Respectful whole class

I **speak clearly and politely**  
I am **actively listening**  
I am being **fair** to others  
I am **thinking** about what my teachers and others are saying



### Learning with others

I **speak clearly and politely**  
I **contribute and participate**  
I am **actively listening**  
I **respect** others' point of view

## **Independent Study**



### **Microsoft Teams**

**We have made the decision to use Microsoft Teams** as our way of setting work for students who are not in school and sharing materials with. We are also developing our use of this for setting and completing homework. It allows us greater flexibility to make lessons available, add revision resources and link to other tools we may use in school. This is an area we will continue to use and develop as a school over the coming weeks and months so it is important that students, and you as parents, become familiar with how this can help them.

**Microsoft Teams is accessed using your child's school email address.** All students should know their login details and how to access Teams. A copy of the information shared with students about how to access Teams is available on the school website. Students also have access to all the Microsoft applications including Word, PowerPoint, Excel and others when they login to Office 365 via the school website. It is not possible to create parent accounts on Teams.

**Teachers will often upload their lesson materials for every lesson onto Teams.** This means that students who are absent can access them but in addition all students can continue to refer to them after the lesson has happened. Lesson materials can take several formats depending upon the subject.

#### **Where to get help if you need it.**

Encourage your child to speak to their class teachers about how they can use Teams to support their learning.

**If your child cannot access Teams – please email their tutor in the first instance.**

**If you have a question about a specific lesson – email the class teacher in the first instance.**

Technology can be a challenge at times but if you have any queries get in touch with us so that we can try to address.

### **Oak National Academy**



The Oak National Academy contains lots of free resources for all subjects that can be used beyond the classroom. The link below takes you to a page that provides specific information for families.

[www.thenational.academy/parents-and-carers](https://www.thenational.academy/parents-and-carers)

The lessons often contain video tutorials, quizzes and resources to develop students' understanding.

Oak National Academy resources are also used in our internal remove rooms to ensure that learning can continue if your child is removed from a lesson for any reason. Students are expected to use school provided headphones and log onto the work set by their teachers that will align with what is being studied in class.

### **Our Learning Resource Centre** (LRC) is open every day after school until 3.30pm

Your child can access the LRC after school and at breaks/lunches to do homework, read, access computers,

## **Reading at Beckfoot Oakbank**

Recent studies show that there is a connection between reading ability and success in all GCSE subjects. Not only this, but reading is important for text comprehension, pleasure in reading in later life, and general knowledge.

Your child will read with their teacher in their English lessons, but many students will also access reading at other times of the school day.

### **Reciprocal Reading**

Reading comprehension strategies, which focus on your child's understanding of a text, are rated as important for your child's development. Reciprocal reading is a structured approach to teaching strategies (predicting, clarifying, questioning and summarising) that students can use to improve their reading comprehension. Your child will often be guided through this process whenever they read with a teacher.



### **Right to Read**

Our Right to Read programme has been expanded to include intersectional ideas and authors that go beyond the confines of the English curriculum. As a school, we have consulted staff, students, and parents to select texts written by a diverse mix of authors. Our lessons allow students to engage in discussion, reflect upon and deepen their knowledge of thought-provoking topics, and study new vocabulary. As highlighted in our Strategic Vision, we want our school to be “purposeful, celebratory, and inclusive”. This Right to Read programme epitomises this.

Our students will read with their form tutors for 20 minutes four times a week during their tutor time. This allows for students to explore texts outside of the English curriculum that showcase experiences outside of their world.

Our students in Year 8 access different themes to students in year 7. They will read *Children of Blood and Bone* by Tomi Adeyemi, *Kick* by Mitch Johnson and *Goldfish Boy* by Lisa Thompson. These texts explore loss, child labour, obsessive-compulsive disorders, inequality and gender. *Kick* gives the readers insight into Budi's life as a factory worker in Jakarta, but all he wants is to become a famous footballer. *Goldfish Boy* follows the life of a 12 year old boy who feels trapped and alone due to his extreme OCD.

### **Cover to Cover**

Additional reading is implemented for our pupils in KS3 nurture groups or Set 5 in English. Cover to Cover is a new programme which allows students to access more books and practise their reading skills. A specialist teacher will guide these pupils as they practise the reciprocal reading process which is applied in other areas. Texts on this programme are specifically aimed at young adult readers. As pupils move through their year and their key stage, the books they read become more advanced.

### **How to help your child**

1. For lots of reasons, regular reading is one of the best paths to success in all subjects. Encourage them to read if they're not reading and, if they are, encourage them to read more challenging novels. Some reading is better than no reading!

2. Please share your reading with them; if you really enjoyed the book you just read, tell them why. It may not be the right thing for them but hearing you talk about books will help them to talk/write about books.
3. Reading and discussing non-fiction regularly is also important for your child. Editorial or opinion articles are good for your child to think critically and develop their own opinions. It is very easy to find good material online – because it's free, The Guardian (<https://www.theguardian.com/uk>) is a good place to start. Asking them to summarise what they've just read for you would be an excellent thing to do, as would asking them to identify any devices that the writer uses and the effect that they have.

## Tutor Time Lessons – Y8

### The curriculum

#### Overview

We believe that the Tutor lesson each day is essential to promote the school ethos whilst developing the personal qualities of the students who attend Beckfoot Oakbank. The objectives of our Tutor lessons are to provide our students each day with a safe and nurturing environment, which develops the necessary values, qualities and attitudes for each of them to lead fulfilled, well balanced, happy and healthy lives. Tutor lesson is also used effectively by tutors to support the pastoral care of pupils. Tutor mentoring and tracking along with attendance/behaviour and uniform checks are activities that are embedded each day in our tutor time activities.



The Tutor lessons for KS3 has a theme for each half term, which underpin and supports our school focus on **Enjoy, Learn, Succeed**.

Theme 1: Our Values

Theme 2: Personal safety and responsibility

Theme 3: Global citizenship and sustainability

Theme 4: Positive futures

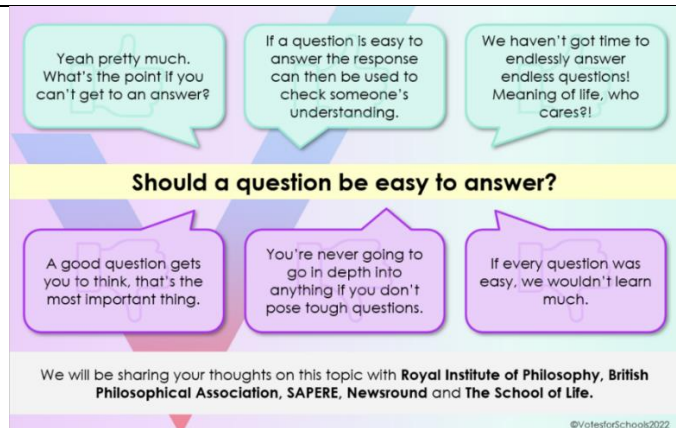
Theme 5: Healthy minds and healthy bodies

Theme 6: Making change

The themes are embedded into our Tutor lessons, assemblies and oracy activities. There are specific tasks which our students are asked to complete, which reflect events in the world today. The tasks include a mixture of retrieval, explanatory and reflective tasks which require consideration of spiritual, moral, social and cultural (SMSC) issues. Students are also asked to explore their own beliefs and values, taking into account current, local, national and global issues. The tutoring programme develops our student's awareness of their own well-being, personal safety and their role as a local and global citizen.

The Tutor lessons aims to:

- Build strong relationships with our students.
- Deliver an excellent programme of learning which benefits all
- Positively engage with families and regularly communicate with home as the adult in the school who best knows their child.
- Drive up standards of behaviour, attendance and aspirations to help break the cycle.



The Weekly structure of Tutor time is:

- Assembly
- Future Ready Learners
- Votes for School
- Right to Read twice per week
- Values and character

### How will we assess progress?

*Daily in lessons using recall, starters, mini whiteboards  
Teachers/Tutors question and answer sessions*

### Home learning

All students are in a Careers Club group on Teams. This enables us to give students directed access to explore information and resources about potential careers, pathways and other educational institutions for the future.

### Subject specific websites that may be helpful

To find out more about current affairs:

- The Day (<https://theday.co.uk/?token=o2kcAz70Bprhr47yL1WU>)
- BBC Newsround
- Uniform
- Votes for School

### What can you do as a parent to help

- Support your child by underlining the importance of being at school promptly at 8.15am
- Support your child by being organised and packing their school bag the night before
- Support us in teaching your child by ensuring they always have their planner, pens, pencils, rulers, a bag and pencil case to be able to focus all conversations on learning.

- Keep an eye out for the Head's blog on the school website to see all the brilliant personal development activities that go on in school.

Subject: **English**

The curriculum for **Year 8**

### **Term 1 Overview**

#### ***When the Sky Falls: Power***

Big picture: to consolidate the idea of power as a concept

Learning intent: to understand that power is used as a means of success and winning

#### ***Dodger: Power of Humans***

Big Picture: to know why differences in social class in the Victorian period existed

Learning intent: to identify and explain how power was used to keep the lower classes oppressed in Victorian England

#### **Dystopian Literature: Power of Humans, Governments (political and social), Laws, Rules**

Big Picture: to compare the presentation of dystopia across a range of texts

Learning intent: to contrast writers' presentation of the genre of dystopia focusing on characters' use of power to ensure control

### **Term 2 Overview**

#### **Dystopian Literature: Power of Humans, Governments (political and social), Laws, Rules (continued)**

Big Picture: to compare the presentation of dystopia across a range of texts

Learning intent: to contrast writers' presentation of the genre of dystopia focusing on characters' use of power to ensure control

#### ***The Tempest: Justice***

Big Picture: to criticise the theme of justice in The Tempest

Learning intent: to understand the concept of justice and how it is presented through Prospero in The Tempest

### **Term 3 Overview**

#### ***Animal Farm: Socialism and Capitalism***

Big Picture: to understand the concepts of socialism and capitalism

Learning intent: to explain how socialism and capitalism are presented in Animal Farm

#### **Reading Challenge (in preparation for Year 9)**

Big Picture: to further develop a love for reading

Learning intent: to choose books for challenge, interest and enjoyment

### **How will we assess progress?**

National reading and comprehension tests at the start, mid-point and end of the year  
2 formal assessment points – mid and end of year  
Whole class feedback within each unit  
Spelling tests – key points within each unit  
Grammar tests – key points within each unit  
Assessment will cover creative, transactional, evaluative and SPAG skills

### **Home learning**

Weekly homework – in the form of spellings or written homework  
Regular reading – students are expected to have a personal reading book (can be their own or borrowed from the library) and should read at least 4 times per week.  
Work will always be available on TEAMS – either in the format of Oak National Learning or individual class PowerPoints and resources. Students should refer to this if they miss lessons or need to recap learning.

### **Knowledge Organisers**

Issued to students at the start of each topic and uploaded to TEAMS at the start of each topic

### **Subject specific websites that may be helpful**

BBC Bitesize KS3 English – for all aspects of reading, writing and SPAG  
<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

Education Quizzes – quick, simple quizzes to practise the technical aspects of English  
<https://www.educationquizzes.com/ks3/english/>

Book Trust – for recommendations of great reads  
<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

### **What can you do as a parent to help**

Talk to your child about their learning – what they have learnt that is new, what they've struggled with, how they think their learning links to what they already know. Our theme is power so asking how their learning links to power will enable them to explain the links between topics.

Model good reading habits and support them to read often. We all prefer to read something we enjoy and that interests us so help with this is really important.

Support them to complete their homework – ensure they have appropriate time and space available.

Get in touch with their teacher if you have any concerns or queries – they will be happy to work with you to support your child.

Subject: MATHS

The curriculum for Year 8

### **Term 1 Overview**

#### Proportional Reasoning

- Ratio and scale
- Multiplicative change
- Multiplying and dividing fractions

#### Representations

- Working in the Cartesian plane
- Representing data
- Tables and probability

### **Term 2 Overview**

#### Algebraic Techniques

- Brackets, equations, and inequalities
- Sequences
- Indices

#### Developing Number

- Fractions and percentages
- Standard index form
- Number sense

### **Term 3 Overview**

#### Developing Geometry

- Angles in parallel lines and polygons
- Area of trapezia and circles
- Line symmetry and reflection

#### Reasoning with Data

- The data handling cycle
- Measures of location

**How will we assess progress?**

Daily in lessons using recall, starters, mini whiteboards  
 Common marking points  
 Formal assessments each term  
 End of year assessments

**Home learning**

Homework will be set weekly using Sparx Maths (see specific website section below)  
 Learning formulae and key words  
 Lessons available on Teams  
 Supporting work from Oak National Academy available on Teams

**Knowledge Organisers**

Issued at the start of each topic with key vocabulary  
 Will be made available on Teams

**Subject specific websites that may be helpful**

sparxmaths.com	Website used for Maths homework. There's no special login needed - students log on to Sparx using their usual school Microsoft login. Select the top option (Log in to Sparx using Microsoft) on the student login screen
corbettmaths.com	5-a-day challenges, video examples of topics
BBC bitesize	videos of key topics, sample questions

**What can you do as a parent to help**

Encourage times tables practice and mental arithmetic challenges (corbettmaths 5-a-day numeracy)  
 Check homework is being completed regularly  
 Encourage revision of key topics before formal assessments

Subject: Science
The ARK curriculum for Year 8
<b>Term 1 Overview</b>
<ul style="list-style-type: none"><li>• Movement and Pressure</li><li>• Respiration and Photosynthesis</li><li>• Interdependence</li></ul>
<b>Term 2 Overview</b>
<ul style="list-style-type: none"><li>• Elements, Atoms and Compounds</li><li>• Changing Substances</li><li>• Magnetism</li><li>• Life diversity</li></ul>
<b>Term 3 Overview</b>
<ul style="list-style-type: none"><li>• Electric Circuits: Voltage</li><li>• Electric Circuits: resistance</li><li>• Nutrition</li><li>• Light</li></ul>

## How will we assess progress?

Prior knowledge tests at the start of each new unit

End of unit tests

Termly diagnostic assessments at the end of each terms: both multiple-choice and extended writing questions



Science  
Mastery

## Year 8 Assessment Overview

Autumn 2 Formative Assessment	Spring 2 Formative Assessment	Summer 2 Summative Assessment
<b>Assessments released:</b> 16th November 2022  <b>Format: 1 paper</b> Section A – 30 MCQs Section B – standard and extended response  60% of content examined will be from Y8 curriculum. 40% of content examined will be from year 7  <b>Duration:</b> 50 min  <b>Y8 Content assessed:</b> P1.4 (Circuits) B2.1 (Tissues and Organs) C2.1 (Acids and Alkalis) P2.1 (Movement and Pressure)	<b>Assessments released:</b> 8th Feb 2023  <b>Format: 1 paper</b> Section A – 30 MCQs Section B – standard and extended response  60% of content examined will be from Y8 curriculum. 40% of content examined will be from year 7  <b>Duration:</b> 50 min  <b>Y8 Content assessed:</b> B2.2 (Respiration and Photosynthesis) C2.2 (Changing Substances) P2.2 (Magnetism) B2.3 (Life Diversity)	<b>Assessments released:</b> 17th May 2023  <b>Format: 2 papers</b> 2 x 45 mark paper, standard and extended response  60% of content examined will be from Y8 curriculum. 40% of content examined will be from year 7  <b>Duration:</b> 2 x 50 min  <b>Y8 Content assessed:</b> B2.4 (Nutrition) C2.3 (Earth Systems) P2.3 (Electric Circuits: Resistance)

## Home learning

Homework booklet will be provided termly with knowledge organisers and glossaries for the whole term

Pupils will be set work to learn the key words for the current topic

Pupils will also be set work to READ / COVER / WRITE / CHECK the Knowledge Organisers to help them learn more and remember more

Homework booklets will also containing reading and comprehension material about STEM careers.

## Knowledge Organisers

Issued at the start of each topic

Used in lessons to help complete the re-cap of previous work

KS3 revision guides available from the library

Subject specific websites that may be helpful

KS3 bitesize <https://www.bbc.co.uk/bitesize> Selecting Secondary Science KS3 to access relevant information

Oak National Academy <https://www.thenational.academy>

## What can you do as a parent to help

Encourage and help student learn the spelling and meaning of science keywords.

Help student to access the above useful websites

Ensure if lessons are missed that student uses TEAMS and engages GCSE bitesize activities on the topics we are covering in lessons in order catch up

Ensure glossary key words and meanings are learnt each week.

Help encourage students to use READ / COVER / WRITE / CHECK to learn the key science concepts on the Knowledge Organisers.

Subject: History

The curriculum for **Year 8**

Students study 6 enquiries throughout the year.

### **Term 1 Overview**

**Enquiry 1:** Who was the most successful of the Mughal emperors?

- The successes and failures of the emperors of the Mughal Empire.

**Enquiry 2:** What was important about the changes that took place in 19<sup>th</sup> Century England?

- The effects of the Industrial Revolution on Britain.
- Case study of the Industrial Revolution in Bradford and construction of Saltaire as a model village.

### **Term 2 Overview**

**Enquiry 3:** What was significant about the events of the French Revolution?

- The events of the French Revolution and why these events and issues are still relevant today.

**Enquiry 4:** Why was the rise and fall of the British Empire important?

- The creation of the British Empire and how the colonies were affected by the empire.
- How the fall of the British Empire occurred and the effects of this on Britain and the colonies themselves.

### **Term 3 Overview**

**Enquiry 5:** How and why was the American West destroyed?

- The lifestyle of the Native Americans and how and why this was destroyed during the 19<sup>th</sup> century.

**Enquiry 6:** What was the impact of the transatlantic slave trade on Britain and America?

- The key components of the transatlantic slave trade.
- The effects of the transatlantic slave trade in Britain
- The abolition of slavery in America and the development of the 20<sup>th</sup> Century Civil Rights Movement.

**How will we assess progress?**

- Daily in lessons using recall, starters, mini whiteboards
- Microsoft Forms tests weekly
- Common marking points
- Two formal assessment points in the year
- End of year assessments

**Home learning**

- Online weekly Microsoft Forms test
- Oak Academy lessons will be available for the current topic

**Knowledge Organisers**

- Issued at the start of each topic
- You can find them on Teams ...

Subject specific websites that may be helpful

[KS3 History - BBC Bitesize](#)

[History lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)

What can you do as a parent to help

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they complete their weekly quizzes

Subject: Geography

The curriculum for **Year 8**

### **Term 1 Overview**

Topic 1: Can we survive tectonic hazards?

- An overview of tectonic hazards that impact the globe
- Focussing on; the structure of the earth, earthquakes, and volcanoes

Topic 2: What is climate change?

- An overview of climate change
- Focussing on; change over time, causes, impacts of climate change and how we can prevent change

### **Term 2 Overview**

Topic 3: Are NEEs equal?

- An overview of Newly Emerging Economies (NEEs) China and India
- Focussing on; development across the countries, squatter settlements and tensions between the countries

Topic 4: Is Russia cursed?

- An overview of the country and its geography
- Focussing on; the resources and physical geography of the country, tensions they create across the world and their race for oil

### **Term 3 Overview**

Topic 5: Are you flood ready?

- An overview of rivers
- Focussing on; processes, formation of features and flooding including Storm Ciara

Topic 6: Will we run out of natural resources?

- An overview of natural resources and sustainability
- Focussing on; resources around the world, water supply and demand and food supply and demand

**How will we assess progress?**

- Daily in lessons using recall, starters, mini whiteboards
- Microsoft Forms tests weekly
- Common marking points
- Two formal assessment points in the year
- End of year assessment

**Home learning**

- Online weekly Microsoft Forms test
- Homework project for each half term

**Knowledge Organisers**

- Issued at the start of each topic
- You can find them on Teams

Subject specific websites that may be helpful

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>  
[Curriculum - Continuityoak.org.uk](https://www.continuityoak.org.uk)

What can you do as a parent to help

- Keep up to date with current affairs and discuss with your child news events all around the world
- Encourage them to go back over content they are unsure of
- Ensure they complete their weekly quizzes

Subject: Open Minds

The curriculum for Year 8

### Term 1 Overview

Open Minds is a blended subject designed to meet the needs of our students; it includes religious and worldviews studies, Citizenship, British Values, Personal Social and Economic education as well as relationships and health education. Open Minds aims to challenge students' thinking and get them ready for life in the modern world, able to identify and manage risks and keep themselves safe.

#### 8.1 What prejudice do people face?

- The purpose of this unit is to examine different types of prejudice and discrimination in society. Students will look closely at different examples of prejudice in our society and reflect on the reasons why people may be prejudiced in this way. They will examine the effects and consequences of discrimination and look at possible solutions for ending discrimination. They will examine the issue of disability prejudice closely and look at religious ideas about why prejudice is wrong. Students will then look at modern day case studies of people who have changed the world or their society.
- Key Skills: Critical thinking and evaluation skills. Developing religious literacy. Developing a sense of personal responsibility and planning for their future. Reflecting on the world they live.

#### 8.2 What are healthy and unhealthy relationships like?

- The purpose of this unit is to equip students for a happy, healthy and adult future. The provision of SRE is tiered into age-appropriate units, and ensures that students can identify risk, learn how to manage the dangers and where to seek help if needed. Building on previous SRE unit the dangers of bullying, abuse and the power of reciprocal caring/loving relationships to health, wellbeing and happiness.
- Another key aim is to explore reproduction, contraception, diet and it's impact on health (mental and physical), keeping safe online and the nature and impact of addiction to a healthy future.

### Term 2 Overview

#### 8.3 What is evil and suffering?

- The aim of this unit is for students to gain a comprehensive understanding of different types of suffering, and whether all are evil, and what impact suffering has on an individual, group, national and international level. A case study of the Holocaust will exemplify a number of features of this unit. Students will explore how suffering and experiences of evil have a bearing belief, and how suffering can be alleviated.

#### 8.4 Buddhism

- The purpose of this unit is to introduce Buddhist teachings and practices and to think about an alternative religious tradition. It will give them a brief introduction into key concepts, and then allow them to look at how the practices of mindfulness and meditation can be utilized in the modern day. This will enable them to look at how they can prepare for the upcoming exams in a peaceful and calm way.
- Key Skills: Students should be able to reflect on how different culture think, believe and life compared to life in the West. They are more aware of diverse people and practices.

### Term 3 Overview

#### 8.5 Islam

- This topic explores the day-to-day aspects of a Muslim life including; ten obligatory acts and the five pillars. Pupils explore the nature and significance of these religious beliefs but also consider humanist and atheist viewpoints. Pupils are expected to be able to make comparisons between Islam and Christianity.

Key skills developed in this topic include; analysis, synthesis, evaluation, interpretation of religious scripture.

- We will study the importance of Hajj and look at the benefit this has for Muslims. We will then examine the concept of Jihad, before looking at the celebration and commemoration of Id-ul-Adha.
- Key Skills: Critical thinking and evaluation skills. Developing religious literacy. Enhanced understanding of core GCSE topics and increased exam technique.

### 8.6 How do we deal with crime?

- Students will continue to look at different types of crime, aims of punishment and ways in which we can tackle modern issues in our society. Students will also look at issues related to crime such as drug use, alcohol addiction and smoking. The second part of the unit will focus on a program of study that asks students to examine the concept of human rights and look at how and why they are used throughout the world.

### 8.7 What is positive mental health?

- The purpose of this MH unit is to promote positive mental health and wellbeing. We explore grief and loss, and how to use cognitive behaviour therapies to help self-awareness. Learning about the danger signs and symptoms, how to help yourself and others, promoting resilience and understanding how and where to access help for improving mental health

### How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards

Mini tests half termly

Assessments twice a year

### Home learning

Extra-curricular attendance encouraged at all events across school. Homework set half-termly in line with Schemes of Work

### Knowledge Organisers

You can find them on Teams and in students books.

Subject specific websites that may be helpful

- Oak National - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/citizenship> and also: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/rshe-pshe>
- BBC Bitesize RE - <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- BBC Bitesize Citizenship - <https://www.bbc.co.uk/bitesize/subjects/zkhgvmw> and also <https://www.bbc.co.uk/bitesize/subjects/zhrd8hv>
- BBC News Religions stories - <https://www.bbc.co.uk/news/topics/cjnw18q4ny3t>

### What can you do as a parent to help

Encouraging young people to read / watch the news helps them to understand current affairs and the world around them – discussing and asking questions as they arise is a brilliant way of learning Open Minds outside the classroom and being ready for life in the 21<sup>st</sup> C.

Reminding students about being equipped and ready to learn each day helps students to be motivated and hard working.

Subject: Spanish

The curriculum for Year 8

### **Term 1 Overview**

#### **Autumn term: About town**

- Describing where you live
- Describing what there is and isn't in your town
- Describing what time you do things in town
- Describing what you are going to do at the weekend
- Describing what you did last weekend
- Discussing what you wear
- Discussing birthday celebrations

### **Term 2 Overview**

#### **Spring term: Holidays**

- Describing the weather
- Describing a past holiday
- Describing what you did on holiday
- Describing the last day of a holiday
- Giving opinions about a holiday
- Describing a holiday home
- Describing activities that you can do on holiday
- Giving and asking for directions

### **Term 3 Overview**

#### **Summer term: Media and technology**

- What you do, are going to do and did recently on your mobile
- Pros and cons of social media,
- Opinions on types of music, TV, and films
- Comparing what you used to and now like.

**How will we assess progress?**

Daily in lessons using recall in do now tasks, knowledge checkers and on mini whiteboards.  
Common marking tasks  
Formal assessments in listening, speaking, reading, translation and writing.  
End of year assessments

**Home learning**

Homework will be based on the Knowledge organisers issued for every topic.  
Homework will be set and monitored online using Languagenut.  
All lessons and knowledge organisers are on Teams.

**Knowledge Organisers**

There is a Knowledge Organiser for every topic.  
These are broken down into Sentence Builders which are issued with every topic.  
All these resources will be available on Teams as well as in exercise books.

**Subject specific websites that may be helpful**

Languagenut  
Seneca  
BBC Bitesize

**What can you do as a parent to help**

Encourage students to review the Knowledge Organisers regularly.  
Little and often – 10 minutes 3 times a week is better than one 30-minute session to learn new language.  
Look, cover, say, write, check is effective. Encourage students to use this method to embed knowledge.

**The curriculum for Year 8 Design Technology 2023.34**

In year 8 students complete units of learning in Product Design, Textiles and Food. Each unit of learning is taught by a specialities teacher of that subject and has been devised around all the national curriculum guidelines. Each unit of learning spans 13 hours of learning. The guiding principle behind our curriculum to explore '**Cultural Capital**' and '**Sustainability**'.

**Rotation Overview**

Product Design	Textiles	Food
Design brief: to design and make a photo frame with an Art Deco theme.	Design Brief: to design and make a soft toy monster.	Project brief – research/ plan
Create an art deco inspired Mood board. Look at different Design Movements	Artist analysis –looking at the work of Elise gravel.	Workshop practical – functions of ingredients – 50/50 bread
Initial hand sketches – Art deco inspired patterns.	mood board – collecting inspirational images of toy monsters.	Practical – bread-based pizza
Woods theory – man made and natural.	Recap on embroidery – back stitch/satin stitch	Evaluation/ function of ingredients
Final Idea – wood grain rendering.	Applique sample	Workshop practical- flat breads
Marking out and manufacture of joints	Resist dying - Tie dye and Batik wax samples	Practical- chilli con carne/ bolognaise.
Midpoint Assessment	Recap on safety in textile room – how to thread up sewing machine.	Mid-point assessment
Isometric drawing - Final design idea	Mid-point assessment	In moderation – menu planning
Manufacture – joints	Initial Ideas – rendered and annotated.	Workshop – viscosity
Computer aided design – art deco patterns	Final idea – annotation	Practical – sweet and sour chicken
Computer aided manufacture – laser cutting	Manufacture – batik wax, tie dye, cut applique fabric	Workshop – functions - baking
Final manufacture – inserting acrylic and creating back.	Manufacture – Applique fabric on monster	Assessment and Evaluation
Assessment	Manufacture – sew, stuff, close	
	Evaluation	

**Enrichment**

A choice of afterschool clubs will run throughout the year.

### Key Stage 3 – Design Technology – Year 8

#### How will we assess progress?

Daily in lessons using recall, starters, mini whiteboards  
Mini tests weekly  
Common marking points  
Written and verbal teacher feedback  
Directed teacher questioning  
Formal assessments  
Coursework  
End of year assessments

#### Home learning

In Year 8 students receive 1 piece of home learning set as an assignment on Teams every Design Technology rotation. This will either be a research and analysis project linked to designers, artists or chefs (2 hours) or an extended learning project (3 hours).

#### Knowledge Organisers

Issued at the start of each rotation  
You can find them on website / on Teams

#### Subject specific websites that may be helpful

[www.bbc.com/education](http://www.bbc.com/education)  
[www.bbcgoodfoodguide.com](http://www.bbcgoodfoodguide.com)  
[www.bbc.com/education](http://www.bbc.com/education)  
[www.nutrition.org.uk](http://www.nutrition.org.uk)  
[www.fineartamerica.com](http://www.fineartamerica.com)  
[www.digitalcameraworld.com](http://www.digitalcameraworld.com)  
[www.1854.photography](http://www.1854.photography)  
[www.iphonephotographyschool.com](http://www.iphonephotographyschool.com)  
[www.npg.org.uk](http://www.npg.org.uk)

#### What can you do as a parent to help

Encourage your child to read and follow the project learning journey  
Encourage your child to complete all home learning tasks set and use their knowledge organisers to help them  
Encourage them to complete practical tasks at home, e.g. cooking  
Visit local art and design attractions e.g. Salts Mill  
Discuss their Design Technology learning with them

Nurture Pathway		Subject: Year 8 Design Technology
<p>The curriculum for Year 8 2022.23</p> <p>In year 8 students are taught in 4 separate subject rotations, Food Technology, Materials and Visual Technology and Textiles Technology, each lasting between 8 weeks, with 16 learning hours. The guiding principle behind our curriculum to explore 'Cultural Capital' and 'Sustainability'.</p>		
Rotation Overview		
Product Design	Product Design	Product Design
Design brief: to design and make a photo frame with an Art Deco theme.	Design brief: to design and make a photo frame with an Art Deco theme.	Design brief: to design and make a photo frame with an Art Deco theme.
Create an art deco inspired Mood board. Look at different Design Movements	Create an art deco inspired Mood board. Look at different Design Movements	Create an art deco inspired Mood board. Look at different Design Movements
Initial hand sketches – Art deco inspired patterns.	Initial hand sketches – Art deco inspired patterns.	Initial hand sketches – Art deco inspired patterns.
Woods theory – man made and natural.	Woods theory – man made and natural.	Woods theory – man made and natural.
Final Idea – wood grain rendering.	Final Idea – wood grain rendering.	Final Idea – wood grain rendering.
Marking out and manufacture of joints	Marking out and manufacture of joints	Marking out and manufacture of joints
Midpoint Assessment	Midpoint Assessment	Midpoint Assessment
Isometric drawing - Final design idea	Isometric drawing - Final design idea	Isometric drawing - Final design idea
Manufacture – joints	Manufacture – joints	Manufacture – joints
Computer aided design – art deco patterns	Computer aided design – art deco patterns	Computer aided design – art deco patterns
Computer aided manufacture – laser cutting	Computer aided manufacture – laser cutting	Computer aided manufacture – laser cutting
Final manufacture – inserting acrylic and creating back.	Final manufacture – inserting acrylic and creating back.	Final manufacture – inserting acrylic and creating back.
Assessment	Assessment	Assessment
Enrichment		
A choice of afterschool clubs will run throughout the year.		

### **Key Stage 3 – Design Technology – Year 8 – Nurture Pathway**

#### **How will we assess progress?**

Daily in lessons using recall, starters, mini whiteboards  
Mini tests weekly  
Common marking points  
Written and verbal teacher feedback  
Directed teacher questioning  
Formal assessments  
Coursework  
End of year assessments

#### **Home learning**

In Year 8 students receive 1 piece of home learning set as an assignment on Teams every Design Technology rotation. This will either be a research and analysis project linked to designers, artists or chefs(2 hours) or an extended learning project (3 hours).

#### **Knowledge Organisers**

Issued at the start of each rotation  
You can find them on website / on Teams

#### **Subject specific websites that may be helpful**

[www.bbc.com/education](http://www.bbc.com/education)  
[www.bbcgoodfoodguide.com](http://www.bbcgoodfoodguide.com)  
[www.bbc.com/education](http://www.bbc.com/education)  
[www.nutrition.org.uk](http://www.nutrition.org.uk)  
[www.fineartamerica.com](http://www.fineartamerica.com)  
[www.digitalcameraworld.com](http://www.digitalcameraworld.com)  
[www.1854.photography](http://www.1854.photography)  
[www.iphonephotographyschool.com](http://www.iphonephotographyschool.com)  
[www.npg.org.uk](http://www.npg.org.uk)

#### **What can you do as a parent to help**

Encourage your child to read and follow the project learning journey  
Encourage your child to complete all home learning tasks set and use their knowledge organisers to help them  
Encourage them to complete practical tasks at home, e.g cooking  
Visit local art and design attractions e.g Salts Mill  
Discuss their Design Technology learning with them

Subject: Computer Science

The curriculum for Year 8

### **Term 1 Overview**

#### **Half term 1: Multimedia**

Sourcing Images

Plan & Create

Evaluation

Frame by Frame

Layers

Tweening

**Assessment**

#### **Half term 2: Computing Theory**

Computational Thinking

Key Components

Internal Hardware

Networks

Binary

Logic Gates

**Assessment**

### **Term 2 Overview**

#### **Half term 3: Small Basic**

Intro to Small Basic

Variables

Conditions (IF statements)

Iteration

Drawing Shapes

**Assessment**

#### **Half term 4: Cryptography**

Intro to Cryptography

Numbers & Caesar

More Ciphers

Morse Code

System Attacks

**Assessment**

### **Term 3 Overview**

#### **Half term 5: Internet Safety and Web Design**

Intro to Dreamweaver

Sourcing

Wireframes

Building

**Assessment**

#### **Half term 6: App Design**

App Evaluation

Mood boards

App Making

App Review

### **How will we assess progress?**

Students will be assessed half termly at the end of each topic (Computer Science lessons are 1 hour a week).

In class formative and diagnostic assessment will be ongoing during lesson times.

### **Home learning**

Home learning activities will be given throughout the year at key points of the topics.

### **Knowledge Organisers**

Issued at the start of each topic

You can find them on the school website and via Teams

Subject specific websites that may be helpful

[www.teachict.com](http://www.teachict.com)

[www.csunplugged](http://www.csunplugged)

What can you do as a parent to help

Encourage your child to engage in any additional tasks given by their CS teacher. Coding is a key part of the CS curriculum therefore your child would benefit from any independent study in their own time. The CS team will always direct students to website/resources to encourage learning outside of the classroom.

Subject: Art

The curriculum for Year 8

### Term 1 Overview

#### Mexican Day of the Dead

1. Festivals and Day of the Dead presentation with collage (*introduced in class, completed as homework*)
2. Oil/soft pastel samples and techniques
3. **Thaneeya McCardle skull design.**
4. *Thaneeya McCardle sketchbook presentation Homework*
5. Tonal drawing exercises
6. **Tonal skull drawing test**
7. *Tonal skull drawing Homework*
8. Ink and wash tonal study \*
9. Leonard da Vinci anatomical drawings – skulls (Class – *homework follow up*)
10. **Final outcome– dancing skeleton**

**Note: Bold type denotes formally assessed work and common marking point.**

### Term 2 Overview

#### Bugs and Insects

1. Timed sketches of bugs
2. Observational ink study of a bug
3. Observational watercolour study of a bug
4. *Annotated collage of artists images of bugs (Homework)*
5. **Gridded Tonal Bug Drawing Test**
6. Larger scale expressive ink bug drawing\*
7. *Detailed bug drawing (Homework)*
8. **Presentation about the work of a bug artist**
9. *Presentation about a bug artist. (Homework)*
10. **Sculpture based on the work of a bug sculptor.**

**Note: Bold type denotes formally assessed work and common marking point.**

### Term 3 Overview

#### The Art of Illustration

1. Tim Burton Presentation
2. *Collection of Tim Burton images (Homework)*
3. Tim Burton ink and wash study
4. **John Kenn Mortenson Presentation and mono-prints**
5. *Copy of a book illustration or book cover (Homework)*
6. Maurice Sendak Presentation and illustration
7. Fairy tale Illustration/book cover

**Note: Bold type denotes formally assessed work and common marking point.**

### How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards.
- Common marking points **Bold type denotes formally assessed work and common marking points.**
- Formal assessments **Bold type denotes formally assessed work and common marking points.**
- Formal testing points (See the overview).
- Coursework across the year.
- End of year assessments.

### Home learning

- Approximately 2/3 per term (please see the termly overviews). Please also note that additional home learning may be set in response to student curiosity arising from a lesson or where lessons have been affected by unavoidable disruptions.
- Class work is uploaded to Teams weekly.
- Oak National Academy work is uploaded to Teams termly.
- Home learning is uploaded to Teams at the appropriate point.

### Knowledge Organisers

- Issued at the start of each topic - these are kept in student sketchbooks
- You can find them on website / on Teams

### Subject specific websites that may be helpful

<https://dayofthedead.holiday/traditions/10-facts-to-know-about-day-of-the-dead>  
<https://www.thaneeya.com/>  
<https://lammuseum.wfu.edu/2021/10/hispanic-heritage-month-decorate-a-day-of-the-dead-mask/#:~:text=In%20ancient%20times%2C%20skulls%20were,were%20absorbed%20into%20Catholic%20celebrations.>  
[https://en.wikipedia.org/wiki/Leonardo\\_da\\_Vinci](https://en.wikipedia.org/wiki/Leonardo_da_Vinci)  
<https://www.kerilynnwilson.com/>  
<https://weburbanist.com/2008/11/28/cardboard-art-and-sculptures/>  
<https://theartyteacher.com/artists-who-create-artworks-of-insects/>  
[https://en.wikipedia.org/wiki/Tim\\_Burton](https://en.wikipedia.org/wiki/Tim_Burton)  
<https://www.timburton.com/>  
<https://www.demilked.com/creepy-childhood-monsters-sticky-notes-don-kenn/>  
<https://www.wikiart.org/en/maurice-sendak>

### What can you do as a parent to help

- A small basic pack of pencil crayons, rubber, pencil etc for homework.
- Support your child by encouraging them to view the websites above to help with homework.
- Check class/home learning tasks on Teams and check that your child has completed the homework.
- Encourage your child to use the many ICT facilities around school to research and print pieces where required at breaks, lunch and after school if they do not have facilities at home.
- Please note: Art homework should not be uploaded to Teams unless specifically asked for. It should be a hard copy/print to be put into the sketchbook.

Subject: Music Y8

The curriculum for Year 8

### **Term 1 Overview**

#### **Year 8**

Unit 1 –

#### **Performance 3**

Song, Key of C/Am or 1b or 1#. Primary and Secondary chords, or different stylistic feature.

Students will be able to:

Perform as a class group

Perform chords in time with root note added in left hand

Understand the formation of root position and inverted chords

Follow a lead sheet

Understand sharp/flats and where these are located on the keyboard

Play a rock beat with kick drum / double kick.

Start to perform fills / introduce cymbal work

Critical thinking: listen to and evaluate own performance and the performances of others using the correct musical terminology

Developing 'performance confidence'.

#### **Unit 2 Blues**

Students will be able to:

Discuss Slave Route

Discuss segregation

Discuss the impact of apartheid, racism and inequality

Perform CFG triad chords

Play 12 bar blues on keyboard

Recognise 12 bars Blues pattern

Perform 12 bar Blues from Memory

Perform Riffs

Perform improvisation and solo

Developing 'performance confidence'.

### **Term 2 Overview**

#### **Unit 3 Blues composition**

Students will be able to:

Compose Lyrics for Blues 3 verses.

Compose own riffs

Compose Own Solo

Decide on tempo

Perform own Blues song as a small group

Refine and review own work

Discuss creative decisions

Help other students refine and review their compositions

Developing 'performance confidence'.

#### **Unit 4 – Music Technology**

Sequencing 8 Parts. Pachelbel's Canon.

Students will be able to:

Record all 8 parts on to different tracks

Edit and delete

Record in time with Metronome

Change tempo  
 Select and utilise appropriate Quantise values for each track  
 Copy and paste the parts appropriately to build the Canon.  
 Read and interpret the 'non-standard' notation  
 Save appropriately  
 Navigate the program appropriately  
 Develop technical understanding

### Term 3 Overview

#### Unit 5 – Hooks and Riffs

Students will be able to:

Recognise the importance of Riffs/Hooks in Music  
 Identify Riffs and Hooks across classical and Pop music.  
 Understand the role of a Hook in a pop song  
 Be able to play a range of Riffs and Hooks  
 Developing 'performance confidence'.

Unit 6 Unit 6 –

#### Music Technology

Program based Loops

Students will be able to:

Build their own track from the built in loops  
 Select and audition appropriate loops  
 Build the track creating musical peaks and troughs (from the given parts).  
 Recognise the 4/8 bar cycle/structure and build piece using this formula

#### How will we assess progress?

- Daily in lessons using recall, starters, mini whiteboards.
- Listening tests
- Assessed performances / compositions

#### Home learning

Instrument practice and listening

#### Knowledge Organisers

Issued at the start of each topic

Subject specific websites that may be helpful

<https://www.musicalfuturesonline.org/my-account/>

What can you do as a parent to help

- Encourage your child to follow up any musical interests they already have
- Encourage your child to listen to a wide variety of musical styles
- Provide guidance / encouragement as needed for research-based homework tasks into famous composers or musicians

Subject: **Drama**

## The curriculum for Year 8

### Term 1 Overview

Students will develop and apply their interpersonal, physical, performance and vocal skills through devising, rehearsing, and performing the following:

- **A Ghost Story**
- Performance Poetry
- A scene from 'Macbeth'
- A Salem Witch Trial
- Performances based on the themes of 'loneliness' and 'isolation'
- **A Christmas inspired script**
- The film 'Elf'

**Note: Bold type denotes formally assessed work and common marking point.**

### Term 2 Overview

Students will develop their understanding of 'Improvisation' and will apply this by devising and refining scenes based on:

- An unwanted gift
- A tantrum
- **Being stranded on a desert island**

Students will develop their understanding of 'Physical Theatre' and will apply this by devising, rehearsing and performing scenes based on:

- James Bond
- A monster
- **Frantic Assemblies Chair Duets**

**Note: Bold type denotes formally assessed work and common marking point.**

### Term 3 Overview

Students will be introduced to 'Naturalism' and will practically explore the style through exploration of:

- Our Day Out
- **Blood Brothers**

Students will develop their understanding of performance and vocal skills and will be able to identify, analyse and apply these to their own performances.

Students will develop an understanding of the job roles within the performance industry and will be able to identify the roles and responsibilities of a range of job roles.

**Note: Bold type denotes formally assessed work and common marking point.**

### How will we assess progress?

- Daily in lessons using recall, starters, questioning and performances
- Common marking points **Bold type denotes formally assessed work and common marking points**
- Formal assessed performances **Bold type denotes formally assessed work and common marking points**

### Home learning

- Approximately 2/3 per term. This will often be homework that will allow students to develop their performance pieces e.g., memorisation of lines, developing scripts, researching a Practitioner, sourcing props/costumes.
- Oak Academy resources are uploaded to Teams termly.
- Home learning is uploaded to Teams at the appropriate point

### Knowledge Organisers

Available in students Drama work booklet.  
You can find them on website / on Teams

Subject specific websites that may be helpful

<https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt>

[About the National Theatre | National Theatre](#)

[The nature of Physical theatre - Physical theatre - GCSE Drama Revision - BBC Bitesize](#)

[What is Improvisation in Drama – Emotional Preparation](#)

<https://www.yourstagepartners.com/collections/resources>

<https://www.bbc.co.uk/bitesize/topics/z9bwjsg/articles/zd4np4j>

[Stage shows, musicals and opera you can watch online now for free | WhatsOnStage](#)

[17 Broadway Plays and Musicals You Can Watch On Stage From Home | Playbill](#)

What can you do as a parent to help

Support your child by encouraging them to view the websites above to help with homework.  
Check class/home learning tasks on Teams and check that your child has completed the homework.  
Encourage your child to get involved in extra curricula activities.

Subject: Year 8 Core PE

The curriculum for Year 8

### Term 1 Overview

- Lead a 3 part **warm up** and develop a skill related activity
- Demonstrate **core skills** within isolated practices across a range of sports
- Demonstrate a **good level** of fitness
- Identify most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Identify strength and weaknesses in yours and your peers' performance and describe how they can be improved
- Attend a range of in school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills in conditioned games
- Prioritise which components of fitness are needed the current activity
- Successfully officiate part of a sport

#### Boys curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rounders	Fitness Suite	Football	Basketball

#### Girls curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Netball	Basketball	Healthy Active Me	Table Tennis

### Term 2 Overview

- Lead a 3 part **warm up** and develop a skill related activity
- Demonstrate **core skills** within isolated practices across a range of sports
- Demonstrate a **good level** of fitness
- Identify most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Identify strength and weaknesses in yours and your peers' performance and describe how they can be improved
- Attend a range of in school extra-curricular clubs
- Consistently have full PE kit
- Explain the short-term effects of exercise on the body following a warm up
- Apply core skills in conditioned games
- Prioritise which components of fitness are needed the current activity
- Successfully officiate part of a sport

#### Boys curriculum

Cycle 3: January - February half term		Cycle 4: February half term - Easter	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rugby	Table Tennis	Healthy Active Me	Alternative Sports

#### Girls curriculum

Cycle 3: January - February half term		Cycle 4: February half term - Easter	
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Lesson 1	Lesson 2	Lesson 1	Lesson 2	
Football	Fitness Suite	Alternative Sports	Dance/Cheerleading	

### Term 3 Overview

- Lead a 3 part **warm up** and develop a skill related activity
- Demonstrate **core skills** within isolated practices across a range of sports
- Demonstrate a **good level** of fitness
- Identify most **components of fitness**
- Understand the **rules** within a game and apply appropriate **strategies** and **tactics**
- Identify strength and weaknesses in yours and your peers' performance and describe how they can be improved
- Attend a range of in school extra-curricular clubs
- Consistently have full PE kit
- Explain the short term effects of exercise on the body following a warm up
- Apply core skills in conditioned games
- Prioritise which components of fitness are needed the current activity
- Successfully officiate part of a sport

### Boys curriculum

Cycle 1: September-October Half Term		Cycle 2: October Half term - Christmas	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Softball	Badminton	Cricket	Athletics

### Girls curriculum

Cycle 5: Easter – May Half term		Cycle 6 : May half term	
Lesson 1	Lesson 2	Lesson 1	Lesson 2
Rounders	Rugby	Cricket	Athletics

### How will we assess progress?

Daily in lessons using recall and starters  
Formal assessments  
End of year assessments

### Home learning

Extra-curricular attendance encouraged and homework set in line with Schemes of Work

### Knowledge Organisers

Shared in Core PE lessons in the changing room

What can you do as a parent to help

Remind students to bring kit for their lesson

Encourage participation in all activities

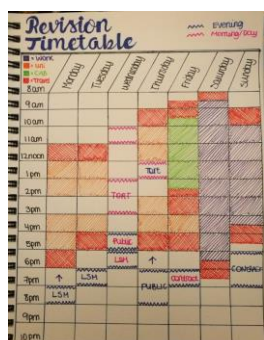
Support students wanting to be active beyond the curriculum

## How to support learning

By doing home learning, your child will learn how to read and follow directions independently, manage and budget their time, complete their work neatly and to the best of their ability. It also helps them develop a sense of responsibility, pride in their work, and a work ethic that will benefit them well beyond their school years.

1. **Decide on the workspace:** Somewhere comfortable, quiet and accessible to you so you can provide encouragement and help. Some like the kitchen or dining room table while others prefer their room – but check in periodically and review their work when it's completed if this is the case.
2. **Setting up for success:** Make sure it is well lit, comfortable, stocked-up with school supplies, quiet and free from distractions.
3. **Supporting them:** Help them interpret instructions, and review completed work. Resist the urge to provide the right answers just to get it done! They'll grow in confidence if you help them develop the problem-solving skills they'll need to get through the task.
4. **Make it routine:** Be clear that schoolwork is a priority with ground rules like using the workspace and agreeing a regular time to get it done. Make it clear that there's no TV, phone calls, video game- playing, etc., until it's done and checked.
5. **Empower them:** Some might want to tackle the harder tasks first, while others prefer to get the easier tasks over with. By helping them create a strategy when they're young, they'll do it independently later. Allow short breaks if needed, then guide them back to it with fresh focus and energy.
6. **Instil organisation skills:** Encourage your child to use their Learning Planner, Microsoft Teams, a calendar or reminders on their phone to help get organised.
7. **Make links to the "real world":** Talk about how meeting deadlines is important in the world of work, or how their learning history relates to today's news.
8. **Seek help if required:** Encourage them to ask an adult for help or email their teacher together. Contact their Head of Year if you have ongoing concerns or would like them to attend Homework Hub sessions after school. The LRC is another excellent facility to support your child's learning beyond the school day. It is open Monday to Friday from 8:00am – 3:30pm. We are always open to your suggestions for workshops which support your child's progress.
9. **Praise them:** Recognise and reward their concentration, resilience and effort.
10. **Be a role model:** Whilst they work, do some reading, write letters, lists or emails. By showing that learning remains important and fun once school is over, you'll help them understand that building knowledge is something to enjoy throughout life.

## How I revise for my exams



1. Create a revision plan/timetable
2. Work in 30-45 minute slots
3. Use a variety of techniques
4. Use past exam papers

# Yr8: Careers information at Beckfoot Oakbank

[Beckfoot Oakbank School - Future Ready](#)

Students in Year 8 have plenty of opportunities to engage with career and future ready activities during tutor time, and through a variety of carefully planned assemblies.

Students can also attend Careers Club every Monday where the focus is on ensuring students can explore a variety of career pathways, in particular Step into the NHS.

As well as signposting around school, students have access to an independent Careers Advisor, as well as a bespoke Year 8 Teams page which is regularly updated with career related opportunities



Unifrog is a one-stop-shop for students across KS3, KS4 and KS5 where they can easily explore their interests, then find and successfully apply for their next best step after school.

Unifrog brings into one place every undergraduate university course, apprenticeship, and college course in the UK as well as other opportunities such as School Leaver programmes and MOOCs. Students can also write their personal statements and create CVs with Unifrog guiding them along the way.

## Unifrog- How to log on:

1. All students have received a welcome email from Unifrog
2. If they haven't already, they need to follow the link on the email to register for a Unifrog account
3. For further visits type in [www.unifrog.org](http://www.unifrog.org)
4. Enter username and password
5. EXPLORE!

[home - icould](#)



**OAK Year 8 Career Club  
and Bulletin...**

## What is Oak Year 8 Career Club and Bulletin page?

This is a bespoke way we are using to communicate with Year 8 the types of career opportunities there are. We try to ensure we share a range of different career routes and online opportunities for students to engage with – take a look and see what we are sharing

Useful websites: [www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk) , [www.gohigherwestyorks.ac.uk](http://www.gohigherwestyorks.ac.uk) , <https://icould.com/explore>  
<http://amazingapprenticeships.com/> , <http://ccskills.org.uk/careers> , <http://jobs.carnival.com/>

## Dates for 2023-24

[Download the 2023-24 Holiday Calendar here](#) School Holiday Calendar 2023 -24 >

### Beckfoot Oakbank

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Address: Oakworth Road,  
Keighley,  
BD22 7DU

Tel: 01535 210111

Fax: 01535 210555

Web: [www.oakbank.org.uk](http://www.oakbank.org.uk)

Aug 2023	Sep 2023	Oct 2023	Nov 2023
Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun
1 2 3 4 5 6	1 2 3	1	1 2 3 4 5
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30
		30 31	
Dec 2023	Jan 2024	Feb 2024	Mar 2024
Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun
1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11	4 5 6 7 8 9 10
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18	11 12 13 14 15 16 17
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25	18 19 20 21 22 23 24
25 26 27 28 29 30 31	29 30 31	26 27 28 29	25 26 27 28 29 30 31
Apr 2024	May 2024	Jun 2024	Jul 2024
Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun	Mon Tue Wed Thu Fri Sat Sun
1 2 3 4 5 6 7	1 2 3 4 5	1 2	1 2 3 4 5 6 7
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28
29 30	27 28 29 30 31	24 25 26 27 28 29 30	29 30 31
Key			
Bank Holiday	Occasional Day	Training Day	Statutory



