THE BRITTONS ACADEMY

YEAR 8

CURRICULUM YEARBOOK

YEAR 8

As students make the transition from Year 7 into Year 8 they often do so with some concerns around how things will be different, be it whether teachers will be stricter now they are no longer the youngest in the school or how they will manage the increased challenge of year 8 work. It's important to remember that education is a journey and although each year will bring new challenges and personal resilience will be required, you still have a wealth of support around you.

High quality pastoral care is something we are passionate about at Brittons and students in Year 8 continue to benefit from the support of their own Pastoral Team consisting of:

Form Tutors

Each day starts with 30 minutes in Form Time, other than Wednesday when it is just 10 minutes.

Support and Guidance Manager

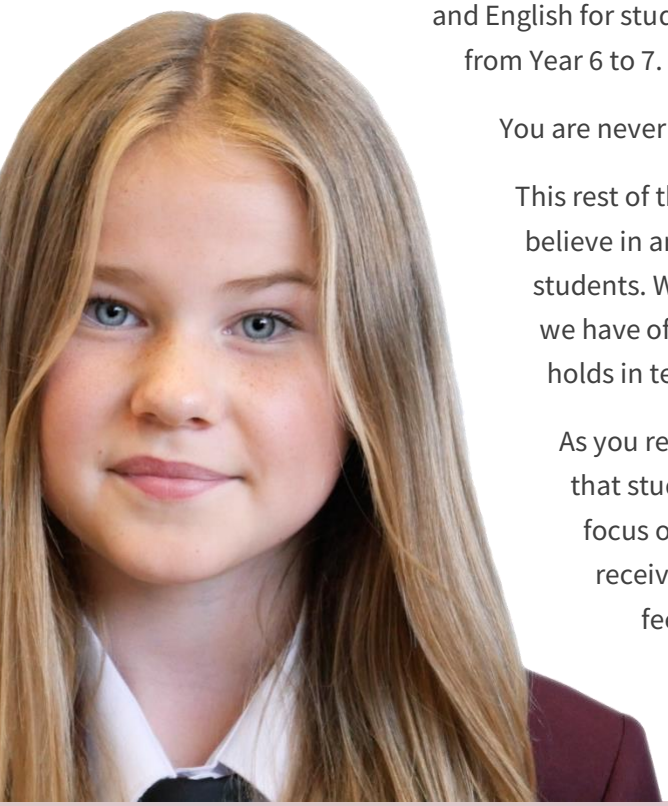
These are non-teaching staff who are available to support students at all times of the day.

Head of Year

These members of staff ensure that attendance, punctuality and behaviour lead to progress.

Dedicated member of the Senior Leadership Team in each year group

We also have our outstanding SEND team and academic tutors supporting in Maths and English for students needing any additional support during the transition from Year 6 to 7.



You are never on your own at Brittons – we're here to help.

This rest of this booklet is designed to share what we, as an academy, believe in and what we are striving to achieve, both *for* students and *with* students. We have also outlined some of the most important expectations we have of students and provided an overview of what the year ahead holds in terms of the curriculum.

As you read through each subject, you will get a flavour of the topics that students will learn about and the different areas assessments will focus on. Each subject will assess slightly differently but students receive regular feedback from teachers and are expected to use that feedback to further improve their work. Please contact the Head of Department for further details.

The curriculum at Brittons will equip all students with:

1. The **academic knowledge** they need to make excellent progress
2. The **social and cultural knowl**edge they need to participate confidently in society
3. The **personal employability skills** they need to secure meaningful and satisfying employment
4. The **formal qualifications** they need in order to follow their desired path beyond Year 11

We take PRIDE in all that we are and all that we do.

Brittons is proud to be a **Skills Builder** school, building the requisite employability skills for success in the world beyond school. Our academic, pastoral and co-curricular provision provides students, on a daily basis, with opportunities to develop the following essential employability skills:

Positive
Engage and show an eagerness to succeed

Respectful
Treat others in the way you wish to be treated

Independent
Be courageous and think for yourself

Determined
Everything depends on how determined you are to succeed

Excellent
Be the best you can be

We value learning time and expect students to maximise it by meeting our FAIR expectations:

Home Learning

At Brittons, we believe that independent learning at home plays an important role in ensuring our students know more, remember more and are able to do more throughout their time here and beyond.

All home learning will be purposeful and deliberately planned to enhance students' in-school learning. Home learning will:

- **Retrieve and consolidate** prior learning, helping students commit to memory core knowledge, concepts and terminology.
- **Prepare students** to engage more productively in lessons – e.g., a pre-reading task to build knowledge prior to discussion or commencing a new topic.
- **Develop excellent communication ski**lls through a mastery of higher level and subject specialist vocabulary
- **Extend and enrich** students' knowledge
- **Build effective routines** and strategies for independent study/revision

Students will receive home learning once a week in Maths, English and Science with all other subjects setting it at least once per fortnight. Students will not be set home learning for Physical Education but we do encourage students to engage in physical activity outside of school for at least 30 minutes, 3 times a week. In addition to these home learning tasks, as reading is a vital skill required to access learning in all areas of the curriculum, all students are expected to read for at least 20 minutes, 3 times a week.

Home learning tasks will be shared with students in class and then logged on Edulink where both students and parents will be able to see them. Whilst students do not use traditional homework diaries, some students find it beneficial to record their upcoming home learning tasks and deadlines on a planning sheet or calendar at home.

Some materials or assignments may be uploaded for students to access or complete on Microsoft Teams but all instructions and submission dates will always be recorded on Edulink. Students will be shown how to navigate the school IT systems and use Microsoft Teams as they join Brittons.

The intention of home learning is to support students to be successful. It is not intended to cause worry or stress so any difficulties with home learning should be referred to Form Tutors in the first instance who will gladly work with students and/or parents to find a solution.

SMSC

Whilst academic learning is important, we wholeheartedly believe in the wider development of our students as individuals making their way in an ever-changing world. We know how important it is to guide our students to understand the world around them and to develop a strong moral compass which will enable them to participate successfully and with kindness in that world.

In other words, there is much more to school than simply academic learning and exams in each subject. Spiritual, Moral, Social and Cultural development is the over-arching term used to embrace this broader personal learning. It is developed throughout the curriculum, during a weekly form-time bulletin and discussion, assemblies, charity events, guest speaker events and workshops and a wide range of extra-curricular and out of school activities. All subjects provide opportunities to promote pupils' SMSC development and this is outlined in the departmental curriculum plans.

Spiritual development

Spiritual development involves developing a sense of self, our unique potential, our understanding of our personal strengths and weaknesses, and what motivates us to achieve. We consider our place in the world and try to answer some of life's fundamental 'big questions'. Spiritual development is about acquiring the skills, understanding, qualities and attitudes need to secure a sense of non-material wellbeing.

Moral development

Moral development is focused on acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. We learn to reflect on the consequences of human choices and explore the concepts of justice and forgiveness. Ultimately, moral development is about securing the knowledge, skills, understanding, qualities and attitudes needed in order to make responsible moral decisions and act on them.

Social development

Social development involves gaining an understanding of the rights and responsibilities associated with being a member of families and communities (be those local, national or global), and developing the ability to relate to others and to work with others for the common good. Developing our social awareness allows us to feel a sense of belonging and see what we have to offer society. Social development supports students to gain the knowledge, skills, understanding, qualities and attitudes needed to make an active contribution to the democratic process in each of the communities they exist in.

Cultural development

Cultural development is about celebrating and valuing our own individual cultural identities whilst learning to understand and respect other people's values and beliefs. It's also about having the opportunity to participate in, and respond to, a range of artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. We live in an ever-changing world, that can be complex and confusing at times. Cultural development supports us to build the knowledge, skills, understanding, qualities and attitudes which enables us to better understand how factors such as faith, ethnicity and socio-economic status affect how people think, act and live on a local, national and global level.

Fundamental British Values

SMSC at Brittons is underpinned by our unfaltering commitment to the fundament British values of:

1. Democracy
2. Rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance and acceptance of all cultures and religions

Co-curricular Provision

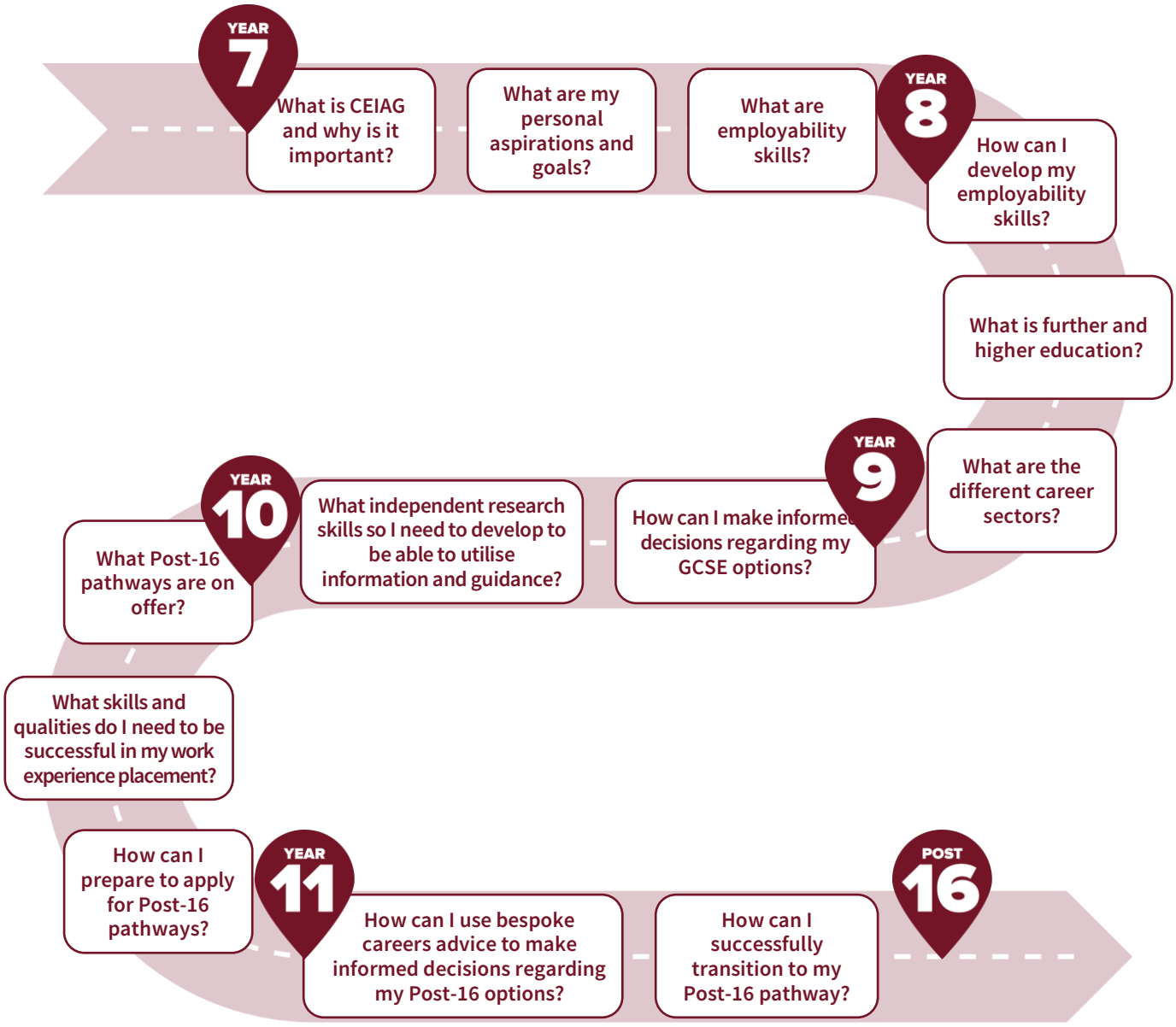
At Brittons, we are serious about the all-round development of our students. Whilst we strive for academic success for all our students we recognise students should also have the opportunity to shine beyond the classroom which is why we strive, year on year, to continuously improve our co-curricular offer.

Students are encouraged to engage in co-curricular opportunities as we believe this contributes to the development of many personal skills essential for success in the modern world including leadership, teamwork, communication and resilience.

In recognition of the many individual strengths and interests of our students, a range of clubs, activities and opportunities are planned into our school year. Students may choose to hone their practical skills with the Art or Technology departments; represent the school in one of our sport teams; take up singing tuition or link up with fellow film buffs at Film Club. We pride ourselves on listening to our students and continuously refine our co-curricular offer accordingly.

Careers Education, Information, Advice and Guidance (CEIAG)

Central to everything we do as we prepare our students for future success is the firm believe that every young person needs high-quality career guidance to make informed decisions about their future. We are driven by an unofficial little motto, 'If you can't see it, you can't be it'. Put simply, we believe that it is our duty to expose young people here at Brittons to the plethora of education and career pathways and opportunities that exist for them in order for them to be able to make the best decisions for a successful future. CEIAG is a priority from the very first day of Year 7 to the very last day of Year 11 as our students benefit from our excellent CEIAG curriculum.

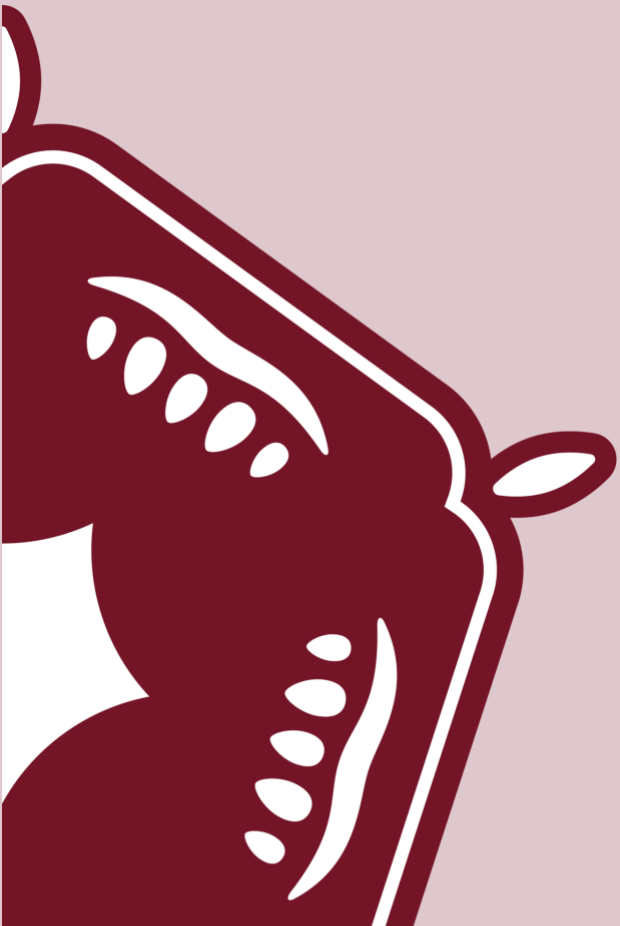


Core Subjects

English

Maths

Science



ENGLISH

Our curriculum vision

KS3 English takes our pupils on a journey of discovery: through which they will retrieve, gather and build both knowledge and skills that will not only prepare them for the assessment objectives later at GCSE, but also nurture communication skills for life and future employment.

Our pupils will practise and revisit skills for both English Language and English Literature: Reading and analysing writer's craft through novels, plays, poetry and an array of non-fiction texts; Writing speeches, articles, reviews and crafting creative pieces to enable them to communicate their own viewpoints and imagination to the world around them. Vital Speaking and Listening skills are nurtured in the classroom through embedded oracy strategies that embrace 'speak to write' and culminate in performances and presentations.

Across KS3 students use texts to build a broad and deep understanding of topics such as Gender, Race, Class, Power, Love and Conflict; through which they will build strong

foundations of knowledge and develop their own opinions of literature over time. They will have a confident understanding of how attitudes and perspectives have changed through the centuries and use this knowledge to enhance their own writing skills. They will be able to analyse writers viewpoints and perspectives with insight as well as give substance to their own creative and discursive writing tasks.

What students will study

- **Of Mice and Men** – Novel by John Steinbeck
  Pupils will read and appreciate this classic American novel and study how the writer creates meaning for their reader through the use of language and structural devices. They will build on their knowledge of genre and themes such as prejudice, isolation and power.
- **War Poetry**
  Pupils will be introduced to poetry comparison skills through the study of WW1 poems and contemporary experiences of war. They will appreciate and compare experiences of conflict through the eyes of iconic soldier poet Wilfred Owen, and then progress to explore more contemporary experiences of war through celebrated poets such as Simon Armitage.
- **Controversy** – Writing Speeches
  Pupils will draw on the skills and knowledge they acquired in year 7 and the units so far in year 8 to express their own viewpoints and perspectives of the world around them through discursive writing. They will consider the Genre, Audience and Purpose of opinionated journalism in order to produce a newspaper article.

- **The Woman in Black** – Gothic Novel by Susan Hill
  This unit is designed to broaden pupils' knowledge of writer's craft by exploring the Gothic Genre. Through reading this acclaimed novel - recently added to the canon - pupils will appreciate the conventions of genre whilst analysing specific writer's craft such as: pathetic fallacy and extended sentence structures.
- **Gothic Writing**
  Pupils will transfer their knowledge of the gothic genre and its conventions into their own piece of Gothic writing. They will explore how to craft their writing to create vivid haunting images and a sense of isolation and foreboding for their reader.

How progress in English is assessed

In each unit of learning pupils will have one formative assessment and one summative assessment which is usually an extended piece of writing. In English, pupils are assessed across 3 strands of progression:

- **Reading Skills** : analysing how a writer uses language and structure to create effects for the reader.
- **Writing Skills**: utilising their knowledge of writer's methods to produce their own writing for a particular Genre, Audience and Purpose.
- **Speaking and Listening Skills**: expressing their own opinions and viewpoints verbally and eloquently as well as listening and responding to the questions or viewpoints of their peers.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed and revisited throughout the year.

How this prepares for next year

Culminating knowledge of attitudes over time and studying classic literature and specific writing genres in year 8, builds stronger foundations for reading and writing topics in year 9 and KS4. All three skills strands will be developed further and with increased challenge as students progress through years 9- 11.

MATHEMATICS

Our curriculum vision

Maths at KS3 aims to help equip students with a deep understanding of mathematics that will prepare them for their GCSEs and beyond. In year 8, students will develop their knowledge from KS2 and year 7 and will begin to advance their problem solving and reasoning skills that will give them the confidence and resilience to become independent problem solvers. Students will become adept in their fluency, problem solving and reasoning skills through the exploration of Algebra, Geometry, Statistics, Number, Probability and Ratio & Proportion. This knowledge will lay the foundation for being able to think, speak and reason as a mathematician.

What students will study

- **Proportional Reasoning**
  Students will understand and apply ratio and its link to multiplication. They will also use the idea of scaling to solve direct proportion problems and evaluate multiplication and division of fractions.
- **Representation**
  Students will plot and interpret straight line graphs on a cartesian plane. They will also look at a range of ways to represent data using tables and scatter graphs, using these to find the probability of events occurring.
- **Algebraic Techniques**
  Students will build on their knowledge of algebraic notation in year 7 and apply this to expanding and factorising brackets, forming and solving equations and forming expressions using index laws. They will further develop their knowledge by applying algebra to generate sequences.
- **Developing Number**
  Students will apply their knowledge of fractions, decimals and percentages to solve problems, being introduced to multipliers that can aid with percentage problems. Students will also develop their number sense through understanding of standard form and practice of mental strategies and estimation.
- **Developing Geometry**
  Students will further develop their geometric reasoning through parallel lines, interior and exterior angles. They will use formulae to find the area of circles and trapezia. Students will start to be introduced to transformations, by applying symmetry to shapes and graphs.
- **Reasoning with Data**
  Students will look at the Data Handling Cycle, which involves collecting, processing and representing data in the form of various charts and graphs. From this, they will look at how averages can be obtained from sets of data, and what the averages represent.

How progress in Maths is assessed

In each unit of learning, pupils will have a formative assessment at the end of each unit. Students will complete a cumulative summative assessment at the end of each term to assess what they have learnt up to that point. In maths, pupils are assessed across three strands of progression:

- **Fluency**: the ability to quickly recall mathematical facts through conceptual learning, fact strategies, and memorisation
- **Problem Solving**: examining the question to find the key ideas, choosing an appropriate strategy, doing the maths, finding the answer and then re-checking to ensure accuracy.
- **Reasoning**: drawing logical conclusions based on evidence or stated assumptions and being able to justify answers and construct proofs.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout KS3.

How this prepares for next year

By the end of year 8, students will have experienced the opportunity to recall the building blocks from Year 7 and apply them to solve problems. Students will start to develop the skill of reasoning through proportion and data handling, as well as being introduced to key ideas such as manipulating brackets in algebra, and understanding what straight-line graphs represent. Fluency, problem-solving and reasoning will be developed further throughout KS3 and KS4 and students will ultimately become confident, resilient and independent problem solvers.

SCIENCE

Our curriculum vision

The science department aims to provide a curriculum that sparks students' excitement and curiosity about the subject to generate and sustain their passion both at the secondary and tertiary level. We intend to provide our students with opportunities to know and recognise the role of science in every human endeavour and its real-life applications. It is our intention through the body of knowledge in the curriculum, to develop students who are scientifically literate and can contribute reasonably to science discussions in the community. We are intent on providing our students with opportunities to develop a collaborative outlook so that they can become confident and comfortable in any group setting. This will strengthen core values such as perseverance; respect for others; enthusiasm; passion, risk taking and an exploring mind.

Our KS3 curriculum is rich in practical content allowing our students to develop practical skills including experimentation and analysing and evaluating data. This also allows our students to develop critical thinking skills and the ability to make informed choices and decisions. It is therefore our intention that every student in science will feel challenged, engaged and inspired in lessons through carefully sequenced learning experiences. Throughout the curriculum the focus is on:

- **Practical**: Scientific knowledge in Biology, Chemistry and Physics is driven by a practical approach, with all teachers delivering practical tasks that are consistent across each year group. Each unit provides our students with opportunity to carry out a full investigation from the planning stage to the evaluation of the task.
- **Challenge**: It is our intention to provide our students with highly challenging curriculum materials that meet their needs irrespective of their ability so they can fulfil their potentials.
- **Co-curricular**: Our KS3 students are given opportunities to experience science outside the classroom through curriculum enrichment events such as STEM engineering workshops, Spirit of the wild school outreach among other provisions.

What students will study

- **Feeding and Movement**. In this unit Year 8 students will learn about the components of a balanced diet and their importance. Other topics covered are food digestion and absorption, breathing and respiration and the structure and functions of skeletal bones.
- **Elements, compounds and mixtures**. This unit builds on the concepts learnt in the solids, liquids and gases in Year 7. Topics covered are; properties of elements, compounds and mixtures including separation techniques; properties of metals and non-metals and the periodic table. Students will start to write equations for chemical reactions and formulae for elements and compounds.

- **Forces and space**. In this unit the key concepts that are taught are: types of forces (such as contact and non-contact), balanced and unbalanced forces (with an opportunity for students to make and investigate a force meter) and space. The space aspects of this unit include studies on the solar system and seasons. The practical investigation explores density.
- **Ecological relationships and microbes**. Students in year 8 will learn about plant photosynthesis with an opportunity to test leaf for starch; they will study food chains, food webs and other interactions between living and non-living things in the habitat. Students will also learn about microbes, including harmful and beneficial microbes.
- **Earth and atmosphere**. This year 8 unit covers the structure of the earth, rock formation and rock weathering processes; composition of the earth's atmosphere and how it's changing. Issues around global warming and climate change are explored.
- **Electricity and magnetism**. This unit covers concepts of electric current, static electricity, the properties of series and parallel circuits, (including current and voltage in these circuits). Resistance and the factors that affect resistance are investigated and students learn how to calculate power and the cost of electrical energy used in homes. The properties of magnets and electromagnets are also investigated in the unit.

How progress in Science is assessed

All units are assessed using a range of assessment materials designed to be use as formative assessment and a summative assessment test at the end of each unit. Formative and summative assessments will focus on the following strands of progression:

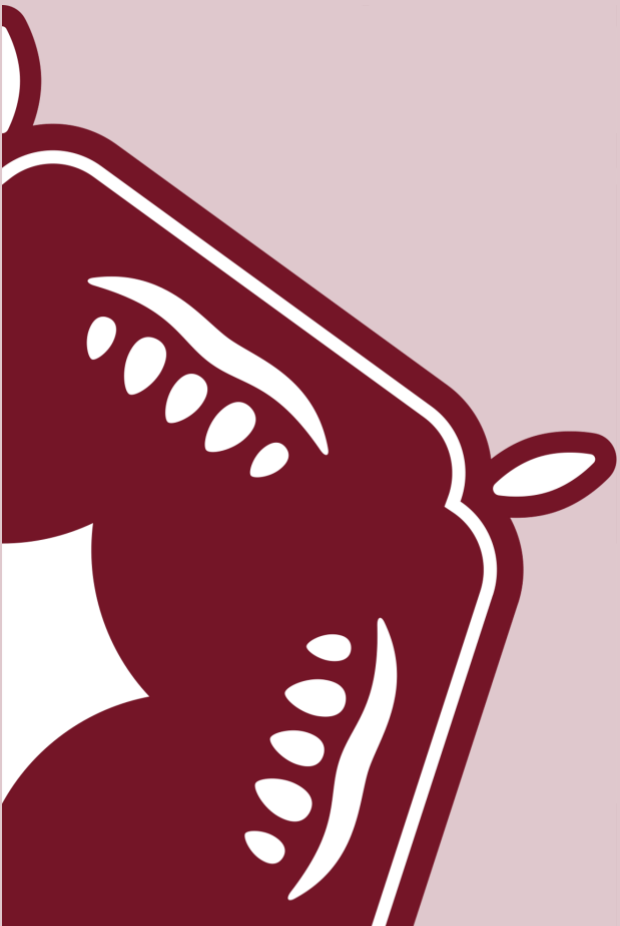
- **Key knowledge** - Recall of knowledge of key points and facts.
- **Explanation of concepts and phenomenon** – Understanding and explanation of why and how concepts and principles work, including extended writing questions.
- **Core practical knowledge and skills** – Assessment of students' ability to plan experiment, obtain and analyse evidence, as well as evaluating process.

Students will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

The understanding of the key concepts taught in the Year 7 units of work is crucial for the successful learning of units of work to be done in Year 8 and beyond. Skills from the Introduction to science essential skills are the foundation to doing practical science throughout their secondary education life, even though, these skills are built on throughout KS3 and KS4. Concepts taught in Chemistry, Biology and Physics units this year are foundational for further work on those units in higher classes.

Additional Subjects



Art

Computing

Design and Technology

French

Geography

History

Music

Personal, Social and Health Education

Physical Education

Religion, Philosophy and Ethics

ART

Our curriculum vision

We want to provide all Art students with a rich learning environment as well as a curriculum that involves creativity, imagination and artistic expression. Students will have the opportunity to explore artists' work and then develop their own art in response to the artist work. Students will become independent learners who develop ideas, experiment and take risks in the completion of their practical outcomes.

Students will have the opportunity to enhance their knowledge, skills and understanding by going on trips to galleries and museums to experience the art. Through providing support and strengthening our arts provision, students will have opportunities to attend intervention and workshops which are designed to increase student confidence in drawing, painting, and mixed media. Continuing our links with local artists and professionals in the creative industry will inspire students to aim higher and achieve more in their creative endeavours.

We exhibit our students' artwork in school and using virtual methods;

Our aim here is to show students how much their work and effort is valued. This process enhances students' pride in their learning as they can see their hard work and creative practice exhibited.

What students will study

- Portraiture
- Balance, Contrast & Variety
- Texture

In Year 8, students work on 3 projects. Our students will utilise the skills of line and linear drawing which have been acquired within the Year 7 curriculum and apply these to specific art and design projects as well as portraiture. Students will develop self-portrait responses which build on the use of gridding, proportion and use of space. This allows students to enhance their observational drawing skills and build on their understanding of tonal qualities.

By the end of the year, our students will be able to blend light, mid and dark tones within their own compositions and also use their imagination and creativity to:

- Use signifiers from the natural world to create effect and meaning
- Show an appreciation of wildlife by creating animal portraits
- Make creative decisions that support the development of semi-abstract art pieces
- Draw attention to certain parts of their compositions through a range of techniques including direction change, gradients and pressure blending

How progress in Art is assessed

Students complete three projects of learning, producing 1 key piece for assessment each half term – a formative piece at the end of HT1 and a summative piece at the end of HT2.

Feedback is focused on security and application of skills and how to improve those between the formative and summative pieces. Students produce a self-reflection against criteria for excellence with this self-reflection marked for SPAG.

In lessons students have verbal feedback from their art teacher to address misconceptions, pride in presentation of work, and to better skills, this informs them of immediate actions enabling students to improve their written or practical outcomes.

How this prepares for next year

By the end of Year 8, students will have a foundation in terms of their application of fine art skills, these including pencil control and an understanding of blending techniques. These skills are essential for the Year 9 curriculum as they provide students with the opportunity to make informed decisions, develop original outcomes that clarify their thoughts and also highlight their intentions and personal decision-making processes.

COMPUTING

Our curriculum vision

Like it or not, the digital world has well and has truly embedded itself in our lives. How does it work? How do you use it to create? We aim to answer these questions and develop digital literacy skills for use in school, personal life and potential future pathways. It will be a full-on year of skills, knowledge and creativity.

What students will study

In Year 8 students will further their skills in Python and deepen their programming skills and knowledge by using subroutines and loops. At the end of the year, a final project is set to embody the skills studied during the year.

- **Computer Systems**
  Pupils will study the inner workings of digital devices. What components make up a typical device? Students will also study the different networks available to them and the software that runs on them.
- **Esafety: The dark side of the web**
  Pupils will study current security issues of the web including malware and social engineering techniques that can be a problem in school and at home.
- **Data representation**
  Pupils will study how binary is used to store image data within a computer. Students will also have the opportunity to create digital graphics using different techniques.
- **Python Programming**
  Following on from Year 7, pupils will use Python in a much more deeper way. Using constants, variables and the correct syntax they will use Python to code simple apps and widgets.
- **HTML, web design and interactive products**
  Pupils will study HTML, the code behind the internet. Pupils will also take a creative path using design and analysis to create a website or interactive multimedia product.

How progress in Computing is assessed

In each unit of learning pupils will have one formative and one summative assessment. These will vary depending on the subject and context and will give students the opportunity to succeed in different disciplines. In Computing pupils are assessed across 6 strands of progression:

- Computational thinking – Problem solving. Creating algorithms. Programming.
- Computer science – How data is stored in a computer. Hardware and software.
- Digital literacy – Being an independent computer user.
- Creating and repurposing digital products – Design and creativity using the full capabilities of computers.
- Esafety – Staying safe online and being a knowledgeable and responsible digital citizen.
- ICT and computing in the real world – What are the effects of ICT on the wider world?

Pupils will not always be assessed on every progression strand in every assessment, but these 6 strands will be assessed throughout the year.

How this prepares for next year

By the end of year 8, our aim is for students to undertake creative media and computing units in the year 9 curriculum. It will build on ideas of analysis and challenging, independent programming enabling students to be ready for the thinking, synthesising and application of deeper concepts in Year 9. Like it or not, the digital world has well and has truly embedded itself in our lives. How does it work? How do you use it to create? We aim to answer these questions and develop digital literacy skills for use in school, personal life and potential future pathways. It will be a full-on year of skills, knowledge and creativity.

DESIGN & TECHNOLOGY

Our curriculum vision

Our intention in the Design & Technology department is to continue to enthuse student's creativity and give them experiences which equip them to solve real and relevant problems within a variety of contexts. We intend to deliver an ambitious curriculum which is accessible to all, providing the widest possible range of opportunities for all students, no matter their circumstances to become self-motivated, confident and creative learners. Students will develop and secure technical and practical skills valued by employers and our main priority is for students to be problem solvers who are resilient whilst taking calculated risks.

As a department, we believe that students learn best by practical experience, experimenting and taking chances. We achieve this through inspiring lessons and imaginative teaching which makes connections to industry and further education. Our passion is to deliver a well-rounded curriculum in which all students gain confidence to take their technology lesson experiences outside of the classroom and into adult life. Our main areas of focus are practical skills and technical knowledge. These combined skills we believe students will be able to design, make, analyse and evaluate products of high quality.

What students will study

In year 8 our students continue to study the disciplines within technology including food technology, resistant materials and textiles. In food technology, our course begins with an in-depth study of food safety. Our students learn how bacteria multiplies and how to prevent cross contamination. Also, they learn about shaping and binding ingredients and the science behind current cooking methods used. In resistant materials, our students learn about forces and structures; they learn how to identify types of structures and the forces applied to them. They learn about the different types of mechanisms and how they can change one type of motion to another. In addition, our students study the scales of production in their 'Picture Frame Project'. They review the different processes used in industry depending on the quantity of an item manufactured. Finally, in textiles, we investigate existing products and create designs for mass production with a focus on understanding industrial methods of printing and manufacturing.

By the end of the year, our aim is for students to develop their Year 7 knowledge and apply it to new product designs, with a greater personal input. They are challenged to:

- Use their imagination to plan a design
- Justify their design choices through annotation
- Improve accuracy of measuring and marking out
- Identify and name tools and equipment
- Create a working product from a set of written instructions

In our projects, students will use a range of specialist tools from Year 7 including:

- Computer aided design and manufacture (CAD)
- Standard workshop tools such as saws and chisels
- Standard cooking equipment such as grills, food processors and food temperature probes

They will continue to follow health and safety guidance when using equipment and will develop their independence and practical ability.

How progress in Technology is assessed

In every lesson the students will receive verbal feedback from the class teacher to address misconceptions, pride in presentation of work, and to secure practical skills, informing them of immediate and effective actions enabling students to improve the quality of their written, design or practical work.

For each project there will be a formative and summative assessment carried out, depending on the focus of the project. There will be two pieces of extended writing that will be marked for literacy.

Formative feedback is based on the practical work undertaken. Practical work is equally as important as written tasks in technology, the formative assessment will inform students of the progress they are making, what they are doing well and how they can improve. Practically it will allow the students to identify their strengths and areas for improvement when carrying out practical work, such as the accuracy of measuring and marking out, or how skilfully particular tools and equipment are being used. This will ensure the students will have time to focus on particular skills they have or need in order to move forward. This progress can be evidenced in the evaluation of the project. This assessment process supports the continuous development of the curriculum. Using a consistent approach to formative assessments based on the practical skills, students can transfer and build on skills they have gained in the next project. This enables the students to be more confident and independent and they are encouraged to use their gained skills to show more independence and accuracy.

Summative assessments are based on the knowledge the student have gained during each project. Each project has its own area of knowledge that we focus on with the students. Some aspects of the design process are replicated in every project but the topics covered within each are different. We use a multiple-choice style assessment where students are assessed on their knowledge and understanding gained throughout the project. Students can therefore identify areas where they have understood the content well and where further study may be needed. The assessment process ensures students make the required progress. As part of the written response to the assessment, students are required to research an area highlighted as a weakness, to help develop their understanding. We aim to support students in the continuous development of the curriculum.

How this prepares for next year

The Year 8 curriculum prepares students to select the appropriate tools and materials for a given task. Our students will be more confident in their ability to use workshop equipment safely and accurately.

DRAMA

Our curriculum vision

Creativity, collaboration and confidence are at the heart of Drama at The Brittons Academy. We believe that drama is a fundamental subject for the development of oracy, imagination, creative thinking and their ability to collaborate with others. Whether students go on to careers in The Creative Arts or elsewhere, they will develop a broad range of transferable skills which will be imperative to all aspects of their future success.

What students will study

- **Romeo and Juliet** (colour)
  Students will use this text to work on their vocal skills within a performance. They will also start to perform on different staging types considering audience awareness and proxemics. They will also develop the specific skills required when using a script to create a performance.
- **Performance Strategies**
  This unit allows students to explore the use of rehearsal techniques to develop their character as well as giving them the opportunity to explore a range of issues that impact society today. They will also use a range of performance strategies to create performances.
- **Noughts and Crosses**
  This is the second script students will study in Year 8. They will explore the social and historical context surrounding the text, as well as exploring key themes and ideas that occur within the play. They will also be introduced to a practitioner and explore how their techniques can be used to communicate the issues within the play.
- **Greek Theatre**
  Students will explore the context surrounding Greek Theatre as well as learning a new range of subject specific vocabulary associated with this genre of performance. They will be able to recognise and label the different aspects of a Greek Amphitheatre and use these specific skills and techniques in their performance work.
- **Extended Devised Project**
  This unit will be students first opportunity of working on a longer-term project using the skills and techniques associated with Theatre in Education. Students will choose a topic, research it and develop a performance that aims to educate their specific target audience.

How progress in Drama is assessed

In each unit of learning students will have a summative performance assessment in drama as well as an extended written personal reflection analysing their work. Pupils are assessed across four strands of progression:

- **Devised Performance Skills**: students use of stimuli, their creativity and imagination when developing performances.
- **Group Performance Skills**: their collaborative practice, their ability to work with others, oracy and teamwork skills.
- **Quality of Written Work**: their ability to analyse and evaluate their work using subject specific vocabulary.
- **Work Based on a Script**: understanding the features of a script, using s script to create a performance, understanding a playwright's intentions.

Students will not always be assessed on every progression strand in every assessment, but these four strands will be assessed throughout the year.

How this prepares for next year

Throughout Years 7 and 8, students widen their skills base for performance; using key skills such as narration, physical theatre, exaggeration and thought tracking, as well as tackling diverse and mature stimuli which develops their communication, independence and confidence in creating performances. Year 9 requires pupils to deploy these skills with greater independence, imagination and depth. Students will apply their repertoire of skills to longer and more unusual dramatic stimuli and scene structure.

FRENCH

Our curriculum vision

French at KS3 aims to equip students with a broad understanding of knowledge and skills French at KS3 aims to equip students with a broad understanding of knowledge and skills that will not only prepare them for the assessment objectives later at GCSE, but also develop communication skills for life and future employment. In Year 8, we develop longer exchanges of language by introducing students to the past tense, introducing more complex language communications and teach idiomatic, 'real-life' language used in French-speaking countries.

What students will study

- Holidays. Students will be able to give and seek information about holiday destinations and activities in the present and the past tense as well as problems such as missing the plane.
- Special occasions. Students will be able to give and seek information about how people celebrate holidays and birthdays.
- Leisure activities. Students will be able to give and seek information about how people use digital technology and the types of TV programmes they watch. They will also explain the importance of healthy living as well as different sports injuries that can occur.
- Local area. Students will be able to give and seek information about what activities people do in their local area.
- Life as a teenager. Students will be able to give and seek information about what they are allowed to do at home and what their priorities are in life.

How progress in French is assessed

In each unit of learning pupils will have one formative assessment which is an extended piece of writing and two summative assessments which consist of a listening task, a speaking task or a reading task. In French pupils are assessed across 4 strands of progression:

- Listening
- Speaking
- Reading
- Writing

Pupils will not always be assessed on every progression strand in every assessment, but these 4 strands will be assessed throughout the year.

How this prepares for next year

By the end of Year 8, pupils will have a solid foundation of three tenses: present, past and near future. These are key building blocks needed for the more complex language communications of Year 9, including the introduction of the simple future. The core language structures from Years 7 and 8 are re-capped in the Year 9 curriculum to ensure they are embedded and effortlessly produced in longer exchanges of French.

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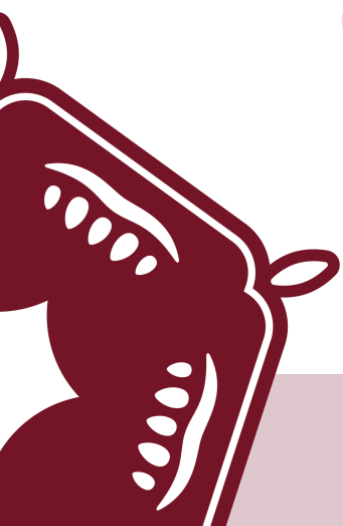
GEOGRAPHY

Our curriculum vision

By the end of KS3 in geography, we aim for pupils to have an understanding of core geographical concepts including spatial patterns, uniqueness of places and interconnections between physical and human geography, ranging from the local to global scale. Pupils will build an in-depth knowledge of a range of places, as well as understanding key concepts such as cause and effect, sustainability and vulnerability. Pupils will be able to apply these concepts to a range of geographical contexts at different scales. Pupils will know and understand the geographical enquiry process, being able to 'think like a geographer' and apply this to their understanding of the world around them. By the end of KS3 pupils will have experienced both human and physical enquiry-based fieldwork. In geography we aim to instil a sense of awe and wonder with the world around us, enabling pupils to think like a geographer, confident in their own knowledge and understanding to play an active part in shaping the world around them.

What students will study

- **How are populations changing?**
  Pupils study how population is changing in the UK and in other places around the world. Pupils develop their understanding of the causes and effects of population change, including historic and current migration trends.
- **How can we manage tectonic hazards?**
  Pupils study tectonic plate theory and build their knowledge of the physical processes that cause earthquakes and volcanoes. Pupils will develop their understanding of the impacts of tectonic hazards in contrasting locations.
- **Why is the Middle East an important world region?**
  Pupils study the Middle East, developing their understanding of the climates, environments and population. Pupils will also develop their understanding of economic growth in this area and the issue of conflict.
- **How can we cope with changing coastlines?**
  Pupils study the physical processes that shape the coastline and their resulting features. Pupils will develop their understanding of how some coastlines are vulnerable to erosion and flooding alongside ways of managing these risks.
- Who are the Superpowers?
  Pupils study geopolitics and how power has shifted over time. Particular focus is given to Russia and China and how they influence the world economically and politically.
- **How can we investigate urban environments?**
  Pupils will study the growth of urban areas in the UK. Pupils will develop their understanding of the factors that influence urban growth and urban decline, investigating the impact of regeneration in Stratford.



How progress in Geography is assessed

In each unit of learning pupils will have one formative assessment, which is usually an extended piece of writing, and one summative assessment in the form of a test. In geography pupils are assessed across four strands of progression:

Geographical knowledge
locational knowledge, place knowledge and description of key physical and human features

Geographical Understanding
geographical processes and being able to explain interconnections, for example how a waterfall is formed or why some places are more developed than others.

Application of understanding
using knowledge and understanding to analyse, evaluate and make decisions

Geographical skills
use of maps, graphs, data and a range of sources accurately and effectively.

Pupils will not always be assessed on every progression strand in every assessment, but these four strands will be assessed throughout the year.

How this prepares for next year

Understanding of important concepts in Year 8, such as sustainability, geomorphological processes, geopolitics and human-physical interaction, will be built on further in Year 9 through studying the big idea of globalisation, contemporary geographical issues, river processes and flooding and a large regional study of Africa.

HISTORY

Our curriculum vision

The History department's main aims are to ensure that all students engage in a diverse history across time-periods and the world. Furthermore, that our students have a knowledge-rich education that allows them to achieve the skill set of a historian. The skills that our students will achieve will be the ability to identify, explain and evaluate cause and consequence; change and continuity; significance; similarity and difference; evidence and interpretations. Students will have the mind-set to ask questions, create links and critically analyse the purpose of sources and interpretations. The study of history equips students with the skills and conceptual understanding to meet the challenges of the modern world. They will be critical thinkers who can comprehend, synthesise, and make judgements on a range of historical, yet relevant issues.

By the end of key stage three, students will have engaged with British and non-British history enquiries that are based on historical scholarship. It is our aim to inspire curiosity in our students so they want to enquire about the past. The curriculum will develop student's love of history so that they can confidently talk and write like a historian.

What students will study

- **How did the Reformation matter to ordinary people?**
  Students' will learn about the Protestant Reformation and how it affected ordinary people by studying the case study of Morebath. This enquiry will develop students' change and continuity skills.
- **Why did England go to war with itself?**
  Students will study the causes of the English Civil War. This study will build on students' understanding of the Reformation. This enquiry will develop students' cause and consequence skills.
- **Who lived in British America?**
  Students will learn about the British colonies in America and about the different people that lived in these colonies, including the indigenous populations. This enquiry develops students' similarity and difference skills.
- **Why were ordinary women accused of witchcraft in the 17th century?**
  Students' will learn about society's beliefs in magic and witches. They will consider the multi-causal reasons why there was an increase of witchcraft accusations through their analysis of three case studies, including Essex. This enquiry develops students' cause and consequence; significance and similarity and difference skills.
- **What can we learn from evidence about the experience of slavery?**
  Students will engage with a range of evidence to make inferences and analyse the impact of the transatlantic slave trade. This enquiry develops students' evidence skills.
- **How did the Industrial Revolution change Britain?**
- Students will consider the impact of the Industrial Revolution on Britain, with a focus on the impact on ordinary people. Students will analyse the type of changes that occurred and engage with historical scholarship. This enquiry develops students' interpretation and change and continuity skills.

- **What were the consequences of the British Empire in Hong Kong?**
  Students will study the reasons why Britain wanted to trade with China. Students will learn about the Opium Wars and consider the long-term consequences of these wars on Hong Kong. This enquiry will include recent protests of 2019 and 2020. This enquiry develops students' cause and consequence skills.
- **Why did a First World War break out?**
  Students will study the difference causes of the First World War, they will consider the significance of the alliance system and the assassination of Franz Ferdinand. This enquiry will develop students' cause and consequence skills.

How progress in History is assessed

All units of learning are assessed with tasks that are designed to answer the enquiry question. Formative assessments range from a piece of extended writing, to knowledge tests or timelines. Summative assessments include a range of knowledge questions and a piece of extended writing. Students are assessed across three strands of progression:

- **Recall of historical knowledge**: Students' use of key concepts, vocabulary, dates, statistics, names etc.
- **Analysis of Evidence**: Students' understanding and application of evidence (sources).
- **Explanation of key historical concepts**: Students' explanation of key concepts such as: cause and consequence; change and continuity; similarity and difference; interpretations and significance.

Students will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

Understanding of important concepts such as empire, revolution and societal beliefs will be developed further in Year 9 through the studies of the Russian Revolutions and modern Britain. All historical skills will be developed in more depth in Year 9.

MUSIC

Our curriculum vision

We believe that studying music at The Brittons Academy allows students to experience the joy of creating, performing and exploring new possibilities within sound. All students have a natural ability to appreciate rhythmic and melodic aspects of music which we strive to refine and celebrate within our music lessons. Music is a broad and diverse subject that makes links with almost all subjects in the curriculum which can only serve to enhance them both academically and creatively. The nature of our music education equips our students with vital transferable skills such as self-expression, confidence, creativity and collaboration, which help them to succeed.

What students will study

- **Guitar Skills**
  Students will learn to read and perform the appropriate notations for contemporary guitar playing. They will confidently perform chords and tablature, seeing themselves in the roles of both accompanist and soloist.
- **Composition Skills**
  Students will learn the stylistic features of horror music for film. They will know the compositional conventions used and apply them using music software.
- **Blues Skills**
  Students will learn the stylistic features of Blues music. They will know the compositional structure and demonstrate their understanding using the keyboard.

How progress in Music is assessed

In each unit of learning, pupils will have three assessments based on the fundamental strands of learning. In music, pupils are assessed across three strands of progression:

- **STRAND 1 - Performing**
  students will be assessed on their technical skills through a variety of standard band instruments. They will be expected to read the associated notations for that instrument and to perform with accuracy, fluency and musicality.
- **STRAND 2 - Composing**
  students will be assessed on their ability to think creatively and to structure their composition in a coherent way. They will be expected to record their composition using the appropriate notations so that these can be read and performed by others.
- **STRAND 3 - Listening**
  students will be assessed on their aural skills. They will be identifying changes in dynamics and tempos using the Italian terminology. They will identify ensembles aurally and visually.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

How this prepares for next year

Students will have developed the technical skill and confidence needed to be successful in Year 9. They will be able to read notation, identify and play along to a pulse and think creatively when music-making. They will be more confident in their compositional skills and have a deeper understanding of the theoretical knowledge needed to be a well-rounded musician.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Our curriculum vision

Personal, Social and Health Education at Key Stage 3 aims to ensure that all students possess the skills and knowledge to live a healthy, safe and full life.

As well as developing secure factual knowledge of a range of personal, social and health issues, we encourage students to ask deep and meaningful questions about their own worlds and the lives that we share. We aim to develop attitudes of thoughtfulness and confidence about themselves – skills which are invaluable as they face the issues that are present in 21st century living. Students will have the mindset to ask questions, create links and critically analyse information that they receive.

What students will study

- **Living in the Wider World**
  Students will examine the importance of making informed decisions; students will investigate different career interests and develop a range of employability skills. Students will explore the role that the media has on self-esteem and being able to outline their positive attributes. Students will learn about the importance of the Equality Act. Students will examine differences between identities and the dangers associated with homophobic behaviour.
- **Health and Wellbeing**
  Students will learn about the dangers associated with smoking, including vaping and alcohol. Students will learn how to deal with head injuries safely. Students examine the dangers and laws relating to gangs, including the transportation of drugs across County Lines. Students will learn about the causes of, and methods to support those suffering from, self-harm.
- **Relationships and Sex Education**
  Students will understand what CSE is and what they should do if they ever have concerns relating to CSE. Students will also learn about the laws relating to stalking and harassment.

How progress in Personal Social Health Education is assessed

In line with guidance from the PSHE Association students are not formally assessed in PSHE. To demonstrate progress, students begin each unit by completing a confidence tracker which they complete again at the end of the unit.

How this prepares for next year

The PSHE curriculum is a spiral curriculum organised to continuously build on the three overarching themes of a) Living in the Wider World; b) Health and Wellbeing; c) Relationships and Sex Education. Students explore a range of career interests in preparation for learning about the different option subjects available and their Post-16 options during Year 9. Students will also build on their First Aid lessons they have completed in Year 7 and 8 by practising CPR during Year 9. Students will develop their previous lessons on physical health during Year 9 by learning how to perform self-examinations.

PHYSICAL EDUCATION

Our curriculum vision

The Physical Education department strongly believe that sport and exercise is an essential tool to prepare, support and develop students in every aspect of their journey through the Brittons Academy. It is our intent to provide students with fun, engaging lessons that are accessible to ALL whilst challenging and inspiring students to improve and progress in a range of different activities.

It is our intent to provide students with lifelong skills that can develop their character and embed values such as fairness, respect, leadership and teamwork.

Students will have a strong understanding of the importance of living a healthy, active lifestyle and the impact this can have on them physically, socially and emotionally. Our broad and varied curriculum will also equip students with the skills and knowledge to excel, should they wish to further continue their study of physical education post 16 and beyond.

We are proud of our community and believe that providing students with the opportunity to engage in competitive sport will give them the confidence to extend their participation beyond school and attend clubs, teams and organisations in the local area.

What students will study

In KS3 sports are taught on a rotational basis. During the key stage students will study a selection of sports including football, netball, gymnastics, rugby, volleyball, athletics, cricket, rounders, tennis and softball. In some of these areas students will be given the opportunity to compete internally at house level and externally in Borough competitions. Part of each unit will develop the student's understanding of a healthy lifestyle, and knowledge of muscles, bones, and the effect of exercise on the heart. Participation by all students is strongly encouraged, regardless of ability or previous experience. Principles of respect and fair play underpin the curriculum.

Student will rotate sport/activity each half term. Within each unit they will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition.
- Develop their technique and improve their performance in other competitive sports.
- Overcome intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, both individually and as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Within Key Stage 3 students gain confidence in applying more advanced skills, showing accurate technique and consistency within both isolated drills and competitive situations. Students will further develop an ability to evaluate and assess movements and sequences to produce refined outcomes. Leadership opportunities are facilitated to improve communication skills, teamwork, organisational skills and confidence. Students will be expected to lead warm-ups and some sports related drills as well as score and officiate within a range of different activities.

Throughout the PE learning journey, each student is exposed to information about the possible career paths that come under the umbrella term of sport. This is displayed in their changing rooms and a page has been integrated into the assessment document. Specific career links are referenced in lessons and within extra-curricular activities where they provide the scope to enable the student to clearly see the progression. This would entail writing up a match report that would link well to a career in sports journalism or leading a warm-up or skills session in a lesson which would link to a career as a sports coach or personal trainer.

Each activity taught in the physical education curriculum embeds key skills that the students learn and develop. These skills include communication, resilience, problem solving and leadership. Students are made aware through their lessons how they have used these skills and how they would be valued in the workplace. The students bank practical examples that can be referenced in personal statements for employers, colleges and universities.

How progress is assessed

Assessment in PE is continuous and takes place throughout each lesson. Students are encouraged to peer and self-assess to develop their own knowledge and understanding of the activity being taught. The teacher will observe and assess students throughout to ensure activities are pitched at the right standard to maintain continuous progress and challenge. The 5 areas listed below would be used as a guide when conducting a formal assessment:

- Execution of skills and techniques
- Decision making
- Application of compositional, tactical, and strategic ideas
- Evaluating and analysing performances
- Demonstration of balanced, active, healthy lifestyle choices

How this prepares for next year

In PE we teach the same activities throughout year 7, 8 & 9. This is to provide the students with continuity and depth. We will build upon the skills taught and encourage the students to build upon their knowledge and understanding throughout each unit. The vocabulary we use in PE will be constant throughout key stage 3 and we will adapt each activity to ensure students are challenged and achieving.

RELIGION, PHILOSOPHY AND ETHICS

Our curriculum vision

Religion, Philosophy and Ethics at Key Stage 3 aims to ensure that all students possess tolerance, respect and understanding of a range of religious and non-religious beliefs in order to engage successfully in wider society. Furthermore, the RPE curriculum enables students to have a knowledge-rich education that allows them to develop historical, sociological, theological and philosophical knowledge.

As well as developing secure factual knowledge of moral and religious beliefs, we encourage students to ask deep and meaningful questions about their own worlds and the lives that we share. We aim to develop attitudes of thoughtfulness and confidence about themselves – skills which are invaluable as they face the issues that are present in 21st century living. Students will have the mindset to ask questions, create links and critically analyse the purpose of religious text as well as the reasons for diverse interpretations of the same text. They will be critical thinkers who can understand, explain and evaluate a range of social, moral, religious, ethical and philosophical issues.

What students will study

- **The Importance of Social Action**
  Students will study the importance of charity in Christianity and Islam before researching social issues that exist locally. Students will complete a social action to support a selected social issue before delivering a presentation on their findings. This enquiry develops students' skills relating to sociological and theological beliefs.
- **What Are the Key Features Of Islam?**
  Students will recall the fundamental teachings of Islam, before investigating each of the Five Pillars of Islam and the importance of these on the life of a Muslim. Students will explore what it is like to be a teenage British Muslim in the 21st century. This enquiry will focus on theological and sociological thinking.
- **What Are the Key Features Of The Main Religions Of India?**
  Students will investigate the fundamental teachings of the Sikh, Hindu and Buddhist faiths. Students will explore the impact of different beliefs and religious stories on the life of the religious believer. Students will consider what it is like to be a British teenager practising these faiths in the 21st century. This enquiry will focus on the 4 strands of religious thought: theological, sociological, philosophical and historical.
- **What Are the Key Features Of Christianity?**
  Students will recall the fundamental beliefs relating to the role of Jesus in Christianity and Islam before investigating the nature of God for Christians. Students will explore Christian beliefs and practises before comparing views from British Christian and British Muslim teenagers, with their personal views. This enquiry will focus on theological, historical and sociological thinking.

How progress in Religion, Philosophy and Ethics is assessed

Assessment in RPE assess what a student knows, the depths of understanding and their ability to apply this understanding. Formative assessments in RPE involve students writing a piece of extended writing. Summative assessments include a range of knowledge questions and a piece of extended writing to aid recall of knowledge, application and evaluation of knowledge learned.

In Religion, Philosophy and Ethics pupils are assessed across three strands of progression:

- **Recall of knowledge**: knowledge of religious beliefs and practises, knowledge of non-religious beliefs and practises and knowledge of ethical principles.
- **Explanation of understanding**: being able to explain how beliefs impact practises and how practises are informed by religious and non-religious beliefs.
- **Application of understanding**: using knowledge and understanding to analyse, evaluate and make judgements.

How this prepares for next year

Year 8 prepares students for Year 9 where they will need to have a clear understanding of Christian and Muslim beliefs to apply these to personal and social ethical questions.

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