

**Woodrush High School**

# **Curriculum Booklet**

## **Year 8**

**2022 - 23**





Dear Parents/Carers

This booklet is a guide to the curriculum your child will study during this year. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subjects studied by Year 8 students and includes important information about how each subject fits into the wider programme of study for your child during their time at Woodrush.

*Our curriculum offer is based on core principles which we feel very strongly about as a school. Our curriculum is broad and balanced so students gain a wide variety of knowledge, understanding and skills. We inspire a love of learning to give students a thirst for knowledge which is supported by enrichment to help students see the relevance of what they are learning to the outside world; as well as give them opportunities to extend their learning outside of the curriculum. Here at Woodrush we ensure that learning in all areas is progressive and moves students forward, constantly building on prior knowledge. We provide time to embed learning so there is a deep understanding of the topics taught and we ensure we meet the needs of all learners so that all students are pushed to reach their potential. We want our students to become active citizens in modern Britain and therefore we build on their personal development. Finally, we are eager to see our students aspire to what they want to be and so we prepare them for the next steps; whether that be a new key stage, onto college or out into the world of work.*

As children get older it becomes increasingly difficult for parents to help with their homework however there are many varied ways that you can support your child with their work at home. On each of the subject pages there are suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,

Mrs S Carr  
Assistant Headteacher

## Tutorial Time

During tutor time at the start of the day all students follow a curriculum to support their wider learning with in school. An outline of a typical week is shown below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 8	Woodrush Weekly	Assembly	Character Q & A	Literacy	Character Development

**Woodrush Weekly** – Focuses on going through notices and reminders along with celebrations from the previous week.

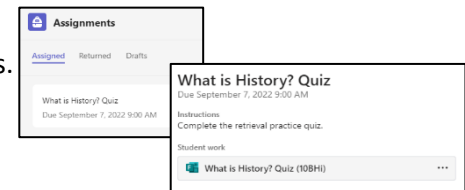
**Assembly** – Our weekly assemblies focus on the core values of the school and modern Britain as well as being an opportunity to celebrate individual achievements of students.

**Literacy** – On alternate weeks student’s complete activities to strengthen their literacy. We value the importance of being able to read with accuracy and enjoying what you read! We therefore encourage ‘Book in every bag,’ where students bring a book to school every day. Spare books are available at our pop-up libraries.

**Character Development** – Form time sessions focussing on personal development of skills; including discussing issues from the news.

## Homework

In year 8 students will have homework in the form of quizzes set on Microsoft Teams.



Students will have homework in every subject, except for PE and PSHE, and will have a week to complete it. A1’s will be given to everyone who completes their homework.

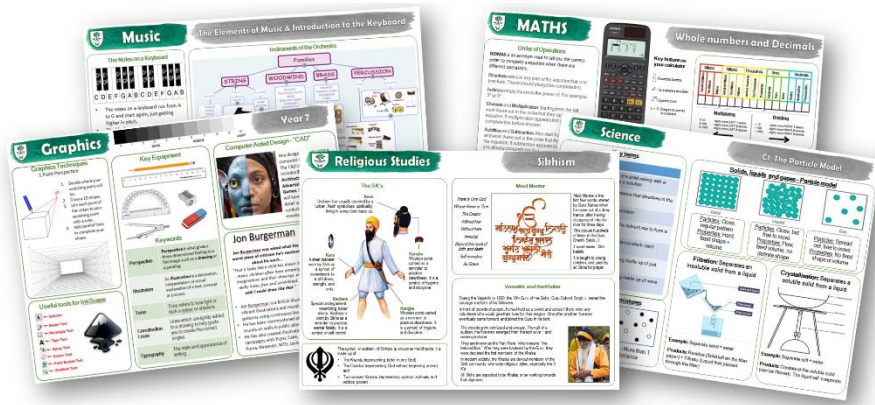
The amount of homework they will receive is in the table below:

Subject	Number of lessons	Pieces of homework over two weeks
English	6	2
Maths	6	2
Science	4	2
History	3	1
Geography	3	1
Religious Education	2	1 every 4 weeks
Spanish (or Mandarin)	3	1
Computer Science	2	1
Design and Technology	3	1
Art*	2	1

Homework tasks will be knowledge-based retrieval activities. They will consist of 10-20 questions which assess key knowledge that has been taught within that subject that week; e.g. When was the battle of Hastings? What is an integer? Identify the noun in this sentence.

Feedback for these pieces of homework will then take place in lessons.

Knowledge Organisers will be given to every student in year 8 during the first half term. They contain the most important information students need to know for each of their subjects. Learning these facts will help them succeed in lessons. We also expect all students to read for 20 minutes each evening.





## Curriculum Overview for Autumn Term and Spring 1 Part 1

Subject	Autumn 1	Autumn 2	Spring 1
Art	<p><b>Portraits</b> Baseline assessment facial proportions Facial features study page  Baseline assessment</p>	<p><b>Portraits</b> Artist Research -Luke Dixon Digital edits Pen and line Outcome  Portrait outcome in the style of Luke Dixon</p>	<p><b>SUPERHEROES VS SUPERVILLAINS</b> Group piece large scale grid drawing and oil pastel/paint superhero inspired by Sandra Chevrier  Portrait outcome in the style of Chevrier using mixed media.</p>
Computing	<p>Media – Vector Graphics  Keywords Assessment and Summative Assessment</p>	<p>Computing Systems  Keywords Assessment and Summative Assessment</p>	<p>Developing for the Web  Keywords Assessment and Summative Assessment</p>
Drama	<p><b>Creating a Character - Ernie’s Incredible Illucinations</b> How do we create a variety of different characters?  Performance assessment of extract from script</p>	<p><b>Theatrical Devices, Ernie’s Incredible Illucinations</b> How do we make our scenes interesting?  Devised performance and written evaluation</p>	<p><b>Lord of the Flies</b> Introduction to playwrights and looking at plot, character, themes, etc.  Performance of extract</p>
English	<p><b>Gothic</b> Descriptive and narrative writing. Non-fiction reading. Study of a gothic novel or short stories.  Creative Writing</p>	<p><b>The Supernatural</b> Descriptive and narrative writing. Modern drama. Introduction to film studies.  Reading Task</p>	<p><b>Power and Conflict</b> Study of a novel. Poetry. Non-fiction reading and writing.  Extract based reading assessment on power and conflict.</p>
Geography	<p><b>Our Developing world</b> Development statistics, measurements. Is Africa developed? What is Malawi like? How can we encourage development? Magazine report</p>	<p><b>China</b> How developed is China? How is China’s development impacting the environment?  Leaflet/poster outlining the level of China’s development</p>	<p><b>Weather and climate</b>  Global climates Different climate zones; the UK’s climate; microclimates  Microclimates study End of topic test</p>
History	<p><b>How did the First World War affect Birmingham?</b>  Knowledge check</p>	<p><b>The Inter-War Period America 1919-1929</b>  WW1 and America Assessment</p>	<p><b>Germany 1933-1939</b>  Knowledge Check</p>
Mandarin	<p><b>Food and Drink</b> Food and Drink items Express opinions and justify with reasons Meal Plan Order a meal in a restaurant Food in China (explore Chinese culture)  Listening, Reading and 60-80-character Writing assessment</p>	<p><b>Holidays</b> Weather Countries, nationalities and languages Place names Transport How do Chinese young people spend their holidays (explore Chinese culture)  Speaking assessment</p>	<p><b>All about me</b> Use past-tense marker to talk about where you went on holidays Writing Project: post-card writing Describe people’s appearance Talk about where I live  Listening, Reading and Translation assessment</p>
Maths	<p><b>Number</b> <b>Whole number and decimals</b> <b>Geometry - Measures, perimeter and area</b> <b>Algebra - Expressions and formulae</b>  End of topic Exit Tickets</p>	<p><b>Number</b> <b>Fractions, decimals and percentages</b> <b>Geometry</b> <b>Angles and 2D Shapes</b> <b>Algebra</b> <b>Graphs</b>  End of topic Exit Tickets and Unit test</p>	<p><b>Number</b> <b>Decimal calculations</b> <b>Statistics</b> <b>Statistics and probability</b> <b>Geometry</b> <b>Transformation and Scale</b>  End of topic Exit Tickets</p>

## Curriculum Overview for Autumn Term and Spring 1 Part 2

Subject	Autumn 1	Autumn 2	Spring 1
Music	<b>20th Century Popular Music: Blues, Jazz &amp; Beyond</b> History and context Keyboards, 12 bar blues  Listening Test Improvised Performance assessment	<b>20th Century Popular Music: Blues, Jazz &amp; Beyond</b> History of Popular Music: Rock n Roll, Soul, Funk, Rock & Metal, Pop Music  Performance assessment Listening Test	<b>Music in the Media</b> Computer Game Music Music for Adverts  Listening Test Keyboard Composition performance
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<b>FOOD</b> Healthy Eating guidelines. Sustainability & factors that influence food choices  Practical assessment of fajitas. Theory assessment on Healthy Eating guidelines.  <b>GRAPHICS Architecture</b> Architectural sketching 2D drawings 2 point perspective	<b>GRAPHICS2</b> Point Perspective Clocktower Drawing <b>Research Skills</b> Looking at different countries and cultures. Artist research.  <b>Refining Ideas</b> Typography Analysing different Graphic approaches  <b>Mood Boards</b> Sketching and drafting ideas .	<b>PRODUCT DESIGN</b> <b>Safety</b> Contextual Challenge Drawing in 3D (advanced)  <b>Culture</b> Generating ideas Orthographic and advanced 3D drawings CAD drawings  <b>Meeting Stakeholders Requirements</b> Writing briefs Initial ideas and modelling of ideas
Faith and Ethics	Human Rights		Sikhism
PE (assessed via a skills test)	<b>Boys</b> – Badminton/ Football <b>Girls</b> – Netball/ Gymnastics	<b>Boys</b> – Gymnastics/ Rugby <b>Girls</b> – Badminton/ Hockey	<b>Boys</b> – Badminton/ Handball/ Football <b>Girls</b> – Basketball/ Dance
PSHE (Scenario based assessment)	Peer pressure Online relationships Disability awareness	Impact of smoking and alcohol Mental health and support Keeping fit	Multiculturalism and diversity Black history Tax and national insurance
Science (topics to be taught on rotation)	<b>B2 – Health &amp; the Body</b> Health, exercise, diet, drugs and the human body.  B2 end of unit test	<b>C3 – Reactions</b> Names and equations, Oxidation reactions, types of chemical reaction.  <b>B3 – Respiration and Photosynthesis</b> Aerobic respiration, anaerobic respiration and photosynthesis.  C3 end of unit test and B3 end of unit test	<b>P3 - Waves</b> Types of wave, light, sound, how we hear and how we see.  P3 end of unit test
Spanish	<b>Where I Live</b> Places in town Opinions on town Telling the time Activities in the town Near future tense Weekend plans  Listening and writing Assessment	<b>Holidays</b> A past holiday Travel Preterite tense Holiday activities Opinions of holiday  Speaking and reading Assessment	<b>Media</b> Mob iles phone use Opinion on music genres Recent trip to the cinema Compare TV programmes Last weekend  Listening and Writing Assessment



## Curriculum Overview for Spring 2 and Summer Term Part 1

Subject	Spring 2	Summer 1	Summer 2
Art	<p><b>SUPERHEROES VS SUPERVILLAINS</b> Comic artist workshop outcome based on workshop session</p> <p>Artist workshop outcome</p>	<p><b>TYPOGRAPHY</b> Intro to type faces onomatopoeia – card constructions – Inspired by Lichtenstein</p> <p>3D superhero letter</p> <p>3D outcome</p>	<p><b>COMBINED FINAL OUTCOME</b> Sustained final outcome, a personal response inspired by Kate Moross</p> <p>Final Outcome sustained piece mixed media.</p>
Computing	<p>Representation – From clay to Silicon</p> <p>Keywords Assessment and Summative Assessment</p>	<p>Mobile App Development</p> <p>Keywords Assessment and Summative Assessment</p>	<p>Introducing Python Programming</p> <p>Keywords Assessment and Summative Assessment</p>
Drama	<p><b>Desert Island</b> Introduction to stimuli when creating theatre</p> <p>Devised performance and written evaluation</p>	<p><b>Melodrama</b> Introducing styles of theatre, looking at stereotypes and creating comedy</p> <p>Written script and performance assessment</p>	<p><b>Superheroes</b> Antagonist and protagonist, genre, looking at acting for film as well as stage.</p> <p>End of term performance Written evaluation</p>
English	<p><b>Power and Conflict</b> Study of a novel. Modern Drama. Non-fiction reading and writing. Comparative poetry assessment.</p>	<p><b>History of English Language and Literature</b> Study of a Shakespeare play. Study of key social and historical contexts. Group research and presentation task.</p>	<p><b>History of English Language and Literature</b> Study of a Shakespeare play. Study of key social and historical contexts Non-fiction reading and Writing task.</p>
Geography	<p><b>Extreme weather</b> Tropical storms, wildfires, climate change</p> <p>Create a climate change campaign to make people aware of the impacts climate change will have.</p>	<p><b>Our Restless planet</b> Plate tectonics earthquakes and volcanoes</p> <p>9 mark questions</p>	<p><b>Development and natural hazards</b> Reducing the effects of hazards</p> <p>End of year exam</p>
History	<p><b>How significant was the role of the British Empire during the Second World War?</b> Assessment including Inter war and the Second World War</p>	<p><b>How significant was the role of the British Empire during the Second World War?</b> The Holocaust Knowledge check</p>	<p><b>The Holocaust</b> End of Year Assessment</p>
Mandarin	<p><b>All about me continued</b> Describe their rooms Colours and clothes Daily routine Daily life and clothes (explore Chinese culture)</p> <p>Speaking assessment</p>	<p><b>Where do you live</b> Places in town Four directions To tell weekend plans by using future tense markers</p> <p>Listening, Reading and 60-80-character Writing assessment</p>	<p><b>Where do you live continued</b> Describe your house Jobs and occupations How people live (explore Chinese culture)</p> <p>Preparation for the end of year MEP hurdle tests MEP Hurdle Tests – Speaking and Writing – teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.</p>
Maths	<p>Algebra Equations Number Powers and Roots Geometry Construction and Pythagoras</p> <p>End of topic Exit Tickets and Unit test</p>	<p>Algebra Sequences Geometry 3D shapes and trigonometry</p> <p>End of topic Exit Tickets</p>	<p>Ratio and Proportion Statistics Statistics and Probability</p> <p>End of topic Exit Tickets and Unit test</p>





## Curriculum Overview for Spring 2 and Summer Term Part 2

Subject	Spring 2	Summer 1	Summer 2
Music	<p><b>Music in the Media</b> Ukuleles: Chords recap and learning tab. Computer Game Themes</p> <p>Ukulele assessment Listening Test</p>	<p><b>Music For Film</b> Superheroes vs Villains, Leitmotifs , &amp; Fanfares, , Composing a leitmotif for a character</p> <p>Listening Test Performance &amp; Composition assessment</p>	<p><b>Music For Film</b> John Williams, Danny Elfman, Wendy Carlos, Hans Zimmer Pirates of the Caribbean Creating a Pirate Leitmotif</p> <p>End of term composition &amp; performance Listening Test</p>
Design Technology (subjects taught on rotation) All assessed via End of Unit Assessment	<p><b>PRODUCT DESIGN</b></p> <p><b>Sustainability</b> Developing design ideas Materials properties (Physical and mechanical)</p> <p><b>Evaluating</b> Making of products Isometric sketching CAD designing (2D Design)</p> <p><b>Technological Developments</b> Writing evaluations Marketing and Branding of products</p> <p><b>TEXTILES</b> Introduction to the pencil case project Writing briefs and specifications Initial ideas and modelling</p> <p><b>Detailed design</b> Producing prototypes, critiquing ideas, meeting the requirements of specifications</p>		<p><b>TEXTILES</b></p> <p><b>Making of products</b> Developing their ideas Producing prototypes from a range of materials</p> <p><b>Making of the product</b> Developing a knowledge and understanding of material properties</p> <p><b>Environmental issues and practical's</b> Pupils learning about the sustainable development of products</p> <p><b>Writing evaluations</b> Marketing and Branding of products Producing final proposals and pitches – Communicating to others</p>
Faith and Ethics	Sikhism		Spirited Arts Celebration
PE (assessed via a skills test)	<p><b>Boys</b> – Fitness/ Hockey <b>Girls</b> - Badminton/ Football</p>	<p><b>Boys</b> – Athletics/ Softball/ Cricket <b>Girls</b> - Athletics/ Rounders/ Tennis</p>	<p><b>Boys</b> – Athletics/ Softball/ Cricket <b>Girls</b> - Athletics/ Rounders/ Tennis</p>
PSHE (Scenario based assessment)	<p>Healthy family relationships Bullying and banter FGM and forced marriage</p>	<p>Contraception, pregnancy and parenting Gambling and addiction Positive self-image</p>	<p>Accounts, savings and financial institutions Careers and life choices Caring for the environment</p>
Science (topics to be taught on rotation)	<p><b>C4 – Environmental Chemistry</b> Renewable and non-renewable energy, the atmosphere and global warming.</p> <p>C4 end of unit test</p>	<p><b>P4 – Electricity</b> Static, electrical circuits, magnetism and electromagnetism</p> <p>P4 end of unit test</p>	<p><b>B4 – Ecology</b> Food chains and webs, interdependence and competition, sampling, natural selection and human impact on the environment.</p> <p>B4 end of unit test End of year assessment</p>
Spanish	<p><b>Let's Eat!</b> Food and drink Opinions on food Mealtimes Order a meal in a restaurant</p> <p>Reading assessment</p>	<p><b>Holidays</b> Plan a party Account of a past party Using three tenses Latin American food</p> <p>Speaking Assessment</p>	<p><b>Arranging to go out</b> Invitations Excuses Getting ready to go out Clothes</p> <p>End of Year assessment</p>





# Subject Guidance

## Art

*“The Art and Design curriculum is designed to provide pupils with the opportunity to demonstrate imagination and creative flair, together with problem solving, whilst learning the skills and techniques to effectively use a wide range of media.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Portraits</b> Baseline assessment facial proportions Facial features study page	<b>Portraits</b> Artist Research -Luke Dixon Digital edits Pen and line Outcome	<b>SUPERHEROES VS            SUPERVILLAINS</b> Group piece large scale grid drawing and oil pastel/paint superhero inspired by Sandra Chevrier	<b>SUPERHEROES VS            SUPERVILLAINS</b> Comic artist workshop outcome based on workshop session	<b>TYPOGRAPHY</b> Introduction to typefaces onomatopoeia – card constructions – Inspired by Lichtenstein 3D superhero letter	<b>COMBINED FINAL            OUTCOME</b> Sustained final outcome, a personal response inspired by Kate Moross, using all skills learnt
Assessments	Baseline assessment	Portrait outcome in the style of Luke Dixon	Portrait outcome in the style of Chevrier using mixed media.	Artist workshop outcome	3D outcome	Final Outcome sustained piece mixed media.

Building on prior learning	In year 8 we will be re visiting the visual elements that are key to the basic drawing skills (Line, Tone, Shape and Colour). Alongside this we encourage experimentation by allowing students to explore variety of experimental techniques and media, such as painting, 3D, printmaking, and collage. Students will use organic structures to explore these areas and will do a mixture of individual and group work
Enrichment within the Curriculum	We provide a broad and rich curriculum which will build towards an end of term project incorporating all years and all creative arts subjects to allow students to exhibit in a final summer festival.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as KS3 XL Art club. Every year we have the opportunity for students to get involved with whole school Arts activities, either a full school musical which takes place once every 2 years, where they can help produce the set and props, and an Arts festival in the summer term where they will exhibit work.
Positive impacting on personal development (SMSC)	Students learn how to have a creative and explorative mind. They gain independence of thought and perseverance when experiments don't quite work and they will grow in confidence when they do. Students also work collaboratively in group Art pieces and through schemes of work we look at how to respect each other's work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Art or Photography at GCSE and Key Stage 5 level. Art in general promotes team work skills, creativity, and independence of thought, problem solving and builds self-confidence. Students have a real sense of pride when they see their work exhibited.

Ways to support your child's learning
<ul style="list-style-type: none"> <li>• Visit Art Galleries and exhibition with your child and encourage them to speak about what they see.</li> <li>• Encourage your child to draw regularly - helps promote motor skills!</li> <li>• Cheap art sets can be bought from a range of accessible shops, supermarkets and online to help further their skills.</li> <li>• Ensure that homework is completed on time.</li> <li>• Get messy with your child! Allow them to explore materials and reassure that it is ok to make mistakes.</li> </ul>



# Computing

*“The Computer Science curriculum gives students a broad and detailed understanding of how computer systems function. Computer Science gives students new skills in developing a computer-based language known as Python. The curriculum will allow students to do computational thinking and problem solving, enabling the students to feel challenged academically in every lesson. We want to foster an environment of resilience, developing a safe space to allow students to create mistakes, learn from them and try again.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Media – Vector Graphics	Computing Systems	Developing for the Web	Representation – From Clay to Silicon	Mobile App Development	Introducing Python Programming
Assessments	Keywords Assessment  Summative Assessment	Keywords Assessment  Summative Assessment	Keywords Assessment  Summative Assessment	Keywords Assessment  Summative Assessment	Keywords Assessment  Summative Assessment	Keywords Assessment  Summative Assessment

Building on prior learning	In year 8 students will build on topics they have previously covered as well as being introduced to new and exciting things that they haven't yet encountered. For example, students will look again at algorithms but then apply this to programming in Python and designing webpages in HTML.
Enrichment within the Curriculum	Students will have the opportunity to look at several career-based topics which will hopefully enthuse them to carry on with further study of the subject. For example, students will have the opportunity to learn to program in Python, create webpages in HTML and develop a working mobile application
Extracurricular opportunities	In year 8 students will be given the opportunity to go to the new technologies show. This will allow them to see the future of technology and therefore hopefully enthuse them to play a part in creating it.
Positive impacting on personal development (SMSC)	Computing in year 8 is a truly vocational subject where students get to try a range of different career options; Computer Programmer, Web Designer and Network administrator and Vector Graphic Designer.
Preparing for the next stage of education	Many of our year 8s will eventually opt to carry on studying Computer Science and our year 8 curriculum gives all students a secure grounding in this discipline; Binary, algorithms, Python, HTML and Networking are all topics that students encounter again at GCSE.

Ways to support your child's learning
<ul style="list-style-type: none"> <li>• Encourage your child to watch technology-based TV shows such as the gadget show</li> <li>• Encourage your child to read new technology blogs and sites such as 'The Verve' or the 'BBC Technology pages'</li> <li>• Trips to famous places associated with technology to the evolution of technology such as Bletchley Park</li> <li>• BBC Bitesize Computer Science pages</li> <li>• Download some of the free applications such as python and allow them practice coding</li> <li>• Log on to 'Code Academy' with your child and learn how to code for free whilst picking up some industry recognised qualifications.</li> </ul>



# Drama

*“Our drama curriculum intends to embed skills and knowledge of the theatre and performance process, which allows them to develop a love of the performance arts. Along with growing in confidence and giving respect for others around them who share their views and opinions.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Creating a Character</b> Ernie’s Incredible Illucinations How do we create a variety of different characters?	<b>Theatrical Devices</b> Ernie’s Incredible Illucinations How do we make our scenes interesting?	<b>Lord of the Flies</b> Introduction to playwrights and looking at plot, character, themes, etc.	<b>Desert Island</b> Introduction to stimuli when creating theatre	<b>Melodrama</b> Introducing styles of theatre, looking at stereotypes and creating comedy	<b>Superheroes</b> Antagonist and protagonist, genre, looking at acting for film as well as stage.
Assessments	Performance assessment of extract from script	Devised performance and written evaluation	Performance of extract	Devised performance and written evaluation	Written script and performance assessment	End of term performance Written evaluation

Building on prior learning	There is no Drama course in Year 7 therefore students will need to build their drama skills throughout year 8, focusing on creating a character, using theatrical devices and different styles of theatre.
Enrichment within the Curriculum	Students will have the opportunity to attend live theatre shows and students will have the opportunity to take part in extra-curricular opportunities to develop their skills further.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as Key stage 3 drama club and other performance clubs every week. Every year we have an annual Christmas concert where students get the chance to perform along with a full school musical which takes place once every 2 years and an Arts festival in the summer term.
Positive impacting on personal development (SMSC)	Students learn how to have perseverance, determination and grow in confidence through our mini performance assessments. Students also work on their group work skills and learn how to lead and be part of a bigger ensemble. Through schemes of work, we look at how to respect each other’s work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Drama at GCSE and KS5. Drama in general promotes teamwork skills, creativity, communication skills and builds confidence.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Try watching a variety of different TV and film genres to begin to identify the key features of each.</li> <li>• Try to go to as many live theatre productions as possible, check out National Theatre Live performances which are broadcast to cinemas across the country.</li> <li>• Read aloud to get better projection, articulation and diction!</li> </ul>



# English

“English at Woodrush is a broad, deep-thinking, wide-ranging subject that allows students to develop their creativity, critical evaluation and love of language. We aim to take them on an inclusive journey through key thoughts, moments, ideas and texts that enhance their cultural capital and connect the past with the modern world. The needs of all students are met through support and increasing challenge. Students enjoy feeling empowered and confident in expressing their ideas.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Gothic Writing: Genre and Context</b> Understand the context of Gothic writing by reading Edgar Allan Poe’s poem <i>The Raven</i> and his story <i>The Tell-tale Heart</i> . Engage with non-fiction articles on Victorian London and Gothic themes	<b>Gothic Writing: <i>The Woman in Black</i> by Susan Hill, setting and characterization.</b> Students will focus on developing their own creative writing using Gothic setting, foreshadowing, and characterization to create a tense atmosphere.	<b>Poverty and Division: <i>Animal Farm</i> by George Orwell</b> Consider the impact of poverty and societal division through analysing the allegory in <i>Animal Farm</i> .	<b>Corruption and Power: <i>Animal Farm</i></b> Students will look at the impact of power and corruption through analysing the roles of different characters in <i>Animal Farm</i> .	<b>The Literature of Love: Shakespeare’s <i>Romeo and Juliet</i></b> Students study the idea of tragedy and look at the concept of civil unrest.	<b>The Literature of Love: <i>Romeo and Juliet</i></b> Love poetry through the ages. Students continue their study of <i>Romeo and Juliet</i> considering how the characters develop over the course of the play.
Assessments	Analytical Reading: Gothic tropes and foreshadowing. <b>Revise:</b> Gothic Knowledge Organiser, typical features of Gothic writing.	Creative writing: Gothic stories <b>Revise:</b> sentence types, and core vocabulary on knowledge organiser.	Persuasive writing (rhetoric): impact of poverty. <b>Revise:</b> Rhetorical methods (HOOK structure).	Analytical reading: theme of corruption in <i>Animal Farm</i> . <b>Revise:</b> <i>Animal Farm</i> quotes and characters.	EOY Exam: synoptic Core knowledge, <i>Romeo and Juliet</i> analytical reading and creative writing. <b>Revise:</b> <i>Romeo and Juliet</i> Knowledge Organiser.	EOY Exam: synoptic Core knowledge, <i>Romeo and Juliet</i> analytical reading and creative writing. <b>Revise:</b> <i>Romeo and Juliet</i> Knowledge Organiser.

Building on prior learning	Students will continue to build upon the skills they worked on in year 7. This includes: writing for a range of tasks and audiences; literacy skills; reading a variety of literary texts including poetry, Shakespeare, world literature and prose; speaking and listening; essay and skills.  Students will also have opportunities to learn how to revise and build upon prior learning, skills which will become increasingly important as they progress with their studies.
Enrichment within the Curriculum	Each fortnight, students will have a half hour classroom reading session where they can select and read books and take progress quizzes as part of the Accelerated Reader programme. By boosting students’ reading levels, and enjoyment of reading, this will support their comprehension and understanding across all areas of the school curriculum. In conjunction with the library, students will also get the chance to attend author visits and celebrate World Book Day.  We also provide opportunities to watch drama performances, either through trips to the theatre or by inviting theatre groups into school.
Extracurricular opportunities	Students will be invited to take part in creative writing house competitions. Aspiring journalists can also write articles for the Woodrush Star each term.  There are also extra-curricular activities run by the library, including book club and the opportunity to become a student librarian.
Positive impacting on personal development (SMSC)	The nature of both English Language and English Literature affords a wide range of opportunities to explore a range of issues from the world around us. In year 8, this includes the study of important social and historical events and reading texts from a range of cultures and perspectives. Reading a variety of texts also helps students to develop empathy. The skills of comprehension and evaluation, as well as the ability to develop critical responses to texts also support students in organising and sustaining thought – skills which are valuable across the whole curriculum as well as in daily life.
Preparing for the next stage of education	Whilst the focus of year 8 is to inspire a love of English and to expose students to a rich range of texts and topics, all of the skills which will be developed are directly related to the skills that will be required at GCSE level.  There are also opportunities for students to get a taste of what is studied in GCSE Film Studies, a course which many students opt for when they select their option subjects at the end of year 8.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Help your child to study their spellings. This could include making sure their wordlists are visible at home or taking it in turns to test each other.</li> <li>• Get involved with any research homework your child has been set. This could include looking online or a visit to the library.</li> <li>• If your child has a speaking and listening presentation coming up, encourage them to practise so they can build their confidence.</li> <li>• Trips to the theatre can be a great experience. Look out for discount tickets at the RSC or consider smaller productions at local theatres.</li> <li>• Look out for any writing competitions on TV, radio, or in the newspaper – these can be a fantastic way to get excited about writing.</li> </ul>



# Faith and Ethics

*“The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Human Rights	Human Rights	Sikhism	Sikhism	Spirited Arts	Spirited Arts
Assessments	Frequent GCSE style marked questions and an end of topic test		Frequent GCSE style marked questions and an end of topic test		Frequent GCSE style marked questions and an end of topic test	

Building on prior learning	Students will develop their understanding of the core religions, building upon the content learnt in primary education. Beyond this, pupils will also investigate wider world issues and how society is affected by events or individuals. Woodrush adopts a thematic approach to the teaching of Faith and Ethics, encouraging pupils to compare and contrast religious and non-religious opinion across a range of themes.
Enrichment within the Curriculum	Several topics in Year 8 include opportunities to express learning through a range of art forms.
Extracurricular opportunities	Students will have the opportunity to become involved in groups such as the Student Council, Prefects and Eco team when they learn about Human Rights in Term 1.
Positive impacting on personal development (SMSC)	Students have the opportunity to learn from their experiences, interpret spirituality and discuss & reflect on ultimate questions. Students learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad etc. Students are given the opportunity to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
Preparing for the next stage of education	Students learn several skills sets that become vital in GCSEs, in particular descriptive, analytical and evaluative skills.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Encourage your child to read beyond the classroom and find out more about religions or societal attitudes</li> <li>• Discuss current affairs with your child. Explain how actions around the world can impact a variety of different people.</li> <li>• Watch documentaries or programmes that explore differences between individuals.</li> <li>• Visit places of cultural importance, such as places of worship or sites of historical significance.</li> <li>• Read through your child’s Knowledge Organiser or class books, challenging their assumptions and supporting them at times of confusion.</li> </ul>



# Food and Nutrition

*“The intent of our food technology curriculum is to apply the principles of nutrition and healthy eating, instilling a love of food and cooking in all our pupils, and also a deep understanding of how food is produced and the vital role it plays in good health.*

*Throughout their time in Food technology, we aim to encourage independent learning, confidence, risk taking, and resilience through practical and theoretical participation and application. The department ensures that our students have a wider understanding of the environmental impact of food choices, multicultural foods and religious food choices, ethical food choices and beliefs, nutrition and reducing food waste.”*

	1	2	3	4	5	6
Topics	Nutrition 1 Macro nutrients Balanced meals	Nutrition 2 Micronutrients and deficiencies	Factors affecting food choice 1 Identifying factors that influence food choice	Factors affecting food choice 2 Identifying how to adapt recipes for specific needs	Heat transfer Methods of heat transfer Conduction Convection Radiation	Food science Gelatinisation and viscosity
Assessments	Nutrient project worksheets Vegetable Biryani	Nutrient project worksheets Stir fry	Creation of Information booklet Cereal bars	Mindmap and poster Mince dish		Gelatinisation and viscosity Pasta bake

Building on prior learning	Pupils build on the Year 7 work developing pupils understanding of factors influencing food choices and healthy eating. Pupils will be learning how to adapt recipes for specific needs. Pupils scientific knowledge will be enhanced looking at viscosity and gelatinisation Pupils will be studying the effects of heat transfer on foods.
Enrichment within the Curriculum	To enrich pupils experience of the subject all pupils will have the opportunity to experience visits from guest speakers in the food (from <b>Aspens</b> and <b>Birmingham City University</b> ). Pupils will have the opportunity to participate in the workshops with catering staff within the school.
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs in Design and Technology. These clubs and opportunities run throughout the year starting in October, including a specialised baking club.
Positive impacting on personal development (SMSC)	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Pupils are encouraged to work together to complete their projects, to share resources and ingredients. Pupils are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design are a cornerstone for us across the department at Woodrush.
Preparing for the next stage of education	Studying Food and Nutrition is a great introduction to the world of catering and technical studies in Nutrition. There are endless opportunities for students studying food Post 16. Many students who study Food and Nutrition at GCSE apply for Post 16 courses including Food Science, Nutritional Studies, Catering.

### Ways to support your child’s learning

- Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘Ready Steady Cook’, ‘The Great British Bake off’ introduce pupils to new ingredients and methods.
- Pupils are encouraged to read books, magazines and articles about creating food dishes.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making food dishes.





# Geography

“Geography at Woodrush is developed through a topical contextualised approach to Human and Physical themes whilst using a spiralling approach to develop core skills over time. At Woodrush, students will develop a sense of wonder about the world around them whilst developing and embedding core Geographical skills within each topic. Investigative and inquisitive personalities are developed through enquiry and evaluative based learning within fieldwork studies and decision-making exercises. Geography will also enable students to develop the cultural capital and emotional literacy required for the world of work through group presentation, teamworking challenges, decision making exercises and discussion and debate of sensitive yet current world issues.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Our developing world</b> What is development? How do countries develop?	<b>Our developing world</b> Malawi and China development over time.	<b>Weather and climate</b> Global Climate, UK climate	<b>Weather and Climate</b> Extreme weather in the UK, Formation of tropical storms, hurricane Katrina	<b>Our Restless planet</b> Plate tectonics, earthquakes and volcanoes	<b>Our Restless planet</b> Development and earthquakes. Reducing the impact of natural hazards
Assessments	Magazine report on the Millennium Development Goals. How can they help Malawi develop? Knowledge recall quizzes	End of topic test Knowledge recall quizzes	Microclimates study Fieldwork write up Knowledge recall quizzes	End of topic test Knowledge recall quizzes.	Mid topic skills test Knowledge recall quizzes	End of year exam

Building on prior learning	The year 8 curriculum is designed to be broad and varied to link in as much as possible with any prior learning. Students will further develop locational knowledge taught at KS2 at local, national and global scales. Students will build on knowledge of Africa and Asia in KS2 to develop detailed knowledge of development in contrasting China and Malawi, Students will develop complex arguments surrounding global economic inequality and the impact of natural hazards on vulnerable populations. All content will be taught in conjunctions with the development of map skills, graphical analysis, decision making enquiry, evaluative and debating skills which incorporate include cross curricular links with Science, English and Mathematics.
Enrichment within the Curriculum	There will be a house event linked with global development and the supply of clean water where children will be able to design a water purification unit. Students will be able to conduct fieldwork experiments outside and an optional humanities trip to Weymouth to see various world heritage coastal sites.
Extracurricular opportunities	Pupils will be able to take part in our global green awareness week next summer where they will conduct surveys of how well teachers and students recycle and look after our environment. There will also be an opportunity to design a new recycling product as part of World Environment day and plastic free July. Year 8 students will embark on a design a volcano project in the Summer term.
Positive impacting on personal development (SMSC)	Geography is a subject that allows students to study the world around them in order to gain insight into the future world they will live in as adults. Students will learn what it means to be British by looking at core values of mutual tolerance, acceptance, democracy and the rule of law. When studying the rest of the world, students will be able to develop an understanding of the difficulties people encounter and demonstrate the ability to empathise with them.
Preparing for the next stage of education	We tailor our Geography curriculum to enable students to make a smooth transition into Year 9 and beyond. The "Our developing world" topic will introduce students to topics such as the rise of China where they will understand how economic our world is changing so rapidly in preparation for Globalisation in Year 9. They will develop the ability to debate and evaluate whilst writing the extended prose answers required as a skill as GCSE. "Violent planet" is a similar to our post popular GCSE topic of "Natural hazards" though the places studied will be different in location and scale of study.

## Ways to support your child’s learning

- Visit the Lapworth museum at Birmingham University to see fossils of extinct animals and learn about the rocks that shape our Earth
- Watch films about war and conflict. Find out why and where it happens
- Watch weather forecasts and familiarise yourself with the key terminology that meteorologists use.
- Read your students’ planner to find out what homework they are doing. Help them use search engines to research geographical topics.
- Watch TV documentaries such as Blue Planet and Planet Earth to encourage students to engage with our natural world.
- Find out about flooding in Carlisle, Birmingham and Cornwall. Think about what our government could do to prevent these problems in the future.
- Visit places such as Twycross Zoo, Dudley Zoo, West Midlands Safari park to learn about where animals come from and how they adapt to their environments.

# Graphics

*“The intent of the Graphics curriculum is to engage students in a wide range of Graphic communication skills. Students will learn how to be resilient, self-critical, analytical and creative throughout this course. Students will develop traditional skills such as sketching, shading, technical drawing and painting but will also learn a vast range of 21<sup>st</sup> century skills such as Vector Drawing, web design, photo manipulation and digital painting. Students will refine ideas to produce professional looking outcomes on a range of different mediums.”*

	1	2	3	4	5	6
Topics	<b>2 Point Perspective</b>  Construction lines, perspective, use of a vanishing point, guidelines, shading, 3D presentation, basic shapes	<b>Architectural Sketching</b>  Utilising 3D techniques to create designs.	<b>Research Skills</b>  <b>Using mindmaps and secondary sources such as the internet to explore the context.</b>	<b>Refining Ideas</b>  Looking at refining and developing ideas to create interesting and creative outcomes.	<b>Illustration</b>  Students will look to create digital posters for their chosen country.	<b>CAD design</b>  Students will use a program called Inkscape to create a CAD version of their posters
Assessments	Clocktower Assessment Students will be assessed on accuracy, effort and presentation.				Poster	Poster Inkscape digital outcome

Building on prior learning	Students will develop their designing skills so that they can communicate creative ideas effectively. Skills will be more advanced than ones they learned in year 7 and students will enjoy the challenge of developing their skills even further and learning some new skills and techniques.
Enrichment within the Curriculum	We provide a wide range of skills that students can learn, practice and develop. The skills and knowledge learned in Graphics will hopefully provide an excellent foundation for the way that students present their work going forward in all subjects.
Extracurricular opportunities	Students are encouraged to practice their new skills at home and any exemplar work that is brought in will be photocopied and included in student’s books. There is a vast collection of YouTube video tutorials that can further enhance student’s Graphic skills.
Positive impacting on personal development (SMSC)	Student will be learning how to communicate ideas. When students are asked to be creative and make products/images that need to have an impact they will consider moral and ethical ways in which images can be used in advertising.
Preparing for the next stage of education	Year 7 Graphics will provide a solid foundation level of skills for students to build on as they move up through the school. It will increase student’s confidence in their own abilities of designing and communicating ideas.

Ways to support your child’s learning	
<p>Many students really enjoy drawing and designing. The best way for student to become expert Graphic Designers is to practice their skills at home.</p> <p>This can be from observational drawing, watching tutorials online or even using a range of different design apps on pcs and tablets. By doing this they will constantly improve their range of skills.</p>	

# History

*“At Woodrush we believe that our students deserve a History curriculum that is reflective of themselves and the world in which they are growing up in. As a result, a broad range of History is covered, including local, national and global from a variety of different time periods and from a number of different perspectives.*

*In addition, Historians will acquire a range of skills which will be valuable for their future. This will include: a strong chronological understanding; using a range of evidence to construct an argument; explaining, analysing and evaluating history through the lens of Second Order Concepts including cause and consequence, change and continuity, significance and typicality; and finally, using historical sources and interpretations not just in terms of their content, but their provenance too (a valuable life skill in this era of fake news). We want pupils to feel engaged and enthused by History at Woodrush, allowing them to develop as open-minded global citizens.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Birmingham at war	Were the 20s roaring for all Americans?	Why did appeasement fail?	The Empire at War	Could the Holocaust ever happen again?	What was the experience of migrants to Britain between 1939-1975?
Assessments	9 mark summary question on the impact of war on Birmingham	Roaring 20s 18 mark judgement question	12 mark historical interpretation comparison question	Comparing the roles played by troops from Britain's colonies.  15 mark source evaluation question	Holocaust Source Analysis	Project based.  End of year assessment-cumulative based on whole years learning

Building on prior learning	The content of this year will continue chronologically from their studies in year 7. Pupils will continue to develop their knowledge and understanding and will place these in their context using second order concepts such as change and continuity, significance, and cause and consequence. Pupils will also develop their source analysis, focusing on what makes a source useful and why sources may differ.
Enrichment within the Curriculum	We will also be introducing theme days within KS3 too where pupils will engage in several activities to do with the topics they are studying.
Extracurricular opportunities	Pupils will be offered a Humanities residential trip to Weymouth in Year 8 which will combine visits to sites relevant to their Geography curriculum <b>and</b> History curriculum such as Bovington Tank Museum. Pupils can also participate in History Society which will allow the pupils to broaden their horizons.
Positive impacting on personal development (SMSC)	History is a significant subject in a child's personal development. It teaches them skills such as empathy, as well as offering plenty of opportunity for SMSC through learning about topics such as the First and Second World War, and the Holocaust.
Preparing for the next stage of education	The History curriculum in KS3 is tailored to meet the demands of KS4 both with regards to content and skills. The focus on the Twentieth Century links in to the module Living in Nazi Germany in year 10/11. The historical skills pupil's study will develop will also stand them in good stead should they choose to take the subject at GCSE. Nevertheless, we are hopeful that through the KS3 curriculum, your child will foster a lifelong love of History.

Ways to support your child's learning
<ul style="list-style-type: none"> <li>• Read with them- either using books at home, or alternatively through the school or your local library.</li> <li>• Keep an eye out for historical documentaries or movies on TV.</li> <li>• Tell them about your family history! You may have stories to do with what they're studying; Even if the stories don't match the topics- still share! Once these tales are gone, they're gone!</li> <li>• Have a look at local historical sites with them- many of them are free and have incredible back stories.</li> <li>• Introduce them to useful historical websites such as <a href="http://www.spartacus-educational.com">www.spartacus-educational.com</a></li> <li>• Ask them about what they're studying in class.</li> </ul>



# Mandarin

*“The Modern Foreign Languages (MFL) curriculum aims to inspire students to become linguists who can express their ideas and opinions and understand and respond to spoken and written language. Through a knowledge rich curriculum, pupils acquire a cultural awareness and an understanding of the core vocabulary and grammar needed to develop their competences in the four main skills of reading, writing, speaking and listening whilst building up their independence and self-confidence. The invaluable communication skills and creativity developed through learning a foreign language will foster students’ curiosity, and deepen their understanding and appreciation of other cultures both in their own country, and when they travel to other countries around the world.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Food and Drink</b> Food and Drink items Express opinions and justify with reasons Meal Plan Order a meal in a restaurant Food in China (explore Chinese culture)	<b>Holidays</b> Weather Countries, nationalities and languages Place names Transport How do Chinese young people spend their holidays (explore Chinese culture)	<b>All about me</b> Use past-tense marker to talk about where you went on holidays Writing Project: post-card writing Describe people’s appearance Talk about where I live	<b>All about me continued</b> Describe their rooms Colours and clothes Daily routine Daily life and clothes (explore Chinese culture)	<b>Where do you live</b> Places in town Four directions To tell weekend plans by using future tense markers	<b>Where do you live continued</b> Describe your house Jobs and occupations How people live (explore Chinese culture)  <b>Preparation for the end of year MEP hurdle tests</b>
Assessments	Listening, Reading and 60-80-character Writing assessment	Speaking assessment	Listening, Reading and Translation assessment	Speaking assessment	Listening, Reading and 60-80-character Writing assessment	MEP Hurdle Tests – Speaking and Writing – teacher-assessed exams. Listening and Reading – GoChinese externally marked exams.

Building on prior learning	During year 8, pupils will continue to build on the foundations for language learning. They will develop their character and Pinyin pronunciation knowledge as well as their knowledge of rigid sentence structure in Mandarin. This year, we will be introducing past and future tense markers in Mandarin.
Enrichment within the Curriculum	Chinese New Year Celebration activities  Cultural lessons: At the end of each topic, there is a session for students to explore the Chinese culture Chinese festivals and modern China.  Students have exposure to authentic materials from China, including popular music and short videos.
Extracurricular opportunities	Students have to opportunity to participate in after school extracurricular activities, such as Kung-Fu practising, calligraphy, dumpling-making and tasting etc.
Positive impacting on personal development (SMSC)	Students are encouraged to experiment with language and proactively use Mandarin in class. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas. Mandarin lessons aim to develop students’ cultural awareness by exploring the Mandarin language and giving the students the opportunity to appreciate and understand world diversity.
Preparing for the next stage of education	Vocabulary and grammar covered across years 7 and 8 are the foundation for GCSE Spanish. The four skills of language learning, which are developed throughout KS3, play an integral part of the GCSE course.

## Ways to support your child’s learning

- Look out for Mandarin films or TV programmes. Remember to put on the English subtitles to help.
- Buy Mandarin magazines, newspapers or films if you happen to go to China on holiday.
- Watch familiar cartoons in Mandarin and listen to popular music from China on YouTube.
- Watch ‘Jinbu 2 book’ videos on ‘YouTube’ to revise.
- Ask your child to teach you to say something new in Mandarin every day.
- Use Memrise, the vocabulary learning website/app: [www.memrise.com](http://www.memrise.com)
- Visit local Chinese restaurants to enrich your child’s cultural knowledge.
- Create flashcards and matching or pairs-style activities, using the words from the Mandarin ‘Panda’ booklets.
- Practise writing of the Chinese characters by using their writing books.
- Practise speaking by using [www. Vocaroo.com](http://www.Vocaroo.com) to record their speaking.
- Encourage your child to use Chinese learning Apps, such as ‘Hello Chinese’, ‘Pleco’ etc.
- If your child has a speaking assessment coming up, listen to them practise to help build their confidence.



# Maths

*“Our curriculum reflects the key aspects of the National Curriculum for Mathematics. It enables students to become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems over time. We focus on the development of critical thinking skills which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Number</b> Whole Number and Decimals <b>Geometry</b> Measures, perimeter and area <b>Algebra</b> Expressions and formulae	<b>Number</b> Fractions, decimals and percentages <b>Geometry</b> Angles and 2D shapes <b>Algebra</b> Graphs	<b>Number</b> Decimal Calculations <b>Statistics</b> Statistics and probability <b>Geometry</b> Transformations and Scale	<b>Algebra</b> Equations <b>Number</b> Powers and roots <b>Geometry</b> Constructions and Pythagoras	<b>Algebra</b> Sequences <b>Geometry</b> 3D shapes and trigonometry	<b>Ratio and Proportion</b>  <b>Statistics</b> Statistics and probability
Assessments	End of topic Exit Tickets	End of topic Exit Tickets  Unit test	End of topic Exit Tickets	End of topic Exit Tickets  Unit test	End of topic Exit Tickets	End of topic Exit Tickets  End of Year Assessment

Building on prior learning	Pupils will be building upon and furthering their understanding of the topics studied in year 7. The majority of topics studied in year 8 will be an extension of previously met topics. Pupils will need the skills from year 7 to be able to understand the necessary concepts in year 8.
Enrichment within the Curriculum	Within year 8 pupils will have various enrichment opportunities open to them. We currently have links with the University of Birmingham to support and inspire pupils interested in STEM careers. In addition to this we also run several maths competitions through the online platform, SumDog, where pupils compete with schools from a county level up to a national level.
Extracurricular opportunities	Pupils are encouraged to participate in the various house competitions that the Mathematics department run throughout the year. This year students can also get involved in a STEM club, which will involve collaboration between science, mathematics and technology.
Positive impacting on personal development (SMSC)	Mathematics is important in everyday life and it is something we use all the time, often subconsciously: many jobs require being able to use and apply concepts and most subjects will use ideas encountered in Maths. In Maths we focus on the development of critical thinking skills which enable students to analyse, evaluate and reflect upon their solutions. We also work to develop a positive mind-set which is essential when learning to cope with new mathematical methods and/or difficult problems in order to develop perseverance in our students.
Preparing for the next stage of education	The key stage three course will have put pupils in a strong position going into year 9, covering several elements of the GCSE course already and providing the building blocks of many more. It is important that pupils continually practice all their skills gained in year 7 and year 8 in order to prepare themselves effectively for GCSE maths.

Ways to support your child’s learning	
<ul style="list-style-type: none"> <li>• Websites: Hegarty maths, Corbett Maths, BBC Bitesize, SumDog</li> <li>• Pixl Maths App</li> <li>• Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves.</li> <li>• Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.</li> <li>• Praise your child for effort rather than for being "clever". This shows them that by working hard they can always improve</li> <li>• Use the knowledge organisers to help recap skills and try and make these as fun as possible.</li> </ul>	



# Music

*“Our music curriculum intends to inspire creativity, self-expression and encourages our children to learn a new skill in school. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>20<sup>th</sup> Century Popular Music: Blues, Jazz &amp; Beyond</b> History and context of Blues & Jazz Music Keyboards, 12 bar blues Walking bass line Improvised melody	<b>20<sup>th</sup> Century Popular Music: Blues, Jazz &amp; Beyond</b> History of Popular Music: Rock n Roll Soul Funk Rock & Metal Pop Music	<b>Music in the Media</b> Computer Game Music Music for Adverts	<b>Music in the Media</b> Ukuleles: Chords recap and learning tab. Computer Game Themes	<b>Music For Film</b> Superheroes vs Villains Leitmotifs & Fanfares Performing Leitmotifs on the keyboards Composing a leitmotif for a character	<b>Music For Film</b> John Williams, Danny Elfman, Wendy Carlos, Hans Zimmer Pirates of the Caribbean Composing in the style of Hans Zimmer: Creating a Pirate Leitmotif
Assessments	Listening Test Improvised Performance assessment & In the Mood	Performance assessment Listening Test	Listening Test Keyboard Composition performance	Ukulele assessment Listening Test	Listening Test Performance & Composition assessment	End of term composition & performance Listening Test

Building on prior learning	Students will continue to revise the musical elements (Tempo, Dynamics, Texture, Duration, Pitch and Instruments) and will have to answer more difficult questions using these terms. Students will focus on the keyboards and ukuleles this year working on ukulele melodies to follow on from chords and keyboard parts in multiple sections to build skill on the keyboards.
Enrichment within the Curriculum	We are building our curriculum to ensure students can play and are able to perform on a wide range of instruments. Students can take up instrument lessons outside of lesson time to learn an instrument of their choice. There is also an opportunity for students to take up a classical instrument as part of our string, brass and wind ensembles.
Extracurricular opportunities	Students will have the chance to take part in extra-curricular clubs such as Choir, Musical Theatre Club, String group, Yamaha Class Band and Pop Band every week. Every year we have an annual Christmas concert where students get the chance to perform along with a full school musical which takes place once every 2 years and an Arts festival in the summer term.
Positive impacting on personal development (SMSC)	Students learn to develop perseverance, determination and grow in confidence through our mini performance assessments. Students also work on their group work skills and learn how to lead and be part of a bigger ensemble. Through schemes of work we look at how to respect each other’s work and develop evaluation skills.
Preparing for the next stage of education	Students can go on to study Music at GCSE and Key Stage 5 level, along with taking instrumental grade exams if they opt to have additional instrument lessons. Music in general promotes teamwork skills, creativity, listening skills and builds confidence.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Try listening to a wide variety of music genres and styles to introduce new and different types of music!</li> <li>• Try to go to as many gigs, concerts and festivals as you can to get experience of watching live music in a professional setting. Why not check out the free gigs available in the Symphony Hall café bar in Birmingham. There are also a wide variety of virtual performances now available online through BBC Arts, The SouthBank Centre and The Royal Albert Hall to name a few examples.</li> <li>• A ukulele can be purchased for around £15 - £20 on websites such as amazon, and there are some great mobile phone apps which show you how to play the ukulele chords if they want to get a head start on the ukulele.</li> <li>• If students want instrument lessons, return the instrument lessons letter (in transition pack or available from Mrs Coughlin or Ms Onacko in Music) so they can go onto the instrument lesson timetable as soon as possible.</li> </ul>



## Product Design

*“Through the study and application and transfer of skills, pupils learn about the design of products that surround us and how creativity, imagination and ingenuity shape our lives. Whilst developing and appreciating the work of famous and important designers; pupils will be able to shape that world, developing solutions to difficult and often challenging problems ensuring a universal and truly inclusive environment for all. Ensuring design that is sustainable and meaningful students will fully engage with their stakeholders making fully functional prototypes.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>1.Contextual Challenge</b> (Span that gap, trophy challenge) <b>2. Drawing in 3D</b> (advanced) -Applying mathematical and scientific principles to real life situations -Developing drawing skills	<b>Generating ideas</b> Drawing and advanced 3D drawings Orthographic drawing  CAD drawings in 2D and 3D  Rendering of objects	<b>Who are stakeholders and clients</b> Writing briefs and specifications Initial ideas and modelling of ideas Start Making	<b>Developing design ideas</b> Materials properties (Detailed Physical and mechanical) Developing a theoretical knowledge and understanding of material properties	<b>Making of products</b> Isometric sketching CAD designing (2D Design) An introduction to metals, alloys and joining methods	<b>Writing evaluations</b> Marketing and Branding of products Written and verbal communication of ideas – formulating and producing evaluations Producing final proposals and pitches
Assessments	Baseline assessment  Challenge outcomes	-Accuracy when drawing in 2D and 3D -Two point perspective drawing	Marking detailed manufacturing briefs and specifications	Producing prototypes (in different mediums) On-going in class assessment of practical work	Production logs and photographic evidence Practical assessment (on-going)	Assessment of written evaluations

Building on prior learning	Pupils build on the Year 7 work, developing key skills in drawing (3D drawing skills), modelling of ideas and producing functional products. Pupils will have the opportunity to develop their knowledge, understanding and ability to manipulate a range of materials including metals and alloys. Pupils will have the opportunity to use CAD (2D Design and Sketch-up) and CAM (the laser cutter). We understand the importance of marketing and pupils are taught how to successfully protect their ‘intellectual property’ and market their products ‘Dragons Den’ style.
Enrichment within the Curriculum	To enrich pupils experience of the subject all pupils will have the opportunity to experience visits from guest speakers in the subjects ( <b>Jaguar Land Rover, Birmingham City University</b> ), planned visits to the <b>Big Bang fair</b> (Science/Engineering show NEC) and to <b>Think Tank</b> for 2018-2019. Pupils will have the opportunity to participate in the workshop <b>‘Women into Engineering’/ ‘Young Engineers’</b>
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs in Design and Technology including the exciting new Young Engineers club starting in October, Craft Club and extra-curricular opportunities offered by Food and Textiles subjects which have cross curricular links. These clubs and opportunities run throughout the year.
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us Pupils are encouraged to work together to complete their projects, to share resources. Pupils are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us at Woodrush.
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Manufacturing. There are endless opportunities for designers including the world of architecture, engineering, designing. Many students who study Design and Technology apply for Post 16 courses including Product Design, Textiles Technology which help them take up positions in companies around the world.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>Pupils are encouraged to continue their studies outside of the classroom. Trips to interactive museums (e.g. THINK Tank, National Transport Museum in Gaydon) and look out for events such as The Big Bang fair</li> <li>Pupils are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs.</li> <li>Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Programs like ‘How it works?’, ‘The Gadget Show’ introduce pupils to a range of innovative products.</li> <li>Pupils are encouraged to read books, magazines and articles about design and innovative products on-line.</li> <li>When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making models in 3D from resources found at home including card and Lego.</li> </ul>





# PSHE

*“The PSHE curriculum equips learners to become lights within their world. They are encouraged to live healthy, safe, productive, capable, responsible and balanced lives. Learners are encouraged to shine by being supported in making effective decisions, positive learning, career choices and in achieving economic wellbeing.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Peer pressure Online relationships Disability awareness	Impact of smoking and alcohol Mental health and support Keeping fit	Multiculturalism and diversity Black history Tax and national insurance	Healthy family relationships Bullying and banter FGM and forced marriage	Contraception, pregnancy and parenting Gambling and addiction Positive self-image	Accounts, savings and financial institutions Careers and life choices Caring for the environment
Assessments	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	Scenario based question Quick assessment on MS Forms	End of year quiz

Building on prior learning	Students have explored positive friendships along with healthy and unhealthy relationships in order to be able to confidently identify and address any problems in relationships. Students have ascertained what contributes to physical and mental health. Students have been introduced to Xello which is a platform that encourages them to think about their careers. This will be built on more this academic year.
Enrichment within the Curriculum	Students will experience guest speakers in a number of topics such as careers, activists, representatives from charities just to name a few. There is a trip planned to attend Malvern Festival of Innovation which will be open to our KS3 students to help them with career aspirations. PSHE acts as a vehicle to identify students’ qualities and abilities so they can access and succeed in a wide range of the whole school curriculum.
Extracurricular opportunities	Students will have the opportunity to take part in extra-curricular clubs to encourage mindfulness, creativity and celebrating identity.
Positive impacting on personal development (SMSC)	PSHE education helps pupils to manage the physical and emotional changes at puberty and during their adolescence, introduces them to a wider world and enables them to make an active contribution to their communities.
Preparing for the next stage of education	PSHE teaches the knowledge and skills which will equip students for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Ways to support your child’s learning
<ul style="list-style-type: none"> <li>• Discuss impending topics with your child.</li> <li>• Allow your child to discuss PSHE topics at home for them to contextualise and explore some of the content.</li> <li>• Research some of the areas you know are coming up in the PSHE curriculum and anticipate any potentially awkward questions.</li> <li>• Be honest if you can’t answer questions they may have. Listen to your child and explore this with them.</li> </ul>



# Science

*“We believe that students deserve a broad and ambitious Science curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. We will guide students to become scientifically knowledgeable, scientifically literate and methodical problem solvers, by fostering a spirit of independent inquiry, nurturing curiosity and bringing current, relevant, real world science into the classroom. We are committed to raising standards of achievement and promoting a lifelong culture of learning through an education in science. We do this by stimulating an interest in, and enjoyment of, science.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>B2 – Health &amp; the Body</b> Health, exercise, diet, drugs and the human body.	<b>C3 – Reactions</b> Names and equations, Oxidation reactions, types of chemical reaction.  <b>B3 – Respiration and Photosynthesis</b> Aerobic respiration, anaerobic respiration and photosynthesis.	<b>P3 – Waves</b> Types of wave, light, sound, how we hear and how we see.	<b>C4 – Environmental Chemistry</b> Renewable and non-renewable energy, the atmosphere and global warming.	<b>P4 – Electricity</b> Static, electrical circuits, magnetism and electromagnetism	<b>B4 – Ecology</b> Food chains and webs, interdependence and competition, sampling, natural selection and human impact on the environment.
Assessments	B2 end of unit test	C3 end of unit test  B3 end of unit test	P3 end of unit test	C4 end of unit test	P4 end of unit test	B4 end of unit test End of year assessment

Building on prior learning	Year 8 science students build upon the year 7 understanding of cells, matter, the periodic table, energy and forces and start applying these concepts to wider life.
Enrichment within the Curriculum	National science week activities in lesson and competitions. Making real life links between science in lessons and the outside world.
Extracurricular opportunities	We will be running an awards trip for students in science – details to be confirmed – but it will be reserved for those who show dedication, good progress and exemplary behaviour.
Positive impacting on personal development (SMSC)	Spiritual understanding – science is the study of nature and the curriculum aims to bring about the awe and wonder of the natural world. Social development – working together in groups to investigate science practically and understand how science affects society.
Preparing for the next stage of education	The topics studied in years 7 and 8 are the foundation for GCSE science which prepares students to be able to follow careers in medicine, engineering, health care, sports science, computer science and the world of finance to name but a few of the pathways available to scientists.

Ways to support your child’s learning	
	<ul style="list-style-type: none"> <li>• Watch science documentaries on TV – such as those by David Attenborough and Brian Cox</li> <li>• Visit science museums – Thinktank in Birmingham has a huge array of exhibitions and the Lapworth Museum at Birmingham University which is free entry all year round.</li> <li>• Go to the library and get some popular science books – they cover the most complex ideas in simple understandable ways</li> <li>• Try some googling and doing some “simple experiments at home” – e.g. <a href="http://redtri.com/classic-science-experiments/">http://redtri.com/classic-science-experiments/</a></li> <li>• Watch YouTube channels such as mygcsescience, minutephysics, crashcourse biology/chemistry/physics</li> </ul>



# Spanish

*“The Modern Foreign Languages (MFL) curriculum aims to inspire students to become linguists who can express their ideas and opinions and understand and respond to spoken and written language. Through a knowledge rich curriculum, pupils acquire a cultural awareness and an understanding of the core vocabulary and grammar needed to develop their competences in the four main skills of reading, writing, speaking and listening whilst building up their independence and self-confidence. The invaluable communication skills and creativity developed through learning a foreign language will foster students’ curiosity, and deepen their understanding and appreciation of other cultures both in their own country, and when they travel to other countries around the world.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>Where I Live</b> -Places in the town -Opinions on my town -Tell the time -What I do in my town -Weekend plans -Intensifiers -Sequencers -Near future tense	<b>Holidays</b> -Past holiday -Preterite tense (AR verbs) -Holiday activities -Preterite tense (ER and IR verbs) -Last day of holiday -Opinions	<b>Media</b> -My mobile -Music -TV -Comparisons -Films -What I did yesterday -Using the present and past tenses	<b>Let’s Eat!</b> -Opinions on food -Mealtimes -Order a meal in a restaurant -Plan a party -Give an account of a party -Adjectival agreement -Negatives -Preterite tense -Using the past, present and future tenses	<b>Let’s Eat!</b> -Plan a party -Give an account of a party -Adjectival agreement -Negatives -Preterite tense -Using the past, present and future tenses	<b>Arranging To Go Out</b> -Invite someone out -Give excuses -Routine to get ready -Clothes -‘Me gustaría’ + infinitive -‘Tengo que’ + infinitive -Reflexive verbs -Near future tense
Assessments	Writing and Listening Assessment	Reading and Speaking Assessment	Listening and Writing Assessment	Reading and Listening Assessment	Speaking Assessment	End of Year Assessment

Building on prior learning	During year 8, pupils will continue to build on the foundations for language learning. They will develop their phonics knowledge as well as their knowledge of gender in Spanish. This year’s focus is verb manipulation and pupils will build on the present tense to look at irregular verbs and different tenses.
Enrichment within the Curriculum	European Day of Languages – activities in lessons and competitions. Learning about the annual Hispanic festivals. Students have exposure to authentic materials from Spanish-speaking countries, including popular music and short videos.
Extracurricular opportunities	Students have to opportunity to participate in Spanish club where activities can include language learning games, arts and crafts, karaoke, watching films, creating cultural displays, food tasting and cooking.
Positive impacting on personal development (SMSC)	Students are encouraged to experiment with language and proactively use Spanish in class. Students will use a range of social skills and will participate in discussions and speaking activities throughout the year, where they will be expected to respect others and volunteer ideas. Spanish lessons aim to develop students’ cultural awareness by exploring the Spanish language and giving the students the opportunity to appreciate and understand world diversity.
Preparing for the next stage of education	Vocabulary and grammar covered across years 7 and 8 are the foundation for GCSE Spanish. The four skills of language learning, which are developed throughout KS3, play an integral part of the GCSE course.

Ways to support your child’s learning	
	<ul style="list-style-type: none"> <li>• Encourage your child to take an interest in events / news from the Spanish speaking world.</li> <li>• Encourage the use of <b>Memrise</b> – an app/website for learning vocabulary (students have a login) <a href="http://www.memrise.com">www.memrise.com</a></li> <li>• Encourage the use of their vocabulary books from year 7.</li> <li>• Look out for Spanish films or TV programmes. Remember to put on the English subtitles to help.</li> <li>• Buy Spanish magazines, newspapers or films if you happen to go to Spain on holiday.</li> <li>• Watch familiar cartoons in Spanish on YouTube.</li> <li>• Listen to popular music from Spain on ‘YouTube’.</li> <li>• Ask your child to teach you to say something new in Spanish every day.</li> <li>• Visit local Tapas restaurants to enrich your child’s cultural knowledge.</li> <li>• Test your child’s vocabulary knowledge at home at the end of a sub-topic.</li> <li>• Create flashcards and matching or pairs-style activities, using the words from the Vocabulary Book.</li> </ul>

## Textiles

*“The Textiles curriculum develops pupil’s skills in 4 areas. These are designing, making, evaluating and Technical knowledge. Pupils will create design ideas by developing their drawings, colouring and shading skills alongside their creative and innovative skills. Making will involve learning Textile technologies such as sewing, embroidery, tie-dye, screen printing and weaving. Pupils will evaluate the work of other artists and designers, by analysing key design features, as well as evaluating their own work and that of their peers. Throughout their project work pupils will develop the technical knowledge of Textiles including fabrics and Fibres.”*

	1	2	3	4	5	6
Topics	<b>Introduction to the Woven Monster cushion project</b>  Pupils will learn about the project and the artist they will be focussing on.	<b>Artist Research</b>  Pupils will research into the textile artist Sarah Cooke and analyse her work.	<b>Design Ideas</b>  Pupils will use their artist research to create their own designs for their Woven Monster cushion	<b>Making</b>  Pupils will use scrap fabric to create their own woven fabric to then applique and create into a cushion.	<b>Making a 3D product</b>  Pupils will learn how to use the sewing machine to create a 3D Textiles item.	<b>Evaluations</b>  Pupils will analyse and evaluate their work identifying strengths and weaknesses
Assessments	Baseline assessment	How well pupils have analysed the Textile artist	The quality of pupils designs and how well they link to the artist.	The quality of pupils making skills	How well pupils have used the sewing machine	Assessment of written evaluations  Assessment of the final practical piece

Building on prior learning	Pupils build on the Year 7 work, developing key skills in designing and making including more advanced skills. Pupils will learn how to create seams and make a 3D Textiles Item. Pupils will also learn how to use the sewing machine safely and accurately.
Enrichment within the Curriculum	To enrich pupils’ experience of the subject all pupils will have the opportunity to experience visits from guest speakers in the subjects ( <b>Birmingham City University</b> ). Pupils will have the opportunity to participate in the workshops with <b>Birmingham City University (Fashion and Textiles department)</b>
Extracurricular opportunities	Pupils will have the opportunity to participate in clubs in Design and Technology including the exciting new Craft Clubs and extra-curricular opportunities offered by Textiles. These clubs and opportunities run throughout the year starting in September.
Positive impacting on personal development (SMSC)	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Pupils are encouraged to work together to complete their projects, to share resources. Pupils are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmental conscious design is a cornerstone for us at Woodrush.
Preparing for the next stage of education	Studying Design and Technology is a great introduction to the world of Design and Textiles Technology. There are endless opportunities for designers including the world of designing, garment manufacture. Many students who study Design and Technology apply for Post 16 courses including textiles technology, materials technologist, garment manufacture which help them take up positions in companies around the world.

### Ways to support your child’s learning

- Pupils are encouraged to continue their studies outside of the classroom. Trips to interactive museums including the Fashion Museum in Bath (Bath BA1 2QH) and Fashion and Textile Museum in London (London SE1 3XF) would be hugely beneficial.
- Pupils are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs.
- Look out for any design and creative competitions on TV (shows on CBBC/Terrestrial channels), radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating!
- Pupils are encouraged to read books, magazines and articles about design and innovative products on-line.
- When completing homework tasks ‘go the extra mile’ and thoroughly research the topic areas, practice making practices garments and pieces.
- Pupils are encouraged to enjoy Design and Technology – Have fun with design – make mistakes and learn from them!