



Year 8

Curriculum Journey

2021 – 2022

Contents:

Art & Design

Classics, Latin & Greek

Computing & ICT

Design & Technology

English

Food Technology

French

Geography

History

Literacy

Maths

Numeracy

Performing Arts – Drama

Performing Arts – Music

Physical Education

Religious & Cultural Studies

Science

Spanish

SEND KS3

Subject: Art and Design

Year group: 8

KS3 Yr 8 Topic:

Mexican Day of the Dead, Portraiture and
Grayson Perry Pots

	Content	Department Assessment(s)
Autumn Term	<p>Observational drawing Research and discussion Looking at The work ' Dream of a Sunday Afternoon in Alameda park' by Diego Riviera. Developing written and drawn responses to this the work of Frida Kahlo and Jose Guadalupe Posada Looking at Mexican Folk art and it's place in Mexican culture and society Developing ideas Designing Paper Cutting – Papel Picado Developing and refining a design for a sugar skull lino cut print Health and safety of cutting lino Learning skills in cutting lino Print making</p>	<p>Sketchbook Papel Picado Lino cut print</p>
Spring Term	<p>Portrait Drawing Portrait painting and creation through Art History / Symbolism / Technique and purpose Analysis of a portrait including a transcription using a variety of materials. Drawing a portrait with minimal teacher input Facial Proportion Mark making and Tonal shading Portraits in a range of media in response to artists</p>	<p>Sketchbook and larger pieces</p>

<p>Summer Term 3</p>	<p>Grayson Perry Pots- collaborative sculpture Research Analysing artwork Developing literacy skills Collaborative research, development and planning Presenting ideas Developing a design including surface decoration Model making using recycled objects Illustration and Symbolism in surface decoration</p>	<p>Sketchbook</p> <p>Pot – 3D piece made in collaboration with a peer</p>
<p>Homework</p>	<p>Lessons are fortnightly</p> <p>Home learning is used to reinforce ideas and develop work and skills learnt in class, formative feedback will be given for this and classwork.</p>	
<p>Recommended Reading / Viewing/</p>	<p>There are events in London and at the British Library around the time of the Day of the Dead and it is worth checking their website at the end of October to see what events are taking place to celebrate this rich tradition.</p> <p>Watching The Book of Life or Coco will enhance and prepare students for the mind map element of this day of the Dead project.</p> <p>NPG (National Portrait Gallery) website is a great resource for researching portraits past and present day. The gallery is currently closed for refurbishment.</p> <p>The British Museum will have some Greek pots with historical stories on them</p> <p>The Serpentine gallery website, exhibition section of the website shows a past show from 2017 of Perry's pots</p> <p>The Tate website (tate.org) also has resources about Grayson Perry including a film, one of his pots resides there also to visit – check the website for updates.</p> <p>Watching 'Rabbit Proof Fence' will give students an insight into the racism experienced by the Aborigines and lend context to the artwork in terms of the hostile, arid yet colorful environment in which some still live.</p> <p>Grayson Perry's Art Club Channel 4</p>	

<p>How can technology help in this subject?</p>	<p>Technology can support students in their research and presentation of work And in accessing gallery and museum websites for more in depth information</p>
<p>Skills required to succeed in this subject...</p>	<p>Drawing practice</p> <p>Skills in devising and developing ideas</p> <p>Literacy skills to express a point of view and present research connecting it to their ideas</p> <p>Use of colour theory and practical color mixing and blending.</p> <p>An interest in people, culture and religions.</p> <p>Resilience and self-reflection</p>
<p>Personal Equipment needed to support home learning</p>	<p>Pencil, a pencil sharpener, an eraser, a set of colouring pencils or a set of water colour paints (the tablet variety available in shops such as The Works or Supermarkets)</p>
<p>Vision for this subject...</p>	<p>Art and Design permeates most things in life that we enjoy due to its visual and accessible nature. Clothing, trainers, car design, buildings, film and games design. Students should always strive to do their best no matter what they perceive their ability to be.</p> <p>A creative mind and the ability to creatively problem solve is transferable in to all areas of the curriculum and throughout life.</p>

Subject: Classics		
Year group: Year 8		Exam Board: OCR
	Content	Department Assessment
Autumn Term 1	<p>Class Civ: From the War and Warfare Unit:</p> <ol style="list-style-type: none"> 1) Sparta 2) Athens 3) Rome <p>Greek and Latin: Recap Chapters 1, 2 and 3. Starting Chapter 4 in John Taylor's textbook: Aorist tense; gender and declension and compound verbs</p>	<p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p>
Autumn Term 2	<p>Class Civ: From the War and Warfare Unit:</p> <ol style="list-style-type: none"> 1) Tyrtaeus 2) Horace <p>Greek and Latin: Chapter 5 in Taylor's textbook: accents; third declension nouns; elisio; prepositions; personal pronouns and adjectives; present participles.</p>	<p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p>
Spring Term 1	<p>Class Civ: From the Roman City Life Unit:</p> <ol style="list-style-type: none"> 1) Colosseum/ Gladiators 2) Racing 3) Theatre <p>Greek and Latin: Continuing Chapter 5 in Taylor's textbook: accents; third declension nouns; elisio; prepositions; personal pronouns and adjectives; present participles.</p>	<p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p>
Spring Term 2	<p>Class Civ: From the Roman City Life Unit:</p> <ol style="list-style-type: none"> 1) Baths/Exercise 2) Pompeii <p>Greek and Latin: Starting Chapter Six in Taylor's textbook: present participles; definite article; aorist participles; numerals; expressing time; personal pronouns and adjectives; possessive dative; future participles and aorist formations.</p>	<p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p>

<p>Summer Term 1</p>	<p>Class Civ: From the Women in the Ancient World Unit 1) Amazons 2) Camilla 3) Medea</p> <p>Greek and Latin: Continuing Chapter Six in Taylor's textbook: present participles; definite article; aorist participles; numerals; expressing time; personal pronouns and adjectives; possessive dative; future participles and aorist formations.</p>	<p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p>
<p>Summer Term 2</p>	<p>Class Civ: From the Women in the Ancient World Unit 4) Cleopatra's Ascent 5) Cleopatra's Descent</p> <p>Greek and Latin: Continuing Chapter Six in Taylor's textbook: present participles; definite article; aorist participles; numerals; expressing time; personal pronouns and adjectives; possessive dative; future participles and aorist formations.</p>	<p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises. Recapping Book 1.</p>
<p>Homework</p>	<p>Homework is set fortnightly via google classroom - assignments include recapping and revising activities in class; research tasks and presentations; translation exercises and learning vocabulary.</p>	
<p>Subject / Department KeyTerms</p>	<p><i>PEGG - (Posture, Expression, Gaze and Gesture)</i></p> <p><i>PARIS - (Physical appearance, Actions, Relations, Inner Thoughts and Speech)</i></p>	
<p>Recommended Reading / Viewing</p>	<p>'Ariadne' by Jennifer Saint Pompeii by Robert Harris Mythos by Stephen Fry The Percy Jackson Series by Rick Riordan</p>	
<p>How can technology help in this subject?</p>	<p>Google Classroom is used regularly to communicate with pupils and set assignments; the use of mobile phones to take part in interactive 'games' (i.e. Booklet, Quizlet).</p>	
<p>Skills required to succeed in this subject...</p>	<p>Analytical skills - analysing visual and literary materials Note taking, revision strategies to learn key information Critical thinking and evaluation.</p>	
<p>Vision for this subject...</p>	<p>Classics lessons at Key Stage 3 should be intellectually stimulating and enjoyable for pupils to develop their writing and share their context/experiences in the classroom.</p>	

Subject: Computing

Year group: 8

KS3 Computing National Curriculum

	Content	Department Assessment(s)
Autumn Term 1	Operating Systems	Poster created in Microsoft Publisher
Autumn Term 2	Python - textual programming	Python programming tasks and end of unit test
Spring Term 1	SketchUp	Presentation of dream home created in SketchUp
Spring Term 2	Binary: bits & bobs	End of unit test
Summer Term 1	End of year 8 assessment preparation Developing for the web	End of year 8 assessment End of unit website
Summer Term 2	Developing for the web	End of unit website
Homework	Homework is set in Google Classroom for students to complete at home or within school at break and lunch times.	

<p>Subject / Department Key Terms</p>	<p>Students will explore a range of different key terms during their journey in year 8 Computing where they will be reminded of these key terms during formative and summative assessments.</p>
<p>Recommended Reading / Viewing</p>	<p>CGP KS3 Computing Complete Revision & Practice Help Your Kids with Computer Science (Key Stages 1-5): A Unique Step-by-Step Visual Guide to Computers, Coding, and Communication BBC Bitesize KS3 Computer Science Youtube: GCFLearnFree.org Khan Academy ThinkUKnow for online safety UK Safer Internet Centre UK Bebras Computational Thinking Challenges</p>
<p>How can technology help in this subject?</p>	<p>The choice and use of technology is fundamental within Computing. YouTube can support students to visually see concepts, especially the viewing of recommended videos is highly encouraged after lessons and this will allow students to consolidate their learning.</p> <p>Students can download Python for free to practise their visual/graphic programming skills to create programs/algorithms.</p> <p>Students can also continue to participate in Project Evolve, a new online safety platform in line with the Government’s education for a connected world framework.</p>
<p>Skills required to succeed in this subject...</p>	<p>Analysing problems in computational terms.</p> <p>The ability to think creatively, innovatively, analytically, logically and critically.</p> <p>Good literacy and numeracy skills</p> <p>Textual Programming skills</p>
<p>Vision for this subject...</p>	<p>Computing lessons should enable KS3 students to work towards being aspiring coders, foster the ability to think computationally when tackling problems, be digitally literate users of IT, use graphic and text-based programming languages to solve problems, understand the importance of online safety and the risks of online IT use and prepare them for KS4 Computer Science & IT courses.</p>

Y8 D&T	CONTENT	ASSESSMENT
Autumn Term	<p>Safety in the workshop.</p> <p>Pupils will learn about forces and stresses; reinforcement and stiffening; Structures and strength; bridge building, testing and evaluation.</p> <p>They will then individually design a bridge as part of a group and pitch their design's merits to the group. They then will test to destruction the selected bridge.</p>	<p>Homework</p> <p>End of unit assessment test</p>
Spring Term	<p>Pupils will learn about metal's sources, classification, and properties. They will be introduced to sand and die casting. They will be challenged to use a given brief and specification to produce a range of design iterations for die-casting a piece of pewter jewellery.</p>	<p>Homework</p> <p>End of unit assessment test</p>
Summer Term	<p>Pupils will be challenged to use the iterative design process to design and make a toy car.</p> <p>They will use a range of tools, equipment and materials to realise their designs.</p>	<p>Assessment will be through the design and make activity.</p>
Homework	<p>Homework will be set once per lesson cycle. It will be an extension and assessment of the lessons.</p>	
Subject / Department KeyTerms	<p>PPE – Point Evidence Explain/personal Protective Equipment ; WISE – Write, Identify, Substitute, Ensure; ACCESSFM; SCAMPER –substitute, combine, adapt, modify, put to other use, Rearrange; bio-mimicry, iterative designing, torsion; Tension; compression, shear, ferrous; deciduous; coniferous Reinforcement; composites.</p>	

<p>One thing to read or watch...</p>	<p>How's it's made? How do they do that? Inside the factory</p>
<p>How can technology help in this subject?</p>	<p>https://technologystudent.com/ https://www.robives.com/mechanism/ https://electronicsclub.info/ https://learnabout-electronics.org/</p>
<p>Skills required to succeed in this subject...</p>	<p>A resilience to working hard to see a design problem through to its final solution; be adaptable; be able to think outside of the box; accept mistakes, learn from them and adapt to them.</p> <p>Be able to apply knowledge from math, English, science, art, etc. to solving problems and to designing and making.</p>
<p>Vision for this subject...</p>	<p>Develop pupils' interest in technology and how it affects our everyday lives. Producing discerning consumers, craftspeople, designers, and engineers of the future.</p>

Subject: Drama

Year group: year 8

Exam Board:

	Content	Department Assessment
Autumn Term 1	<u>Issue based</u> Students develop the use of drama devices using stimulus material and based around the subject of young carers.	Practical assessment Written homework project
Autumn Term 2	<u>Theatre Style</u> Students use previous knowledge of Shakespearean style theatre and perform extracts of Twelfth Night focusing on bringing the text to life.	Practical assessment Written homework project
Spring Term 1	<u>Theatre History</u> Students will explore Commedia dell'arte and will focus on the comedy created through stock characters, mask work and relevance to comedy performance today.	Practical assessment Written homework project
Spring Term 2	<u>Play Text</u> Students explore the text Mugged by Andrew Payne using text and improvisation techniques.	Practical assessment Written homework project
Summer Term 1	<u>Theatre Genre</u> Students explore the theatre genres of physical theatre and theatre in Education.	Practical assessment Written homework project Quizzes
Summer Term 2	<u>Theatre History</u> Students explore the events surrounding the Titanic sinking and devise their own performances using a variety of dramatic devices.	Practical assessment Written homework project Quizzes

<p>Homework</p>	<p>Homework projects with a variety of activities are set each half term on google classroom and form part of the overall assessment grade each half term.</p>
<p>Subject / Department KeyTerms</p>	<p>Freeze Frame, thought tracking, transitions, tension, facial expression, body language, role play, dramatic pause, monologue, Flashback, narration, cross cutting, comedy, mask, devising, theatre in education, genre.</p>
<p>Recommended Reading / Viewing</p>	<p>https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/5 https://www.spellzone.com/word_lists/list-2230.htm https://www.natgeokids.com/uk/discover/history/general-history/would-you-have-survived-the-titanic/ https://wiki.kidzsearch.com/wiki/Commedia dell%27arte</p>
<p>How can technology help in this subject?</p>	<p>Each class has their own google classroom where they can access all resources and homework which compliments the practical drama lessons. Stage lighting, sound and example video clips/online theatre enhances the theatrical experience and helps students to understand key terms and techniques.</p>
<p>Skills required to succeed in this subject...</p>	<p>Self-Confidence, group Confidence improvisation, characterisation, Social Skill, evaluation of self and peers, Voice projection, script Work, line Learning ,communication, mime Skills, acting skills, pronunciation, collaboration, use of stage, evaluation.</p>
<p>Vision for this subject...</p>	<p>To further develop drama devices and stage craft elements and to increase performance confidence and evaluation/interpretation written skills.</p>

Subject: English

Year group: 8

KS3 Framework

	Content	Department Assessment(s)
Autumn Term 1	Changing Stories	Creative Writing Assessment
Autumn Term 2	Poetry	Reading Assessment
Spring Term 1	The Diary of Anne Frank	Reading Assessment
Spring Term 2	The Merchant of Venice	Reading Assessment
Summer Term 1	Persuasive Writing	Speaking and Listening Assessment
Summer Term 2	Oliver Twist	Reading Assessment
Homework	Homework is set once a fortnight in Key Stage 3, this is in the form research, drafting, brainstorming, reading, planning or any other task that the teacher feels facilitates future learning and reinforces what has been previously learnt.	

<p>Subject / Department Key Terms</p>	<p>There are a range of key terms that are learnt throughout the year that deal with how to analyse writing. These terms will be constantly used throughout all of the SOW to ensure that prior knowledge is being applied and built on.</p>
<p>Recommended Reading / Viewing</p>	<p>Victorian Fiction Introductions to Shakespeare Twisted Fairy Tale Series Autobiographies that interest students Abridged Dickens</p>
<p>How can technology help in this subject?</p>	<p>Technology can be used to give students visual stimuli for homework as well as access to videos and recordings that are relevant to the topics. Google classroom is used to share homework and class models for revision purposes.</p>
<p>Skills required to succeed in this subject...</p>	<p>Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Knowledge, understanding and analytical thinking Ability to understand exam question requirements and how to answer a variety of questions posed about a variety of texts.</p>
<p>Vision for this subject...</p>	<p>English lessons should stimulate curiosity, interest and enjoyment and encourage a safe place for students to experiment and develop their writing and critical evaluation skills.</p>

Food and Nutrition

Year group: 8		Exam Board: WJEC
	Content	Department Assessment
Autumn Term 1	<p>FPT Bread - Kneading, shaping, moulding and designing</p> <p>Food prep and nutrition routines Food contamination and bacteria Food technology terms</p> <p>Bread origins Bread research and information Breads from around the world Bread taste testing Bread savoury design work</p>	<p>Weighing & Measuring Skills Knife Skills Self-assessed Teacher Assessed</p>
Autumn Term 2	<p>FPT Healthy Pizza - Rubbing in method, construction and layering FPT Stir fry - chopping and knife skills FTP Christmas cooking - large decorated shortbread biscuits - decorating and construction skills</p> <p>The Eatwell Plate Nutrients (protein and carbohydrates) Nutrition challenge</p>	<p>Bridge Hold/Claw & Grip Hob Safety Teacher Assessed Self- Assessed</p>
Spring Term 1	<p>FPT Two course menu based on small group country of choice FPT Fairtrade dish - based on research</p> <p>Theory: Food around the world What the world eats Fairtrade</p>	<p>Safe use of electrical appliances Formal FPT Assessment Preparation Process H & S Product Outcome Self-Assessment</p>
Homework	<p>Aims to link real life scenarios and cooking environment with class experiences. E.g. comparison of equipment, grocery shopping, healthy eating, (Eat Well Plate), food preparation and storage, food safety etc.</p> <p>Build independent research skills about global food and knowledge of industrial practices</p>	
Subject / Department Key Terms	Ingredients, Equipment and Skills Key Terms	

<p>Recommended Reading / Viewing</p>	<p>HS Healthy eating http://www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx</p> <p>How is food poisoning caused? https://www.youtube.com/watch?v=nkVY08aqC28</p> <p>History of Bread https://www.youtube.com/watch?v=oOjc4KZTWzg&t=1s</p> <p>Bread shapes https://www.youtube.com/watch?v=NdTAcAgOONw</p> <p>How to make bread https://www.youtube.com/watch?v=9xW8-H6qjJ8</p> <p>Making better food choices using eatwell plate https://www.youtube.com/watch?v=1tJYcNt6Bpk&t=3s</p> <p>BBC Food recipes http://www.bbc.co.uk/food/</p> <p>Fairtrade http://www.fairtrade.org.uk/What-is-Fairtrade</p> <p>Fairtrade chocolate https://www.youtube.com/watch?v=-XbP4cn8xhU</p> <p>Fairtrade organic farmers and workers https://www.fairtrade.org.uk/farmers-and-workers/bananas/</p> <p>BBC Bitesize Food Technology http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/</p>
<p>How can technology help in this subject?</p>	<p>ICT access for research Laptops</p>
<p>Skills required to succeed in this subject...</p>	<p>Numeracy - weighing and measuring, recipe adaptation Literacy - portfolio, key literacy, annotation, evaluation, written response in exam Design skills -illustration Practical Food Preparation skills Research skills Data analysis and presentation skills</p>
<p>Vision for this subject...</p>	<p>To enable pupils to cook proficiently, selecting appropriate tools and equipment and cooking methods. To be able to read and follow a recipe accurately to produce successful outcomes. To be able to share cooking practises in the home environment and develop skills through further learning at home. To broaden the healthy eating concept and encourage exploration of global cuisine/special diets.</p>

Subject: French

Year group: 8

Exam board N/A

	Content	Department Assessment(s)
Autumn Term 1	School and daily routine	Speaking assessed in lessons through teacher's questioning throughout the term
Autumn Term 2	School and daily routine Literary text: extract from Anne Frank diary	Listening, Reading and Writing
Spring Term 1	Free time	Writing assessed in lessons and homework tasks throughout the term.
Spring Term 2	Free time	Speaking, Listening, Reading
Summer Term 1	Revision - Myself and family + Last weekend (Past tense)	Speaking assessed in lessons through teacher's questioning throughout the term.
Summer Term 2	Food and healthy eating	Listening, Reading and Writing.
Homework	Set weekly or fortnightly, depending on the unit. Either vocabulary learning or as students progress, short reading or writing activities.	
Subject / Department Key Terms	Classroom instructions in French	

<p>Recommended Reading / Viewing</p>	<p>Selected videos by teachers on Google classroom to practise listening and speaking skills (numbers, alphabet...)</p> <p>French movies with activity booklet in class.</p>
<p>How can technology help in this subject?</p>	<p>If possible, practise Speaking and recording yourself.</p> <p>Linguascope.com</p> <p>Languages online</p> <p>Quizlet, Flippity.net, Wordwall used in class or se on Google classroom</p>
<p>Skills required to succeed in this subject...</p>	<p>Listening, Speaking, Google classroom for practice.</p>
<p>Vision for this subject...</p>	<p>To engender curiosity about another country and its culture.</p> <p>To develop listening, speaking and memorization skills which can be transferred to other subjects.</p> <p>To develop reading, including literary texts, in a different language.</p>

Subject: Geography

Year group: 8		Exam Board:
	Content	Department Assessment
Autumn Term 1	Population and migration Rivers and flooding	End of unit in class literacy assessment
Autumn Term 2	Rivers and flooding (continued)	End of unit test
Spring Term 1	Work and industry	End of unit test
Spring Term 2	Work and industry (continued) Energy	
Summer Term 1	Energy (continued)	End of unit test or researched essay on the future of UK energy supplies
Summer Term 2	Case study: Brazil	End of unit test, including map work exercise

Homework	Set as appropriate to the skills and content in lessons.
Subject / Department KeyTerms	Numeracy, literacy, analysis of data (for the population unit), empathy
Recommended Reading / Viewing	Journey through a small planet by Emanuel Litvinoff (what is geography) Brick Lane Monica Ali(settlement) Violent land by Gorge Amado (Brazil) Oliver Twist by Charles Dickens (industry) Stark; a satirical thriller by Ben Elton (resources) Oil! By Upton Sinclair (resources)
How can technology help in this subject?	Research for the end of unit essay eg. Current issues and government policy
Skills required to succeed in this subject...	Numeracy, literacy, an interest in current developments
Vision for this subject...	To give students a grounding in the major areas that could affect their lives.

Subject: History		
Year group: 8		KS3 History National Curriculum
	Content	Department Assessment(s)
Autumn Term 1	The Reformation	Narrative Account
Autumn Term 2	Elizabeth - Queen of England and the Conquistadors	Explain why essay
Spring Term 1	Civil War	Narrative Account - Newspaper - Trial and Execution of Charles I
Spring Term 2	Who Rules: The Crusades	Significance of the Crusades and impact on the modern world - Poster
Summer Term 1	Pre-Colonial Africa and Slavery	Creating an exhibition on slavery
Summer Term 2	Imperialism: British Empire, Independence & Partition	Independent Research project
Homework	Homework is set in Google Classroom for students to complete at home or within school at break and lunch times.	

Subject / Department Key Terms	Students will explore a range of different key terms during their journey in year 8 history where they will be reminded of these key terms during formative and summative assessments.
Recommended Reading / Viewing	BBC Bitesize
How can technology help in this subject?	Revision activities Assessment activities
Skills required to succeed in this subject...	Knowledge, understanding and analytical thinking
Vision for this subject...	History lessons should enable students at KS3 to develop critical thinking abilities as well as solve problems by using evidence and examples to back up their thinking. We aim to be inclusive to all abilities allowing all to thrive and challenge themselves.

Subject - Classic Reading Programme

Year group: 8		Exam Board: N/A
	Content	Department Assessment
Autumn Term 1	<p>Book 'Beasts of Olympus - Beast Keeper'</p> <ul style="list-style-type: none"> -Reading and vocabulary tasks -Key facts of Ancient Greek society -Ancient God and Goddess family tree 	Staff ask explicit, detailed questions about the content of the text.
Autumn Term 2	<p>Book 'Beasts of Olympus - Beast Keeper'</p> <ul style="list-style-type: none"> -Reading and vocabulary tasks -Facts about mythological creatures and beasts. Creating a glossary of beasts -Dryads - using Greek geographical features create a mythological creature -Character analysis and book review 	<p>Students give oral presentations of their work.</p> <p>Students reading assessment</p>
Spring Term 1	<p>Book 'Thieves of Ostia'</p> <ul style="list-style-type: none"> -Reading and vocabulary tasks -Who are the Romans? -Roman trade within their empire -Roman animals and mosaic designs -Roman gods and their effect on everyday life 	Focussed listening
Spring Term 2	<p>Book 'Thieves of Ostia'</p> <ul style="list-style-type: none"> -Reading and vocabulary tasks -Roman teenagers life -Character analysis -Aristco scroll/ glossary of words -Evaluation 	Student reading assessment
Summer Term 1	<p>Book 'Beast of Olympus - Hound of Hades'</p>	Staff use visual observation to assess individual students work
Summer Term 2	<p>Book 'Beasts of Olympus - Hound of Hades'</p>	Student reading assessment

Homework	To read daily for approx 15 - 20 minutes this should amount to on average 150 pages in a student's reading book per week.
Subject / Department KeyTerms	<p>-Students use a dictionary to investigate the definition or spelling of complicated words from the text. Students use a thesaurus to investigate words in groups of synonyms and related concepts.</p> <p>-EAL students using language specific dictionaries.</p> <p>-A pre-prepared set of key words taken from the lesson text with dictionary meanings will give context to the story and build students' vocabulary awareness.</p>
Recommended Reading / Viewing	<p>Oxford owls free audio books www.oxfordowls.co.uk</p> <p>Kelmscott online library of free audio books</p> <p>Free audio books https://librivox.org/</p> <p>Amazon audio books for kids (free)</p> <p>Good reads (recommendations of book titles) https://www.goodreads.com/</p> <p>Literacy trust https://literacytrust.org.uk/</p> <p>Guardian newspaper books department https://www.theguardian.com/books</p>
How can technology help in this subject?	<p>Gives students a wider choice of books to read.</p> <p>Enables students to find out about issues related to literacy.</p>
Skills required to succeed in this subject...	<p>Numeracy - processing information, solving problems, understanding and explaining solutions and making decisions based on logical thinking and reasoning.</p> <p>Literacy - reading, evaluating, annotation, research skills, data analysis and presentation skills</p>
Vision for this subject...	<p>-To work with parents to emphasize the importance of reading. Research shows that the home environment and parental attitudes to books and reading are key in determining children's attitudes. Young people are more likely to enjoy reading at home when books and reading are valued.</p> <p>-To have a more ethnically diverse range of books which reflect the students in our school community</p> <p>-To give students the skills and tools to improve their reading ages and foster a culture of reading for enjoyment at Kelmscott school.</p>

Subject: Mathematics

Year group: 8 Foundation

KS3 Framework: White Rose

	Content	Department Assessment(s)
Autumn Term 1	Ratio and Scale Multiplicative change	EOB Assessment 1 EOB Assessment 2
Autumn Term 2	Writing in the Cartesian plane Representing data	EOB Assessment 3 EOB Assessment 4 Autumn Assessment
Spring Term 1	Brackets, equations and inequalities Sequences Indices Measurement: Perimeter, Area and Volume	EOB Assessment 5 EOB Assessment 6 EOB Assessment 7 EOB Assessment 8
Spring Term 2	Fractions and percentages Standard Index form	EOB Assessment 9 EOB Assessment 10 Spring Assessment
Summer Term 1	Statistics Geometry: Properties of Shape	EOB Assessment 11 EOB Assessment 12
Summer Term 2	Revision	Summer Assessment

<p>Homework</p>	<p>Homework is generally set weekly at Key Stage 3 in a variety of different formats: Hegarty Maths video quizzes, worksheets, revision guide exercises and exam style questions.</p>
<p>Subject / Department Key Terms</p>	<p>Balancing, Ratio grid (scaling up and scaling down) method, part-part whole, FOIL (First, Outer, Inner, Last), BIDMAS (Brackets, Indices, division, multiplication, addition, subtraction), What's the same, what's different?</p>
<p>Recommended Reading / Viewing</p>	<ul style="list-style-type: none"> • BBC Bitesize Maths • Corbettmaths • Hegartymaths • Mathsgoodies • Mathsgenie • Mathsmadeeasy
<p>How can technology help in this subject?</p>	<p>Technology can support and enhance students' understanding of Mathematical ideas and can engage students in more active mathematical practices including experimentation, applying mathematical reasoning through investigations and problem solving. This can help broaden and deepen their understanding of mathematical ideas.</p>
<p>Skills required to succeed in this subject...</p>	<p>Consistent independent learning to consolidate classroom learning and retrieval practice.</p> <p>Organising learning – Note taking, summarise key formulae and concepts, creating worked examples.</p> <p>Resilience.</p> <p>Exam paper practice –In order to familiarize oneself with exam style questioning.</p>
<p>Vision for this subject...</p>	<p>To develop students that are confident and secure in their mathematical knowledge. Students should view mathematics as a connected body of ideas and be able to apply their mathematics to solve problems in both familiar and unfamiliar contexts. We want students to be able to apply their knowledge in the real world.</p>

Subject: Mathematics

Year group: 8 Higher

KS3 Framework: White Rose

Content

Department Assessment(s)

**Autumn
Term 1**

Ratio and Scale
Multiplicative change
Multiplying and dividing
fractions

EOB Assessment 1
EOB Assessment 2
EOB Assessment 3

**Autumn
Term 2**

Writing in the Cartesian
plane
Representing data
Tables & Probability

EOB Assessment 4
EOB Assessment 5
EOB Assessment 6

**Spring
Term 1**

Brackets, equations and
inequalities
Sequences
Indices

EOB Assessment 7
EOB Assessment 8
EOB Assessment 9

**Spring
Term 2**

Fractions and
percentages
Standard Index form
Number sense

EOB Assessment 10
EOB Assessment 11
EOB Assessment 12

**Summer
Term 1**

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

EOB Assessment 13
EOB Assessment 14
EOB Assessment 15

**Summer
Term 2**

The data handling cycle
Measures of location

EOB Assessment 16
EOB Assessment 17

<p>Homework</p>	<p>Homework is generally set weekly at Key Stage 3 in a variety of different formats: Hegarty Maths video quizzes, worksheets, revision guide exercises and exam style questions.</p>
<p>Subject / Department Key Terms</p>	<p>Balancing, Ratio grid (scaling up and scaling down) method, part-part whole, FOIL (First, Outer, Inner, Last), BIDMAS (Brackets, Indices, division, multiplication, addition, subtraction), What's the same, what's different?</p>
<p>Recommended Reading / Viewing</p>	<ul style="list-style-type: none"> • BBC Bitesize Maths • Corbettmaths • Hegartymaths • Mathsgoodies • Mathsgenie • Mathsmadeeasy
<p>How can technology help in this subject?</p>	<p>Technology can support and enhance students' understanding of Mathematical ideas and can engage students in more active mathematical practices including experimentation, applying mathematical reasoning through investigations and problem solving. This can help broaden and deepen their understanding of mathematical ideas.</p>
<p>Skills required to succeed in this subject...</p>	<p>Consistent independent learning to consolidate classroom learning and retrieval practice.</p> <p>Organising learning – Note taking, summarise key formulae and concepts, creating worked examples.</p> <p>Resilience.</p> <p>Exam paper practice –In order to familiarize oneself with exam style questioning.</p>
<p>Vision for this subject...</p>	<p>To develop students that are confident and secure in their mathematical knowledge. Students should view mathematics as a connected body of ideas and be able to apply their mathematics to solve problems in both familiar and unfamiliar contexts. We want students to be able to apply their knowledge in the real world.</p>

Subject: Music		
Year group: Year 8		Exam Board: Edexcel
	Content	Department Assessment
Autumn Term 1	<u>Ensemble Skills - Popular music</u> Ensemble pop project based on a pop song of choice	End of unit practical assessment Homework
Autumn Term 2	<u>Keyboard Skills</u> Performing on the keyboard with both the left and right hands.	End of unit practical assessment Homework
Spring Term 1	<u>Composition - Film Score</u> Students will explore how to create a piece of music to fit with a given film clip, exploring the techniques used by film and video game composers. Students will explore music technology and instrumental techniques to create compositions.	End of unit composition assessment Homework
Spring Term 2	<u>African and Samba Drumming</u> Understanding concepts such as Polyrhythm; Cross-rhythm and Call and Response. Djembe drumming techniques.	End of unit practical assessment Homework
Summer Term 1	<u>12 Bar blues</u> Performing and improvising on the 12-bar blues chord sequence	End of unit practical assessment Homework
Summer Term 2	<u>Hooks and riffs</u> Identify, perform and create hooks, riffs and ostinatos within a musical structure.	End of unit practical assessment

		End of unit listening assessment
Homework	Students are set homework on a formal basis in music once per term. This homework is uploaded to google classroom, and must be submitted on google classroom. Also as musicians, it is important to further develop and refine our performance skills, and all students are encouraged to practice music outside of lessons.	
Subject / Department KeyTerms	Treble clef, chords crotchet, quaver, pitch, rhythm, tempo, dynamics, dotted notes, tied notes, structure, introduction, transition, dynamics, tempo.	
Recommended Reading / Viewing	BBC Bitesize - music ,Bandlab for schools, Chrome Music Lab ,Classic FM ,Musescore, Learn to play the piano - Free Apple App, Theory Rocks, 8 Notes	
How can technology help in this subject?	Technology can be used to compose, listen and analyse music. It can also be used to assist students in playing an instrument and note reading. It is used to set classwork and also provide links to outside resources which allows students to retain knowledge by testing themselves and to better understand concepts.	
Skills required to succeed in this subject...	Regular self-reflection of performance activities. Aim to use key music vocabulary often in lessons and when discussing music at home. Ensure work is kept neat. Self research and practice.	
Vision for this subject...	At Key Stage 3, students are taught a broad, balanced and differentiated music curriculum, ensuring the progressive development of musical concepts, knowledge, creative thinking and practical skills. Music is taught in an engaging and enjoyable way involving much experiential and practical activity. Students are encouraged to participate in a wide variety of opportunities to demonstrate creativity and to showcase their skills.	

Subject: Numeracy

Year group: Year 8 Lower ability

Exam Board:

	Content	Department Assessment
Autumn Term 1	Introduction to Numeracy & Activities involving numbers Baseline assessment & Addition and Subtraction Solving problems involving money Times table practice & Multiplication	Baseline assessment September
Autumn Term 2	Times table practice & Division Making revision cards to memorise times tables Place value- Multiplying and dividing by 10,100 and 1000 Units of conversion (length & volume) Problem solving involving time Students should be able to create revision cards on place value.	
Spring Term 1	Times table practice Solving problems involving time Ordering decimals Add and subtract decimals Solve problems involving money including exchange rate Students should be able to create revision cards on time and decimals.	Review
Spring Term 2	Times table practice Rounding & Estimation Measurement & Reading scale Revisiting Multiplying and dividing by numbers & problem solving Students should be able to create revision cards on measurement or reading scale.	
Summer Term 1	Types of data Collecting data Presenting data Interpreting data Students should be able to work in groups and do a presentation on their findings	

<p>Summer Term 2</p>	<p>Perimeter of 2D-shapes Solve problems involving perimeter Area of 2D- shapes (Regular and Irregular) Solve problems involving 2D-shapes Students should be able to complete some activities involving area and perimeter of 2D- shapes by using different objects.</p>	<p>End of year Assessment</p>
<p>Homework</p>	<p>Times table practice, creating writing frames and independent revision tools to improve their basic arithmetic skills as well as some aspects of problem solving.</p>	
<p>Subject / Department Key Terms</p>	<p>Addition, subtraction, multiplication division, work out What have you noticed? How do you know? Solve</p>	
<p>Recommended Reading / Viewing</p>	<p>Numeracy Ninjas Corbettmaths.com Interactive starters, activities and plenaries. BBC Bitesize Mathbox Youtube</p>	
<p>How can technology help in this subject?</p>	<p>Using interactive resources to enable students to improve their basic arithmetic skills across the curriculum. Interactive starters, activities and plenaries. Giving an opportunity for students to watch YouTube videos related to the topics.</p>	
<p>Skills required to succeed in this subject...</p>	<p>Students should be able to Develop confidence in using mental arithmetic and logical reasoning Solve a problem in real life context using mathematics Understanding on how to use data</p>	
<p>Vision for this subject...</p>	<p>To enable each student to have the confidence to use numbers. To secure students' knowledge and accuracy when recalling number facts. To encourage and support students being more resilient in using mathematics every day.</p>	

Subject: Numeracy		
Year group: Year 8 Higher ability		Exam Board:
	Content	Department Assessment
Autumn Term 1	Unit 1-Positive and negative numbers Introduction to Numeracy & Activities involving numbers Baseline assessment & Money problems Converting between Celsius and Fahrenheit Bank balance	Base line assessment September
Autumn Term 2	Unit -2 Time Units of time London underground including how to use a Tube map to plan a journey Problem Solving	
Spring Term 1	Unit -3 Money Rounding numbers Solve problems involving money Booking a holiday	Review
Spring Term 2	Working and wages Unit -4 Area and perimeter Area and perimeter of 2D-shapes Solve problems involving area and perimeter Design my bedroom	
Summer Term 1	Stand-alone lessons Percentages and politics Proportions Unit -4 Data collection Presenting data- Pie charts Comparing data-scatter graph	
Summer Term 2	Interpreting data End of year assessment Creating Numeracy posters	

<p>Homework</p>	<p>Research based tasks Students should be able to come up with their own problem solving tasks.</p>
<p>Subject / Department Key Terms</p>	<p>Addition, subtraction, multiplication division, work out What have you noticed? How do you know? Solve</p>
<p>Recommended Reading / Viewing</p>	<p>Corbettmaths.com Interactive starters, activities and plenaries. <u>BBC Bitesize</u> <u>Mathbox</u> <u>Youtube</u></p>
<p>How can technology help in this subject?</p>	<p>Using interactive resources to enable students to improve their basic arithmetic skills across the curriculum. Interactive starters, activities and plenaries. Giving an opportunity for students to watch YouTube videos related to the topics.</p>
<p>Skills required to succeed in this subject...</p>	<p>Students should be able to</p> <ul style="list-style-type: none"> • Develop confidence in using mental arithmetic and logical reasoning <ul style="list-style-type: none"> • Solve a problem in real life context using mathematics <ul style="list-style-type: none"> • Understanding on how to use data
<p>Vision for this subject...</p>	<p>To enable each student to have the confidence to use numbers. To secure students' knowledge and accuracy when recalling number facts. To encourage and support students being more resilient in using mathematics every day.</p>

Note: This year only year 7 and year 8 have Numeracy as part of their timetable. They have one lesson every two weeks.

Subject: Physical Education

Year group: Year 8

Exam Board:

	Content	Department Assessment
Autumn Term 1	DANCE	Every 4 weeks (end of activity block) Grading of Emerging/Developing/Secure/Mastery (using department Year 8 criteria descriptors)
	FOOTBALL	
Autumn Term 2	BASKETBALL Health Related FITNESS	
Spring Term 1	HOCKEY	Every 4 weeks (end of activity block) Grading of Emerging/Developing/Secure/Mastery (using department Year 8 criteria descriptors)
	GYMNASTICS	
Spring Term 2	NETS/BADMINTON HANDBALL	
Summer Term 1	ATHLETICS	Every 4 weeks (end of activity block) Grading of Emerging/Developing/Secure/Mastery (using department Year 8 criteria descriptors)
	STRIKING & FIELDING – ROUNDERS	
Summer Term 2	STRIKING & FIELDING – CRICKET	

<p>Homework</p>	<p>Depending on the activity block, research into specific terminology make be asked of and also sometimes to outline their routines for dance. Students may also be directed to watch a specific sporting event.</p>
<p>Subject / Department Key Terms</p>	<p><i>Key words given and explained during lessons.</i></p> <p><i>Specific terminology for different activities will be required to be learnt and understood and this will continue to be re-visited in lessons: e.g. Names of fitness components in the Health-Related Fitness unit.</i></p>
<p>Recommended Reading / Viewing</p>	<p>Watch as many different sports on TV.</p> <p>Watch 'Strictly Come Dancing'</p>
<p>How can technology help in this subject?</p>	<p>Not applicable within practical lessons as we do not have access in the different teaching areas. If we did we would look at:</p> <p>Analysis of movement.</p> <p>Slow motion clips of sporting actions</p>
<p>Skills required to succeed in this subject...</p>	<p>Confidence; team work; communication; positive attitude; decision making;</p> <p>Various practical skills for different activities</p>
<p>Vision for this subject...</p>	<p>For every student to improve skills & tactical awareness and also their confidence and enjoyment of various activities so that they are more willing and motivated to maintain fitness and well-being outside of school through exercise.</p>

Subject: Religion and Cultural Studies

Year group: 8

**Exam Board:
Edexcel**

	Content	Department Assessment
Autumn Term 1	Unit of learning: Creation Stories Creation stories from six major religions Non religious argument – Big Bang/ Evolution Looking after the world/ stewardship	Extended writing Assessment: GCSE style questions
Autumn Term 2	Unit of learning: The Environment My local community Global warming Recycling and sustainability	Assessment: End of unit test
Spring Term 1	Unit of learning: Jewish Identity Who is a Jew? Jewish diaspora Exodus/ covenant	Assessment: Extended Writing
Spring Term 2	Unit of learning: Who runs the country What is politics? Parliament and the role of an MP Party politics Budget and spending	Assessment: End of unit test
Summer Term 1	Unit of learning: Healthy Body Healthy Mind/ Relationships, Sex and Health Education Drugs and alcohol - awareness and effects Relationships and friendship Laws on sex and relationships Consent Tackling homophobia	Assessment: Creating a informative Leaflet for incoming year 7s
Summer Term 2	Unit of learning: Holy Books Special/ sacred texts Holy books in six major religions	Assessment: End of unit test

<p>Homework</p>	<p>Homework is set once a fortnight at Key Stage 3, this could range from extended writing, creating storyboards, posters, informative leaflets researching a particular topic in preparation for the next lesson and anything else that helps to solidify learning and prepares them for their next lesson.</p>
<p>Subject / Department Key Terms</p>	<p><i>There are a range of key terms that are learnt throughout the year that deal with how to analyse writing. These terms will be constantly used throughout all of the SOW to ensure that prior knowledge is being applied and built on.</i></p> <p><i>for example, PEE (Point. Evidence. Explain)</i></p>
<p>Recommended Reading / Viewing</p>	<p>Sophie's world – Jostein Gaarder I Know This to Be True – Greta Thunberg Does My Head Look Big in This? – Abdel-Fattah</p>
<p>How can technology help in this subject?</p>	<p>Students can use technology to access homework, class work and revision materials from google classroom and other websites like BBC bite size. The use of the media can provide added audio and visual stimuli to complement and concretize what is being taught.</p>
<p>Skills required to succeed in this subject...</p>	<p><i>Skills - Students are expected to master the following skills by the end of each term this will continue throughout Key stage 3</i></p> <p>Autumn - Identify and Describe Spring - Compare Summer – Explain and Analyse</p>
<p>Vision for this subject...</p>	<p>Our vision for RCS is to provide students with a well-rounded and strong appreciation for all religions and cultures expressed within the U.K. and the wider world. We aim to ensure that our students are aware of their own beliefs/faiths/customs/cultures/laws and practices and those of the global community.</p> <p>Students will be given the opportunity to 'learn about' and 'learn from' the main religions of the world and the connection that religion has to culture within the U.K and the wider world. They will also be able to analyse the role that faith and culture plays in nurturing good citizens.</p>

Subject: Science		
Year group: 8	KS3 Framework: Exploring Science	
	Content	Department Assessment(s)
Autumn Term 1	8A Food and nutrition 8E Combustion 8I Fluids	8A & 8E End of Unit Test
Autumn Term 2	8B Plants and their reproduction 8F The Periodic Table	8B & 8I End of Unit Test
Spring Term 1	8J Light 8C Breathing and Respiration	8F & 8J End of Unit Test
Spring Term 2	8G Metals and their uses 8K Energy transfers	8C & 8G End of Unit Test
Summer Term 1	8D Unicellular organisms 8H Rocks	8D & 8K End of Unit Test End of Year 8 Assessment
Summer Term 2	8L The Earth and Space Experimental skills and investigations	8H & 8L End of Unit Test

Homework	Homework is set once a fortnight in Key Stage 3, this is in the form of 6-mark assessment questions, badger tasks, research tasks, projects, KS3 exam questions, worksheets (which can be from Explorer Science), long answer exam questions or DIT assessments.
Subject / Department Key Terms	<p>Read, Decode, Plan and Answer (RDPA) Box, underline, knowledge and structure (BUKS) Write the equation, Identify the value, substitute, ensure you have units (WISE) When interpreting graphs, General trend, specific trend and example (GSE) Point, Evidence, Explain and Link (PEEL)</p>
Recommended Reading / Viewing	<p>Far Out Guide to the Solar System by Kay Corso The Hitchhiker's Guide to the Galaxy by Douglas Adams Photosynthesis by David O. Hall, Krishna Rao Cambridge University Press The Oxygen Advantage: The simple, scientifically proven breathing technique that will revolutionize your health and fitness by Patrick McKeown BBC Bitesize The Carbon Crunch: How We're Getting Climate Change Wrong - and How to Fix it by Dieter Heim Youtube: Cognito Twig-World</p>
How can technology help in this subject?	Technology can support students to visually see concepts in science and practical work. The viewing of recommended videos is highly encouraged after lessons and this will allow students to consolidate their learning.
Skills required to succeed in this subject...	<p>Research Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Practical skills in lessons</p>
Vision for this subject...	Science lessons should stimulate curiosity, interest and enjoyment and encourage safe practice in line with health and safety regulation.

Subject: Spanish		
Year group: Year 8		Exam Board: NA
	Content	Department Assessment
Autumn Term 1	All about my life Technology & Mobile Music and TV	Listening, Reading and Writing Assessment
Autumn Term 2	Holidays and Travel	Writing, Speaking and Reading Assessment
Spring Term 1	Food and drink opinions, ordering food Planning and shopping for a party	Reading, Writing and Listening Assessment
Spring Term 2	Making Plans Cinema, reflexive verbs Clothes and personal style Sporting events	Year 8 Exams in May
Summer Term 1	Operation Summer Describing houses Holiday Activities	Listening, Reading and Speaking Assessment
Summer Term 2	Operation Summer (continued) Directions Summer Camp Holiday activities Culture Project	Listening, Reading and Writing Assessment

<p>Homework</p>	<p>Year 8 will receive homework each fortnight in line with the school home learning policy. Homework will be used to reinforce the learning in the classroom and will come in a number of formats, for example, increasing reading and comprehension skills, translation, learning vocabulary and grammar or it may include flipped learning which learning content for a future lesson which increases learning and productivity.</p>
<p>Subject / Department Key Terms</p>	<p>Classroom instructions in Spanish – Escuchar / Repetir / Leer / Escribir / Hablar</p> <p>Use of Target Language in the classroom</p>
<p>Recommended Reading / Viewing</p>	<p>Selected videos by teachers on Google classroom to practice listening and speaking skills</p>
<p>How can technology help in this subject?</p>	<p>Using language learning sites will support in class learning and will boost vocabulary learning and comprehension.</p> <p>The languages department recommends the following sites:</p> <p>www.linguascope.com – see the teacher for the log in</p> <p>www.languagesonline.org.uk</p> <p>www.memrize.com</p> <p>www.kahoot.com</p> <p>www.quizlet.com</p> <p>www.wordreference.com</p> <p>www.spanishdict.com</p>
<p>Skills required to succeed in this subject...</p>	<p>Students will use all four skills of Speaking, Listening, Reading and Writing. In addition to this, students will have to be independent in learning vocabulary and grammar outside of the lesson.</p>
<p>Vision for this subject...</p>	<p>To engender curiosity about another country and its culture.</p> <p>To develop listening, speaking and memorisation skills which can be transferred to other subjects.</p> <p>To develop student’s communication, organization skills as well as their intercultural awareness, through the use of cultural resources.</p> <p>To develop reading, including literary texts, in a different language.</p> <p>To help our students become independent learners while learning another language.</p> <p>To produce students who are confident in speaking and writing in Spanish and who can understand both spoken and written Spanish.</p> <p>Students should also have developed a knowledge of Hispanic culture</p>

Subject: Textiles		
Year group: 8	KS3 Yr 8 Topic: African Art inspired Bandanas	
	Content	Department Assessment(s)
<p>1 and a Half Terms</p> <p><i>Students either start in September and rotate in February or Start in February and complete the brief in July.</i></p>	<p>Review of health and safety in the textiles room including the safe use of an iron.</p> <p>Discussion, comparison and research tasks on Yinka Shonibare, William Morris, Vlisco Wax cloth and Ndebele.</p> <p>Analysis of designs from wax cloth</p> <p>Development of a subject specific vocabulary and literacy skills</p> <p>Colour theory</p> <p>Composition skills</p> <p>Development of designs</p> <p>Create annotated plans</p> <p>Tie Dye</p> <p>Stencilling</p> <p>Embroidery</p> <p>Applique</p> <p>Skills in refining, reviewing and modifying will be recorded in the booklet and demonstrated in the work.</p>	<p>Analytical piece of writing about a crafts person</p> <p>Transcription/ copy of artwork</p> <p>Designs annotated and in colour X2</p> <p>Final embroidered, stencilled and tie Dyed bandana -</p>
Recommended Reading / Viewing/	<p>Great British Sewing Bee- BBC iPlayer</p> <p>Practice threading a needle and tying a knot at the end so you become really good at it.</p> <p>Visit the V&A or British Museum for examples of clothing and textiles through history, keep an eye out for any current exhibitions that show examples of textiles.</p> <p>William Morris Gallery</p>	

	Tate Website (tate.org)- information and films about the artist Yinka Shonibare
How can technology help in this subject?	Technology can support students in their research and presentation of work Students can virtually visit museums
Skills required to succeed in this subject...	Skills in devising and developing ideas Literacy skills to express a point of view and present research connecting it to their ideas Use of colour theory and perception An interest in people, culture and religions Resilience and risk taking for textiles experimentation
Personal Equipment needed to support home learning	Pencil, a pencil sharpener, an eraser, a set of colouring pencils or a set of water colour paints (tablet variety available in shops such as The Works or Supermarkets) Students must bring their booklet into school every week.
Homework	Home learning is used to reinforce ideas and develop work and skills learnt in class, formative feedback will be given for this and classwork. Lessons are fortnightly and for 100 minutes
Vision for this subject...	Art, Craft and Design permeate most things in life that we enjoy due to its visual and accessible nature. Clothing, trainers, car design, buildings, film and games design. Students should always strive to do their best no matter what they perceive their ability to be. A creative mind and skills in creative problem solving is transferable in to all areas of the curriculum and throughout life.

Subject: SEND

KS3 SEND JOURNEY

	Content	Assessment
Intervention 1	RFS (reading for success) Year 7 Only	<ul style="list-style-type: none"> • Oracy • Literacy • English • Reading • ICT skills • Cross curricular skills • Group work
Intervention 2	Social skills	<ul style="list-style-type: none"> • Eye contact • Communication and interaction • -Scripts • -English • -Drama • Group work • Non- verbal communication • Identification • Active listening <p>How to respond:</p> <p>Turn taking Facial expression Body language Conversational skills Social cues (Cue cards)</p>
Intervention 3	Language groups/ strategies	<ul style="list-style-type: none"> • Language • Synonyms/Antonyms • Literacy <p>-Dictionary work</p> <p>-Multiple meaning words</p> <ul style="list-style-type: none"> • Support with retrieval <p>-Dual coding</p> <p>-Memory retrieval</p>

Intervention 4	Speech and language	<ul style="list-style-type: none"> ● Active listening ● Multiple meaning words ● Dictionary skills ● Reading -Spelling (Spag) -Grammar <ul style="list-style-type: none"> ● Turn taking ● Competition ● Handwriting ● Organisational skills ● Retrieval
Intervention 5	Lunch/After school clubs	<ul style="list-style-type: none"> ● Spellings ● Homework ● ICT skills ● Art ● Maths ● Secondary talk time ● Empowerment group ● Revision ● Chess
Intervention 6	Apples and Pears 1-1 or small group	<ul style="list-style-type: none"> ● Literacy ● Spelling ● Sentence dictation ● Homophones ● Synonyms ● Antonyms
SEND/ Department Key Terms	SLCN, ADHD, ASD, MLD, ODD, HI,DCD, SEMH, SpLD, MC	
Intent	<ul style="list-style-type: none"> ● Address specific needs (Dyslexia, autism etc.) ● Encourage Independence ● Secondary transition ● Encourage friendship 	
Impact	<ul style="list-style-type: none"> ● Reports (Interim) ● Grades ● Increased reading ages ● Increased spelling ● Interaction with students ● Marked progress 	

Recommended Reading / Viewing for parents/carers	<ol style="list-style-type: none">1. The SEND COP 20152. Changes to special educational needs and disability support DFE3. The Special Educational Needs Coordinator- Maximising your potential Vic Shuttleworth4. The SENCo Handbook- Leading and managing a whole school approach Elizabeth Cowne, Carol Frankl, Liz Gerschel5. The Perfect SENCO Natalie Packer6. When Adults change everything changes- Seismic shifts in school behaviour. Paul Dix7. SEN and secondary school transition. British journal of learning support Tracking progress and managing provision NASEN
---	--