



Key Stage 3 Curriculum Booklet 2026/27

Year 8

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Key Stage 3 - Year 8 Curriculum Booklet

Welcome to the Year 8 Curriculum Booklet.

This booklet is designed to provide parents and carers with:

1. details of course content for Year 8 curriculum in Key Stage 3
2. details of essential and wider reading for each of the courses, including revision guides
3. details of websites that can be used by students to consolidate their progress over the course of Year 8
4. details of assessment points in the year with links to the Cotham Virtual Learning Environment (VLE)

This booklet is not an exhaustive list of what each Curriculum area does. Instead it is intended to act as a guide to support parents and carers with details of each of the courses to allow them to support their child during the course of Year 8.

Assessments during Year 8.

Students will be assessed throughout the course of the year using informal class assessments. A formal End of Year exam will also take place in the year. An Assessment calendar is sent out to the parents of Year 8 at the start of the year and this provides a summary of the class assessments that will take place during Year 8 in each subject area over the course of the year. Please refer to this so that you can support your child in preparing for these informal class assessments and formal end of year assessments.

Courses

Students at Cotham School study a broad and balanced curriculum at Key Stage 3 (KS3). The number of lessons per fortnight (over a 2 week cycle of 5 lessons per day or 50 lessons over the fortnight) is shown below.

Subject	Year 7	Year 8	Year 9
English Language and English Literature	9	8	8
Mathematics	7	7	7
Physical Education (Core PE)	4	4	4
Personal, Social, Health Education	2	1	1
Science	6	6	7
Modern Foreign Languages	4	5	5
Geography	2	3	3
History	2	3	3
Philosophy and Religion	3	2	2
Art and Design	2	2	2
Design Technology / Food	2	2	2
Computing	1	2	2
Drama	2	2	2
Dance (students can opt to do dance within their Core PE lessons in Year 9)	2	1	0
Music	2	2	2
Total:	50	50	50

The curriculum is designed to enable every student to achieve their very best and to develop independent learning skills. The KS3 curriculum is a broad and balanced curriculum, suitable for students of all abilities and is academically rigorous. This offer will provide an excellent preparation for all students for a wide variety of subject choices at GCSE level and beyond.

I hope that this document will give students and parents an overview of the curriculum that is on offer in Year 8 at Cotham School. The aim is to show that we have a broad and balanced curriculum which meets all statutory requirements and provides enriched learning for the students.

If you have concerns about your son/daughter in a particular subject area it is important to contact the subject teacher in the first instance. This can be followed up by contacting the Faculty Team Leader if necessary. The names of the teachers are available on the website with details of their role in school. Alternatively, you can contact the school by email which will be forwarded to the relevant member of staff. Issues regarding behaviour in class should also be raised with the relevant teacher. Behaviour issues outside the classroom should be addressed to the form tutor or the relevant Learning Coordinator.

Please take time to read the booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning and there are also some excellent resources suggested to supplement their studies. An explanation of reporting is also included in order to clarify our system of assessment and the information which you will receive from us.

May I take this opportunity to wish the students every success in Year 8 at Cotham School.

Cotham Futures

The school is committed to providing a comprehensive careers education and work-related programme for students of all year groups and aims to achieve the national Gatsby Benchmarks. Careers education is delivered in Years 7, 8 and 9 via tutor-led sessions. We have a highly qualified Professional Careers Adviser who gives impartial 1:1 information, advice and guidance to students. Enterprise activities and projects delivered by Cotham School business partners are provided via a collapsed timetable day. These projects equip students with the employability and enterprise skills needed for success in the world of work. There are virtual activities during National Careers Week in March and in Year 8 students are involved in activities to broaden their skills and build self awareness.

Tutorial Periods

There are 9 tutor groups in Year 8. Each tutor group has 27 students.

The tutor stays with the tutor group, as they move up through the school from Year 7 to 11. The tutor is the first port of call for parents and carers and will provide pastoral and academic support. The tutor team is led by the Learning Coordinator and their Year Team Assistant, who manages the tutorial programme and supports the tutors to monitor academic progress, behaviour, attendance, punctuality, uniform and wellbeing for each student.

The theme of Year 8 is 'taking responsibility' and many of the topics build on or reinforce work completed in Year 7. Year 8s are given the responsibility of leading school tours, providing support to our school receptionist, supporting Open Evening and leading assemblies. They are encouraged to take a more active lead in extracurricular activities and the cooperative forum. National anti-bullying week enables us to revisit this topic; annual events such as Black History Month and National Poetry Day are also celebrated again in Year 8. Literacy skills are developed through reading the Tutor Reading Programme. Numeracy Skills are celebrated through the annual Countdown competition and Pi Day. Study skills include work on speaking and listening, meeting deadlines, homework and students also devise strategies to boost confidence. Students are given opportunities to discuss current affairs, explore prejudice, think about peer pressure, complete some activities around drugs and take part in charity fundraising. Further work related learning activities also take place throughout the year.

Students register with their tutor every morning as part of their daily 20 minute long tutor time session with their tutors. The tutor sessions are allocated to one assembly per week, two sessions for a tutor reading programme (which aims to broaden students' vocabulary and cultural capital), one session dedicated to sharing important notices, and a further session for tutors to get to know their tutees and to support them with attendance, behaviour and learning. Throughout the week, tutors use this time to also support with personal organisation and homework.

Assemblies are weekly and used for reflection on a range of Spiritual, Moral, Social or Cultural (SMSC) issues, led by a range of staff, students and outside speakers, as well as focusing on student success, tutor group challenges and year group issues.

Each tutor group is also in a house. The house system encourages inter-house competition between four houses across Years 7 to 11. Students are encouraged to get achievement points for the house and their tutor group. There are three house days per year, where trophies are awarded to the house with the most achievement points for Academic Achievement, PE, Performing Arts and Science, Technology and Maths. Individual Achievement Reports are sent home to parents and carers.

Homework: Formal homework is rarely set by tutors. However, on occasions, students may be asked to complete activities started in tutorial sessions or asked to prepare for an activity such as the Year 7 show and tell.

Enrichment Activities: A range of enrichment activities and extracurricular activities are offered every year. We would encourage every student to take advantage of these opportunities; go to the school website to see the activities on offer.

How you can support your child: The best way to encourage and support your child is to ensure that they have all their equipment and books with them every day – including their lanyard (personal identification card), planner and a reading book. Check their planner regularly to ensure that they are completing homework and sign the planner weekly to show that you are doing this. Provide your child with somewhere quiet to complete their homework and ensure they have a memory stick for bringing computer work to and from school. Encourage your child to take up extra-curricular activities and contact your child's tutor if you have any concerns about your child's attitude to school or progress in school. It is also very important that your child attends school every day and is punctual for school; your child should be on site by 8.25 am each morning and in their tutor base by 8.30am.

Please ensure you know what your child is doing online and encourage your child to switch off all electronic devices 1 hour before going to sleep. Your child will be physically tired during the first few terms and it is important for your child to get adequate sleep and eat properly. Sweets are not permitted on site. Your child can get a free breakfast at school each day from 8.10 am

Key Stage 3 has a homework club in the library, every day after school.

Educational Inclusion at Cotham School

At Cotham we strive to provide an inclusive education for all of our students.

To help us achieve this we have dedicated SEND and Inclusion Teams who provide support for students' learning needs as well as behavioural and emotional needs.

Learning Support

What is learning support?

For many reasons, some students may need more help than other students in the class in order to help them achieve their full potential.

How do we know what is needed?

Students who are experiencing difficulties may be highlighted by their previous school, a subject teacher, parent/carer or even the student themselves. We make an assessment of the student's needs by talking to staff, parents, the student and, if appropriate, using a variety of tests.

Student Learning Plan

Some students may be given a Learning Plan. This outlines the student's needs and information for the classroom teacher on how to support that student's learning. The Learning Plan is reviewed with the student, parents/carers and the SEND team on a regular basis.

What provision is in place?

Learning support at Cotham is led by the Special Educational Needs and Disabilities Coordinator (SENDCo). In addition there are two Deputy SENDCos (one for Years 7-8 and one for Years 9-11), nine higher level teaching assistants and eight learning support assistants. It is based in the B corridor, a purpose built facility in the heart of the school, which is designed to be a supportive and motivating

learning environment. The area is well resourced to support students at all levels including a wide range of books, activities and ICT.

Who gets extra help?

Support is offered to the students who have fallen the furthest behind. Typically these might be:

- Students who are working below their age related expectations
- Students whose difficulty with numeracy, reading and or spelling is such that they will need more support than they could be given in a mainstream class. Some of these students may have a specific learning difficulty (such as dyslexia or dyscalculia)
- Students who have a disability

Some of these students are already identified as needing extra support through an Education & Health Care Plan (EHCP).

The Special Educational Needs and Disabilities Record

Students who have been identified as needing extra support are placed on the school's Special Educational Needs and Disabilities Record. The register highlights the child's level of need or disability and ensures that all staff are kept aware of each child's type of need.

Levels of Need

Wave 1: These students have a low level of need and are supported by adapted provision within their mainstream lessons

Wave 2: Students at this level receive direct help from the school. Typically this might involve working in a small group with an HLTA once or twice a week

Wave 3: Students at this level receive highly personalised interventions/adaptations, may have an EHCP and, in addition to school based support, receive regular help from an outside agency

Should you feel that your child may require additional support, please contact Gabrielle Telford (SENDCo, Years 9 to 11), Laurie Knowles-Smith (Deputy SENDCo Years 7 and 8) to discuss their needs. We aim to ensure that our support will enable your child to be successful and happy at Cotham.

Literacy

Year 8

Literacy skills are promoted across the curriculum and via numerous initiatives. These include some specific to Years 7, 8 and 9, such as the Tutor Reading Programme which expands students' vocabulary and exposes them to challenging and diverse texts.

Students who require additional support with reading are withdrawn from some lessons to receive small-group support, depending on whether they need support with the decoding of words or with understanding and interpreting what they read.

Whole-School

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary. We also explicitly encourage students to use appropriate academic language for each subject, in both talk and writing, with our *Oracy* initiative.

Students who require additional support with reading, writing and/or oracy are withdrawn from some lessons to receive small-group support.

Numeracy

Our Key Stage 3 Numeracy programme is designed to equip students with the skills they need to deal with the numerical challenges they will encounter throughout their life. Students will be faced with mathematical problems to solve not only in maths lessons but in the majority of the subjects they study.

Support in Year 8

Support in Year 8 mirrors the structure in Year 7. A student's attainment in mathematics will be used to determine entry to the groups.

Group 1: Students identified as significantly below the age related expectation in mathematics

These students will take an additional assessment to establish an accurate level. Parents will be contacted to receive advice on how to support their child at home. The students will be placed in a smaller mathematics set which may also be supported by an HLTA. Additionally, students in this group are likely to be withdrawn from other subjects and receive targeted numeracy support in small groups. Students will be regularly assessed and continue to receive support throughout Years 8 and 9 until such time as they demonstrate that they have been able to catch up with their peers.

Group 2: Students identified as 'working towards' the age related expectation in mathematics

Parents will be contacted to receive advice on how to support their child at home. The students will be placed in a smaller mathematics set which may be supported by an HLTA. Students will be invited to support sessions and take part in an additional programme of home study. Students will be regularly assessed and continue to receive the support until such time as they demonstrate that they have been able to catch up with their peers.

Reporting to Parents

Monitoring Sheets and Examination Results: Monitoring sheets are sent home twice a year for each year group. They provide a Current Attainment grade for each subject*.

The monitoring sheets also give grades for Engagement with Learning and Quality of Work. The grades are 1/2/3 or 4.

*Examination results may be on monitoring sheets or issued separately depending on the timing of the examinations.

**See the guidance below on interpreting the monitoring sheet.

Parents' Evening: This is an important evening where parents can make appointments to meet with subject teachers to discuss individual student progress and attainment.

Tutor Reports: Tutor reports are sent home at the end of the academic year and contain written comments by the tutor giving an overview of attainment and wider contribution to school life.

An attendance sheet for the whole year goes home with the tutor report, along with the achievement record.

Parents are encouraged to contact form tutors, subject teachers, Learning Coordinators and the Inclusion team by email or telephone if there are any specific concerns.

Guidance on interpreting Monitoring Sheets

Current Attainment in each subject will be judged as either:

Exceeding	Exceeding the expected standard for a student of their age
Working at	Working at the expected standard for a student of their age
Working towards	Working towards the expected standard for a student of their age (not yet at the expected standard)
Working below	Working below the expected standard for a student of their age (the student is working significantly below the expected standard)

Engagement with Learning in each subject will be judged as either:

1	Works both independently and in group tasks. Makes a consistent and positive contribution to lessons. Seeks challenge and perseveres. Asks questions to extend their thinking. Exemplary behaviour in all lessons, requires no reminder to stay on task.
2	Responds positively to challenging activities. Completes all work set to a good standard. Answers questions and occasionally asks questions to extend their learning. Comes prepared for lessons. Good behaviour in the majority of lessons, responds immediately to reminders to stay on task. Consistently good focus.
3	Responds positively to most activities. Completes all of the work set, some of this being completed to a good standard. Answers questions when asked but does not ask questions to extend their learning. Comes prepared for the majority of lessons. Good behaviour in the majority of lessons, requires a reminder to stay on task. Demonstrates capacity for good focus but this is not seen in the majority of lessons.
4	Contributes little in lessons. Unfocused / passive in their learning. Does not complete work set to a good standard. Does not always come prepared for the lesson Poor behaviour in lessons, requires regular reminders to stay on task.

Quality of Work in each subject will be judged as either:

1	All class and homework is completed to the best possible standard for that student. Work completed is beyond what was set or expected. Meets all deadlines. Reviews own progress, acts on the feedback given to them to improve their learning.
2	All class and homework completed to the best possible standard for that student. Meets deadlines.

	Takes action based on feedback
3	Most class and homework completed to the best possible standard for that student. Some class and homeworks have been rushed or completed to a standard below that expected of the student. Completes work, but does not meet deadlines. Requires reminders to take action based on feedback.
4	Class and homework completed to a poor standard for the level of ability of the student. Regularly hands in incomplete homework, or does not complete homework. Sometimes attempts to act on feedback, needs reminders / prompts to rectify errors or learn from mistakes

Assessment of Oracy: an overall mark based on the student's demonstration of a range of speaking and listening skills

1	Always speaks clearly with appropriate moderation of pace and tone; natural use of body language. Always uses full sentences and discourse markers to structure speech; uses subject specific vocab with confidence. Always engages with others' ideas and uses them to inform their own position on a topic; demonstrates listening through precise summary and questions for clarification. Always articulates their own position and actively encourages contributions from others; can take a leading role in group tasks.
2	Speaks clearly, adapting pace and tone; uses body language for active listening and to support meaning. Uses full sentences and discourse markers to structure speech; uses subject specific vocabulary consistently. Engages with others' ideas; demonstrates listening through summary or questions for clarification. Articulates their own position and responds appropriately to others in a group context.
3	Tone, pace and volume can lack clarity; can use body language for active listening, but not consistently. Can use full sentences and subject specific vocabulary, but not consistently. Can engage with or evidence their understanding of other peoples' ideas, but not consistently. Can be reluctant to speak and does not always respond appropriately to others.
4	Rarely speaks at an appropriate tone, pace and volume; rarely uses body language for active listening. Often speaks in fragmented sentences with a limited range of vocabulary. Rarely engages with or evidences their understanding of other peoples' ideas. Is often reluctant to speak and/or does not respond to others in an appropriate way.
N or N/A	On occasion, grades may not be available for individual students.

SUBJECT	English
Year 8 Course Outline	Our curriculum in Year 8 is designed to further embed students' reading, writing, speaking and listening skills so that they become even more confident, critical, creative and conceptual learners. Throughout the year, students are taught key skills allowing them to analyse a range of texts, including exploring how writers use language and structure to create meaning and effect. They also develop confidence in communicating their ideas through discussion, presentation and collaborative activities. At the beginning of each academic year, all year groups complete a short introductory unit which reminds students of the foundational literacy skills required to be effective communicators. In addition, students will complete baseline assessments to identify any gaps which can then be addressed quickly by their teacher or the SEND department. Space Invaders: Students will follow an imaging narrative of an apocalypse where the human race starts again on a fictional planet. The focus is on writing persuasively in a variety of forms and adapting writing for a variety of audiences. They will explore rhetorical devices in existing models such as Martin Luther King, Queen Elizabeth I battle speech in order to extend their rhetorical skills. Radical Thinkers: Students will be introduced to a range of radical literary voices such as Thomas Paine and Percy Shelley before moving on to study <i>Hamilton: A Musical</i> by Lin-Manuel Miranda. Students will learn to evaluate characters and ideas, while supporting their opinions with a range of evidence. They will consider the power of language to change society and write creatively about things they themselves would wish to change. 'Revolver' by Marcus Sedgwick: Students will read the novel set in the Arctic Circle during the Gold Rush. They will learn about context and use what they read to inform creative writing about cold places, greed and the desperation that sends people in search of enormous wealth-even as they face danger or failure. They will focus on characterisation, tension and symbols, and the novel's sense of right and wrong. Short Stories: Students study a range of short stories and use these to understand how setting, character, plot and tension are created - this is excellent practice for their GCSEs and allows teachers to closely assess students' written literacy and control of their expression.

Assessment	Students are continuously assessed within every lesson through a combination of questioning, live marking and oracy-based activities. Each unit has two extended tasks for which students are prepared in advance. One is a self-assessed, allowing students to build their independence and awareness of their component skills. The second is a teacher-marked piece, which students will always respond to by improving and amending their work after it has been marked using feedback to improve their skills and will be supported in doing so in class by their teacher and peers. Students will also be prepared for the Y8 exam during a 2-week preparation window, practising explicit skills which will be present in the exam. This exam will then be marked and students will be given time to develop and improve their skills using the feedback they've received.
Year 8 Tests	Teacher marked practices will be completed at the end of each unit, and we always give students time in lessons to prepare for their practices and students are aware of the skills we are assessing for the unit they are being assessed on. In addition, students are formally assessed and graded in advance of each assessment point Please find further information on our Year 8 assessments in the Assessment Calendar which will be shared at the beginning of the year.
Additional Resources and supporting activities	CGP books provide a range of workbooks to support students with their literacy skills. These can be easily obtained online. • CGP Key Stage Three Spelling, Punctuation & Grammar (The Workbook) ISBN 978 1 84762 408 6 • KS3 English Workbook (with answers) ISBN 978 1 84762 258 7 Useful websites: • BBC Bitesize can give helpful overviews of texts and assist with literacy skills. • No Fear Shakespeare (Sparknotes) provides summaries and modern translations of Shakespeare texts.
Essential Reading (Sparx Reader)	All students are set a reading homework on Spark Reader every week. They must read for 30minutes to earn 300points on the platform. Sparx Reader is a diagnostic and responsive platform which automatically assesses students' reading abilities; students read a text and then answer questions which are pitched at their level, but also designed to develop their reading skills specific to their need and ability.
Wider Reading	Students should also be reading for pleasure at home, and will do so at the beginning of each lesson and during some tutor times. We have a fantastic library which is always kept up to date, and Ms Payne is very happy to help students select a book they'll enjoy. Please find a link to some suggested texts: here It would be helpful if students could research contextual factors (what life was like when the texts were written and what the writer's purpose might be). At GCSE level, students are expected to apply contextual information into their interpretation of their

	English Literature texts. Entire plays/extracts from other Shakespeare texts could also be read, or texts from the same genres that we study in class (for example, short stories or dystopian texts). Above all, we encourage students to pursue their own wider reading for enjoyment- it is the single most effective investment they can make in their own education- improving comprehension, spelling, vocabulary, ability to understand other people-their lives and relationships.
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SUBJECT	MATHEMATICS
Year 8 Course Outline	Mathematics in Year 8 is taught in four/five classes (on each side of the year) which are set by ability. Term 1 (Chapters 1-3) • Whole numbers and decimals • Measures, perimeter and area • Expressions and formulae Term 2 (Chapters 4-7) • Fractions decimals and percentages • Angles and 2D shapes • Graphs • Mental Calculations Term 3 (Chapters 8-10) • Collecting and representing data • Transformations • Equations Term 4 (Chapters 10-12) • Equations • Written and calculator methods • Constructions Term 5 (Chapters 13-15) • Sequences • 3D Shapes • Ratio and Proportion Term 6 (Chapters 15-16) • Ratio and proportion • Probability • Revision
Assessment	Homework Homework is set weekly for all students. All homework will be on Sparx Maths which is an online maths platform. Homeworks will follow the learning that is happening in class, with opportunities for retrieval and consolidation each week. Students will

	answer questions which are marked automatically so that they have instant feedback. Each question has an associated video to support students if they get stuck. The platform can also be used for independent learning and revision ahead of assessments.
Year 8 Tests	All students in KS3 undertake formal Assessments during the course of the year. Dates for these assessments can be found in the Assessment calendar. These assessments provide evidence for student tracking and movement between ability groups. Prior to each assessment, students are provided with revision lists which can be accessed via the Assessment Calendar.
Additional Resources and supporting activities	Textbook: Students will be following a textbook within their lessons and they can withdraw a copy of the textbook from the library to use at home. Students can also access this textbook online via Kerboodle. The textbook and online version will support you with a number of examples of the type of work undertaken so that you can support your child at home. This is also in the form of a video via the online version. If you want extra questions for your son or daughter then we would recommend purchasing the accompanying homework book. This can be purchased here however, please clarify with their teacher which one to purchase. The image shows three textbooks from the 'MyMaths for Key Stage 3' series by Oxford. The first book is yellow with a large '1' and a green 'A' logo. The second book is blue with a large '2' and an orange 'B' logo. The third book is pink with a large '3' and a purple 'C' logo. Each book has the 'MyMaths' logo at the top and 'OXFORD' at the bottom. Equipment: Ensure that your child always has the right equipment for lessons (pen / pencil / ruler / rubber / compass / protractor / calculator). Calculators should be scientific and students should buy their own so that they have the opportunity to ensure that they know how to use all of the functions on it. Websites: The following websites will be useful in supporting learning and revision. The logo for MyMaths.co.uk, featuring a circular icon with colored dots and the text 'MyMaths.co.uk'. The logo for Sparx Maths, featuring the text 'Sparx Maths' in white on a dark blue background. https://sparxmaths.com/ - online learning platform used for weekly homework and independent study. The difficulty of questions builds in line with students' learning, and there are video tutorials for every question to ensure students are fully supported. Students can access this using their school google log in. www.mymaths.co.uk – used by school for online homework and contains lots of teaching powerpoints, useful revision activities. Username: cotham Password: mathsisthebest

	www.kerboodle.co.uk - the online version of school textbook. Students can access this using their school google log in.
Essential Reading	All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students can withdraw a textbook from the library which is full of modelled examples. The program is enhanced by periodic rich Mathematical activities consistent with the new Key Stage 3 curriculum and Functional Maths activities, the purpose of which is to accelerate learning by delivering mathematics in a stimulating, challenging and enriching environment.
Wider Reading	As a school we enter a handful of students to the UK Maths challenge. This provides an opportunity for our students to compete against the best in the country. You can find a number of paper questions to stretch and challenge your son/daughter's mathematical reasoning: https://www.ukmt.org.uk/individual-competitions/junior-challenge/  past
Additional info	Students are encouraged to develop their personal thinking skills and reflect on the ways in which Maths is encountered in everyday life. For those needing a quiet space to work or more one-to-one help, there is also a Maths Homework Club which currently runs after school every Monday and Thursday (2:45 in room A209, with computers available) as a drop-in session for students to get support from teachers and/or Y13 Mathematicians.

SUBJECT	Science
Year 8 Course Outline 	<u>The following chapters will be covered over the course of Year 8:</u> • Biology 2.3, Adaptation and Inheritance • Physics 2.3 Motion & pressure • Biology 1.2 Structure and Function of Body Systems • Chemistry 1.4 Acids and Alkalis • Chemistry 2.3 Metals & acids • Chemistry 2.4 The Earth • Physics 2.2 Energy • Physics 2.1 Electricity & Magnetism • Biology 2.1 Health & lifestyle & Aerobic and Anaerobic Respiration Each chapter will last around 3 weeks and there will be regular learning checks throughout each topic. The textbooks that the students will be using in class is the Activate 1 & 2 textbooks (this is also available online from the Kerboodle website)
Assessment	<u>Homework</u> Each student will be set a task on Sparx once per week to complete. Sparx is an online learning platform which quizzes them on knowledge learnt in class. <u>Lesson assessment</u> Each chapter will be assessed with regular quizzing using scientific recall questions. These will ensure students have a good grounding of scientific knowledge for their exams. Keywords for each chapter can be found in the Kerboodle book (available online from the Kerboodle website, see link below). Definitions for keywords are in the glossary.
Year 8 Tests	Students will sit 3 exams throughout the year assessing learning of topics complete up to that point in Year 7 and Year 8. Further information regarding dates and revision checklists can be found in the Assessment Calendar for year 8.
Additional Resources and supporting activities	The SAM Learning website has a number of great revision and practice resources to use. Your child will be given a unique login by the school. BBC bitesize (http://www.bbc.co.uk/education/subjects/zng4d2p) has lots of information and revision activities available.
Essential Reading	.Science CGP revision guide for KS3 students (ISBN 978 1 84146 230 1) 

Wider Reading	BBC bitesize (http://www.bbc.co.uk/education/levels/z4kw2hv) is a great tool to use. BBC iplayer has some fascinating documentaries from Brian Cox and David Attenborough about the natural world. For other resources and links please follow the link to the Science department website: http://cothamschoolscience.weebly.com/
Additional info	All students study all 3 sciences up to GCSE. In addition to the content and assessments described above students also take part in lots of exciting experiments in the well equipped labs. Every science classroom has its own lab space and this forms an integral part of the lessons. Many students choose to study Biology, Chemistry and / or Physics at A level, or the more practical BTEC in Applied science, and many pursue it at University.

SUBJECT	Geography
Year 8 Course Outline	Year 8 - Developing Systems Thinking 8.1 - How do Earth's tectonic systems create hazards around the world? Disciplinary thread: Explaining physical systems and hazard causation. Student mastery actions: Explain tectonic processes using system-level reasoning (inputs, interactions, outputs). Analyse spatial patterns of hazards using global tectonic maps. Evaluate how vulnerability and exposure shape hazard impacts. Unit aim: Students understand how tectonic systems create hazards and shape landscapes. 8.2 - How do glaciers shape landscapes, and what evidence do they leave behind? Disciplinary thread: Interpreting landform evidence and explaining landscape change. Student mastery actions: Infer past glacial processes from present landform evidence. Compare glacial and coastal systems to identify similarities in process interactions. Explain landscape evolution using sequential, multi-stage reasoning. Unit aim: Students understand how glacial processes create distinctive landforms. 8.3 - How do we know the climate is changing, and what should we do about it? Disciplinary thread: Using evidence to explain causation and evaluate impacts. Student mastery actions: Analyse climate data to identify trends, anomalies and uncertainties. Explain climate causation using multi-step reasoning (natural + human factors). Evaluate mitigation and adaptation strategies using evidence from contrasting places. Unit aim: Students understand the causes, impacts and solutions to global climate change. 8.4 - Why does development vary across Africa, and how can it be improved?

	Disciplinary thread: Interpreting development data and explaining disparities. Student mastery actions: Critically interpret development indicators, recognising strengths and limitations. Explain disparities using interconnected factors (historical, environmental, economic). Evaluate development strategies using evidence from multiple African contexts. Unit aim: Students understand how development varies across Africa and why disparities exist. 8.5 - How has China's geography shaped its development and global influence? Disciplinary thread: Explaining human processes and global interconnections. Student mastery actions: Analyse spatial patterns of population and economic activity using multi-layered evidence. Explain how physical constraints shape human processes at national scale. Evaluate China's global role using interconnected economic, political and environmental reasoning. Unit aim: Students understand how China's physical and human geography shapes its global role.
Assessment	Progress is measured by in class assessments, usually at the end of each unit of work, and the exam set for each year group. Some assessment will take place mid module for the bigger units of work. Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written. Revision lists and content for the exam will be shared via Google Classroom
Year 8 Assessments	Assessment Point 1 - How do Earth's tectonic systems create hazards around the world? There will be a mixed-tariff assessment with structured questions after lesson 8. This test will include a 10 mark essay question. Year 8 Exam - Completed in March in class - Students will be assessed in the exam on Units 8.1 to 8.3. Assessment Point 3 - Why does development vary across Africa, and how can it be improved?
Additional Resources and supporting activities	Resources will be provided on Google Classroom. This will be added to and continually populated. Deadlines and research tasks to assist with the assessments will be set through

	Google Classroom.
Essential Reading	There is not a single textbook for KS3 Geography. Essential reading lists will be provided on the KS3 page on the VLE with reading links and documentaries. These will have links to other pages or websites to assist.
Wider Reading	A copy of wider reading for Geography can be found here: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z Explore Google Earth and online maps - many students still lack a general basic locational knowledge of the planet.
Additional info	Geography is extremely popular at GCSE. More than 150 are in our Year 10 and Year 11 cohorts. The new AQA GCSE is now being taught in Year 10 and 11 Uptake at A Level is healthy and we have at least 2 classes across the centre at Cotham + RGS. Geography is a facilitating subject and helps support applications for university places. Geography (along with Psychology) graduates make up the most employable group of graduates in the UK. Geography VLE link: https://cothamschoolhumanities.weebly.com/ Humanities Clinic: Mr Lloyd runs a Humanities clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework VLE link: https://cothamschoolhumanities.weebly.com/ Stretch and Challenge Tasks for Geography: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z Revision Websites https://www.gcsepod.com/ https://senecalearning.com/en-GB/

SUBJECT	History
Year 8 Course Outline	<u>Topic 1: The English Reformation</u> • Who were the two sides in the Wars of the Roses? • What happened to the Princes in the tower? • How did Henry VIII deal with his problems? • What is a protestant? • Why did Henry break from Rome? • How bloody was Bloody Mary? • What was Elizabeth's religious settlement? • Who should Elizabeth marry? • Why was England able to beat the Spanish Armada? • How did Elizabeth use portraits as propaganda? <u>Topic 2: The Cases and Consequences of the English Civil War</u> • How did the UK become united? • What can you remember about the 5th November? • Were the Gunpowder plotters framed? • Can you make better decisions than Charles I? • What were the main events of the English Civil War? • What happened at the trial of Charles I? • What type of ruler was Oliver Cromwell? • Does Oliver Cromwell deserve his reputation? <u>Topic 3: Britain as the first Industrial Nation</u> • Why did the population of Britain explode upwards? • How did agricultural farming improve? • When did the domestic system get replaced by factories? • What was life like for children in the industrial revolution? • How did transport change? • Why was coal so important? • What is Cholera and what effect did it have on towns? • What did people try to do to improve public health? • What can local sources of information from Arncliffe tell us about public health in Leeds? • Who was Jack the Ripper? • Was Jack the Ripper a social reformer? <u>Topic 4: Power and the People</u> • What are rotten boroughs • Why were there riots in Queens Square in 1831? • What were the Chartists fighting for? • Who were the Suffragettes and Suffragists? • What happened at the Derby, 1913? • How did Britain gain an empire? • Why did Britain want an empire?

	• Why did India call for independence? • What was the impact of Indian independence? • What were the experiences of the Windrush generation? • What happened in the Bristol Bus Boycott? • What was the impact of the Bristol Bus boycott? • Bristol, a city of protest?
Assessment	Progress is measured by in class assessments, usually at the end of each term, and the exam set for each year group. There are folders with mark schemes and power points with useful hints and tips on the History VLE under curriculum. VLE link to History resources: http://cothamschoolhumanities.weebly.com/resources1.html In Year 8 students have to answer an essay question on “Why did Henry VIII leave the Roman Catholic Church?”, answer a source based assessment on how Elizabeth shows power through her portraits, an exam question reflecting the format of the History GCSE exam on an aspect of History they have studied since the start of Year 8, a significance essay question on “What was the most significant development during the Industrial Revolution?” and finally a paired project on how Bristol has changed from 43 A.D – 2000 A.D
Year 8 Tests	<u>Assessment Point 1:</u> An essay to be done in class on the question: “Why did Henry leave the Roman Catholic Church by 1533?” Revision Resources: http://www.bbc.co.uk/education/topics/zynp34j http://cothamschoolhumanities.weebly.com/history.html Completed at the end of September. <u>Assessment Point 2:</u> A source based assessment on “How did Elizabeth show her power through her portraits?” Revision Resources: http://www.bbc.co.uk/education/topics/zynp34j http://cothamschoolhumanities.weebly.com/history.html Completed at the end of November <u>Assessment Point 3:</u> Year 8 Exam. Revision Resources: http://www.bbc.co.uk/education/topics/zynp34j http://www.bbc.co.uk/education/topics/zynp34j http://www.bbc.co.uk/education/topics/zjd82hv http://cothamschoolhumanities.weebly.com/history.html Completed at the end of February. <u>Assessment Point 4:</u> How useful are sources for learning about Child employment in the Industrial Revolution? http://www.bbc.co.uk/education/topics/zm7qtfr http://cothamschoolhumanities.weebly.com/history.html Completed at the end of April <u>Assessment Point 5:</u>

	A research project looking at the most significant protest movement in Bristol
Additional Resources	History VLE link: http://cothamschoolhumanities.weebly.com/history1.html History Clinic: Mr Lloyd runs History clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework VLE link: http://cothamschoolhumanities.weebly.com/history-clinic.html Stretch and Challenge Tasks for History: http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html Revision Websites https://www.gcsepod.com/ Seneca - Homework & Revision Platform (senecalearning.com) Useful Research Websites for H/W: http://www.bbc.co.uk/history http://johndclare.net/ http://www.historylearningsite.co.uk/ Cotham YouTube Channel: http://cothamschoolhumanities.weebly.com/youtube.html Cotham Pinterest Page: https://uk.pinterest.com/cothamhistory/
Essential Reading	KS3 History by Aaron Wilkes: Invasion, Plague & Murder Student Book (1066-1485) Aaron Wilkes, James Ball ISBN: 9781850083443 KS3 History by Aaron Wilkes: Renaissance, Revolution & Reformation Student Book (1485-1750) (Paperback) Aaron Wilkes, James Ball ISBN: 9781850083450 KS3 History by Aaron Wilkes: Industry, Reform & Empire Student Book (1750-1900) (Paperback) Aaron Wilkes, James Ball

	ISBN: 9781850083467 KS3 History by Aaron Wilkes: Technology, War & Identities Student Book (After 1900) (Paperback) Aaron Wilkes, James Ball ISBN: 9781850083474 Reference versions of these books are available in Cotham School library
Wider Reading	Horrible Histories books BBC History magazine catalogue available from the library and the History department Historical Fiction book list available in the Cotham School library VLE link to the catalogues: https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8
Additional Information on Cotham History	Enrichment Activities: In their spare time students can choose to visit the S.S. Great Britain to explore Britain's Industrial heritage. The enrichment provision we offer is always under review and may be subject to change. VLE link to History trips and trip forms: http://cothamschoolhumanities.weebly.com/trips.html Additional Enrichment Opportunities in Bristol: Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more. Homework: Homework is set once a fortnight and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.

SUBJECT	Philosophy + Religion
Year 8 Course Outline	Topic 1: : The Abrahamic faiths: Would the world be a better place if everyone followed Abrahamic teachings? - History of the Abrahamic faiths spanning from Adam to the final islamic prophet. - Understanding of the divergences in the different believe systems - Understanding of the similarities between the systems - including the interconnected thread of Abrahamic relation to God. - Explain the different approaches to practicing the Abrahamic faiths (Orthodox / reform Judaism, Literalist / non-literalist Christians, Sunni / Shi'a Muslims) - Consideration of how these faiths may have or currently shape moral values in society. Topic 2: What is religion? - What are the defining features of a religion? - Should there be a set of characteristics defining a religion? - Is the word "Cult" a better alternative for new world religions? - Does anyone have the right to tell someone they aren't a religion? Topic 3: Do we need religion? - Are people becoming less religious, or differently religious? - Studying religion from a psychological + sociological perspective. - Where can atheists find meaning and purpose? - If religion is a comfort blanket, should we get rid of it? - Has science replaced religion? In Year 8, to be working at our expected standard you need to show that you can: • Use examples and evidence to illustrate and support your points, using PEE to structure your argument. • Point out similarities and differences between beliefs and practices. • Use source material.
Assessment	At least two of the units above will include an essay-style assessment. Your teacher will use your essay to let you know how close to the expected standard you are (working at, exceeding etc.) and to let you know what your next steps need to be. Your teacher will give you two weeks' notice to prepare, but if you have been revising weekly from the knowledge organiser as per our home learning requirement then this should not involve any extra work for you. This assessment will also have a multiple choice element; you are expected to achieve 80%+ in this to demonstrate that you have been using the Knowledge Organiser to revise regularly (see Home Learning, below). All units will also include a shorter multiple choice test to make sure you are aware of any gaps in your knowledge before the formal assessments. Once a year you will sit an exam that tests you on your knowledge of all work covered so far. The exam will be multiple choice. You will need to use all the knowledge organisers you've been given so far that academic year to prepare for it. The timing of this exam is determined by the whole school calendar; you will be given at least one month's notice by your teacher.

Home learning	For each unit, you will be given a paper copy of a Knowledge Organiser and a Homework Grid. The knowledge organiser contains all of the key information you will learn in the unit. It will also include links to useful online resources. The homework grid is a selection of specific tasks that will help to extend and consolidate your learning. You are expected to use the knowledge organiser to do 20-30 minutes of revision each week. Tasks to be completed from the homework grid are optional. Your teacher will set specific deadlines for you to write into your planner if necessary. The knowledge organisers and homework grids are also set as assignments on Google Classroom so that you can download spare copies. Useful websites
Essential Reading	'Religions to Inspire' textbook series (edited by Steve Clarke) 'Living Faiths' textbook series (edited by Janet Dyson)
Wider Reading	Sophie's World - Jostein Gaarder The Philosophy Files - Stephen Law The Three Questions - Jon Muth Children's Book of Philosophy - Sarah Tomley The Shack - Paul Young

SUBJECT	Personal, Social, Health and Economic Education
Year 8 Course Outline	Unit 1: Identity and Relationships • Is race a social construct? • What does gender mean? • What disables people? • Why do people have prejudice? • Can discrimination be prevented? Unit 2: Family Relationships • What is the purpose of family? • Is it important to get married? • What makes a good parent or carer? • What to do when there is a problem at home. Unit 3: British Parliament • Why are there two Houses of Parliament? • Who are the main political parties? • How does an idea become a law? • How can I become an MP? • What is parliament doing about the environment?
Assessment	Progress is measured by in class assessments, usually at the end of each unit of work/term. There is a formal mid year assessment. Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written. Revision lists and content for the exam will be shared via Google Classroom
Additional Resources and supporting activities	Interesting articles and related activities will be shared via Google classroom.
Essential Reading	It is recommended that students regularly access appropriate current affairs via the BBC website (eg Newsround) or via information sites listed on the PSHEE VLE.
Wider Reading	https://www.kooth.com/ https://www.childline.org.uk/

	https://www.youngminds.org.uk/young-person/coping-with-life/friends/ https://www.avonfire.gov.uk/safety-advice http://www.talktofrank.com/ . https://www.bullying.co.uk/
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SUBJECT	GERMAN
Year 8 Course Outline	Year 8 students have 5 German lessons a fortnight. Our course is based on the following topics with grammar progression and phonics development. The topic areas covered are as follows; Term 1 - Unit 1 - Revision of Year 7 units 1 and 2 - Introductions and family Term 2 - Unit 2 - Free time and hobbies Term 3 - Unit 3 - Where people live Term 4 - Unit 4 - Identity and Relationships/ describing others Term 5 - Unit 5 - Travel and tourism Term 6 - Unit 6 - Media: Films, TV and books. Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar. Phonics are developed and practised. Topics mirror AQA GCSE content so that students can develop core vocabulary.
Assessment	Homework Teachers set weekly vocab challenges. All KS3 students are given vocabulary lists (knowledge Organisers), which are usually tested each week. Vocabulary can be practised on Quizlet. Knowledge Organisers can be found here Quizlet vocab lists here Additional homework is set on languagesonline https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html#gsc.tab=0
Year 8 Tests	Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support. Speaking Writing & Reading Listening
Additional Resources and supporting activities	BBC Bitesize is also an excellent resource. https://www.bbc.co.uk/bitesize/subjects/zcj2tfr Our school website link: https://sites.google.com/cotham.bristol.sch.uk/languages/ks3/german/year-8
Wider Reading	Anything you can get your hands on in German! The library has a small selection of books in German. Choosing to read one of these instead of an English book will

	enhance your vocabulary. Choose films/ TV programmes with German subtitles so you can learn as you watch!
Opportunities	There are many opportunities at Cotham for those who love languages! Currently, there is a Year 9 trip to the Black Forest in Germany.

SUBJECT	FRENCH
Year 8 Course Outline	Year 8 students have 5 French lessons a fortnight. Our course is based on the following topics with grammar progression and phonics development. The topic areas covered are as follows; Term 1 - Unit 1 - Revision of Year 7 units 1 and 2 - Introductions and family Term 2 - Unit 2 - Free time and hobbies Term 3 - Unit 3 - Where people live Term 4 - Unit 4 - Identity and Relationships/ describing others Term 5 - Unit 5 - Travel and tourism Term 6 - Unit 6 - Media: Films, TV and books. Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar. Phonics are developed and practised. Topics mirror AQA GCSE content so that students can develop core vocabulary.
Assessment	Homework Teachers set weekly Vocab challenges (vocabulary testing) All KS3 students are given vocabulary lists (knowledge organisers), which are usually tested each week. Vocabulary can be practised on Quizlet. Knowledge Organisers can be found here: Additional revision can be found on languagesonline Seneca French KS3 can be accessed by students without assignments being set for revisions
Year 8 Tests	Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support. There are 2 main assessments throughout the year based on the topics studied and they cover the 4 skill areas.
Additional Resources, supporting activities	Go to Cotham MFL Website BBC Bitesize is also an excellent resource. https://www.bbc.co.uk/bitesize/subjects/zgdqxn
Wider Reading	Anything you can get your hands on in French. The library has a small selection of books in French. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with French subtitles so you can learn as you watch. Netflix also has a foreign film section.

Opportunities	There are many opportunities at Cotham for those who love languages. Currently, there is a Year 9 trip to the Black Forest in Germany and the opportunity to take part in the Bristol Bordeaux Exchange program in Year 9 or Year 10.
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SUBJECT	SPANISH
Year 8 Course Outline	Year 8 students have 5 Spanish lessons a fortnight. Our course is based on the following topics with grammar progression and phonics development. The topic areas covered are as follows; Term 1 - Unit 1 - Revision of Year 7 units 1 and 2 - Introductions and family Term 2 - Unit 2 - Free time and hobbies Term 3 - Unit 3 - Where people live Term 4 - Unit 4 - Identity and Relationships/ describing others Term 5 - Unit 5 - Travel and tourism Term 6 - Unit 6 - Media: Films, TV and books. Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar. Phonics are developed and practised. Topics mirror AQA GCSE content so that students can develop core vocabulary.
Assessment	Homework Teachers set weekly spelling tests. All KS3 students are given vocabulary lists, which are usually tested each week. Additional homework is set on Seneca Vocabulary lists (knowledge Organisers) can be found here.
Year 8 Tests	Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support. There are 2 main assessments throughout the year based on the topics studied and they cover the 4 skill areas.
Additional Resources, supporting activities	BBC Bitesize is also an excellent resource.
Wider Reading	Anything you can get your hands on in Spanish. The library has a small selection of books in Spanish. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films / TV programmes and series with Spanish subtitles so you can learn as you watch. Netflix also has a foreign film section.
	There are many opportunities at Cotham for those who love languages. Currently, there is a Year 9 trip to the Black Forest in Germany.

SUBJECT	Computing and IT
Year 8 Course Outline	Term 1 - Hardware <i>This Hardware unit teaches students how computers work by covering the different hardware elements that make up a computer system. Students will develop their computing knowledge and IT skills.</i> Term 2 - Python Programming <i>This Programming unit teaches students the core principles of coding with Python. Students will learn sequence, selection, and iteration, which are the building blocks of all programs.</i> Term 3 - Digital Literacy <i>This Digital Literacy unit focuses on online safety. Students will learn about e-safety, cyberbullying, and how their digital footprint impacts them, developing crucial skills for a safer online experience.</i> Term 4 - Data Representation <i>This unit on Data Representation teaches students how computers store data. The curriculum covers the binary system, storage units, ASCII text, and images, while also reinforcing basic math and number system conversions.</i> Term 5 - Spreadsheets <i>This Spreadsheets unit teaches students how to use software like Google Sheets to manage and analyze data. Students will learn to automate calculations and apply fundamental mathematical skills to solve problems, gaining proficiency with a key tool for data organization and analysis.</i> Term 6 - Image Editing <i>This Image Editing unit teaches students to use software like Photoshop to manipulate and enhance images. The course also encourages critical thinking by exploring the wider impact of image editing on media and society. Students will develop practical skills in using various image editing tools.</i>
Assessment	End of Topic Assessments Each topic is assessed by an End of Topic Assessment. The score from this is used as the end of topic grading.
Year 8 Tests	Assessment Dates (all dates are subject to change if needed) Term 1 - Hardware Term 2 - Python Programming Term 3 - Mock Exam Term 5 - Spreadsheets

	Term 6 - Image Editing Dates for assessments can be found in the Assessment calendar. Prior to each assessment, students are provided with assessment preparation resources which can be accessed via the Assessment Calendar.
Wider Reading	http://www.bbc.co.uk/news/technology www.mrahmedcomputing.co.uk
Additional info	Enrichment Activities: We run a range of Cyber events and activities. Keep an eye on Google Classroom and the weekly newsletter for opportunities throughout the year.

SUBJECT	Design and Technology including Food Science
Year 8 Course Outline	Students experience three main challenging projects delivered by specialist teachers these will include a Design Technology Zoo Toy Design project, a Graphics Computer Aided Design Project and the Food Science and Nutrition module. The year is divided into three equal portions and students will move to the new area with a new teacher. During their study students will gain a knowledge and understanding of the Core Technical Principles of Design & Technology. Students will also make a number of food dishes and learn the key principles of nutrition and healthy eating, food safety and hygiene. Design and Technology Zoo Toy - Students will be working on a Design & Technology project linked to Bristol Zoo, where they will design and create a product suitable to be sold in the zoo's gift shop. They will begin by analysing the design brief and writing a clear design specification, before exploring and developing their own creative ideas. These ideas will be modelled and evaluated to ensure they meet the needs of the target audience. Students will then move on to producing a final prototype made from acrylic, where they will develop practical skills such as accurate marking out, cutting with hand tools, and using the line bender to shape the material into a unique 3D form. The project will conclude with students evaluating their final outcome against the original brief and specification, with suggested improvements to show how their product could be developed further. Graphic Design - Paper Engineering - students are set a brief to create a card for an occasion of their choosing for example World Earth Day, Black History month, PRIDE, Refugee Day, religious celebrations. Students will be introduced to Corel Draw to use for desktop publishing for their individually designed card. Image editing and layout of the card will be considered by students. Students will learn about mechanisms and create a pop up element to feature within their card. Food Science - In this module, students will learn why Fibre is so important in our diets. They will also make macaroni cheese using the all-in-one sauce method, a skill that will be developed further in Year 9. Shaped bread rolls will be produced with an emphasis on gluten formation and hand skills, as students practise shaping dough into a range of forms modelled by the teacher. Egg fried rice will provide opportunities to apply knife skills and understand heat transfer. Muffins will be made to explore the scientific reaction that produces carbon dioxide during baking. Bobotie, will allow students to learn about the safe cooking of meat and the importance of avoiding cross-contamination. This dish will be finished with a set milk and egg topping. Throughout the module, the focus is on building students' confidence in preparing a variety of dishes independently, while linking practical skills to nutrition and food science knowledge.
Assessment	Assessment is ongoing in Technology lessons. Students engage in a range of tasks that are assessed which include: Understanding and responding to a design brief, conducting initial research and product analysis on the design brief. Producing initial design ideas

	Applying practical skills Evaluating the success of the products they create All assessment activities take place during lesson time. Students have been provided with the assessment objectives to guide their work and ensure clarity on expectations. Homework Homeworks will be set fortnightly and will include Google Quizzes, keyword definition tasks.
Year 8 Tests	Assessment is ongoing in Technology lessons and no formal test is set.
Additional Resources and supporting activities	http://www.technologystudent.com/ is a fantastic resource for revision and all things Design & Technology based. There is a wealth of information split into the specialisms taught throughout KS3 at Cotham and they make a perfect foundation of knowledge for further study at GCSE and beyond. Students are eligible to download a personal copy of Autodesk Inventor for use at home should they have a powerful enough computer available. Details, registration and downloads are available from http://www.autodesk.com/education/ students should sign up for an account with their Cotham email address to qualify for a free licence. Students have access to the online GCSE Food textbook. www.illuminate.digital/eduqasfood Student Username: SCOTHAM4 Student Password: STUDENT4 Students are encouraged to engage in designing and making at home; students can achieve house points by showing us their creations.
Essential Notes	Please advise the school of any medical dietary or allergen need in advance so this can be recorded in school - so that risk assessments can be put into place.

SUBJECT	Dance
Year 8 Course Outline	Term 1: Performance Students experience a variety of different styles of Dance before choosing one and rehearsing a short dance to demonstrate their understanding of that style and the relevant performance skills. Term 1 and 2 Using the professional work <i>Emancipation of Expressionism</i> as a starting point, students demonstrate their understanding of choreography, performance and self-appreciation. They will be examined on both practical and written work Term 3 and 4 Using a variety of stimuli students will continue to develop their understanding and application of choreographic devices including spatial design, contact work and abstracting everyday movements. Term 5 and 6 Describing and analysing the professional works <i>Nutcracker!</i> by Matthew Bourne and <i>West Side Story</i> choreographed by Jerome Robbins with a focus on character, movement components and setting. Students will present their understanding through written and practical work.
Assessment	Each term is assessed in line with the term's focus. This may take place in the form of a final performance, on-going teacher assessment throughout lessons, written class work and/or homework. Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one. All assessment performances will be recorded and stored safely, all written will be placed in class folders. Written feedback from teachers, peers and self-review is also placed here.
Year 8 Assessments	In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts. The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year, at the point the exam takes place.
Additional Resources and supporting activities	There are a number of dance clubs and companies that students can join. These vary depending on the time of year- the information will be available in the Dance Department and via the weekly bulletin. Enrichment Activities are reviewed every year and are open to change.
What can parents/ carers do to support	Ensure they have their Dance uniform for every lesson. This is a Cotham Dance t-shirt (available from Harris Sports) and black trackies/ shorts/ leggings.

students	Ask to see their work. Rehearsing outside of lessons will increase progress. Support with research for any written homework. Encourage them to partake in the dance companies within school.
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SUBJECT	Drama
Year 8 Course Outline	1. Language of Drama 2: A unit which develops your knowledge and understanding of 3 areas of Drama: Focus & commitment, Clarity, Expression through voice & body 2. Practitioners One - Konstantin Stanislavski: You will learn the basic elements of Stanislavski's system and how to apply them to a performance text 3. Ensemble Performance: Through completing this unit, you will gain knowledge and understanding of co-operative group work and the exploration of 'ensemble' 4. Page to Stage 2: A scripted unit aimed at allowing you to develop your understanding of taking a character and plot from 'page to stage' 5. Staging Shakespeare 2: Using the original text, students develop their understanding of both performance and production techniques. 6. Devised Group Performance: Using a short story as the stimulus, you will develop your own original devised performance using the skills learnt across the year..
Assessment	Assessment takes the form of practical exploration, in-class performance, written and verbal reflection, and extended written exam. There is a formal assessment attached to each unit of work.
Year 8 Tests	In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts. The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year, at the point the exam takes place.
Additional Resources and supporting activities	All resources are sent through via google classroom Quizlet has lists of keywords for each term and a breakdown of each termly homework Activities currently on offer include: a whole school summer show, The Shakespeare in Schools Festival, CUE Bristol Youth Theatre, and a Year 8 performance group. Enrichment Activities are reviewed every year and are open to change.
Essential Reading	Blue Remembered Hills by Dennis Potter Macbeth by William Shakespeare Students Performing Arts Workbook contains all the information required to support students through Dance, Drama and Music. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms.
Wider Reading	The more performances students are introduced to, the more they will develop their skills. Useful websites such as www.stageworks.co.uk or the national theatre's official website offer a wide range of activities and ideas to develop performance and audience skills. Bristol is a great city for theatre and performance with The Tobacco Factory and

	Bristol Old Vic offering a wide selection of plays and workshops.
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SUBJECT	Music
Year 8 Course Outline	In Year 8 students continue to build on skills acquired in Year 7 but have more freedom to experiment and pursue their own musical interests. Units of work include: • Performance 5: Gamelan • Composition 3: Video Game Music • Performance 6/Composition 4: Brazilian Samba • Composition 5: Experimental Music • Performance 7: Guitar (Chords) • Performance 8: Reggae Music Students have the opportunity to experience music making through playing acoustic instruments or can choose to use ICT for some topics and will be introduced to Logic Pro X sequencing software in our Mac suites. For some units students may be asked to perform in front of the class, and those students who play an instrument will be encouraged to use it in appropriate units of work.
Assessment	For each unit of work students practical work will be assessed which will take the form of either a performance or composition. Students will also complete vocabulary tests incorporating keywords from across performing arts. In a variety of topics students will complete a listening test in which they identify the musical features of the genre they are studying, and apply their knowledge of the specialist area.
Year 8 Tests	In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts. The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year, at the point the exam takes place.
Additional Resources and supporting activities	To support your child in their musical development providing them access to a basic keyboard instrument will support much of their classroom work. Encourage any child that plays an instrument to join the appropriate musical ensemble so they can learn through performing music with other musicians. There are various extra-curricular activities that support learning and further develop students musical skills as they progress through KS3. There are regular opportunities for these groups to perform in concerts throughout the year. Enrichment Activities are reviewed every year and are open to change.
Essential Reading	Students Performing Arts Workbook contains all the information required to support students through Music. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms. Resources include worksheets,

	PowerPoints and some film footage demonstrating how to perform keyboard parts.
Wider Reading	• Pearson Publishing - Opus Student Books 1, 2 and 3 • Encourage students to listen to music around the unit of work they are studying.
Additional info	At Key Stage 3 Music is taught to mixed ability groups by specialist music teachers. The key stage 3 curriculum covers a broad range of topics through which students develop performance, composition and listening skills. The topics span a range of music genres and students will experience working in different groupings as well as develop ICT skills depending on the topic. Assessment for learning is at the heart of each unit of work and each unit is differentiated so students can access the work at different levels, regardless of their prior music experience. Those students that play a musical instrument will have the opportunity to use it in some of their lessons.

SUBJECT	Physical Education
Year 8 Course Outline	In Year 8 students are stretched and challenged to develop the skills they've learned in Year 7. This is achieved through units of work that explore how the key processes fit together to allow for greater success in increasingly demanding activities. The girls tackle this through: ● Outwitting opponents units of work in invasion games and rounders. ● Accurate replication unit of work in gymnastics/parkour. ● Identifying and solving problems in OAA (orienteering and team building) ● Performing at maximum levels unit of work in athletics. The boys tackle this through: ● Outwitting opponents units of work in invasion games and cricket. ● Accurate replication unit of work in parkour. ● Identifying and solving problems in OAA (orienteering and team building) ● Performing at maximum levels unit of work in athletics.
Assessment	The PE curriculum aims to develop students' competence and confidence to take part in a range of physical activities that can then become part of their lifestyle, both in and out of school. During the Key Stage they will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. The curriculum encourages them to take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that we offer, it is expected that students will learn how to be effective in competitive, creative and challenging situations. Students are taught in single sex groups with two boys groups and two girls groups timetabled together. These groups are mixed ability and are continually reviewed over the key stage with the aim of having every student working in an environment in which they feel comfortable and can achieve their potential. Each unit of work throughout the Key Stage lasts for a term and students are assessed in the progress they make against the Cogs of Learning. There are six cogs which include; Cognitive, Creative, Health & Fitness, Physical, Personal & Social. The cogs have been incorporated into our PE curriculum so that every student has the opportunity to develop their physical, mental & social skills, which we believe helps to promotes lifelong learning & involvement in Physical Activity. There are two formal assessments during the year where pupils are given a grade during a "moderation lesson"
Year 8 Tests	No formal test in PE. Assessment is continuous throughout the year
Additional Resources and supporting activities	All resources are uploaded to the PE Google Classroom group pages. These will include videos of students performance to allow them to give feedback to improve either their own or each-others work.
Essential Reading	No textbook required for PE, however we do expect students to be keeping up to date with current issues in sport, either by reading newspapers, magazines and website (such as BBC sport) and/or listening to the radio (Radio 5 live) or various

	sports related podcasts.
Wider Reading	There are numerous opportunities for students to engage in PE outside of curriculum time during Key Stage 3. Each year group has a specific lunchtime when they are able to come into the sports hall and take part in an activity, which changes each term. In addition, the boys and girls in each year group have one after school club each term they can join in order to develop their interests further and represent Cotham in the various Bristol Schools competitions if they so desire. Girls clubs: • Netball, table tennis/badminton and health & fitness in the autumn term. • Football, health & fitness and basketball in the spring term. • Athletics, tennis and rounder's in the summer term. Boys clubs: • Rugby, table tennis/badminton and basketball in the autumn term. • Football and basketball in the spring term. • Athletics, Tennis and cricket in the summer term. • There are also fixtures in cross-country, sports hall athletics, badminton and swimming at various points in the year, which are advertised to both the boys and girls. The department also runs a ski trip each year for students, which gives them a fantastic opportunity to experience physical activity in a completely different environment.
Additional info	It is essential for the progress of students in PE that they are correctly equipped for every lesson and you can support your child by helping them with this organisation. It is excellent for students to get involved in some of the many excellent sports clubs from around the city to further develop their enthusiasm for the subject. We have a range of strong club links that we can share with students when an interest is expressed. It can also be very inspirational for students to have the opportunity to watch high level sporting performances when the opportunities arise.

SUBJECT	Visual Arts
Year 8 Course Outline	During Year 8, students learn about portraiture, Zoomorphic art, Street Art and the use of science and nature within Art in our 'Bugs' project. They develop their confidence in experimenting with different materials and techniques. Themes • Portraiture • Zoomorphic • Bugs • Street Art Artists Charlotte Karen, Laura Makabresku, Christopher Marley, Damian Hirst, Banksy, Chris Ofili Key skills Observational drawing, design process, proportion, portraiture, mark-making, shape, composition, photography, negative space, analysing artists and their work, pattern, pen and ink, printmaking, multi-media work, textiles and 3D construction.
Homework	Within each project, students will analyse Artist's images to develop a visual literacy, written analysis to develop a depth of understanding and an Art vocabulary and refinement and exploration of skills learnt in class to improve the quality of outcomes.
Assessment	Classwork and homework is assessed together using learning objectives linked to the key skills. The assessment is recorded in the front of sketchbooks. Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one. Students are encouraged to constantly reflect on their own work to enable them to develop their ideas and skills. Written self and peer reflection is completed and attached to relevant pages in their sketchbooks. Students have one lesson each year where they work under exam conditions. The exam task is a piece of work that allows them to put into practice the skills they have developed over the term/year.
Additional resources and supporting activities	Art club for all students runs one lunchtime a week (and remotely at present) Competitions run throughout the year. Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts
How parents/carers can support students	• Talk to your son/daughter about their art projects; it is helpful for them to discuss their ideas. • Support with research for the written homework task: look at internet sites together; visit galleries; browse books.

	• Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this. • Practice different art and craft techniques with them at home so they develop their confidence using materials; encourage them to take risks and try things out. • Encourage them to attend the Friday art club. • Visit Art galleries and exhibitions for inspiration.
Useful websites	https://uk.pinterest.com/ http://www.art2day.co.uk/ http://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.nationalgallery.org.uk/ https://www.saatchiart.com/ http://www.studentartguide.com
Galleries and museums in Bristol (most are free entry)	https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/ http://www.arnolfini.org.uk/ http://www.spikeisland.org.uk/ http://www.rwa.org.uk/