

**Year 8**

**Key Stage 3**

**Curriculum**

**Booklet**

**2018/2019**

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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.

The Cotham Virtual Learning Environment (VLE) will contain more information to support students and parents. Curriculum areas will add revision lists to the VLE and it is important to refer to this with your child when supporting them with planning their revision. The VLE can be accessed [here](#). Curriculum areas will also provide separate links to the VLE in this document on their own subject pages.

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. We feel it is important that all students at Key Stage 3 study Music, Dance and Drama. We also have a very strong focus on Maths and ICT, which forms our second specialism. The school achieved High Performing School status in 2010 and that, together with our most recent OFSTED report which classified the school and its curriculum as 'outstanding', supports our view that our curriculum is robust and interesting.

All students study all subjects at Key Stage 3 choosing GCSE Options for Key Stage 4 in February of Year 9.

Changes to the National Curriculum at Key Stage 2 and Key Stage 3 and curriculum and syllabus changes at Key Stage 4 and Key Stage 5 have already been reflected in our curriculum at Key Stage 3. Additional changes will likely occur over the course of the year which will require changes to this booklet. We will of course keep the booklet updated to reflect the changes made..

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 Key Stage 3 Coordinator, Subject Leader or Curriculum 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.

A handwritten signature in black ink that reads "Eileen Quirke". The script is cursive and fluid, with the first name "Eileen" written in a larger, more prominent hand than the surname "Quirke".

Ms. Eileen Quirke  
Assistant Headteacher

## Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning (WRL)

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 PSHE lessons in Years 7, 8 and 9 with additional tutor-led sessions for Year 9 students before they make their Key Stage 4 option choices. We have a highly qualified careers advisor who gives 1:1 information, advice and guidance to students and we provide work-related learning opportunities to equip students with the employability and enterprise skills needed for success in the world of work. There are activities during National Careers Week in March and in Year 8 students are involved in an Enterprise activity during a collapsed timetable day.

## Tutorial Periods

There are 27 students in each tutor group and there are eight tutor groups per year group. Each year group is divided into two halves, the French and German sides.

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, who manages the tutorial programme and supports the tutors to monitor academic progress, behaviour, attendance, punctuality, uniform and wellbeing for each student.

Students register with their tutor every morning for a 5 minute registration. Every afternoon they spend 20 minutes with their tutor, from Monday to Thursday and 5 minutes on Friday. The afternoon sessions are allocated to one assembly per week, one session for Literacy support, a session to support personal organisation and homework and one tutor-led session, used to address a variety of topics.

Assemblies follow a fortnightly pattern. Week A is for reflection on a range of Spiritual, Moral, Social or Cultural (SMSC) issues, led by a range of staff, students and outside speakers. Week B is taken by the Learning Coordinator and focuses 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 achievements 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.

### **Year 8 Formal Tutorial Topics:**

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, 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 and spelling support in tutor time. 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.

**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 extra-curricular activities are offered every year. We would encourage every student to take advantage of these opportunities. Click [here](#) to 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 8.30 am each morning.

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 buy breakfast at school each day from 8.15 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 a dedicated Inclusion Team 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 do not make as much progress as others and 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 through a variety of tests.

**Student Learning Passport**

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

### **What provision is in Place?**

Learning support at Cotham is led by the Special Educational Needs Coordinator. In addition there are two Assistant SENCo's and two higher level teaching assistants. It is based in the Learning Support Centre, 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 with a wide variety of material to work with students at all levels including a wide variety of books, activities and ICT. The Learning Centre is open between 8.30 am and 3.30 pm.

### **Who gets extra help?**

Support is concentrated on the students who have fallen the furthest behind. Typically these might be:

- Students who are working towards their age related expectations.
- Students whose difficulty with 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 (dyslexia).
- 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 Need and Disability Record**

Students who have been identified as needing extra support are placed on the school's Special Needs Record. The register highlights the child's level of need 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 differentiated provision within their mainstream class.

**Wave 2:** Students at this level receive direct help from the school. Typically this might involve working in a support group 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 the SENCo/Head of Inclusion, Julia Chapman, 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**

In Year 8, students have the chance to become journalists on BBC School Report Day. To date, this has involved working with presenters from local television and radio.

### **Whole-School**

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary. Also, watch out for our World Book Day competitions; assemblies in March have tutors reading extracts from a favourite/interesting book and students and staff have the opportunity to dress as a well-known book character for a £1 donation to Book Aid International.

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

Teaching staff across the curriculum follow the literacy policy which is available on the school website. We also explicitly encourage students to use the academic language for each subject, in both talk and writing, with our *Talk Like an Expert* initiative.

## 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 both not only in maths lesson 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 on entry. Parents will be contacted to receive advice on how to support their child at home. The students will be placed in a small Mathematics set which is supported by an HLTA. The student will be withdrawn from other subjects and receive 1 hour targeted numeracy support in small groups. Students will be regularly assessed and continue to receive the support throughout Years 8 and 9 until such time as they demonstrate that they have been able to catch up to 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 small Mathematics set which is supported by an HLTA. Students will be invited to a weekly after school support session and take part in an additional programme of home study. Students will be regularly assessed and continue to receive the support throughout Year 8. Continued attendance of the session will be encouraged throughout the year.



## Reporting to Parents

### **Monitoring Sheets and Examination Results**

Monitoring sheets are sent home three times a year for each year group. They provide a Current Attainment grade for each subject\*.

The monitoring sheets also give grades for Attitude to Learning and Homework. The grades are Excellent, Good and Underperforming\*\*

\*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)

Attitude to Learning in each subject will be judged as either:

Excellent	Exemplary behaviour in all lessons, positive contribution to lessons
Good	Good behaviour in all lessons, on task, contributes to lessons

Underperforming	Low level disruption to lessons, not on task, unfocused, contributes little, answers back, intermittent flare ups, behaviour that prevents the learning of others. (All or some of these characteristics)
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Quality of Homework in each subject will be judged as either:

Excellent	All homework completed to the best possible standard for that student, sometimes beyond what was set or expected
Good	All homework completed to the best possible standard for that student
Underperforming	Regularly does not complete homework. Homework completed to a very poor standard for the level of ability of the student. Incomplete homework

SUBJECT	English
<p><b>Year 8 Course Outline</b></p>	<p>There are a range of units in Year 8 that assess your child's writing skills and your child's ability to analyse texts (such as commenting on a writer's use of language for effect).</p> <p><b>Please be aware that the order below is not necessarily the order your child will complete the units in; this helps us to manage our resources effectively when borrowing books from the library.</b></p> <p><b>Space Invaders (NON-FICTION):</b></p> <p>Use a range of devices to write to Purpose, write to Audience and write to Form (PAF).            Create interesting and engaging ideas for your reader.            Structure your writing to achieve effects.            Use correct spelling, punctuation and grammar in your writing.</p> <p><b>Revolver (NOVEL):</b></p> <p>Knowledge and understanding - Show understanding and knowledge of the text supported with evidence. Make accurate inference about the text.            Evaluation - Consider different opinions and make your own judgements on a text, supporting this with evidence that includes writers' devices.            SPAG – Use correct spelling, punctuation and grammar in your writing.</p> <p><b>School of Rock (PLAY):</b></p> <p>Make interpretations on the text through analysing language, form and structure.            Compare characters.            Use correct spelling, punctuation and grammar in your writing.</p> <p><b>Poetry from other cultures:</b></p> <p>Make interpretations on the text through analysing language, form and structure.            Make comments about the context (background information) of the poems and poets you study.            Use correct spelling, punctuation and grammar in your writing.</p>
<p><b>Assessment</b></p>	<p>Each unit has three assessments that will take place throughout the term. The end of unit assessment will be a fully teacher marked piece the other two will either be self or peer marked.</p>
<p><b>Year 8 Tests</b></p>	<p>Teacher marked assessments will be completed at the end of each unit, each unit lasts 10 weeks.</p>

	<p>We always give students time in lessons to prepare for their assessments and students are aware of the skills we are assessing for each unit.</p> <p><b>Please find further information on our Year 8 assessments on the English KS3 VLE, under KS3 &gt; Year 8 &gt; KS3 Curriculum.</b>  <a href="http://cothamschoolenglish.weebly.com/">http://cothamschoolenglish.weebly.com/</a></p>
<p><b>Additional Resources and supporting activities</b></p>	<p><b>CGP books</b> provide a range of workbooks to support students with their literacy skills. These can be easily obtained online.</p> <ul style="list-style-type: none"> <li>● CGP Key Stage Three Spelling, Punctuation &amp; Grammar (The Workbook) <b>ISBN</b> 978 1 84762 408 6</li> <li>● KS3 English Workbook (with answers) <b>ISBN</b> 978 1 84762 258 7</li> </ul> <p><b>Useful websites:</b></p> <ul style="list-style-type: none"> <li>● BBC Bitesize can give helpful overviews of texts and assist with literacy skills.</li> <li>● No Fear Shakespeare (Sparknotes) provides summaries and modern translations of Shakespeare texts.</li> </ul>
<p><b>Essential Reading</b></p>	<p>Students should be reading for pleasure at home. Please find a link to some suggested texts:  <a href="https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLlrb6-TSACil_BKoitYTM/edit">https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLlrb6-TSACil_BKoitYTM/edit</a></p>
<p><b>Wider Reading</b></p>	<p>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.</p> <p>Entire plays/extracts from other Shakespeare texts could also be read, or texts from the same genres that we study in class (for example, gothic and dystopian texts).</p>

SUBJECT	MATHEMATICS
<b>Year 8 Course Outline</b>	<p>Mathematics in Year 8 is taught in four classes (on each side of the year) which are set by ability.</p> <p><b>Term 1 (Chapters 1-3)</b></p> <ul style="list-style-type: none"> <li>● Whole numbers and decimals</li> <li>● Measures, perimeter and area</li> <li>● Expressions and formulae</li> </ul> <p><b>Term 2 (Chapters 4-7)</b></p> <ul style="list-style-type: none"> <li>● Fractions decimals and percentages</li> <li>● Angles and 2D shapes</li> <li>● Graphs</li> <li>● Mental Calculations</li> </ul> <p><b>Term 3 (Chapters 8-10)</b></p> <ul style="list-style-type: none"> <li>● Collecting and representing data</li> <li>● Transformations</li> <li>● Equations</li> </ul> <p><b>Term 4 (Chapters 10-12)</b></p> <ul style="list-style-type: none"> <li>● Equations</li> <li>● Written and calculator methods</li> <li>● Constructions</li> </ul> <p><b>Term 5 (Chapters 13-15)</b></p> <ul style="list-style-type: none"> <li>● Sequences</li> <li>● 3D Shapes</li> <li>● Ratio and Proportion</li> </ul> <p><b>Term 6 (Chapters 15-16)</b></p> <ul style="list-style-type: none"> <li>● Ratio and proportion</li> <li>● Probability</li> <li>● Revision</li> </ul>
<b>Assessment</b>	<p><b>Homework</b></p> <p>Homework is set weekly for all students. Every other week homework will take the form of an online exercise which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a powerpoint, creation of bank of questions, though more often homework will be designed to ensure that students have the</p>

	<p>opportunity to practise and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic. Students are then given the opportunity to reflect on the feedback and modify their answers or extend their knowledge.</p> <p><b>Homework Club</b></p> <p>Every Monday and Wednesday at 3.05pm in A209 we provide an opportunity for students to come along and receive support and help on homework or challenging topics. This resource is a great opportunity for your son/daughter to ensure that they are on top of their studies.</p>
<p><b>Year 8 Tests</b></p>	<p>All students in KS3 undertake formal Assessments during the course of the year. Dates for these assessments can be found in the <a href="#">Assessment calendar</a>. 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.</p>
<p><b>Additional Resources and supporting activities</b></p>	<p>Textbook: Each student will be given their own textbook from the library. Students can access this textbook online as well 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.</p> <p>If you want extra questions for your son or daughter then we would recommend purchasing the accompanying homework book. This can be purchased <a href="#">here</a> however, please clarify with their teacher which one to purchase.</p> <div data-bbox="416 1218 1145 1608" data-label="Image"> <p>The image shows three textbooks from the 'MyMaths for Key Stage 3' series, published by Oxford. The first book is yellow with a large number '1' and a green circle containing the letter 'A'. The second book is blue with a large number '2' and an orange circle containing the letter 'B'. The third book is pink with a large number '3' and a purple circle containing the letter 'C'. Each book has the 'MyMaths' logo at the top and the 'OXFORD' logo at the bottom.</p> </div> <p>Equipment: Ensure that your child always has the right equipment for lessons (pen / pencil / ruler / rubber / compass / protractor / calculator). Calculators should be scientific and we would encourage students to buy their own so that they have the opportunity to ensure that they know how to use all of the functions on it.</p> <p>Websites: The following websites will be useful in supporting learning and revision.</p>



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](http://www.kerboodle.co.uk)
- <http://nrich.maths.org/frontpage>
- [www.bbc.co.uk/schools/ks3bitesize/maths](http://www.bbc.co.uk/schools/ks3bitesize/maths)
- [www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998,index](http://www.bgfl.org/bgfl/index.cfm?s=1&m=1490&p=998,index)
- [www.samlearning.com/](http://www.samlearning.com/) - Key Stage 3 revision activities.

**Essential Reading**

All groups follow a scheme of work supported by the Collins New Maths Frameworking textbooks. Students are all issued with a textbook and practice book from the library. The program is enhanced by periodic rich Mathematic 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 past paper questions to stretch and challenge your son/daughter’s mathematical reasoning:  
<https://www.ukmt.org.uk/individual-competitions/junior-challenge/>




**Additional info**

Students are encouraged to develop their personal thinking skills and reflect on the ways in which maths is encountered in everyday life.

SUBJECT	Science						
<p><b>Year 8 Course Outline</b></p> 	<p>The following chapters will be covered over the course of Year 8:</p> <table border="1" data-bbox="408 241 1305 739"> <tbody> <tr> <td data-bbox="408 241 624 416">Term 1+2 (Sept - Dec)</td> <td data-bbox="624 241 1305 416"> <ul style="list-style-type: none"> <li>● Health and Lifestyle (B2.1)</li> <li>● Acids and alkalis (C1.4)</li> <li>● The Periodic Table (C2.1)</li> <li>● Electricity and Magnetism (P2.1)</li> </ul> </td> </tr> <tr> <td data-bbox="408 416 624 591">Term 3+4 (Jan -April)</td> <td data-bbox="624 416 1305 591"> <ul style="list-style-type: none"> <li>● Adaptation and Inheritance (B2.3)</li> <li>● Separation Techniques (C2.2)</li> <li>● Ecosystem processes (B2.2)</li> <li>● Separation Techniques (C2.2)</li> </ul> </td> </tr> <tr> <td data-bbox="408 591 624 739">Term 5+6 (May - July)</td> <td data-bbox="624 591 1305 739"> <ul style="list-style-type: none"> <li>● Energy (P2.2)</li> <li>● Speed and Motion (P2.3)</li> <li>● Metals and Acids (C2.3)</li> </ul> </td> </tr> </tbody> </table> <p>Each chapter will last around 3 weeks and there will be an end of chapter test for each one.</p> <p>The textbook that the students will be using in class is the Kerboodle year 2 textbook (this is also available online from the Kerboodle website):</p>	Term 1+2 (Sept - Dec)	<ul style="list-style-type: none"> <li>● Health and Lifestyle (B2.1)</li> <li>● Acids and alkalis (C1.4)</li> <li>● The Periodic Table (C2.1)</li> <li>● Electricity and Magnetism (P2.1)</li> </ul>	Term 3+4 (Jan -April)	<ul style="list-style-type: none"> <li>● Adaptation and Inheritance (B2.3)</li> <li>● Separation Techniques (C2.2)</li> <li>● Ecosystem processes (B2.2)</li> <li>● Separation Techniques (C2.2)</li> </ul>	Term 5+6 (May - July)	<ul style="list-style-type: none"> <li>● Energy (P2.2)</li> <li>● Speed and Motion (P2.3)</li> <li>● Metals and Acids (C2.3)</li> </ul>
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<p><b>Assessment</b></p>	<p>Each chapter will be assessed with an end of chapter test (conducted in lesson) to test students' understanding of the work covered. The chapters will last around 3 weeks meaning that there will be tests approximately every 3 weeks in Science. Revision activities will be started in class. Students are expected to revise independently from their exercise books/Kerboodle activities/SAMlearning and complete any revision activities started in class. Please find the links to the online resources in the 'Additional Resources and Supporting Activities' section below.</p> <p>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.</p> <p>There will also be end of year assessments covering everything they have been introduced to over the course of the year.</p>						
<p><b>Year 8 Tests</b></p>	<p>Each chapter will have an end of chapter test to assess the knowledge of the topics. The chapters will last around 3 weeks meaning that there will be tests roughly every 3 weeks in Science.</p>						
<p><b>Additional Resources and supporting activities</b></p>	<p>Each student has a Kerboodle login (<a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a>). On this website there is a digital copy of the textbook used in lessons. Sometimes homework will also be set on Kerboodle in the form of quizzes.</p> <p>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.</p>						



	BBC bitesize ( <a href="http://www.bbc.co.uk/education/subjects/zng4d2p">http://www.bbc.co.uk/education/subjects/zng4d2p</a> ) has lots of information and revision activities available.
<b>Essential Reading</b>	<p>The Kerboodle textbook from the website link above. I would also recommend the Science CGP revision guide for KS3 students (ISBN 978 1 84146 230 1), these can also be purchased from the Science prep room for £3.</p> 
<b>Wider Reading</b>	<p>BBC bitesize (<a href="http://www.bbc.co.uk/education/levels/z4kw2hv">http://www.bbc.co.uk/education/levels/z4kw2hv</a>) is a great tool to use.</p> <p>BBC iplayer has some fascinating documentaries from Brian Cox and David Attenborough about the natural world.</p> <p>For other resources and links please follow the link to the Science department website: <a href="http://cothamschoolscience.weebly.com/">http://cothamschoolscience.weebly.com/</a></p>
<b>Additional info</b>	Our aim is to help young people to explore the natural world in a safe and exciting environment. We want them to build on the enthusiasm they already have and to give them as broad an experience of scientific discovery as possible.

SUBJECT	Geography
<b>Year 8 Course Outline</b>	<p>Our Warming Planet</p> <ul style="list-style-type: none"> <li>● Know what global warming is</li> <li>● Explain what the greenhouse effect is</li> <li>● Know the effects of global warming for the UK</li> <li>● Know the effects of global warming for the world</li> <li>● Understand how climate change can be managed</li> </ul> <p>Who Wants to be a Billionaire?</p> <ul style="list-style-type: none"> <li>● Can define different development indicators</li> <li>● Can define the difference between short term and long term aid</li> <li>● Can use a named example of how aid has been used to help a country develop</li> </ul> <p>Our Dynamic Earth</p> <ul style="list-style-type: none"> <li>● Can describe the causes of a tectonic hazard event</li> <li>● Can explain the impacts of the event on the human and physical environment</li> <li>● Can explain how the event was responded to - short and long term management</li> </ul> <p>Rivers and Coasts</p> <ul style="list-style-type: none"> <li>● How are our landscapes in the UK shaped by erosion, transport and deposition processes?</li> <li>● How can these areas be managed to cope with tourism demand</li> </ul>
<b>Assessment</b>	<p>Progress is measured by in class assessments, usually at the end of each unit of work/term, 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.</p> <p>Revision lists and content for the exam will be shared via the department page on the VLE</p>
<b>Year 8 Assessments</b>	<p><b>Term 1 - Year 8 ‘Our Warming Planet’</b></p> <p>Lessons 7 and 8 will cover the Our Warming Planet public information leaflet assessment. This will focus on raising awareness of the issue of global warming and how people can solve it.</p> <p><b>Term 3 - Year 8 ‘Who Wants to be a Billionaire?’</b></p> <p>Students will be assessed in the exam on defining development indicators, aid (short term and long term) and a named country that has received aid and the benefits.</p> <p><b>Term 4/5 - ‘Year 8 ‘Our Dynamic Earth’</b></p> <p>After lesson 8 in the sequence students will be investigating a real life natural hazard event (ideally a tectonic disaster). They will write a report on the</p>

	<p>causes, impacts and responses/management to the event. They should look at short term and long term solutions to natural disaster events like a tsunami/earthquake/volcano.</p> <p>Year 8 exam - usually completed at the end of February</p>
<b>Additional Resources and supporting activities</b>	<p><a href="http://cothamschoolhumanities.weebly.com/key-stage-31.html">http://cothamschoolhumanities.weebly.com/key-stage-31.html</a></p> <p>Resources will be provided on the link above. There are resources already to assist with the Term 3 assessments. This will be added to and continually populated. Deadlines and research tasks to assist with the assessments will be set through Google classroom</p>
<b>Essential Reading</b>	<p>There is not a single textbook for KS3 Geography.</p> <p>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.</p>
<b>Wider Reading</b>	<p>Buy an atlas - many students higher up school still lack a general basic location knowledge of the planet.</p> <p>Alternatives - a desktop globe for their homework table, use of their maps in their planner when studying a place, downloading Google Earth to a phone, tablet, laptop or PC to study the earth and the places they are covering. Or a world map that could be stuck up. Stanfords in Bristol on Corn Street sell world map wrapping paper for £2 a sheet. These can be used as a wall map if stuck up in a study space.</p>
<b>Additional info</b>	<p>Geography is extremely popular at GCSE. More than 200 are in our Year 10 and Year 11 cohorts. The new AQA GCSE is now being taught in Year 10.</p> <p>Uptake at A Level is healthy and we have at least 2 classes across the centre at Cotham. 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.</p>

<b>SUBJECT</b>	<b>History</b>
<b>Year 8 Course Outline</b>	<p>Students begin their Year 8 History course with a module on Rulers and Ruled: 1485-1750 which covers the rule of the Tudors and their Stuart successors.</p> <p>LO's</p> <ul style="list-style-type: none"> <li>● Knowledge- Carefully selected and precise range of evidence about the English reformation and Elizabethan religious settlement</li> <li>● Causes- Explains how causes are linked. Explains why some causes are more important than others in why Henry left the Roman Catholic Church.</li> <li>● Interpretations- Explains clear reasons for different interpretations regarding Elizabeth's portraits. Explains clearly the purpose of the interpretation</li> <li>● Source Enquiry- Considers the nature, origin and purpose of the source on Elizabeth's portraits Evaluates sources on Elizabeth's portraits.</li> </ul> <p>This module is followed by 'Revolution, Reform and Radicalism' which covers the period of the Industrial Revolution in Britain and its social, economic and political implications.</p> <p>LO's</p> <ul style="list-style-type: none"> <li>● Knowledge- Carefully selected and precise range of evidence about the Industrial Revolution</li> <li>● Significance- Compares reasons for and against what the most important aspect of the Industrial Revolution was</li> </ul> <p>Specific focus is then given to the Ideological Revolution; how and why the franchise was extended and the impact this had on Britain.</p> <p>The final module of the year looks at the British Empire and allows students to make a considered evaluation of this period in British and Commonwealth history.</p> <p>Year 8 students also complete a detailed project on the local History of Bristol through time which also serves as an introduction to the Year 9 course.</p> <p>LO's</p> <ul style="list-style-type: none"> <li>● Knowledge- Carefully selected and precise range of evidence about Bristol through time</li> <li>● Change &amp; Continuity- Identities and explains turning points in History. Explains how rates of change can be different for different groups</li> </ul>
<b>Assessment</b>	<p>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.</p> <p>VLE link to History resources:</p> <p><a href="http://cothamschoolhumanities.weebly.com/resources1.html">http://cothamschoolhumanities.weebly.com/resources1.html</a></p> <p>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</p>

	<p>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</p>
<p><b>Year 8 Tests</b></p>	<p style="text-align: center;"><b><u>Assessment Point 1:</u></b></p> <p>An essay to be done in class on the question: “Why did Henry leave the Roman Catholic Church by 1533?”</p> <p>Revision Resources:  <a href="http://www.bbc.co.uk/education/topics/zynp34j">http://www.bbc.co.uk/education/topics/zynp34j</a>  <a href="http://cothamschoolhumanities.weebly.com/history.html">http://cothamschoolhumanities.weebly.com/history.html</a></p> <p>Completed at the end of September.</p> <p style="text-align: center;"><b><u>Assessment Point 2:</u></b></p> <p>A source based assessment on “How did Elizabeth show her power through her portraits?”</p> <p>Revision Resources:  <a href="http://www.bbc.co.uk/education/topics/zynp34j">http://www.bbc.co.uk/education/topics/zynp34j</a>  <a href="http://cothamschoolhumanities.weebly.com/history.html">http://cothamschoolhumanities.weebly.com/history.html</a></p> <p>Completed at the end of November</p> <p style="text-align: center;"><b><u>Assessment Point 3:</u></b></p> <p>Year 8 Exam.</p> <p>Revision Resources:  <a href="http://www.bbc.co.uk/education/topics/zynp34j">http://www.bbc.co.uk/education/topics/zynp34j</a>  <a href="http://www.bbc.co.uk/education/topics/zynp34j">http://www.bbc.co.uk/education/topics/zynp34j</a>  <a href="http://www.bbc.co.uk/education/topics/zjd82hv">http://www.bbc.co.uk/education/topics/zjd82hv</a>  <a href="https://www.samlearning.com/">https://www.samlearning.com/</a>  <a href="http://cothamschoolhumanities.weebly.com/history.html">http://cothamschoolhumanities.weebly.com/history.html</a></p> <p>Completed at the end of February.</p> <p style="text-align: center;"><b><u>Assessment Point 4:</u></b></p> <p>An essay to be done in class on the question: “What was the most significant development of the Industrial Revolution?”</p> <p><a href="http://www.bbc.co.uk/education/topics/zm7qtfr">http://www.bbc.co.uk/education/topics/zm7qtfr</a>  <a href="http://cothamschoolhumanities.weebly.com/history.html">http://cothamschoolhumanities.weebly.com/history.html</a></p> <p>Completed at the end of April</p> <p style="text-align: center;"><b><u>Assessment Point 5:</u></b></p> <p>Change and continuity paired project on history of Bristol through time</p> <p><a href="http://cothamschoolhumanities.weebly.com/history.html">http://cothamschoolhumanities.weebly.com/history.html</a></p> <p>Completed at the end of June</p>
<p><b>Additional Resources</b></p>	<p>History VLE link: <a href="http://cothamschoolhumanities.weebly.com/history1.html">http://cothamschoolhumanities.weebly.com/history1.html</a></p> <p>History Clinic:</p> <p>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</p> <p>VLE link:  <a href="http://cothamschoolhumanities.weebly.com/history-clinic.html">http://cothamschoolhumanities.weebly.com/history-clinic.html</a></p>

	<p>Stretch and Challenge Tasks for History:  <a href="http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html">http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</a></p> <p>Revision Websites  <a href="https://www.samlearning.com/">https://www.samlearning.com/</a>  <a href="https://www.gcsepod.com/">https://www.gcsepod.com/</a></p> <p>Useful Research Websites for H/W:  <a href="http://www.bbc.co.uk/history">http://www.bbc.co.uk/history</a>  <a href="http://johndclare.net/">http://johndclare.net/</a>  <a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a></p> <p>Cotham YouTube Channel:  <a href="http://cothamschoolhumanities.weebly.com/youtube.html">http://cothamschoolhumanities.weebly.com/youtube.html</a></p> <p>Cotham Pinterest Page:  <a href="https://uk.pinterest.com/cothamhistory/">https://uk.pinterest.com/cothamhistory/</a></p>
<p><b>Essential Reading</b></p>	<p>KS3 History by Aaron Wilkes: Invasion, Plague &amp; Murder Student Book (1066-1485)  <a href="#">Aaron Wilkes</a>, <a href="#">James Ball</a>  ISBN: 9781850083443</p> <p>KS3 History by Aaron Wilkes: Renaissance, Revolution &amp; Reformation Student Book (1485-1750) (Paperback)  <a href="#">Aaron Wilkes</a>, <a href="#">James Ball</a>  ISBN: 9781850083450</p> <p>KS3 History by Aaron Wilkes: Industry, Reform &amp; Empire Student Book (1750-1900) (Paperback)  <a href="#">Aaron Wilkes</a>, <a href="#">James Ball</a>  ISBN: 9781850083467</p> <p>KS3 History by Aaron Wilkes: Technology, War &amp; Identities Student Book (After 1900) (Paperback)  <a href="#">Aaron Wilkes</a>, <a href="#">James Ball</a>  ISBN: 9781850083474</p> <p>Reference versions of these books are available in Cotham School library</p>
<p><b>Wider Reading</b></p>	<p>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</p>

	<p>VLE link to the catalogues:</p> <p><a href="https://drive.google.com/drive/folders/0BwtlB3i22YS1c09DLWlrdG9URm8">https://drive.google.com/drive/folders/0BwtlB3i22YS1c09DLWlrdG9URm8</a></p>
<p><b>Additional Information on Cotham History</b></p>	<p><b>Enrichment Activities:</b></p> <p>The History department aims to provide an enrichment activity for all year groups. In Year 8 students can go to 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.</p> <p><b>VLE link to History trips and trip forms:</b></p> <p><a href="http://cothamschoolhumanities.weebly.com/trips.html">http://cothamschoolhumanities.weebly.com/trips.html</a></p> <p><b>Additional Enrichment Opportunities in Bristol:</b></p> <p>Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more.</p> <p><b>Hollywood vs History Club</b></p> <p>Every Thursday 3.15-4.30 in A103 with Mr Lloyd (if there are any queries please e-mail <a href="mailto:lloydj@cotham.bristol.sch.uk">lloydj@cotham.bristol.sch.uk</a> )</p> <p><b>VLE link to Hollywood Vs History Club programme:</b></p> <p><a href="http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html">http://cothamschoolhumanities.weebly.com/hollywood-vs-history-club.html</a></p> <p><b>Homework:</b></p> <p>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.</p>

SUBJECT	Religion, Ethics & Philosophy
<b>Year 8 Course Outline</b>	<ul style="list-style-type: none"> <li>● What is religion?</li> <li>● What does it mean to be Muslim today?</li> <li>● Does Jesus matter today?</li> <li>● How do we know what's right and wrong?</li> </ul> <p>In Year 8, to be working at our expected standard you need to show that you can:</p> <ul style="list-style-type: none"> <li>● Use examples and evidence to illustrate and support your points, using PEE to structure your argument.</li> <li>● Point out similarities and differences between beliefs and practices.</li> </ul>
<b>Assessment</b>	<p>SAAt 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).</p> <p>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.</p> <p>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.</p>
<b>Home learning</b>	<p>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.</p> <p>You are expected to use the knowledge organiser to do 20-30 minutes of revision each week, and to complete TWO tasks from the homework grid before the end of the unit. Your teacher will set specific deadlines for you to write into your planner.</p> <p>The knowledge organisers and homework grids are also set as assignments on Google Classroom so that you can download spare copies.</p> <p>Useful websites  <a href="http://rejesus.co.uk/">http://rejesus.co.uk/</a>  <a href="http://request.org.uk/">http://request.org.uk/</a>  <a href="http://www.bbc.co.uk/religion/religions/">http://www.bbc.co.uk/religion/religions/</a>  <a href="http://www.reonline.org.uk/knowning/what-re/">http://www.reonline.org.uk/knowning/what-re/</a></p>



<b>Essential Reading</b>	'Religions to Inspire' textbook series (edited by Steve Clarke) 'Living Faiths' textbook series (edited by Janet Dyson)
<b>Wider Reading</b>	The Pig Who Wants To Be Eaten - Julian Baggini 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

<b>SUBJECT</b>	<b>Personal, Social, Health and Economic Education</b>
<b>Year 8 Course Outline</b>	<p>In Year 8 PSHEE focuses on developing healthy relationships with themselves and others through the following topics:</p> <ul style="list-style-type: none"> <li>● Recognising the important role of parenting in developing a strong sense of self concept and esteem in their children with reference to Maslow's hierarchy of needs.</li> <li>● Understanding the key factors that contribute to a sense of happiness and wellbeing (physical, intellectual, emotional and social aspects of wellbeing). We look at the world's happiest countries and consider what lessons can be learned from them about keeping both physically and emotionally well.</li> <li>● Recognising and challenging stereotypes. Students consider national stereotypes and where they come from. They then consider British stereotypes and whether there is a national character that defines the British.</li> <li>● Challenging homophobia: students consider why people are homophobic and what effect homophobia can have on people. It also looks at how heterosexual people can also be the subject of homophobic bullying.</li> <li>● Challenging gender stereotyping and discrimination. Students look at sexist stereotypes in society and the media and think about whether sexist attitudes still exist have an effect in later life (eg in school and the world of work).</li> <li>● Challenging abuse in relationships: students consider what makes a successful relationship. They will learn to spot the warning signs of abuse in teenage relationships, the importance of consent in sexual and marital relationships, recognising controlling behaviour in a partner (eg emotional and financial).</li> <li>● Developing and maintaining a healthy body image; recognising unhealthy influences and their effect on self-esteem and self-image. Understanding issues such as eating disorders and self-harm and developing strategies to prevent them occurring.</li> </ul>
<b>Assessment</b>	There is no formal assessment in PSHEE. Progress in the subject is measured by the work students produce in class and their participation in debates and discussions.
<b>Year 8</b>	
<b>Additional Resources and supporting activities</b>	In Year 8 various external agencies such as the Police and fire services and drugs agencies participate in a day devoted to safety entitled 'Play Your Part'.

<b>Essential Reading</b>	Interesting articles and related activities will be shared via Google classroom.
<b>Wider Reading</b>	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.

SUBJECT	GERMAN
<b>Year 8 Course Outline</b>	<p>Year 8 have 5 German lessons a fortnight and are taught in tutor groups. Our course is based on Echo 2 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 Holidays</p> <p><b>Term 2</b> - Unit 2 Shopping &amp; Food</p> <p><b>Term 3</b> - Unit 3 Media</p> <p><b>Term 4</b> - Unit 4 Health</p> <p><b>Term 5</b> - Unit 5 Going out!</p> <p><b>Term 6</b> - Unit 6 Trip to Germany</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>
<b>Assessment</b>	<p><b>Homework</b></p> <p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week. Each student must achieve a minimum pass grade. If not, they may be asked back to extra support sessions.</p> <p>Vocabulary lists can be found on the following link.  <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a></p>
<b>Year 8 Tests</b>	<p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>Speaking w/c 17 October</p> <p>Writing &amp; Reading w/c 30 January</p> <p>Listening w/c 22 May</p>
<b>Additional Resources and supporting activities</b>	<p>Go to <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a> to access vocabulary lists and see examples of students' exemplar homework.</p> <p>The school has purchased a subscription with <a href="http://www.vocabexpress.com">www.vocabexpress.com</a> - students should use their school log in and chosen password. This has vocabulary training exercises from AQA (our chosen exam board)</p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p>SAM Learning and BBC Bitesize are also excellent resources.</p>
<b>Essential Reading</b>	<p>We follow the AQA Echo course. We have in class sets of textbooks but students do not need to have their own copy. They are however available from the library if desired.</p>

	<p>Some recommended revision guides (available on amazon etc. or suppliers website  <a href="https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33">https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33</a>)</p> <p>CGP German Revision Guide £4.95  ISBN: 978 1 84146 840 2</p> <p>CGP KS3 German Workbook with Answers £4.95  ISBN: 978 1 84146 849 5</p>
<b>Wider Reading</b>	<p>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!</p>
	<p>There is German support/ catch up available for all Year Groups on Tuesdays after school. It is an informal, drop-in hour unless you are informed otherwise.</p> <p>There are many opportunities at Cotham for those who love languages! Currently, there is a Year 8 trip to the Black Forest in Germany and in Year 9, there is a long-running German exchange, both of which have proved extremely popular!</p> <p>We have a great Foreign Language Assistant, who provides native support in classrooms and small groups. Currently she is working on a Year 7&amp;8 drama project - it's not too late to get involved!</p>

SUBJECT	FRENCH
<b>Year 8 Course Outline</b>	<p>Year 8 have 5 French lessons a fortnight and are taught in tutor groups. Our course is based on Exop 2 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 Family re-cap and jobs</p> <p><b>Term 2</b> - Unit 2 Free time</p> <p><b>Term 3</b> - Unit 3 Going out!</p> <p><b>Term 4</b> - Unit 4 Food &amp; drink</p> <p><b>Term 5</b> - Unit 5 Holidays and travel</p> <p><b>Term 6</b> - Unit 6 Describing friends</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar.</p>
<b>Assessment</b>	<p><b>Homework</b></p> <p>Teachers set a variety of homework including research, written paragraphs, reading exercises and computer based activities.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week. Each student must achieve a minimum pass grade. If not, they may be asked back to extra support sessions.</p> <p>Vocabulary lists can be found on the following link.  <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a></p>
<b>Year 8 Tests</b>	<p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>There are 2 main assessments throughout the year based on the topics studied and they cover the 4 skill areas.</p>
<b>Additional Resources and supporting activities</b>	<p>Go to <a href="http://www.cothamschoolmfl.weebly.com">www.cothamschoolmfl.weebly.com</a> to access vocabulary lists and see examples of students' exemplar homework.</p> <p>The school has purchased a subscription with <a href="http://www.vocabexpress.com">www.vocabexpress.com</a> - students should use their school log in and chosen password. This has vocabulary training exercises from AQA (our chosen exam board)</p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p>SAM Learning and BBC Bitesize are also excellent resources.</p>
<b>Essential Reading</b>	<p>We follow the AQA Expo course. We have in class sets of textbooks but students do not need to have their own copy. They are however available from the library if desired.</p> <p>Some recommended revision guides (available on amazon etc. or suppliers website <a href="https://www.cgpbooks.co.uk/Student/books_ks3_languages.book_FHW32">https://www.cgpbooks.co.uk/Student/books_ks3_languages.book_FHW32</a></p>

	<p>CGP French Revision Guide £5.95</p> <p>ISBN: 978 184 146 839 6</p>
<b>Wider Reading</b>	<p>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.</p>
	<p>There is French support/ catch up available for all Year Groups on Thursdays after school. It is an informal, drop-in hour unless you are informed otherwise.</p> <p>There are many opportunities at Cotham for those who love languages. Currently, there is a Year 8 trip to the Opal Coast in France .</p> <p>We have a great Foreign Language Assistant, who provides native support in classrooms and small groups.</p>

SUBJECT	Computing and IT
<b>Year 8 Course Outline</b>	<p>Online Programme of Study and Lessons</p> <p>Full programme of study and lessons for all years are available on the link below, just select the relevant year group and topic from the drop down menus at the top of the page:  <a href="http://cotham-computingit.weebly.com/">http://cotham-computingit.weebly.com/</a></p> <p><b>Term 1 - Spreadsheet Modelling - Gangsta Zoo</b></p> <p>Student learn how to use spreadsheets to model real world scenarios.  <i>LO: Year 8 Information Technology 1</i></p> <p><b>Term 2 - Gamemaker Programming</b></p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Gamemaker.  <i>LO: Year 8 Programming 1</i></p> <p><b>Term 3 - Business Skills Exam</b></p> <p>Students learn how to combine a number of digital applications to fulfill a exam brief.  <i>LO: Year 8 Information Technology 2</i></p> <p><b>Term 4 - Image Editing</b></p> <p>Students learn about to create and manipulate a digital product (image) using Photoshop.  <i>LO: Year 8 Information Technology 3</i></p> <p><b>Term 5 - Tech of the Future Presentation</b></p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Scratch.  <i>LO: Year 8 Information Technology 4</i></p> <p><b>Term 6 - Construct 2 Programming</b></p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Construct 2.  <i>LO: Year 8 Programming 2</i></p>
<b>Assessment</b>	<p>More information available here:  <a href="http://cotham-computingit.weebly.com/ks3---assessment-strands.html">http://cotham-computingit.weebly.com/ks3---assessment-strands.html</a></p> <p><b>End of Topic Assessments</b></p> <p>Each topic is assessed in one of two ways:</p> <p>1. Project Work</p> <p>The cumulative work for the whole topic is looked at and assessed. This may take the form of: several individual pieces of work or a completed digital product that has been worked on throughout the topic.</p>



	<p>2. End of Topic Assessment A one assessment takes place at the end of the topic. The score from this is used as the end of topic grading.</p> <p><b>In Lesson Tasks</b></p> <p>Each topic of work uses a LEARN, SHOWCASE, EXCEL task structure. The structure is designed to:</p> <ul style="list-style-type: none"> <li>• Walk students through the learning of the topics core skills and knowledge with the LEARN tasks</li> <li>• Provide opportunities for students to demonstrate their learning through the showcase tasks</li> <li>• Stretch high achieving students through independent learning and discovery.</li> </ul> <p>The more SHOWCASE and EXCEL tasks the students complete the higher their grading will be.</p>
<b>Year 8 Tests</b>	<p><b>Assessment Dates</b></p> <p><b>(all dates are subject to change if needed)</b></p> <p><b>Term 1</b> - Spreadsheets - Second week of October</p> <p><b>Term 2</b> - Gamemaker Programing - Second week of December</p> <p><b>Term 3</b> - Exam - Wk Begin: First week of February</p> <p><b>Term 5</b> - Image Editing - Last week of May</p> <p><b>Term 6</b> - Construct 2 Programming - First week of July</p>
<b>Additional Resources and supporting activities</b>	<p><b>Department Homepage</b></p> <p><a href="http://cotham-computingit.weebly.com/">http://cotham-computingit.weebly.com/</a></p> <p>All lessons and additional resources are stored here</p> <p><b>Further Information on KS3 Assessment Strands</b></p> <p><a href="http://cotham-computingit.weebly.com/ks3---assessment-strands.html">http://cotham-computingit.weebly.com/ks3---assessment-strands.html</a></p> <p><b>Low Cost Computers Council Scheme</b></p> <p>Looking for a low cost computer that can be used at home to support your children with school work? Computers to buy for as little as £50.</p> <p><a href="http://www.bristolcomputerreuse.org/">http://www.bristolcomputerreuse.org/</a></p>
<b>Wider Reading</b>	<p><a href="http://www.bbc.co.uk/news/technology">http://www.bbc.co.uk/news/technology</a></p>
<b>Additional info</b>	<p><b>Enrichment Activities:</b></p> <p>ICT Catch up is available in B001 and there is always a member of the ICT team on-hand to support students every lunchtime.</p> <p>Current Clubs are a Key Stage 3 game design club and Year 8-10 Digital</p>

	Leaders. Clubs vary throughout the year.
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SUBJECT	Design, Technology and Engineering
<b>Year 8 Course Outline</b>	<p>Students rotate through a carousel of specialist teachers and rooms to complete challenging projects and experience a wide range of specialist areas, equipment, techniques and materials. In no particular order this includes; Materials Technology, Electronics &amp; Systems, Visual Communication and Product Design. During their study students will gain a knowledge and understanding of the <b>Core Technical Principles</b> of Design &amp; Technology across the range of areas. Whilst studying a particular project it may focus in-depth on <b>Specialist Technical Principles</b> for one or more materials such as; Timber, Polymers, Papers and boards, Metals, Textiles, Electronic and mechanical systems.</p> <p><b>8.1 Wooden storage box.</b> A plan and make project with a focus on Timber and man made boards. Students plan using scale and technical part drawings a small wooden storage box. Students then manufacture their planned design using a choice of traditional wood joints and methods from plywood sheets and pine softwood before applying a protective finish with Danish oil.</p> <p><b>8.2 Steady hand game.</b> Students research, design and manufacture a steady hand game learning about electronic circuit design, understanding transistors, capacitors and resistors in a circuit, circuit board design and designing to meet a specification. Through hands on class activities they will practise skills advanced soldering, cutting and preparing wire, circuit board layout and assembly techniques, testing and fault finding in electronic circuits.</p> <p><b>8.3 Travel game.</b> Students create a small portable board game using a range of papers and boards, exploring different graphic communication techniques, including the use of computer aided design (CAD) and computer aided manufacture (CAM) with options to create playing pieces using a laser cutter or high-tech 3D printing with biodegradable plastic.</p> <p><b>8.4 Textile pencil cases.</b> Students explore natural forms, create a series of design ideas and evaluate and plan the most suitable to be manufactured from a piece of old clothing brought in from home. Learning through a series of hands on in class exercises students will create patterns, cut material and use applique and embroidery decoration techniques before being assembled using a mixture of hand and machine sewing.</p>
<b>Assessment</b>	<p>Students class work, homework and active participation in group or whole class tasks will be assessed throughout their time in lessons and be fed back to them at the end of a project. Often there will be a mid-point assessment where students will receive detailed verbal or written feedback from the teacher on how to improve their work to ensure they meet or exceed their minimum expected grade.</p>

	<p>Assessment is broadly split into two main areas, the first, <b>Core Technical Principles</b> can include;</p> <ul style="list-style-type: none"> <li>· <b>Designing principles</b> – research and data, environmental considerations, the work of others, design strategies, communicating design ideas and developing prototypes.</li> <li>· <b>New and emerging technologies</b> – Current affairs, global issues and their impact on design.</li> <li>· <b>Energy, materials, systems and devices</b> – Energy storage and generation, developments in new materials, systems approach to designing and mechanical devices.</li> <li>· <b>Materials and their working properties</b> – forces and stresses, ecological and social footprint and scales of production.</li> <li>· <b>Making principles</b> – selecting materials and components, tolerances, material management, specialist tools, equipment, processes and techniques.</li> </ul> <p>The second area, <b>Specialist Technical Principles</b> will vary by project and will focus on deeper knowledge around one or more specific area from the following;</p> <ul style="list-style-type: none"> <li>· <b>Timber based materials</b></li> <li>· <b>Polymers</b></li> <li>· <b>Papers and boards</b></li> <li>· <b>Metals based materials</b></li> <li>· <b>Electronic and mechanical systems</b></li> <li>· <b>Textile based materials</b></li> </ul> <p>Students will be tested on their knowledge of material selection, sources and origins, stock forms, working properties, specialist techniques, tools, processes, surface treatments and finishes.</p>
<p><b>Year 8 Tests</b></p>	<p>Testing for Design &amp; Technology takes place during Year 8 examination week and takes the form of a 55 minute written paper. Split into two sections A - core technical knowledge and B - specialist technical knowledge. Section A challenges students to recall and apply their general knowledge of all areas they have studied during the year. Section B allows students to choose questions relating to a focused material area they feel they can show the most in depth knowledge.</p>
<p><b>Additional Resources and supporting activities</b></p>	<p>The department website <a href="http://tiny.cc/cothamDT">http://tiny.cc/cothamDT</a> is being developed with a range of information,, videos, links and useful resources which students should use if they need help.</p> <p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a> is a fantastic resource for revision and all things Design &amp; 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.</p> <p>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 <a href="http://www.autodesk.com/education/">http://www.autodesk.com/education/</a> students should sign up for an account with their Cotham email address to qualify for a free licence.</p> <p>When on site, the school network has a number of programs that students can access to help them make good progress. A range of software called Focus on... is available covering a number of areas including Resistant</p>

	Materials, Mechanisms and Plastics.
<b>Essential Notes</b>	For some projects homework is set as a mini project or task given towards the start of the rotation with a long, often 2-week deadline for completion. <b>The expectation is that students should spend at least 2 hours on the work. To prepare students for later study it needs to be submitted on the correct date and late or incomplete submissions result in a faculty detention for lack of effort.</b> Work will be marked and form an important part of the grade given to the student at the end of the project.

<b>SUBJECT</b>	<b>Design &amp; Technology: Food and Nutrition (Te5)</b>
<b>Year 8 Course Outline</b>	<p>Topics covered - students will learn the functions and main sources of nutrients to also include dietary fibre and water. Students will examine in greater depth the function of both starchy and sugary carbohydrates and the effects of excess. Dietary fibre is introduced and students will use knowledge to adapt standard recipes. The source and processing of ingredients will examine the primary processing of milk and wheat. Students will also look at vegetables as a food commodity.</p> <p><i>Skills</i> - adapting recipes, measuring, use of equipment - hand blenders, chopping, dicing, all in one sauce, safe preparation of meat, dough making, blending, evaluation. Made products include: Mac n cheese, Soup and Bread, Cottage Pie Twist, Dutch Apple Cake.</p>
<b>Assessment</b>	<p>Within Food and Nutrition assessment will be based on students following more complex recipes independently. Students will be assessed on their ability to adapt dishes to personal preferences and to other dietary/lifestyle requirements. Students will be assessed on their understanding of nutrients in foods and the effects excess consumption. Assessment also focuses on evaluation skills and the application of sensory descriptors.</p> <p><b>Homework</b></p> <p>Homeworks will be set through the use of Google Quiz it will ask students to watch a video clip on Nutrition or Food Science and respond to multiple choice questions</p>
<b>Year 8 Tests</b>	<p>Testing for Key Stage 3 Design &amp; Technology takes place during Year 8 examination week and takes the form of a 45 minute written paper. Students can select to complete either a Product Design examination or Food and Nutrition examination.</p>
<b>Additional Resources and supporting activities</b>	<p><a href="https://www.gcsepod.com">https://www.gcsepod.com</a> is a fantastic resource for all nutrition and food science. The online GCSE textbook which all students have access to provides a wealth of interesting information on food commodities, food provenance and the science of cooking.</p> <p><a href="http://www.illuminate.digital/eduqasfood">www.illuminate.digital/eduqasfood</a></p> <p>Student Username: SCOTHAM4 Student Password: STUDENT4</p>
<b>Essential Notes</b>	<p>It is expected that students bring in ingredients required for the dishes they are making to each practical lesson. These will be published in advance and students will be asked to write them in their planners to aid organisation. Ingredients list are on Google Classroom.</p>

<b>SUBJECT</b>	<b>Dance</b>
<b>Year 8 Course Outline</b>	<p><b>Term 1: Performance</b></p> <p>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.</p> <p><b>Term 2: Appreciation</b></p> <p>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.</p> <p><b>Term 3: Exam</b></p> <p>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</p> <p><b>Term 4: Choreography</b></p> <p>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.</p> <p><b>Term 5: Performance</b></p> <p>Students will learn phrases of dance that will be intensely rehearsed to further develop performance skills including safety in lifts and musicality</p> <p><b>Term 6: Choreography</b></p> <p>Developing and using choreographic skills to create a short dance based on a selection of stimuli</p>
<b>Assessment</b>	<p>Each term is assessed in line with the termly 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.</p> <p>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.</p>
<b>Year 8 Assessments</b>	<p>Assessment varies on a termly basis. The exam will take place during the school's calendared exam period for Year 8.</p>
<b>Additional Resources and supporting activities</b>	<p>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.</p> <p>Pulse Dance Company is an auditioned company that rehearse Monday 4.00pm - 5.30pm. Auditions take place every July.</p>

<b>What can parents/ carers do to support students</b>	<p>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.</p> <p>Ask to see their work. Rehearsing outside of lessons will increase progress.</p> <p>Support with research for any written homework.</p> <p>Encourage them to partake in the dance companies within school.</p>
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SUBJECT	Drama
<b>Year 8 Course Outline</b>	<ol style="list-style-type: none"> <li>1. Key Skills Two: A unit which develops your knowledge and understanding of 3 areas of Drama: Focus &amp; commitment, Clarity, Expression through voice &amp; body</li> <li>2. 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'</li> <li>3. Ensemble Performance: Through completing this unit, you will gain knowledge and understanding of co-operative group work and the exploration of 'ensemble'</li> <li>4. Practitioners One - Konstantin Stanislavski: You will learn the basic elements of Stanislavski's system and how to apply them to a performance text.</li> <li>5. Shakespeare Unit: Using the original text, students develop their understanding of both performance and production techniques,</li> <li>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..</li> </ol>
<b>Assessment</b>	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.
<b>Year 8 Tests</b>	In addition to this, every unit of work has a spelling test and definitions test based on the key vocab for that term.
<b>Additional Resources and supporting activities</b>	<p>All resources are sent through via google classroom Weebly has lists of keywords for each term and a breakdown of each termly homework</p> <p>Homework for the Year...</p> <p style="text-align: center;"><b><u>Year 8</u></b></p> <p><b>TERM 1: WARM UP</b></p> <p>Plan a drama warm up exercise. You will be asked to deliver your warm up to the class during a lesson. You will be told who to work with.</p> <p><b>TERM 2: SET DESIGN</b></p> <p>Create a set design for a production of the play you study in class this term.</p> <p><b>TERM 3: MASK / MAKE UP</b></p> <p>Design and or create make up or a mask for your group's ensemble performance</p> <p><b>TERM 4: STANISLAVSKI PRESENTATION</b></p> <p>Create a presentation about the life and works of Stanislavski.</p> <p><b>TERM 5: SHAKESPEAREAN TIMES</b></p> <p>A 'Surprise Me' homework - This could be a booklet, model, film, powerpoint or whatever you feel inspired to create.</p> <p><b>TERM 6: DEVISING PORTFOLIO</b></p>



	<p>Create a portfolio of evidence about your group's devised class work.</p> <p>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.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>
<b>Essential Reading</b>	<p>Blue Remembered Hills by Dennis Potter Macbeth by William Shakespeare</p> <p>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.</p>
<b>Wider Reading</b>	<p>The more performances students are introduced to, the more they will develop their skills. Useful websites such as <a href="http://www.stageworks.co.uk">www.stageworks.co.uk</a> or the national theatre's official website offer a wide range of activities and ideas to develop performance and audience skills.</p> <p>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.</p>

<b>SUBJECT</b>	<b>Music</b>
<b>Year 8 Course Outline</b>	<p>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:</p> <ul style="list-style-type: none"> <li>● African Drumming</li> <li>● Minimalism</li> <li>● Musique Concrete</li> <li>● Blues</li> <li>● Wallace and Gromit</li> <li>● Summer Project</li> </ul> <p>Students have the opportunity to experience music making through playing acoustic instruments or can chose 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.</p>
<b>Assessment</b>	<p>For each unit of work students practical work will be assessed which will take the form of either a performance or composition.</p> <p>Students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>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.</p>
<b>Year 8 Tests</b>	<p>Throughout Year 8 vocabulary and listening tests will take a place and will always be linked to the unit of work students are studying. Test dates will be given to students in their lessons (written in their planners) and set on Google Classroom.</p>
<b>Additional Resources and supporting activities</b>	<p>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; and encourage them to join Cotham Singers (junior choir) as singing develops a child's musical awareness, confidence and provides them with the opportunity to have fun and make friends.</p> <p>There are various extra-curricular activities that support learning and further develop students musical skills as they progress through KS3. Activities include Cotham Singers, Steel Pans, Cotham Rookies (junior orchestra), Jazz Band and Computer Composing Club. There are regular opportunities for these groups to perform in concerts throughout the year.</p>
<b>Essential Reading</b>	<p>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</p>

	Classrooms. Resources include worksheets, PowerPoints and some film footage demonstrating how to perform keyboard parts.
<b>Wider Reading</b>	<ul style="list-style-type: none"> <li>● Pearson Publishing - Opus Student Books 1, 2 and 3</li> <li>● Encourage students to listen to music around the unit of work they are studying.</li> </ul>
<b>Additional info</b>	<p>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.</p> <p>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.</p>

<b>SUBJECT</b>	<b>Physical Education</b>
<b>Year 8 Course Outline</b>	<p>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.</p> <p>The girls tackle this through:</p> <ul style="list-style-type: none"> <li>● Outwitting opponents units of work in invasion games and rounders.</li> <li>● Accurate replication unit of work in gymnastics.</li> <li>● Identifying and solving problems in OAA (orienteering and team building)</li> <li>● Performing at maximum levels unit of work in athletics.</li> </ul> <p>The boys tackle this through:</p> <ul style="list-style-type: none"> <li>● Outwitting opponents units of work in invasion games and cricket.</li> <li>● Accurate replication unit of work in parkour.</li> <li>● Identifying and solving problems in OAA (orienteering and team building)</li> <li>● Performing at maximum levels unit of work in athletics.</li> </ul>
<b>Assessment</b>	<p>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.</p> <p>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.</p> <p>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 &amp; Fitness, Physical, Personal &amp; Social. The cogs have been incorporated into our PE curriculum so that every student has the opportunity to develop their physical, mental &amp; social skills, which we believe helps to promote lifelong learning &amp; involvement in Physical Activity. There are two formal assessments during the year where pupils are given a grade during a "moderation lesson"</p>
<b>Year 8 Tests</b>	No formal test in PE. Assessment is continuous throughout the year
<b>Additional Resources and supporting activities</b>	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.
<b>Essential</b>	No textbook required for PE, however we do expect students to be keeping up

<b>Reading</b>	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.
<b>Wider Reading</b>	<p>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.</p> <p>Girls clubs:</p> <ul style="list-style-type: none"> <li>● Netball and badminton in the autumn term.</li> <li>● Football, badminton and basketball in the spring term.</li> <li>● Athletics, tennis and rounder's in the summer term.</li> </ul> <p>Boys clubs:</p> <ul style="list-style-type: none"> <li>● Rugby and badminton in the autumn term.</li> <li>● Football, badminton and basketball in the spring term.</li> <li>● Athletics, Tennis and cricket in the summer term.</li> <li>● 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.</li> </ul> <p>The department also runs a ski trip each year to students, which gives them a fantastic opportunity to experience a physical activity in a completely different environment.</p>
<b>Additional info</b>	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.

<b>SUBJECT</b>	<b>Visual Arts</b>
<b>Year 8 Course Outline</b>	<p>During Year 8, students learn about portraiture, landscape art and the Mexican festival, Day of the Dead. They develop their confidence in experimenting with different materials and techniques.</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Natural Forms</li> <li>• Zoomorphic</li> <li>• Landscapes</li> <li>• Day of the Dead festival</li> </ul> <p><b>Artists</b></p> <p>Alice Ballard, Charlotte Karen, David Hockney, The Huichol,</p> <p><b>Key skills</b></p> <p>Observational drawing, design process, pattern drawing, proportion, portraiture, mark-making, shape, composition, Photoshop, negative space, analysing artists and their work, pattern, pen and ink, creating patterns from grids, symmetry, multi-media work, textiles and ceramics.</p>
<b>Homework</b>	<p>Within each project, students will be set image research to develop independent influences, written analysis to develop depth of understanding and refinement of class work to improve the quality of outcomes.</p>
<b>Assessment</b>	<p>Classwork and homework is assessed together using learning objectives linked to the key skills. The assessment is recorded in the front of sketchbooks.</p> <p>Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one.</p> <p>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.</p> <p>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.</p>
<b>Additional resources and supporting activities</b>	<ul style="list-style-type: none"> <li>• Art club and homework club for all students is open on Friday lunchtimes in C007.</li> <li>• Competitions run throughout the year.</li> <li>• Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts</li> </ul>
<b>How parents/carers can support students</b>	<ul style="list-style-type: none"> <li>• Talk to your son/daughter about their art projects; it is helpful for them to discuss their ideas.</li> <li>• Support with research for the written homework task: look at internet sites together; visit galleries; browse books.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Encourage them to attend the Friday art club.</li> </ul>
<b>Useful websites</b>	<a href="https://uk.pinterest.com/">https://uk.pinterest.com/</a> <a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a> <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a> <a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a> <a href="https://www.saatchiart.com/">https://www.saatchiart.com/</a>
<b>Galleries and museums in Bristol (most are free entry)</b>	<a href="https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/">https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</a> <a href="http://www.arnolfini.org.uk/">http://www.arnolfini.org.uk/</a> <a href="http://www.spikeisland.org.uk/">http://www.spikeisland.org.uk/</a> <a href="http://www.rwa.org.uk/">http://www.rwa.org.uk/</a>