

**Year 8**

**Key Stage 3**

**Curriculum**

**Booklet**

**2019/2020**

## Contents

- Welcome
- Work Related Learning (WRL)
- Tutorial Periods
- Inclusion
- Literacy
- Numeracy
- Reporting to Parents
- English
- Maths
- Science
- Humanities
  - Geography
  - History
  - Religion Ethics and Philosophy
  - Skills
- MFL – French, German, Spanish
- Computing and Information Technology (IT)
- Dance
- Design & Technology
- Drama
- Music
- Physical Education
- Personal Social Health and Economic Education (PSHEE)
- Visual Arts

## 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.

### **Assessments during Year 8.**

Students will be assessed throughout the course of the year using informal class assessments. A formal End of Year exam will also take place in the year. The [Assessment Calendar for Year 8](#) provides a summary of the class assessments that will take place during Year 8 in each subject area over the course of the year. Please refer to this so that you can support your child in preparing for these informal class assessments and formal end of year assessments.

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

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

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

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

Mr Christopher Reed  
Deputy 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 9 tutor groups in Year 8. Each tutor group has 27 students. 3 of these tutor groups study Spanish, 3 study French, and 3 study German.

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.

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.

Students register with their tutor every morning as part of their daily 20 minute long tutor time session with their tutors. The tutor sessions are allocated to one assembly per week, three sessions for a tutor reading programme (which aims to broaden students' vocabulary and cultural capital) and one session to explore and discuss current events and news stories. Throughout the week, tutors use this time to also support with personal organisation and homework.

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

Each tutor group is also in a house. The house system encourages inter-house competition between four houses across Years 7 to 11. Students are encouraged to get 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.

## **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 8.25 am each morning and in their tutor base by 8.30am.

Please ensure you know what your child is doing online and encourage your child to switch off all electronic devices 1 hour before going to sleep. Your child will be physically tired during the first few terms and it is important for your child to get adequate sleep and eat properly. Sweets are not permitted on site. Your child can buy breakfast at school each day from 8.15 am.

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

There is also a Year 8 Study Skills session that takes place every Wednesday and which students can access if they need support organising homework and learning habits.

## **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, if appropriate, through a variety of tests.

## **Student Learning Plan**

Some students may be given a Student Learning Plan. This outlines the student's needs and information for the classroom teacher on how to support that student's learning. The Learning Plan is reviewed with the student 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 (SENCo). In addition there is a Deputy SENCo and seven 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 to support students at all levels including a wide range of books, activities and ICT. The Learning Centre is open between 8.30am and 3.30pm. We also offer a KS3 homework club for students with additional needs from 3.05-4.05pm on Wednesdays.

### **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 appropriately 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 twice 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)
-----------------	---

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
<b>Year 8 Course Outline</b>	<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>
<b>Assessment</b>	<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>
<b>Year 8 Tests</b>	<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
<p><b>Year 8 Course Outline</b></p>	<p>Mathematics in Year 8 is taught in four/five 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>
<p><b>Assessment</b></p>	<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</p>

	<p>an investigation, creation of a powerpoint, creation of bank of questions, though more often homework will be designed to ensure that students have the 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 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 1294 1145 1682" data-label="Image"> <p>The image shows three MyMaths for Key Stage 3 textbooks standing side-by-side. The first book is yellow and labeled '1A', the second is blue and labeled '2B', and the third is pink and labeled '3C'. 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 students should buy their own so that they have the opportunity to ensure that they know how to use all of the functions on it.</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><u>The following chapters will be covered over the course of Year 8:</u></p> <table border="1" data-bbox="408 241 1305 714"> <tbody> <tr> <td data-bbox="408 241 619 389">Term 1+2 (Sept - Dec)</td> <td data-bbox="619 241 1305 389"> <ul style="list-style-type: none"> <li>● Health and Lifestyle (B2.1)</li> <li>● Acids and alkalis (C1.4)</li> <li>● Electricity and Magnetism (P2.1)</li> </ul> </td> </tr> <tr> <td data-bbox="408 389 619 537">Term 3+4 (Jan -April)</td> <td data-bbox="619 389 1305 537"> <ul style="list-style-type: none"> <li>● Energy (P2.2)</li> <li>● Ther periodic table (C2.1)</li> <li>● Ecosystem processes (B2.2)</li> </ul> </td> </tr> <tr> <td data-bbox="408 537 619 714">Term 5+6 (May - July)</td> <td data-bbox="619 537 1305 714"> <ul style="list-style-type: none"> <li>● Speed and Motion (P2.3)</li> <li>● Separation Techniques (C2.2)</li> <li>● Metals and Acids (C2.3)</li> <li>● Adaptation and Inheritance (B2.3)</li> </ul> </td> </tr> </tbody> </table> <p>Each chapter will last around 3 weeks and there will be regular learning checks throughout each topic.</p> <p>The textbook that the students will be using in class is the Activate 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>● Electricity and Magnetism (P2.1)</li> </ul>	Term 3+4 (Jan -April)	<ul style="list-style-type: none"> <li>● Energy (P2.2)</li> <li>● Ther periodic table (C2.1)</li> <li>● Ecosystem processes (B2.2)</li> </ul>	Term 5+6 (May - July)	<ul style="list-style-type: none"> <li>● Speed and Motion (P2.3)</li> <li>● Separation Techniques (C2.2)</li> <li>● Metals and Acids (C2.3)</li> <li>● Adaptation and Inheritance (B2.3)</li> </ul>
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>● Electricity and Magnetism (P2.1)</li> </ul>						
Term 3+4 (Jan -April)	<ul style="list-style-type: none"> <li>● Energy (P2.2)</li> <li>● Ther periodic table (C2.1)</li> <li>● Ecosystem processes (B2.2)</li> </ul>						
Term 5+6 (May - July)	<ul style="list-style-type: none"> <li>● Speed and Motion (P2.3)</li> <li>● Separation Techniques (C2.2)</li> <li>● Metals and Acids (C2.3)</li> <li>● Adaptation and Inheritance (B2.3)</li> </ul>						
<p><b>Assessment</b></p>	<p><b><u>Homework</u></b></p> <p>Each student will be expected to carry out a piece of homework once per week.</p> <p>There will be a series of activities that students can choose from for each topic. These will be highlighted in the students exercise book and on the VLE.</p> <p><b><u>Lesson assessment</u></b></p> <p>Each chapter will be assessed with regular quizzing using scientific recall questions. These will ensure students have a good grounding of scientific knowledge for their exams.</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><b>Year 8 Tests</b></p>	<p>Students will sit 3 exams throughout the year assessing learning from that terms topics and any previous year 7 topics. Further information regarding dates and revision checklists can be found in the Assessment Calendar for year 7.</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> <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.</p>
<p><b>Essential Reading</b></p>	<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> 
<p><b>Wider Reading</b></p>	<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>
<p><b>Additional info</b></p>	<p>All students study all 3 sciences up to GCSE. In addition to the content and assessments described above students also take part in lots of exciting experiments in the well equipped labs. Every science classroom has its own lab space and this forms an integral part of the lessons. Many students choose to study Biology, Chemistry and / or Physics at A level, or the more practical BTEC in Applied science, and many pursue it at University.</p>



<b>SUBJECT</b>	<b>Geography</b>
<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>Hot Deserts</p> <ul style="list-style-type: none"> <li>● What is the climate of a Hot Desert like?</li> <li>● How are plants and animals adapted to Hot Deserts?</li> <li>● What are the challenges and opportunities of developing Hot Deserts?</li> <li>● What are the causes of Desertification?</li> <li>● How can Desertification 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 impact 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</b>	<b>Term 1 - Year 8 'Our Warming Planet'</b>

<b>Assessments</b>	<p>There will be a short test with structured questions after lesson 7. This test will be out of 18 marks</p> <p><b>Term 2 - Year 8 ‘Hot Deserts’</b></p> <p>Students will complete a group presentation on a theme linked to deserts. Desert climates, flora and fauna and economic opportunities.</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 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 (Our Warming Planet and Hot Deserts)</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 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  <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, 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, 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, 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, James Ball</a>  ISBN: 9781850083474</p> <p>Reference versions of these books are available in Cotham School library</p>

<b>Wider Reading</b>	<p>Horrible Histories books</p> <p>BBC History magazine catalogue available from the library and the History department</p> <p>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>
<b>Additional Information on Cotham History</b>	<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>

<b>SUBJECT</b>	<b>Religion, Ethics &amp; Philosophy</b>
<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> </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>At least two of the units above will include an essay-style assessment. Your teacher will use your essay to let you know how close to the expected standard you are (working at, exceeding etc.) and to let you know what your next steps need to be. Your teacher will give you two weeks' notice to prepare, but if you have been revising weekly from the knowledge organiser as per our home learning requirement then this should not involve any extra work for you. This assessment will also have a multiple choice element; you are expected to achieve 80%+ in this to demonstrate that you have been using the Knowledge Organiser to revise regularly (see Home Learning, below).</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. Tasks to be completed from the homework grid are optional. Your teacher will set specific deadlines for you to write into your planner if necessary.</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</p>

	<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>
<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> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>· explain what good parenting looks like.</li> <li>· understand how Maslow’s Hierarchy of Needs explains how people can develop their full potential.</li> <li>· explain why some country’s populations are ‘happier’ than others.</li> <li>· describe how a person can look after their physical intellectual emotional and social wellbeing (PIES).</li> <li>· understand what is meant by and give examples of ‘stereotyping’.</li> <li>· give examples of sexist stereotyping and understand how it can effect boys and girls.</li> <li>· explain what is meant by homophobia and the effects of stereotypes on LGBT people.</li> <li>· understand what is meant by ‘identity’ and the different factors that can make up a person’s identity.</li> <li>· research the origins of their name (first/ middle/ surname) and consider how their name reflects their own sense of self and identity.</li> <li>· understand what is meant by gender identity and explain the meaning of the term ‘transgender’.</li> <li>· understand what is meant by racial identity and what racist behaviour looks like.</li> <li>· research examples of racist incidents that led to the founding of the ‘Black Lives Matter’ campaign in the USA.</li> <li>· complete a ‘personality test’ to ascertain strengths and weaknesses in relation to future study and careers.</li> <li>· research different careers and their entry requirements.</li> <li>· understand how subject choice and career choice might affected by gender stereotypes.</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.

<b>SUBJECT</b>	<b>GERMAN</b>
<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 Zoom 2 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 - You, family and friends / Daily routine</p> <p><b>Term 2</b> - Unit 2 - Festivals and celebrations / the media</p> <p><b>Term 3</b> - Unit 3 - Hobbies / Health and fitness</p> <p><b>Term 4</b> - Unit 4 - Going on a trip</p> <p><b>Term 5</b> - Unit 5 - Environment</p> <p><b>Term 6</b> - Unit 6 - Future plans</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. Vocab is set on Quizlet.com</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</p> <p>Writing &amp; Reading w/c</p> <p>Listening w/c</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>SAM Learning and BBC Bitesize are also excellent resources.</p>
<b>Essential</b>	<p>Some recommended revision guides (available on amazon etc. or suppliers website</p>

<p><b>Reading</b></p>	<p><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</p> <p>ISBN: 978 1 84146 840 2</p> <p>CGP KS3 German Workbook with Answers £4.95</p> <p>ISBN: 978 1 84146 849 5</p>
<p><b>Wider Reading</b></p>	<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.</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 Allez 2 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 - France and other countries / Entertainment</p> <p><b>Term 2</b> - Unit 2 - Advertising / Technology</p> <p><b>Term 3</b> - Unit 3 - Issues for Teenagers / Diet</p> <p><b>Term 4</b> - Unit 4 - Parties and Festivals</p> <p><b>Term 5</b> - Unit 5 - Transport and Holidays / Home</p> <p><b>Term 6</b> - Unit 6 - Jobs and Ambitions</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.</p> <p>Vocab is set on Quizlet.com</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>SAM Learning and BBC Bitesize are also excellent resources.</p>
<b>Essential Reading</b>	<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>

<p><b>Wider Reading</b></p>	<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	SPANISH
<b>Year 8 Course Outline</b>	<p>Year 8 have 5 Spanish lessons a fortnight and are taught in tutor groups. Our course is based on Clare 2 and supplemented by additional resources.</p> <p>The topic areas covered are as follows;</p> <p><b>Term 1</b> - Unit 1 - Diet and Health</p> <p><b>Term 2</b> - Unit 2 - Holidays</p> <p><b>Term 3</b> - Unit 3 - TV and cinema</p> <p><b>Term 4</b> - Unit 4 - Fashion and shopping</p> <p><b>Term 5</b> - Unit 5 - Routines and global issues</p> <p><b>Term 6</b> - Unit 6 - The Hispanic world</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.</p> <p>Vocab is set on Quizlet.com</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>SAM Learning and BBC Bitesize are also excellent resources.</p>
<b>Essential Reading</b>	<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 Spanish Revision Guide £5.95</p>

<b>Wider Reading</b>	Anything you can get your hands on in Spanish. The library has a small selection of books in Spanish. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films / TV programmes and series with Spanish subtitles so you can learn as you watch. Netflix also has a foreign film section.
	<p>There is Spanish 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.</p> <p>We have a great Foreign Language Assistant, who provides native support in classrooms and small groups.</p>

<b>SUBJECT</b>	<b>Computing and IT</b>
<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</p>



below, just select the relevant year group and topic from the drop down menus at the top of the page:

<http://cotham-computingit.weebly.com/>

### **Term 1 - Spreadsheet Modelling - Gangsta Zoo**

Student learn how to use spreadsheets to model real world scenarios.

*LO: Year 8 Information Technology 1*

### **Term 2 - Gamemaker Programming**

Students learn how to program solutions to computational thinking problems using the three constructs of programming in Gamemaker.

*LO: Year 8 Programming 1*

### **Term 3 - Business Skills Exam**

Students learn how to combine a number of digital applications to fulfill a exam brief.

*LO: Year 8 Information Technology 2*

### **Term 4 - Image Editing**

Students learn about to create and manipulate a digital product (image) using Photoshop.

*LO: Year 8 Information Technology 3*

### **Term 5 - Construct 2 Programming**

Students learn how to program solutions to computational thinking problems using the three constructs of programming in Construct 2.

*LO: Year 8 Programming 2*

### **Term 6 - Tech of the Future Presentation**

Students learn how to program solutions to computational thinking problems using the three constructs of programming in Scratch.

*LO: Year 8 Information Technology 4*

## **Assessment**

More information available here:

<http://cotham-computingit.weebly.com/ks3---assessment-strands.html>

### **End of Topic Assessments**

Each topic is assessed in one of two ways:

#### **1. Project Work**

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.

#### **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.

### **In Lesson Tasks**

	<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 Leaders. Clubs vary throughout the year.</p>

SUBJECT	Design and Technology including Food Science
<p><b>Year 8 Course Outline</b></p>	<p>Students experience three main challenging projects delivered by specialist teachers these will include a ‘Wooden Storage Box’ design task, ‘Board Game’ and the Food Science and Nutrition module. Students may begin the projects in any order depending on the timetable. During their study students will gain a knowledge and understanding of the <b>Core Technical Principles</b> of Design &amp; Technology. Students will also make a number of food dishes and learn the key principles of nutrition and healthy eating, food safety and hygiene.</p> <p><b>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>Board 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>Food Science .</b> Students in this project will bring in ingredients to make the following dishes, Mac n cheese, Tear n share Bread, Soup, Cottage pie, Dutch Apple Cake.</p> <p>Students will be provided with an ingredients list at the start of the project to enable them to make their own choices based on personal, dietary or religious requirements.</p> <p>Students develop knowledge from Year 7 to include the scientific process of ‘All in one’ sauce making, heat transfer, bread making, knife skills, safe handling of meat. Nutritional knowledge is examined in greater depth to include macronutrients Carbohydrates, Fibre (Non Starch Polysaccharides, micronutrients Vitamin B/D and Calcium.</p>
<p><b>Assessment</b></p>	<p>All products which students make will be assessed and marked against set descriptors. Students will engage in this process by evaluating their own progress and evaluating the food products made against sensory descriptors. Students will also be assessed on the knowledge of the materials and processes used at the end of each project this will be in the format of multiple choice questions.</p> <p><b>Homework</b></p> <p>Homeworks will be set fortnightly and will include GCSE POD, Google Quizzes, keyword definition tasks.</p> <p>All products which students make will be assessed and marked against set descriptors. Students will engage in this process by evaluating their own progress and evaluating the food products made against sensory descriptors.</p>

	Students will also be assessed on the knowledge of the materials and processes used at the end of each project this will be in the format of multiple choice questions.
<b>Year 8 Tests</b>	Testing for Design & Technology takes place during Year 8 examination week and takes the form of a 45 minute Google Form based on multiple choice responses. Questions will be based on tools and equipment used, materials and properties, safe working practices, food science and nutrition.
<b>Additional Resources and supporting activities</b>	<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>Students have access to the online GCSE Food textbook.</p> <p><a href="http://www.illuminate.digital/eduqasfood">www.illuminate.digital/eduqasfood</a></p> <p>Student Username: SCOTHAM4</p> <p>Student Password: STUDENT4</p> <p>Students are encouraged to engage in designing and making at home; students can achieve house points by showing us their creations.</p>
<b>Essential Notes</b>	Please advise the school of any medical dietary or allergen need in advance so this can be recorded in school - so that risk assessments can be put into place.

SUBJECT	Dance
<p><b>Year 8 Course Outline</b></p>	<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>
<p><b>Assessment</b></p>	<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>
<p><b>Year 8 Assessments</b></p>	<p>In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year,</p>

	at the point the exam takes place.
<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> <p>Enrichment Activities are reviewed every year and are open to change.</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>

<b>SUBJECT</b>	<b>Drama</b>
<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>	<p>In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year, at the point the exam takes place.</p>
<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</p> <p>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>In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year, at the point the exam takes place.</p>
<b>Additional Resources and supporting</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</p>

<b>activities</b>	<p>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> <p>Enrichment Activities are reviewed every year and are open to change.</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 Classrooms. Resources include worksheets, PowerPoints and some film footage demonstrating how to perform keyboard parts.</p>
<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. 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/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> <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</p>

	<p>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 Reading</b>	No textbook required for PE, however we do expect students to be keeping up to date with current issues in sport, either by reading newspapers, magazines and website (such as BBC sport) and/or listening to the radio (Radio 5 live) or various sports related podcasts.
<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, basketball 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, Zoomorphic art, the Mexican festival, Day of the Dead and the use of science and nature within in Art in our 'Bugs' project. They develop their confidence in experimenting with different materials and techniques.</p> <p><b>Themes</b></p> <ul style="list-style-type: none"><li>● Portraiture</li><li>● Zoomorphic</li><li>● Bugs</li><li>● Day of the Dead festival</li></ul> <p><b>Artists</b></p> <p>Charlotte Karen, Laura Makabresku, Christopher Marley, Damian Hirst, The Huichol, Frida Kahlo</p> <p><b>Key skills</b></p> <p>Observational drawing, design process, pattern drawing, proportion, portraiture, mark-making, shape, composition, photography, negative space, analysing artists and their work, pattern, pen and ink, creating patterns from grids, symmetry, multi-media work, textiles and 3D construction.</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</p>

	<p>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>	<p>Art club and homework club for all students is open on Friday lunchtimes in C006.</p> <p>Competitions run throughout the year.</p> <p>Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts</p>
<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> <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> <li>• Visit Art galleries and exhibitions for inspiration.</li> </ul>
<b>Useful websites</b>	<p><a href="https://uk.pinterest.com/">https://uk.pinterest.com/</a></p> <p><a href="http://www.art2day.co.uk/">http://www.art2day.co.uk/</a></p> <p><a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a></p> <p><a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></p> <p><a href="https://www.nationalgallery.org.uk/">https://www.nationalgallery.org.uk/</a></p> <p><a href="https://www.saatchiart.com/">https://www.saatchiart.com/</a></p> <p><a href="http://www.studentartguide.com">http://www.studentartguide.com</a></p>
<b>Galleries and museums in Bristol (most are free entry)</b>	<p><a href="https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/">https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/</a></p> <p><a href="http://www.arnolfini.org.uk/">http://www.arnolfini.org.uk/</a></p> <p><a href="http://www.spikeisland.org.uk/">http://www.spikeisland.org.uk/</a></p> <p><a href="http://www.rwa.org.uk/">http://www.rwa.org.uk/</a></p>