



St Katherine's School

Year 8 Curriculum Guide

Maths

Students are assessed every 12 weeks, with an in class assessment covering topics from recent units. This is followed by specific feedback and guidance to make improvements in areas of weakness.

Students are expected to complete 1 task on Hegarty Maths and 30 games on TTRockstars every week. The Hegarty Maths task will be set based on a topic which has previously been taught, and the TTRockstars programme will automatically progress based on efficiency of students' answers.

Parents should encourage the completion of both of these tasks and can assist with the deepening of understanding of topics by giving their child the opportunity to explain what they have learnt and how it can be applied.

1	2	3	4	5	6	7	8
Review and Improve			Fractions			Percentages	
9	10	11	12	13	14	15	
Percentages			Assessment	Algebra 2			
16	17	18	19	20	21		
Algebra 2				Geometry - circles and area			
22	23	24	25	26	27		
Geometry - circles and area		Assessment	Ratio, Proportion and Rates of Change				
28	29	30	31	32	33		
Ratio, Proportion and Rates of Change			Statistics				
34	35	36	37	38	39		
Geometry - 3D shapes			Assessment				

Assessment

Subject		Maths	
Assessment type	Frequency	Control	Weighting
Baseline Assessment	Start of term 1	Exam conditions in class	10%
Knowledge Quiz	Every week 1	Exam conditions in class	0%
Topic Test	Every week 2	Exam conditions in class	45%
End of term assessment	3 times a year, at the end of every term	Exam conditions in class	45%

English

At St. Katherine's we understand the value and impact of regular reading. Parents can support their child by ensuring they read for at least twenty minutes a day, record their reading on their reading logs and bring their book to school every day. We also follow the Accelerated Reader scheme. More details are available [here](#). Students quiz books as soon as they finish reading to build their word count and earn praise points.

Lessons include regular, extended writing, where students are responsible for knowing their own reading and writing targets and working towards them to ensure progress.

Term	Topic
1	The Art of Storytelling: Using Ovid's <i>Metamorphoses</i> and Pullman's playscript of Shelley's <i>Frankenstein</i> as stimuli, we investigate key themes and motifs of the classical and Gothic traditions, such as Promethean endeavour and introduce the concept of 'The Other'.
2	The City Bristol's history and culture as an international city provides the basis for a transactional writing unit that develops skills from The Town in Y7. It involves concepts such as understanding the impact of register and tone and writing for an audience.
3	Bristol - a poetic city: the Romantic tradition and contemporary works. Students develop their analytical skills and consider how to use language for effect in their own creative writing.
4 and 5	Shakespeare's Macbeth An extended and in-depth study of one of Shakespeare's greatest tragedies. Students are encouraged to develop their own critical response to complex themes.
5 and 6	Of Mice and Men by John Steinbeck Students consider the impact of the environment upon individuals, examining life in 1930s America through a shared reading of this classic text.
6	The Harlem Renaissance Celebrating Black artists in the 1930s, students focus on the works of Zora Neale Hurston.

Assessment

Subject		English	
Assessment type	Frequency	Control	Weighting
Reading Log	Students are graded from 0-3 for the completion of their Reading Log on a termly basis.	Independently at home and checked fortnightly in library lessons	5%
Homework - vocabulary tests and creative tasks to consolidate in class learning.	<p>Students complete a fortnightly vocabulary test and are graded from 0-5.</p> <p>Students complete a range of flipped learning tasks, which may either be assessed through Google classroom or via class submission.</p> <p>Students complete multiple choice knowledge tests every term, which are designed to help them store key concepts and terminology.</p>	Independently at home and in class tests .	30%
Oracy assessments	Students complete in class oral assessments throughout the year, which assess their presentational, debating and performative skills.	In class.	15%
On-going assessment of reading skills plus reading assessments in class	<p>Teachers complete a whole class 'book look' every three weeks to gauge student progress. Students' personalised reading targets are updated in line with their progress.</p> <p>In addition, students complete three extended, summatively assessed essays in each year. These are teacher assessed.</p>	<p>In class.</p> <p>Reading assessment completed in exam conditions.</p>	25%
On-going assessment of writing skills plus externally judged	Teachers complete a whole class 'book look' every three weeks to	<p>In class.</p> <p>External tests in exam</p>	25%

<p>extended written tasks in September and May.</p>	<p>gauge student progress. Students' personalised targets are updated in line with their progress.</p> <p>The external tests enable us to know exactly how much progress students make with their writing and this information is reported to parents in addition to the regular whole school progress tests.</p>	<p>conditions.</p>	
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Science

All assessments are shown in **BOLD**.

Term	8L1	8L2	8L3	8R1	8R2	8R3
1	<ul style="list-style-type: none"> • Digestion • Space • Periodic table 	<ul style="list-style-type: none"> • Digestion • Space • Periodic table 	<ul style="list-style-type: none"> • Digestion • Space • Periodic table 	<ul style="list-style-type: none"> • Digestion • Space • Periodic table 	<ul style="list-style-type: none"> • Digestion • Periodic table • CASE 	<ul style="list-style-type: none"> • Digestion • Periodic table • CASE
2	<ul style="list-style-type: none"> • CASE • Health • Energy • Separation Autumn test	CASE Health Energy Separation Autumn test	CASE Energy Separation Autumn test	CASE Health Energy Separation Autumn test	<ul style="list-style-type: none"> • Health • Space • Energy Autumn test	<ul style="list-style-type: none"> • Health • Space • Energy Autumn test
3	<ul style="list-style-type: none"> • Health • Respiration and photosynthesis • Energy • Separation • CASE 	<ul style="list-style-type: none"> • Health • Respiration and photosynthesis • Energy • Separation • CASE 	<ul style="list-style-type: none"> • Health • Energy • CASE 	<ul style="list-style-type: none"> • Health • Respiration and photosynthesis • Energy • Separation • CASE 	<ul style="list-style-type: none"> • Separation • Energy • CASE 	<ul style="list-style-type: none"> • Separation • Energy • CASE
4	<ul style="list-style-type: none"> • Respiration and photosynthesis • Electricity and magnetism • Ecosystems • Metals and acids Spring test	Respiration and photosynthesis Electricity and magnetism Ecosystems Metals and acids Spring test	<ul style="list-style-type: none"> • Respiration and photosynthesis • Electricity and magnetism • Ecosystems Spring test	Respiration and photosynthesis Electricity and magnetism Ecosystems Metals and acids Spring test	<ul style="list-style-type: none"> • Respiration and photosynthesis • Electricity and magnetism • Ecosystems Spring test	<ul style="list-style-type: none"> • Respiration and photosynthesis • Electricity and magnetism • Ecosystems Spring test
5	<ul style="list-style-type: none"> • Electricity and magnetism • Ecosystems • Metals and acids • CASE 	<ul style="list-style-type: none"> • Electricity and magnetism • Ecosystems • Metals and acids • CASE 	<ul style="list-style-type: none"> • Electricity and magnetism • Electricity and magnetism • CASE 	<ul style="list-style-type: none"> • Electricity and magnetism • Ecosystems • Metals and acids • CASE 	<ul style="list-style-type: none"> • Electricity and magnetism • Ecosystems • Metals and acids • CASE 	<ul style="list-style-type: none"> • Electricity and magnetism • Ecosystems • Metals and acids • CASE
6	<ul style="list-style-type: none"> • CASE 	<ul style="list-style-type: none"> • CASE 	<ul style="list-style-type: none"> • CASE 	<ul style="list-style-type: none"> • CASE 	<ul style="list-style-type: none"> • Metals and acids • CASE 	<ul style="list-style-type: none"> • Metals and acids • CASE
6	<ul style="list-style-type: none"> • Revision • End of year 8 exam • CASE (Cognitive Acceleration through Science Education) • Investigation 					

How can I support my child's learning?

You can help your child prepare for their science assessments using the links and page numbers [here](#).

Assessment

Assessment will take place formally 3 times throughout the year. Each student will be assessed in exam conditions with their teacher.

Subject		Year 8 Science	
Assessment type	Frequency	Control	Weighting
Winter assessment	Annually	Medium	20%
Spring assessment	Annually	Medium	30%
Summer assessment	Annually	Medium	50%

Computing

In year 8 students have two lessons of computing per fortnightly cycle in a dedicated computing suite. Students cover five topics over the course of the year that address some of the key skills in all three of the National Curriculum strands, E-safety, Digital Literacy and Computing.

All students are registered for a Google account, which includes an email address and computing lessons are delivered through Google Classrooms, where students can access teaching resources as well as learning materials. Students build an e-portfolio of work throughout the year by 'turning in' their work on Google Classrooms and all of their assessments, which are termly, are completed online and form part of their e-portfolio.

In year 9 students move onto developing their computing skills alongside theoretical aspects of Digital Literacy, E-safety and Computer Science, with the option of choosing KS4 GCSE Computer Science in year 10.

Term	Topic
1	Developing our problem solving skills
2	Introduction to coding: Python programming
3	Website development using online programs
4	Networking and network security
5	Data representation in computing
6	Imedia project

Assessment

Assessment will take place in the form of 5 termly assessments and one formalised high control assessment covering the range of prior learning.

Subject		Computing	
Assessment type	Frequency	Control	Weighting
End of topic online assessment	Every term	In class assessment low control	75%
High control assessment	Annually	High control exam conditions	25%

How can I support my child's learning?

Where appropriate encourage students to develop their understanding of the HTML coding language. Encourage students to review their home's network security and encryption settings. Analytical and moderated use of social media to understand how online branding and advertising works.

Design, Art & Technology

In Key stage 3 students rotate through modules that cover the areas of

- Food, Preparation and Nutrition,
- Product Design
- Textiles

Across all areas students learn to problem solve, be independent learners, and produce quality items that could be commercially viable.

Students are assessed at the end of each design stage during the modules

Design stages are

- Investigation
- Designing
- Manufacturing
- Evaluation

Parents can support their child in

- Going through their work and looking at how the presentation of the work can be improved.
- Looking at the feedback given by the teacher and making improvements to the work.
- Looking at the extension tasks.

Food, Preparation and nutrition	Make a range of dishes which demonstrate skills in a safe, hygienic and creative way Diet and health British foods and afternoon tea
Product Design	Design and make a mood light inspired by calming influences to show imagination. Build upon previous hand tool skills and work with computer aided design and manufacture to develop products. Present design ideas in 3D using isometric sketching and computer aided design.
Textiles	Design and make a creative container To build up on previous hand skills and develop tie dying, batik and machine skills to aid them in producing a creative design Present ideas in 2D format to aid in the production of a pattern.

Assessment

Subject		Design & Technology	
Assessment type	Frequency	Control	Weighting
Research, Design and evaluation based Work.	Fortnightly	Mixture of Homework and classwork.	80%
Manufacturing	Twice per module	Working with a teacher to produce a product.	20%

Art

Students are assessed on the following every three weeks, and at the end of each project (that lasts for two terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

Parents can support their child by:

- Looking at their work together and the feedback given by the teacher and discussing ways of improving the outcomes.
- Looking at the extension tasks together and supporting their child to complete them.

Identity/Portraits (2D)	<p><u>Pencil</u> - grids and enlarging (1st hand) and proportion. Continuous line drawing, use of tone / highlights with 2b / 4b pencils & putty & plastic rubber.</p> <p><u>Graphite</u> - contour drawing</p> <p>Use of <u>viewfinder</u> - selecting, mapping and enlarging</p> <p><u>Fine liner</u> - simplification, pattern</p>
Aliens (3D)	<p><u>Pencil</u> - tonal shading (observational creatures)</p> <p><u>Colour Pencil</u> - blending (observational creatures)</p> <p><u>Felt Tips</u> - pattern (imaginary)</p> <p><u>Wire / modroc / tissue</u> - construction and papier mâché</p> <p><u>Acrylic paint</u> - dry brushing and pattern</p>
Local Built Environment (Print)	<p><u>Multi-monoprinting</u> - many colours</p> <p><u>Fineliner and pencil</u> - hatching and wash (fineliner and thin black felts); tonal blending and smudge sticks</p> <p><u>Painting</u> - block and opaque colours</p> <p><u>Gouache</u> - controlled brush work</p> <p><u>Extension</u> - multi-media composition (collage)</p>
Analytical Writing	<div style="border: 1px solid red; padding: 5px; width: fit-content; margin-bottom: 10px;">2D</div> <ul style="list-style-type: none"> • Chuck Close • Kerby Rosanes • Johanna Basford • Yayoi Kusama <div style="border: 1px solid red; padding: 5px; width: fit-content; margin-bottom: 10px;">3D</div> <ul style="list-style-type: none"> • Yinka Shonibare <div style="border: 1px solid red; padding: 5px; width: fit-content; margin-bottom: 10px;">PRINT</div> <ul style="list-style-type: none"> • Emily Ketteringham • Cheism • Emmeline Simpson <p>Personal opinions, making a connection between artists and their own work, using key vocabulary</p>

Assessment

Subject		Art	
Assessment type	Frequency	Control	Weighting
Observational drawing, artist research, developing personal ideas, final outcome.	Fortnightly	Mixture of homework and classwork, medium control.	100%

Humanities

Assessment: Students are assessed routinely as they complete enquiry topics. At the end of each topic students will have a formal assessment which will test both knowledge & understanding as well as key skills.

How can I support my child's learning? Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes.

Parents can encourage students to deepen their knowledge of the topics that are covered through discussion, additional reading, watching documentaries and visiting relevant sites.

Term	Geography	History	Philosophy & Belief	PSHCE
1	How should the challenge of climate change be met? historical temperature changes, global warming and the greenhouse effect, arguments for and against human caused climate change, impacts, solutions.	How successful was Elizabethan exploration? Emergence of empire, colonisation of Virginia and impact of trade.	Prejudice and Discrimination: The causes and impacts of prejudice and discrimination with particular focus on women and homophobia	Emotional wellbeing Understanding some common mental health issues and how mental health is portrayed in the media.
2	How are Earth's cold biomes changing? Antarctica, Arctic and alpine environments. Development or conservation debates. Ecosystem and interdependence..	Was race an issue in the early modern period? Experience of racism in the Elizabethan era.	What is the Meaning and Purpose of Life? Islamic, Christian Humanist and Hedonist views. Happiness and purpose.	
3	How are human population's changing? Population patterns. Natural Increase and Migration patterns. Boserup and Malthus. Urbanisation. Ageing population. Climate refugees. Benefits and challenges of migration.	Why was Africa desirable to European colonialists? History of the African Kingdoms of Mali, Benin, Kongo and Asante.	What do the Vedic traditions teach about the world? An introduction to Hindu beliefs and Eastern philosophy	Healthy relationships Love and long-term relationships, unhealthy relationships, online sexual harassment, Youth-involved sexual imagery.
4	Should we care about changes in the tropical rainforest? Location, climate, ecosystem interdependence. Nutrient and water cycles. Value (goods and services). Deforestation: causes, impacts, responses.	Did the Industrial Revolution bring progress and improvement?: the development of industry in the Victorian era.		
5	Why is Britain's coast always changing? Erosion, transportation, deposition, weathering, mass movement (processes and landforms). Coastal management.	If the transatlantic slave trade was prospering in 1787 why was it abolished 20 years later? Abolition movement.	What does it mean to be Muslim?: Key Beliefs (The Five Pillars) and attitudes to the wearing of the veil.	Healthy lifestyle The importance of healthy eating, exercise and sleep.
6		Interpretations of the British Empire	What Happens When we Die?	

			Attitudes to Death; Beliefs about the afterlife; rituals around death	
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Assessment

Subject		Geography	
Assessment type	Frequency	Control	Weighting
Mid Unit Formative Assessment	Once per enquiry	Low	40%
End Unit Summative Assessment	Once per enquiry	High	50%
Knowledge Tests	Twice per enquiry	High	10%

Subject		History	
Assessment type	Frequency	Control	Weighting
In class: assessments	Once per enquiry	High	55%
In class: knowledge tests	Once per enquiry	High	20%
In class: skills check	Once per enquiry	Medium	15%
Homework: knowledge tests	Once per enquiry	Low	10%

Subject		Philosophy & Belief	
Assessment type	Frequency	Control	Weighting
In class: extended written task	Once per enquiry	High	50%
In class: knowledge tests	Once per enquiry	High	30%
Homework: knowledge tests	Once per enquiry	Low	20%

Performing Arts

Drama

Assessment: Students are assessed on rehearsal, performance and verbal evaluative skills. Performed assessment will take place at the end of each topic which will be recorded via school iPad. This is to enable students to reflect on their work process and help them to peer and self assess confidently. Crucial skills required for KS4/5 drama and/or performing arts.

Support: Students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are encouraged to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, drama club.

Term	Topic
1&2	<p>The boy in striped Pajamas. Scripted work. Students will work on a variety of scenes to develop their understanding and portrayal of these 2 characters, with opportunities to direct as well as act.</p> <p>Drama techniques - duologue, freeze frame, hot seating, role on the wall, forum theatre.</p> <p>Characterisation skills - tone, pace, pause, body language, facial expressions and eye contact.</p> <p>Overarching theme; innocence vs ignorance and the idea of being complicit.</p>
3&4	<p>Stage Combat Devising. Devising work. Learning a variety of specialist stage combat sequencing and choreography for believable performance.</p> <p>Drama techniques - Slow motion, tableaux, marking the moment, thought track.</p> <p>Characterisation skills - body language, facial expressions, eye contact, voice.</p> <p>Overarching theme; Action - reaction.</p>
5&6	<p>Warden X. Stimuli based work to create short scenarios as whole class role play.</p> <p>Drama techniques; mood/atmosphere, 3rd person narration, verbatim script work, tableaux, soundscape, marking the moment.</p> <p>Characterisation skills - facial expression, body language, eye contact, vocal tone.</p> <p>Overarching theme; Crime and punishment and how its structure has changed overtime to support young people.</p>

Assessment

Subject		Drama	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	100%

Music

Term	Topic
1	<p>Gamelan</p> <p>Students learn about this traditional music from Indonesia through a series of workshop based lessons using glockenspiels. Students are encouraged to internalise melodies and learn them from memory. Students recap the key musical elements of pulse and rhythm and focus also on texture and timbre.</p>
2	<p>Chords</p> <p>Students learn what chords are, how they are formed and their function in a piece of music. They do this through listening to a range of songs and a series of practical activities to build their understanding of chords.</p>
3	<p>Songwriting</p> <p>Students build on their work on chords from term 2 and look at song structures and effective chord sequences. They do this through listening to and analysing a range of different songs. This project culminates in students writing their own simple song from a range of given templates.</p>
4	<p>Computer game music</p> <p>Students focus on the musical elements of melody and rhythm to understand what makes an effective piece of computer game music. They perform some of these and compose their own short melodic ideas that could be developed into a computer game piece.</p>
5	<p>Programme music</p> <p>Students listen to a range of programme music (<i>music which tells a story</i>) with a particular focus on Carnival of The Animals by Saint-Saëns. They analyse the music focussing on how the composer has used the elements of music to create certain effects. Students then compose their own programme music pieces from a choice of given briefs.</p>
6	<p>Minimalism</p> <p>Students listen to minimalist music by composers such as John Adams, Terry Riley and Steve Reich. They learn about the concept of a melodic cell and various development techniques in order to help them compose their own minimalist piece of music.</p>

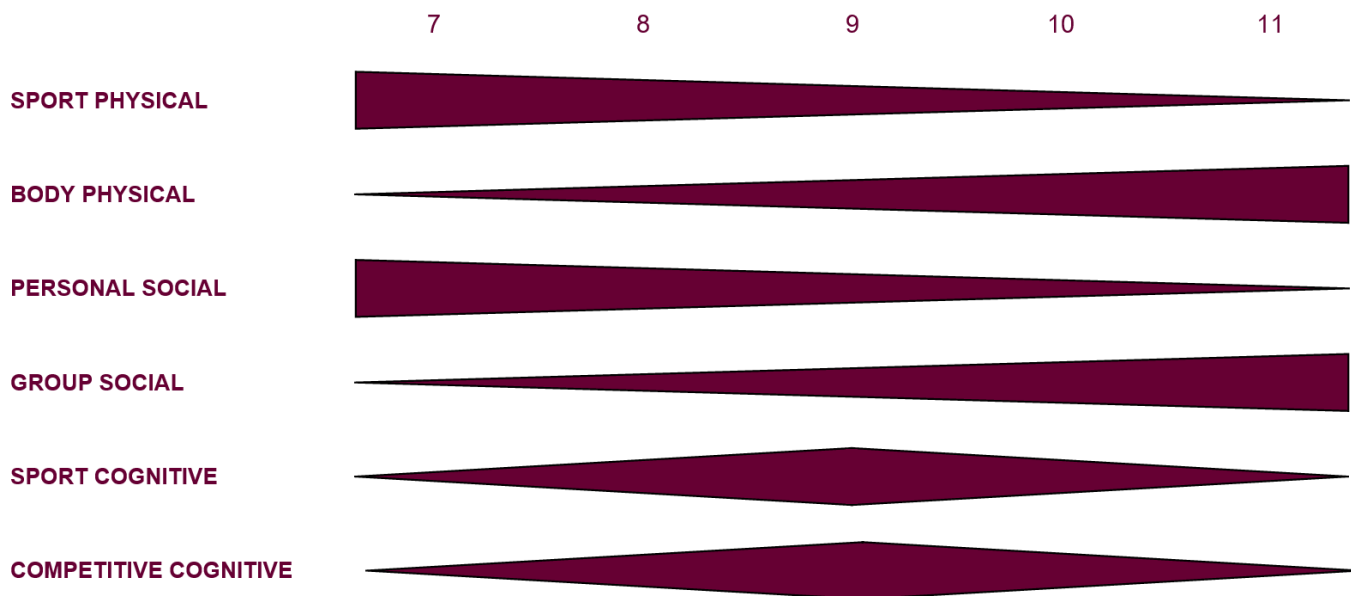
Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	100%

Physical Education

What will PE lessons focus on?

We have 6 different focus areas and use these to categorise the work that we do in PE lessons. These focus areas cover three main domains; physical, social and cognitive. You can see from the graphic below how our focus on different areas changes as students move through school.



What activities will be covered?

Activities are always subject to access to facilities, weather and needs of any given teaching group. The information below is an outline of intended activities. Staff may well adapt the content of lessons using their professional judgements. Groups will rotate activities during school terms and will be informed about activity changes by their teachers.

Activities: netball, rugby, football, fitness, dance, hockey, rackets, minor games, basketball, striking and fielding, athletics, tennis

What else is on offer?

Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

Assessment

Subject		PE	
Assessment type	Frequency	Control	Weighting
Assessment points for Sport Physical and Sport Cognitive	6	High - in lessons	100%

Modern Foreign Languages

Dates	Topic	Assessments
Term 1	<ul style="list-style-type: none"> • Introduce yourself • Describe yourself (hair/eyes/height) • Introducing someone else • After school activities • Free time activities • Grammatical patterns • Word order • Connectives • Opinions 	Fortnightly vocabulary tests/tasks.
Term 2	<ul style="list-style-type: none"> • Daily Routine • Making excuses • Describe a typical day • Near future tense • Talk about what activities you are going to do next weekend • Chores • Pocket money 	Fortnightly vocabulary tests/tasks. End of Term assessments Listening/Reading/Writing and/or speaking
Term 3	<ul style="list-style-type: none"> • Jobs • Future plans • Reasons • Places for work • The conditional • The third person 	Fortnightly vocabulary tests/tasks.
Term 4	<ul style="list-style-type: none"> • Food • Food quantities • Adjectives • Ordering food & drink • Prices & Currency • Weekend plans • Food places (shops) • Conjugaison • opinions • connectives • Healthy lifestyles 	Fortnightly vocabulary tests/tasks. End of Term assessments Listening/Reading/Writing and/or speaking
Term 5	<ul style="list-style-type: none"> • Holidays • Si clauses • Countries • To go • Weather • Free time activities • Means of Transport 	Fortnightly vocabulary tests/tasks.
Term 6	<ul style="list-style-type: none"> • Revision • Learn ket facts about The Caribbean (French & Spanish speaking islands) • Cultural themes 	Fortnightly vocabulary tests. End of year presentation

Assessment

Subject		MFL	
Assessment type	Frequency	Control	Weighting
Homework	Ongoing	Medium	25%
Class Tasks	Ongoing	Medium	25%
End of Term Assessment	Termly	Medium	50%