



St Katherine's School

Year 8 Curriculum Guide

Maths

Students are formally assessed twice during the year, 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. There will also be mini-quizzes, specific to each class, that will take place in lessons, so that students can regularly receive low-stakes feedback and guidance.

Students are expected to complete their Sparx homework, which includes times table practice, at 100% level every week. This should take them approximately 40 minutes and will automatically adjust to the students needs in terms of challenge or support.

Parents should encourage the completion 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
Ratio		Proportion and scale		Algebraic manipulation		Coordinates and graphs	
9	10	11	12	13	14	15	
Coordinates and graphs continued	Multiply and divide fractions		Symmetry and reflection				
16	17	18	19	20	21		
Area, volume and density		Equations and inequalities		Percentages			
22	23	24	25	26	27		
Percentages continued	Indices	Standard form		Interpret and represent data			
28	29	30	31	32	33		
Angles in parallel lines and polygons			Tables and probability				
34	35	36	37	38	39		
Circles		Graphs and charts		Sequences			

Assessment

Subject		Maths
Assessment type	Frequency	Control
Formal Assessments	2 per academic year	Exam conditions in class
Mini-quizzes	2 per term	Low-stakes, Exam conditions in class

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 - Literary Tradition and the Gothic Using Ovid's <i>Metamorphoses</i> and 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	Developing reading skills and understanding of equity, diversity and inclusion Shared reading of Blackman's <i>Noughts and Crosses</i> fuels class discussion of the issues around societal inequality, deepening students' responses to the text and developing their vocabulary and reading skills.
3	Bristol - a poetic city: the Romantic tradition and contemporary works. Students develop their analytical skills and individual literary style and consider how to use language for effect in their own creative writing.
4	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, with a particular focus on journalistic style.
5 and 6	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. The year concludes with consideration of Shakespeare in performance.

Assessment

Subject: English	
Assessment type	Details
Reading Log and Accelerated Reader Testing	Reading logs are completed fortnightly and checked by the library teacher. STAR testing is completed three times a year to assess students' reading range.
Oracy assessments	Students complete in class oral assessments throughout the year, which assess their presentational, debating and performative skills.
On-going assessment of reading and writing skills	Teachers regularly complete whole class 'book looks' to gauge student progress.
Assessment Week 1	Writing - The opening to a narrative inspired by Gothic fiction. Reading - An essay exploring the concept of heroism in Ovid's 'Theseus and the Minotaur.'
Assessment Week 2	Writing - An article in the style of an editorial piece inspired by the study of The City . Reading - An analytical essay exploring non-fiction.
In class summative assessment	A literature essay exploring Shakespeare's <i>Macbeth</i> .

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	Stage Combat Devising. Devising work. Learning a variety of specialist stage combat sequencing and choreography for believable performance. Drama techniques - Slow motion, tableaux, marking the moment, thought track. Characterisation skills - body language, facial expressions, eye contact, voice. Overarching theme; Action - reaction.
3&4	Warden X. Stimuli based work to create short scenarios as whole class role play. Drama techniques; mood/atmosphere, 3rd person narration, verbatim script work, tableaux, soundscape, marking the moment. Characterisation skills - facial expression, body language, eye contact, vocal tone. Overarching theme; Crime and punishment and how its structure has changed overtime to support young people.
5&6	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. Drama techniques - duologue, freeze frame, hot seating, role on the wall, forum theatre. Characterisation skills - tone, pace, pause, body language, facial expressions and eye contact. Overarching theme; innocence vs ignorance and the idea of being complicit.

Assessment

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

Science

All assessments are shown in **BOLD**.

Term	8L1	8L2	8L3	8L4	8R1	8R2	8R3
1	Digestion Energy Periodic table	Digestion Energy Periodic table	Digestion Energy Periodic table	Digestion Energy Periodic table	Digestion Energy Periodic table	Digestion Energy Periodic table	Digestion Energy Periodic table
2	Health Photosynthesis and respiration Electricity and magnetism Separation techniques Autumn test	Health Photosynthesis and respiration Electricity and magnetism Separation techniques Autumn test	Photosynthesis and respiration Ecosystems Electricity and magnetism Separation techniques Autumn test	Health Photosynthesis and respiration Electricity and magnetism Separation techniques Autumn test			
3	Ecosystems Adaptations and inheritance Electricity and magnetism Motion Metals and acids	Ecosystems Adaptations and inheritance Electricity and magnetism Motion Metals and acids	Adaptations and inheritance Electricity and magnetism Motion	Ecosystems Adaptations and inheritance Electricity and magnetism Motion Metals and acids			
4	Adaptation and inheritance Motion Geochemistry Spring test	Adaptation and inheritance Motion Geochemistry Spring test	Metals and acids Geochemistry Motion Spring test	Adaptation and inheritance Motion Geochemistry Spring test	Adaptation and inheritance Motion Geochemistry Spring test	Adaptation and inheritance Motion Geochemistry Spring test	Adaptation and inheritance Motion Geochemistry Spring test
5	Motion Geochemistry	Motion Geochemistry	Motion Geochemistry	Motion Geochemistry	Motion Geochemistry	Motion Geochemistry	Motion Geochemistry
6	Transition to GCSE	Transition to GCSE	Transition to GCSE	Transition to GCSE	Transition to GCSE	Transition to GCSE	Transition to GCSE

How can I support my child's learning?

Students should complete their Sparx science homework every week, after this they can use the independent learning function to further develop their knowledge and understanding.

Students can also read these articles that are linked to their learning:

B1

[Semmelweis article](#)
[Islam wider reading](#)
[Smoking article](#)
[Meat risks](#)
[Robots in your gut](#)
[Hepatitis](#)

B2

[What are stomata article](#)
[Hidden lives of leaves article](#)

[Hacking photosynthesis](#)

[Land use](#)

B3

[What causes extinction?](#)

[Nature gardens](#)

C1

[Periodic table](#)

C2

[Baffled by H₂O](#)

[Life straw analysis](#)

[Safer water](#)

C3

[Acids and bases](#)

[Alloys](#)

[Extracting metals](#)

C4

[The rock cycle](#)

[Bill Bryson 'A short history of nearly everything'](#)

[Carbon capture - global warming](#)

[Climate change](#)

P1

[Frankenstein extended reading](#)

[Spark of life](#)

[Mercury magnetic twisters](#)

P2

[Energy article and questions](#)

[Energy resources](#)

P3

[Scuba diving](#)

[Champagne corks pressure in fluids wider reading](#)

Assessment

Assessment will take place formally 2 times throughout the year. Each student will be assessed in exam conditions with their teacher.

Subject		Year 8 Science	
Assessment type	Frequency	Control	Weighting
Biology	Twice a year	High	100%
Chemistry	Twice a year	High	100%
Physics	Twice a year	High	100%

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

Design & 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 mirror inspired by world cultures or 20th Century design movements to show imagination and creativity. Use hand tools, machinery and computer aided design and manufacture to develop the product. Use of the 3D software google sketchup to produce a finished presentation drawing of their product.
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 product output. Present ideas in a 2D format to aid in the production of 3D textile product.

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	<p>2D</p> <ul style="list-style-type: none">• Chuck Close• Kerby Rosanes• Johanna Basford• Yayoi Kusama <p>3D</p> <ul style="list-style-type: none">• Yinka Shonibare <p>PRINT</p> <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%

Music

Term	Topic
1	<p>Gamelan 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 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>Melody writing Students build on their work on chords from term 2 by composing their own chord sequence. They then learn about what makes an effective melody and spend time composing and refining their own melody to fit over their chord sequence.</p>
4	<p>Developing melodies using a DAW Students learn how to use a simple DAW starting with chrome music lab (Song Maker) and moving on to Soundtrap. Students learn how to input their chord sequence and melody they composed in term 3. Students then have the opportunity to add a bass line and drum beat to complete their composition.</p>
5	<p>Programme music 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 Saints-Saens. 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 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 leading to them composing their own piece of minimalist music in Soundtrap.</p>

Assessment

Subject		Music	
Assessment type	Frequency	Control	Weighting
In class; practical assessment	Termly	High	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.	Was race an issue in the early modern period? Experience of racism in the Elizabethan era based on Miranda Kauffman's Black Tudors. .	Being Human: A philosophical discussion of what it means to be human and whether humans are ultimately good.	Healthy relationships Love and long-term relationships, unhealthy relationships, online sexual harassment, Youth-involved sexual imagery
2	How are Earth's cold biomes changing? Antarctica, Arctic and alpine environments. Development or conservation debates. Ecosystem and interdependence..	Why was Africa desirable to European colonialists? History of the African Kingdoms of Mali, Benin, Kongo and Asante.	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.	Did the Industrial Revolution bring progress and improvement?: the development of industry in the Victorian era and the impact of the revolution on people's lives.	What do the Vedic traditions teach about the world? An introduction to Hindu beliefs and Eastern philosophy	Money matters Understanding how credit and debt work, the economy and how social media influences our relationship with money.
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.	If Transatlantic Slavery was prospering why was it abolished? Origins, impact & abolition movement.		
5	Why is Britain's coast always changing?	Why have events of 1857 been described	What Happens When we Die?	Emotional wellbeing

	Erosion, transportation, deposition, weathering, mass movement (processes and landforms). Coastal management.	as a 'mutiny'? British control of India, the events of 1857, empire & colonialism	Attitudes to Death; Beliefs about the afterlife; rituals around death	Understanding some common mental health issues and how mental health is portrayed in the media.
6		What do the stories of often forgotten armies reveal about the Western Front? Experiences of the Western Front	What does it mean to be Muslim?: Key Beliefs (The Five Pillars) and attitudes to the wearing of the veil.	

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%

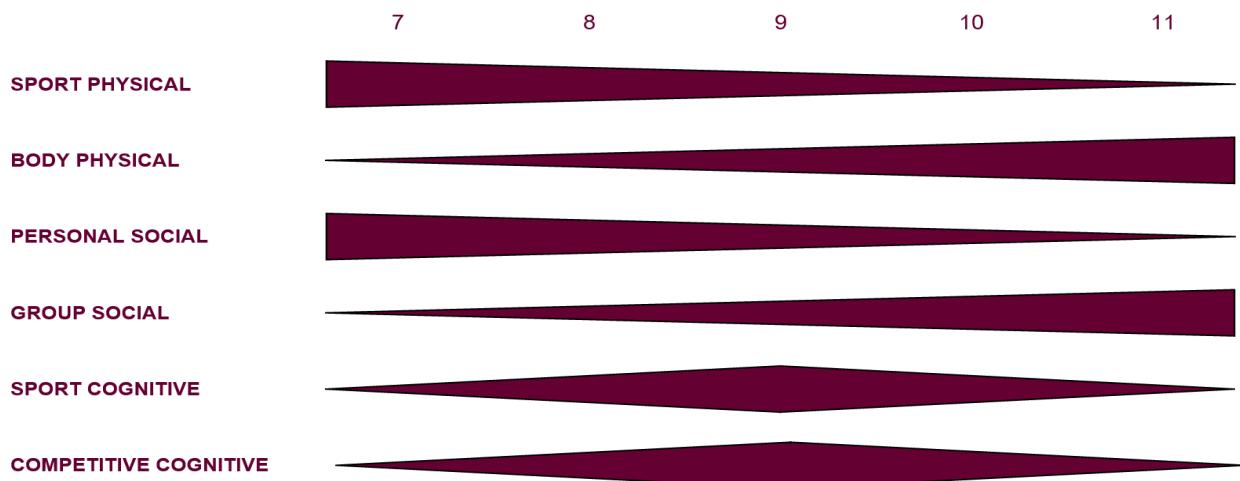
Subject		History	
Assessment type	Frequency	Control	Weighting
In class: assessments	Once per enquiry	High	80%
In class: skills check	Once per enquiry	Medium	20%

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%

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, football, athletics, rackets, hockey, dance, striking and fielding, rugby, basketball, minor games

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	Ongoing - students do not need to prepare for assessments other than through the work they produce in lessons	High - in lessons	100%

Modern Foreign Languages

Dates	Topic	Language	Homework	Assessments
Term 1	Where People Live <ul style="list-style-type: none"> Describing my town Places in town Describing places in town 	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Term assessment - Reading and Writing
Term 2	Where People Live <ul style="list-style-type: none"> Activities in town Asking and giving directions Healthy Living and Lifestyle <ul style="list-style-type: none"> My daily routine 	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.
Term 3	Healthy Living and Lifestyle <ul style="list-style-type: none"> Daily routine Revisit school subjects Activities to stay healthy 	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.
Term 4	Healthy Living and Lifestyle <ul style="list-style-type: none"> Food and drink Body parts Health issues and illnesses 	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Term assessment - Reading and Writing
Term 5	Where People Live <ul style="list-style-type: none"> Revisit local area Revisit my house 	French & Spanish	Fortnightly vocabulary lists set for online learning.	N.A.
Term 6	Customs and Celebrations <ul style="list-style-type: none"> Birthdays and celebrations Customs and Festivals 	French & Spanish	Fortnightly vocabulary lists set for online learning.	End of Year Assessment - Listening and Speaking

Assessment

Subject		Languages	
Assessment type	Frequency	Control	Weighting
Homework	Ongoing	Low	20%
Class Tasks	Ongoing	Medium	30%
End of Term Assessment	Once every full term	High	50%