THE BEWDLEY SCHOOL

We fly with our own wings

OUR CURRICULUM

The Curriculum by Year Group

YEAR 8

THE CURRICULUM BY YEAR GROUP

YEAR 8

CONTENTS

SUSTAINABILITY - UN GOALS - INTENT, IMPLEMENTATION AND IMPACT

Over the past quarter of a century the Department for Education has asked schools to audit and evaluate a range skills, knowledge and 'competences' which are delivered across many areas of the curriculum. This has included 'hard' key skills like literacy, numeracy and information technology, 'soft' key skills like working with others, problem solving and managing your own performance and a range of other cross curricular skills and dimensions.

Whilst these have largely disappeared from government legislation, they still provide a very useful vehicle for understanding the impact of the whole curriculum in key areas. We currently use this methodology to look at the development of information technology skills through the curriculum, which you can find here. Our other major area of focus is the sustainability of the school, and how our ideas about sustainability are represented in the school curriculum, through the United Nations Sustainable Development Goals.

YEAR 8 - ART AND DESIGN

INTENDED OUTCOMES

In Year 8 students work on a series of assignments based on 'Identity and Self'.

Students will learn:

- Observational drawing skills, developing their understanding of tone, line, texture and form; and how to improve accuracy, with a focus on portraiture, proportion and facial features.
- How to research and analyse the work of artists, visually and in written form, in order to inform ideas.
- How to experiment with ideas and variety of media (including acrylic paint, watercolours, fineliners, markers and collage) in the pursuit of designing exciting pieces of art work.
- How to apply their knowledge and skills to create two personal final pieces; they will create one with a focus on painting and one with a focus on the communication of ideas, using symbolism to convey identify.

COURSE IMPLEMENTATION

Identity and Self: Drawing Portraits
Students learn how to draw facial features and portraits, developing their observational drawing skills of tone, line, texture and form; whilst considering the rules of proportion in order to create an accurate self-portrait. Final assessments are based on the development and refinement of drawing pages in the students' portfolios and their independent application of the key skills taught.

Identity and Self: Contextual Research
Students study the work of Chuck Close and his resilience; they learn how to critically analyse and evaluate works of art, develop and justify their opinions, and work in his style to inspire their own creative ideas. Final assessments are based on the development and refinement of artist research pages presented in students' portfolios with a focus on their written research and analytical abilities alongside painting skills and their application of the key skills taught.

Identity and Self: Experimentation / Final outcome
Students learn how to paint using acrylic; learning how to mix colours (including skin tones, shades, tones and highlights) and how to use a palette and paintbrush effectively in order to create a quality self-portrait that create links to their artist research with a focus on colour

theory. Final assessments will be based on the experimentation and design work presented in students' portfolios with a focus on the key skills taught.

Identity and Self: Identity and Culture project
Students become more independent and consolidate their previous learning, applying their drawing skills and experimenting with a variety of mixed media techniques to create a symbolic self-portrait; they study the work of 'Peter Blake and consider what makes up their own identity and culture. Students are assessed on their creative journey and the quality of their final piece.

LEARNING IMPACT

The development of knowledge and skills across the year 8 curriculum heightens our students' ability to create dynamic and successful art projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of media.

Students' working at grades for Art & Design are taken from an average of the main assessment objectives covered across the year: drawing and recording, research, experimentation and designing and final outcomes.

Students' achievements and progress against these main assessment objectives, will be corresponded to parents through termly data and yearly written reports.

YEAR 8 - COMPUTER SCIENCE

INTENDED OUTCOMES

Enhanced programming skills, creative problem-solving, and practical digital literacy. Students will develop technical abilities in robotics, AI, web design, and game development, while also gaining critical thinking and teamwork experience. These units aim to prepare students for future challenges in technology and digital careers.

COURSE IMPLEMENTATION

Programming: Physical Computing with the Microbit
Physical computing with the Microbit involves creating interactive systems using sensors, LEDs, and inputs. This hands-on unit builds on previous programming knowledge, allowing students to apply coding skills to real-world projects. It fosters creativity, problem-solving, and understanding of how software controls hardware in everyday technology.

AI: Synthetic Soul
In this AI unit, students explore how machines learn using examples like neural networks and deep learning. They'll discover how AI is used today and how it might shape the future. The unit also encourages thinking about the ethical choices we face when creating and using intelligent machines.

Websites: Website Creation with HTML and CSS

In Website Creation, students learn how to build and design websites using HTML and CSS. They'll focus on adding images, formatting text, and creating clear structure. The unit encourages creativity, helping students design websites that not only work well but also look great and are easy to use.

Media Campaign with Canva: Lights, Camera, Campaign!
In this creative Media Campaign unit, students explore the film industry while learning how to plan and prepare a project based on a brief. They develop ideas, design promotional materials, and understand how media influences audiences. The unit builds teamwork, communication,

and planning skills through exciting, real-world-style tasks.

Robotics: Self Driving Cars
Students dive into robotics by programming self-driving cars to navigate challenging assault courses using Raspberry Pi Picos. They'll develop efficient Python algorithms to solve problems and control the robots' movements. This hands-on unit builds skills in coding, logical thinking, and real-world robotics through fun, obstacle-based challenges.

Programming: Scratch Game Design
Building on prior Scratch experience, this Games Design unit introduces students to the fundamentals of creating their own games. They'll design levels, program enemies, and develop gameplay features. Through creative coding and structured development, students learn how to turn ideas into fun, playable games with clear structure and challenge.

LEARNING IMPACT

These computing units provide a broad and engaging foundation for digital skills. Students strengthen their programming knowledge through physical computing with Microbits and robotics using Raspberry Pi Picos, applying code to real-world challenges. The AI unit encourages critical thinking about technology's future and ethical use. Website creation develops design and technical skills using HTML and CSS, while the media campaign unit fosters creativity, planning, and teamwork through real-world briefs. The Scratch games design unit builds on existing coding knowledge, focusing on game development and logic. Together, these units promote problem-solving, creativity, and resilience, while also developing practical digital literacy. They prepare students for future learning and careers in a technology-driven world, encouraging both independent and collaborative working.

YEAR 8 - DESIGN AND TECHNOLOGY

INTENDED OUTCOMES

How to further utilise CAD (Computer Aided Design) to draw complex shapes and nets to the correct scale, to add text, change colours and textures to represent chosen materials.
How to draw using CAD so that multi-layered prototypes can me made via CAM (computer Aided Manufacture)
How to use CAD to complete complex isometric drawings roughly to scale to their own design.

COURSE IMPLEMENTATION

Laser cut, Flat Packed Clock
Students will use 2D Design CAD package to create a bespoke, free standing, flat packed, laser cut clock, from various materials such as laser ply and different coloured acrylics to their chosen theme. Students progress for their clock designs will be recorded in their books and be based on effective and correct use of the CAD package, creativity, functionality and complexity when compared to year 7 CAD work.

Clock Packaging

Students will create a complex, to scale, net drawing for a two part packaging design for their clocks that will be laser cut from card and include a stencil design that reflects the theme of their clock. Students progress for their packaging designs will be recorded in their books and be based on effective and correct use of the CAD package, creativity, functionality and complexity when compared to year 7 CAD work.

Isometric Drawings
Students will complete a complex CAD, isometric drawing to scale in an exploded view to show their clock and packaging. Students progress for their isometric drawings will be recorded in their books and be based on effective and correct use of the CAD package, complexity when compared to year 7 CAD work, and if the drawings reflect all of the clock and packaging design.

LEARNING IMPACT

Developing students' knowledge and skills across the year 8 curriculum will give our students a basis for future Design & Technology projects; affording students with the opportunity to complete more complex drawings using CAD.

Student's working at grades for Design & Technology will be taken from an average of the main assessment objectives covered across the rotation: CAD designs & drawings, final practical outcomes for their clock and packaging, and isometric drawings skills using CAD. This will be reported to parents based on the whole school assessment calendar for that year and recorded in their book as a whole rotation mark.

YEAR 8 - DRAMA

INTENDED OUTCOMES

Whole Word Issues – Students will develop their devising skills with a stimulus of real world issues, introducing the practitioner Brecht, Epic Theatre and relevant techniques whilst developing GEMS, analysis and evaluation skills.

Noughts and Crosses – Students will develop their understanding of scripted drama through the play Noughts and Crosses and how to apply their understanding of Brecht, Epic Theatre and relevant techniques whilst developing GEMS, analysis and evaluation skills.

Drama of the Past – Students will explore three different styles of theatre from the past including Greek Theatre, Melodrama and Commedia Dell'Arte, considering elements of these styles while developing GEMS, analysis and evaluation skills leading to devising their own performance.

Live theatre – Students will watch a recorded live theatre performance of Shrek the Musical, analysing and evaluating the performance against the acronym CLASS (Costume, Lighting, Acting skills, Set/staging/props and Sound) gaining a wider understanding of all elements of theatre.

COURSE IMPLEMENTATION

Whole World Issues

Students will work as a class and in small groups to take part in practical and written activities to explore Brechtian techniques and understand the intention behind Epic Theatre, leading to devising their own piece exploring an important world issue and completing an extended piece of writing analysing and evaluating their work. Assessed through a practical performance to the teacher and the class and a written evaluation of their work.

Noughts and Crosses

Students will work as a class and in pairs to take part in practical and written activities to develop understanding of Brechtian techniques and the intention behind Epic Theatre, leading

to exploring and staging a scene from the play Noughts and Crosses and completing an extended piece of writing, analysing and evaluating their work. Assessed through a practical performance to the teacher and the class and a written evaluation of their work.

Drama of the Past
Students will work as a class and in small groups to take part in practical and written activities to develop understanding of Greek Theatre, Commedia Dell'Arte and Melodrama, working to devise a piece in one of these styles and completing an extended piece of writing analysing and evaluating their work. Assessed through a practical performance to the teacher and the class and a written evaluation of their work.

Live Theatre – Shrek the Musical
Students will watch the pre-recorded live theatre production of Shrek the musical and work to explore the varying elements of CLASS (Costume, Acting skills, Set/staging/props and Sound), completing written and practical activities leading to an extended piece of writing. Assessed through work in books and a written evaluation of the performance watched.

LEARNING IMPACT

Knowledge and skills will be assessed through monitoring of books and marking of written and practical work against the department marking grid and the schools' marking policy. This will be reported to parents on parent's evenings and through whole school reports.

YEAR 8 - ENGLISH

INTENDED OUTCOMES

Key Focus: Person

Focus on setting and the link to individuals and their context; emphasis moves towards analysis; reading supports a stronger awareness of form, purpose and audience, in fiction and non-fiction.

COURSE IMPLEMENTATION

Short Stories

Analysis of structure, comparison, creative writing to a given brief. Ongoing formative assessment of analytical reading skills and creative writing.

Multi-cultural Poetry

Skills for poetry analysis; exploring the poet's identity and a sense of place and belonging; introduction to comparative skills. Ongoing formative assessment of analytical reading skills.

Gothic

Developing understanding of pre 20th century prose fiction, with links to modern fiction and 19th century non-fiction; analysis takes place through the investigation of genre, setting, and various non-fiction texts. Formative Universal Assessment: Gothic Reading Assessment.

Viewpoints and Perspectives in Non-Fiction Writing

Sustained engagement and analysis of non-fiction works; planning non-fiction writing whilst investigating different use of language by non-fiction writers; opportunities for independent non-fiction writing. Formative Assessment: Writing – Non-Fiction.

Author Study

Sustained engagement and analysis of a longer fiction work; engagement with character's viewpoint; introduction to context; exploration of ideas injustice and marginalisation; fictional opportunities for writing. Formative Assessment: reading – analysis of fictional language.

Shakespeare
Focus on dramatic form and genre (comedy); comparison of different interpretations using film stimuli; close, but playful analysis, of language in terms of character. Ongoing formative assessment of analytical reading skills.

Grammar and core skills
Grammar and core skills, for writing are taught throughout all units, with discrete lessons focussing upon elements at germane points in the curriculum; especial focus on paragraphing, topic sentences, clauses and comma usage. Assessment throughout the year including: Writing Hub pre and post module quizzes, biannual reading and spelling tests and regular teacher marking.

LEARNING IMPACT

Through formative assessment, each term, fundamental skills for crafting written pieces will have been assessed and advice, on ways to improve, will have been given; development of deeper analytical skills will have begun in preparation for KS4; pupils will develop KS3 skills from Year 7, and develop foundational writing strategies and their understanding of fundamental concepts for the future study of fiction and non-fiction texts.

YEAR 8 - FOOD TECHNOLOGY

INTENDED OUTCOMES

The focus is on nutrients and food safety to include use of higher risk foods and prevention of food poisoning. We aim to increase the students range of practical skills by extending their recipe choices and use of more complex equipment.

COURSE IMPLEMENTATION

Nutrients in the diet

Awareness of the importance of Macronutrients and Micronutrients in the diet, sources of different nutrients and functions in the body. Classwork and homework tasks are teacher assessed.

Food Safety

Looking at safe food handling during storage, preparation and cooking to include safe temperatures and the importance of keeping food out of the danger zone. A short knowledge test within class and the opportunity to complete a risk assessment using a high-risk food.

Practical skills

Cooking a variety of dishes with increasing skill levels, dishes could include pasta bake, fruit crumble, chicken/alternative goujons, naan bread, cheese and potato pie. Teacher and student assessment based on mark criteria which are entered into student's books with positive comments and suggestions for improvement.

LEARNING IMPACT

Knowledge and skills will be assessed from tests, classwork and homework, practical skills will be either student or teacher assessed after each practical lesson, increasing skill levels should be evident due progression of student recipe choices and assessment tasks.

Student's working at grades for Food Technology will be taken from an average of the main assessment objectives covered across the rotation including practical skills, and subject knowledge and understanding. This will be reported to parents based on the whole school assessment calendar for that year.

YEAR 8 - FRENCH

INTENDED OUTCOMES

In Year 8 French, students continue to develop their ability to understand and respond to written and spoken language around new topics: “Holidays”, “Celebrations”, “Leisure and media”, “Your Town” and “Sports”. They continue to acquire new vocabulary, grammar and phonics, which will help them become proficient novices. They learn about the past tense and progressively learn to narrate events in 3 tenses. Students are taught how extend their opinion and how to discuss other people’s experiences.

COURSE IMPLEMENTATION

Holiday
Students learn to discuss what they have visited and what they have done during a past holiday and therefore use a ranger of high frequency verbs in the past tense. They also develop their know ledge of questioning in French, in order to ask questions about someone’s holiday. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about “Holiday”, students have been assessed in listening, reading, dictation and reading aloud skills.

Celebrations and traditions
Students learn about a range of celebrations and festivals, including unique festivals in France. They use dates and verbs in the present and past tenses to discuss what happens during these. They also reinforce their knowledge of the near future to say what they are going to do during Christmas. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about “Celebrations and Festivals”, students have completed listening, reading and writing tasks as part of their assessments.

Leisure and media
Students learn to express specific opinions about TV and cinema. They consolidate their use of adjectives to describe their favourite media celebrities. They also recap their use of the perfect tense and learn to manipulate new verbs with negatives. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about “Leisure and media”, students have been assessed in listening, reading and grammar.

Town and Region

Students consolidate their ability to describe their routine and use (reflexive) verbs in the present tense. They learn to discuss what can be done in their town depending on the weather, and how they help at home. Students have to learn between 10-15 words every week and they are tested on these every week.

By the end of the module "Town and region", students have completed listening and writing tasks as part of their assessments.

Sports
Students develop their ability to give information about someone else, by using other subject pronouns. They give specific opinions about sports and learn about healthy lifestyles. They also explore unique sports in the French-speaking world. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module "Sports", students have completed a speaking task as part of their assessment.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking). Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress

YEAR 8 - GEOGRAPHY

INTENDED OUTCOMES

In Year 8 students will continue develop contextual knowledge of location of globally significant places and the physical and human interactions. In addition to identifying the processes which create the physical and human features of the world.

COURSE IMPLEMENTATION

World Biomes

To identify what a biome is and where they are located. To identify food chains and food webs. Deep dive into tropical rainforests with a named example. Introduction to deforestation and sustainable management. Review of student's work, quizzing, homework and online quizzes created by the Geography department.

Rocks and Geological Timescales

To identify geological time. An introduction to the story and the earth and it's structure. Plate Boundaries. To identify the formation of Earthquakes and Volcanoes with a deep dive into a named example of each Hazard. Review of student's work, quizzing, homework and online quizzes created by the Geography department

Development in Africa

To identify what development is. To gain an in depth knowledge of the location of the countries in Africa. To identify Africa's physical features, with a deep look into deserts. To investigate human patterns of Rural-Urban Migration in Africa and why this happens. Review of student's work, quizzing, homework and online quizzes created by the Geography department.

Perception Fieldwork
Students gain an insight in to on site geographical fieldwork where they can apply their skills from the Year. We look into a sense of place and how different building make us feel and the reasons why. Review of student's work, quizzing, homework and online quizzes created by the Geography department.

LEARNING IMPACT

An assessment at the end of the unit, covering prior and new knowledge and key skills plus the construction of a PEEL paragraph and a conclusion.

YEAR 8 - HISTORY

INTENDED OUTCOMES

In Year 8 students will make connections, draw contrasts and analyse evidence as they explore the formation of the early modern and modern world through the Tudors, Stuarts, empire building and its consequences, culminating with a study of the holocaust.

COURSE IMPLEMENTATION

Development of Church, State, society 1509-1745 AND significant study in world history

Enquiry focus: how did the European reformation impact England? Impacts of the European reformation and England, Tudor religious changes, incorporating case studies of the significance of the Spanish Armada and Gun powder plot. Review of student's work, hinge questions, in class quizzing, homework and online quizzes created by the history dept.

Development of Church, State, society 1509-1745 AND significant study in world history – focus Stuarts
Enquiry focus: how did power of the monarch change over time? The causes and consequences of the English Civil War, trial and execution of Charles I, England as a republic (the interregnum), restoration of the monarchy, The Glorious Revolution – Links to Personal development: Citizenship – history of parliamentary democracy, and the modern political processes. Review of student's work, hinge questions, in class quizzing, homework and online quizzes created by the history dept.

Ideas, political power, industry and empire; Britain 1745 – 1901
Enquiry focus: How did migration and Britain's empire challenge political ideas and society? The British Empire and it's reach, international consequences, diversity and movement of people to and from Britain, industrial revolution, the Trans–Atlantic slave trade, life on plantations, rebellion and revolution, Britain's involvement in the slavery and the abolition movement. Review of student's work, hinge questions, in class quizzing, homework and online quizzes created by the history dept.

A significant study of world history and it's interconnections with the other world developments.
The holocaust, definitions, Life in Europe for Jews pre WW2, Escalation of persecution, Ghettos, concentration and extermination camps, resistors and survivor's testimonies. Review of student's work, hinge questions, in class quizzing.

LEARNING IMPACT

End of unit assessments covering past, newly acquired knowledge and historical skills including source analysis, historical interpretations and the continued development of PEEL paragraphs and conclusions.

Reports will indicate how well students can recall and apply knowledge, analyse ideas, evaluate sources and make substantiated judgements about key developments of the Early modern and modern world.

YEAR 8 - MATHEMATICS

INTENDED OUTCOMES

Year 8 continues to bridge the work started at Primary School and that needed for GCSE by looking at Algebra, Statistics and Probability as well as more advanced material on Number and Geometry.

COURSE IMPLEMENTATION

Algebraic Notation and Manipulation
This module recaps the algebra taught in Primary School and extends it into forming expressions, collecting like terms, multiplying over a bracket and factorising algebraic expressions. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Formulae and Sequences
This module continues the work of the previous one and extends the use of algebra in using, and substituting, into formulae and sequences, including square and triangular numbers, the Fibonacci sequence and generating linear sequences including find the nth term. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Equations
This module introduces the idea of equations and how to solve them, extending into solving linear equations with the unknown on both sides of the equation and including brackets. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Linear Graphs
This module starts with using and plotting coordinates in all 4 quadrants and develops into graphing linear functions by completing a table and then into finding gradients and intercepts of straight lines, finally looking at finding the equations of straight lines by using the gradient and intercept method. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Ratio
In this module students will learn what a ratio is, compare using ratios and understand the links to previous work on fractions, decimals and percentages, be able to divide quantities in

a given ratio and find a quantity given the ratio and one other quantity. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Statistics
This module includes work on statistical diagrams such as pictograms, bar charts and pie charts, and on statistical averages from finding the mode, median and mean from lists to finding averages from tabulated data. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Probability
This module is an introduction to probability, from understanding that the probabilities of all possible events sum to one, to using tables, grids and Venn and Carroll diagrams to represent and solve probability problems. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Angles in Parallel Lines
This module takes the work on Angles from Year 7 and develops it further by looking at angles in parallel lines. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Circles, Prisms and Cylinders
The module starts with work on both the circumference and area of circles and shapes involving parts of circles through to work on finding the surface area and volume of prisms and cylinders. Assessment will be via continual assessment of classwork and homework and includes a more formal test.

Transformations and Constructions
Transformation Geometry explains how shapes are moved on a coordinate grid by using translation, reflection and rotation; Constructions concentrates on the accurate use of a pencil, ruler and compass which will be taught by constructing intricate patterns. Assessment will be via continual assessment of classwork and homework.

LEARNING IMPACT

End of module assessments will test students factual recall of basic skills as well as the ability to apply these skills to solve problems. Marked test papers with both the student's result and class average will be kept in the Knowledge Organiser to facilitate communication with parents and to use for revision for the end of year examination.

YEAR 8 - MUSIC

INTENDED OUTCOMES

Pupils will build on the strong foundation in Year 7 and learn more about other cultures and polyrhythms with samba, review and extend their ensemble skills and chord knowledge in Strike Another Chord, understand minor scales and the significance of England's rich musical history in English Folk, continue to develop improvisational skills with the 12-Bar Blues, create their own sound designs in Video Games and learn how to produce their own tracks in 'EDM'

COURSE IMPLEMENTATION

Samba
Pupils will learn how to perform polyrhythms in a whole class ensemble using authentic samba instruments and compose their own samba tracks using music technology, as well as reviewing rhythmic notation. To be assessed through recorded whole class performances, as well as paired composition tasks using music technology and an end of term test.

Strike Another Chord
Focusing back on the ukulele, pupils will revise the technical skills required to play chords on a fretted instrument and apply this to the popular song 'House of Gold', culminating in small ensemble performances of the song. They will also revise and develop their knowledge of chords including sevenths with an arrangement task using music technology. To be assessed through recorded group performances, as well as paired arrangement tasks using music technology and an end of term test.

English Folk
Pupils will develop their solo keyboard skills whilst learning how to play 'Greensleeves' from the medieval period, identifying key features such as the key signature, harmonic minor scale and 6/8 compound time. To be assessed through recorded individual keyboard performances, as well as paired composition tasks using music technology and a written review of learning.

12-Bar Blues
Using the famous chord sequence, pupils will develop their own musical ideas around the classic 12-bar blues chord structure using the blues scale, walking bass line and swing rhythms. To be assessed through recorded group performances, as well as paired composition tasks using music technology and a written review of learning.

Video Games!
Pupils will learn to perform famous video game themes and how to compose their own

ground themes, as well as create their own sound design for a video game clip using music technology. To be assessed through recorded individual or paired performances, as well as paired compositions using music technology and an and of year test.

Electronic Dance Music (EDM)
After covering a wide range of genres, pupils will produce their own EDM tracks using music technology, as well as performing famous EDM pieces using keyboards and learning about the use of different types of seventh chords in the genre. To be assessed through recorded individual or paired performances, as well as paired composition tasks using music technology and a written review of learning.

LEARNING IMPACT

Pupils will engage in a variety of practical (performance, composition and production) and written assessments which are reported on in line with the school reporting calendar – the grade shown will be a combination of the most recent assessments undertaken by pupils.

YEAR 8 - PERSONAL DEVELOPMENT

INTENDED OUTCOMES

Personal development is designed to prepare students for a safe, healthy and successful adult life. The Year 8 programme builds on what we covered in Year 7.

COURSE IMPLEMENTATION

Autumn 1 – Democracy and the Government

We examine the political system of the democratic government including Parliament and the monarch. We also look at debates within parliament and take part in our own class debate. Student progress is monitored in lessons verbally and through completion of reflective writing.

Autumn 2 – Managing relationships

A unit of work looking at sexual harassment and stalking as well as sex in the media, including pornography, body positivity and online grooming. Student progress is monitored in lessons verbally and through completion of reflective writing.

Spring 1 -Voting, Elections and Political parties

This unit looks at voting and elections and the role of political parties. Student progress is monitored in lessons verbally and through completion of reflective writing.

Spring 2 -Sex and contraception

A unit examining the main types of contraception including how to correctly use a condom. Student progress is monitored in lessons verbally and through completion of reflective writing.

Summer 1-The Law

This unit examines who makes the laws, the justice system as well as understanding young people and crime. Student progress is monitored in lessons verbally and through completion of reflective writing.

Summer 2 – Consent and STIs

A module looking at consent as well we STIs and bodily fluids. Student progress is monitored in lessons verbally and through completion of reflective writing.

LEARNING IMPACT

The full impact of our Personal development programme will not be assessable during their time at school but we do use a range of methods to measure the impact of what we are doing where possible, including student voice activities.

YEAR 8 - PHYSICAL EDUCATION

INTENDED OUTCOMES

Students will build on the knowledge and skills they have developed in year 7 through applying tactics and strategies into a range of activities in their full context, including gymnastics, dance, invasion games (netball, basketball, football, rugby), striking and fielding games (cricket, rounders), net games (tennis) and outdoor and adventurous activities.

Fundamental movement skills will be further developed and applied into a variety of sporting contexts.

COURSE IMPLEMENTATION

Fundamental Movement Skills

Students will learn to develop greater control and precision in their performance of fundamental body management, locomotor and object control skills needed to perform in a range of activities during their learning journey and students will carry out indoor athletics activities that require precision and control in running, jumping and throwing in order to be successful. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Gymnastics (Trampolining)

Students will transfer, adapt and apply their fundamental movement skills (particularly body management) in order to perform the five basic jumps on a trampoline; seat, back and front

landings and will understand how body tension, control and extension contribute to maintaining shape and height when executing skills. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Dance

Students will explore the use of compositional devices (e.g. repetition, synchronisation and canon) to develop motifs and phrases in pairs and groups, as well as being introduced to simple contact work through taking the weight of a partner, alongside exploring, selecting and refining material to compose phrases of movement and develop expressive skills in their performance. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Games

Students will further refine and apply fundamental movement skills in order to develop techniques in a selection of invasion games and skills such as sending, receiving, dribbling, dodging and shooting will be focused upon by all students with a greater focus on using them in competitive scenarios. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Outdoor and Adventurous Activities

This unit focuses on developing communication, collaboration, cooperation and leadership skills plus technical skills (compass and map reading) alongside responding effectively to problems and physical challenges. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Net and Wall Games: Tennis

Students will focus upon developing collaboration, cooperation and communication skills, be introduced to net play, develop groundstrokes and experience of challenges that will encourage them to make the correct shot choice in competitive situations. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Athletics

Students will apply fundamental movement skills to the technical demands of athletics activities in order to perform at maximum levels and achieve a personal best, whilst using the ESAA award scheme to motivate and understand the value of evaluating their own and others' performance. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Striking and Fielding: Cricket/Rounders

Students will apply catching, throwing and hitting in full sized rounders matches and pairs cricket matches, whilst developing these skills into specific batting, bowling and fielding techniques. Students are assessed in their use of their heads (knowledge and understanding, tactical awareness, decision making, leadership and evaluation), their hearts (resilience, confidence, determination, effort, dedication, commitment and respect), and their hands (technique and application of skills, fitness levels, teamwork and competitiveness).

Fitness

Throughout the year, students will take part in dedicated fitness lessons as part of their PE

curriculum, with one lesson every two weeks focused specifically on developing their overall fitness and well-being. These lessons support our whole school focus on personal development by helping students understand how their underlying fitness levels can impact day-to-day activities, concentration, growth and overall health. Students will engage in a variety of physical activities designed to build cardiovascular endurance, muscular endurance and strength, flexibility and core stability, while also completing fitness tests linked to the GCSE PE curriculum. These tests will allow students to track their progress across the year, develop personal goals, and understand how targeted training can improve both physical performance and mental resilience. Students are assessed through the lens of their heads (knowledge of health, fitness components, self-analysis and target setting), their hearts (motivation, effort, resilience and attitude towards self-improvement), and their hands (physical execution, consistency in performance, and ability to apply fitness principles effectively).

LEARNING IMPACT

Through their Year 8 learning journey students will further develop their knowledge and skills, enabling them to become more confident performers both in adapted and competitive situations across a range of activities. This will be reported in line with our head, heart, hands assessment model.

YEAR 8 - SCIENCE

INTENDED OUTCOMES

The Curriculum builds of the work covered in Year 7, so students can identify and manipulate variables, understand and the concepts of accuracy, reliability and reproducibility and show how theories are developed over time, considering new evidence within the multi-disciplinary knowledge of the 3 Sciences – Biology, Chemistry and Physics.

COURSE IMPLEMENTATION

Nutrition and Digestion

Students will learn the meaning of a healthy diet, the major food groups needed for a healthy diet, the factors affecting energy requirements, and the role of the digestive organs and gut bacteria work to enable digestion. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Gas exchange systems

Students will learn how the respiratory system works, the process of gas exchange in the lungs, and how exercise, asthma and smoking affect breathing. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Reproduction

Students will learn about sexual reproduction, the male and female reproductive systems, how fertilisation and foetal development occurs in humans, the menstrual cycle, and plant reproduction. Assessment throughout the course via quizzes, homework tasks using

BoostOnline; End of topic tests followed by feedback to students.

Chemical Reactions
Students will learn the signs of a chemical reaction, the conventions used in writing and balancing chemical equations, investigate the four types of chemical reactions and their reactants and products to understand the Law of Conservation of Mass, and investigate the reactions of acid and alkalis. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Energy Changes

Students will investigate what happens to the temperature of a substance as it changes state and categorise reactions based on their temperature changes. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Pressure in Fluids
Students will learn how pressure changes in fluids and gases, calculate pressure and describe the relationship between pressure and area. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Sound
Students will learn the types of waves and their parts, how sound travels and the relationship between amplitude, loudness, frequency and pitch, calculate the speed of sound and explain how microphones work and the uses of ultrasound. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

Light
Students will learn how light travels, how light behaves as it moves from one medium to another, how mirrors, cameras and the eye works and the relationship between light and colour. Assessment throughout the course via quizzes, homework tasks using BoostOnline; End of topic tests followed by feedback to students.

LEARNING IMPACT

Developing knowledge, practical and mathematical skills across the Year 8 curriculum will allow students to progress into Year 9 with the ability to analyse more complex mathematical and experimental ideas; an end of year assessment covering a range of topics learned in Year 8 will allow students to demonstrate the progress they have made in Science.

Students' Working At grades will be produced using an average of the End of Topic assessments, this will also include assessment of practical skills and will be reported to parents based on the whole school assessment calendar for that year.

YEAR 8 - SPANISH

INTENDED OUTCOMES

In Year 8 Spanish, students continue to develop their ability to understand and respond to written and spoken language around new topics: “Holidays”, “All about you”, “Food/drinks”, “Going out” and “Operation summer!”.

They continue to acquire new vocabulary, grammar and phonics, which will help them become proficient novices. They learn about the past tense and progressively learn to narrate events in 3 tenses. Students are taught how extend their opinion and how to discuss other people’s experiences.

COURSE IMPLEMENTATION

Module 1 “Holiday”
Students learn to discuss what they have visited and what they have done during a past holiday and therefore use a ranger of high frequency verbs in the past tense. They eventually prepare a presentation on their own summer holidays. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the first module, students have been assessed in listening, reading, dictation and reading aloud skills.

Module 2 “All about you!”
Students learn to explain what they do online. They learn to compare information about music, TV and cinema. They consolidate their use of the perfect tense and learn to manipulate new verbs. Students have to learn between 10-15 words every week and they are tested on these every week.

By the end of the module about “All about you!”, students have been assessed in listening, reading and writing.

Module 3 “Food and Drinks”
Students learn about food and drinks in the context of parties and sports events. They use reflexives verbs to express how they get ready for a party, as well as adjectives to describe clothes. They also reinforce their knowledge of the near future and perfect tense to give an account about a party. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the module about “Food and Drinks”, students have been assessed in listening, reading and grammar.

Module 4 " Going out"
Students develop their ability to take part in dialogues and how to arrange to go out in Spanish. They use times, modals verbs and questioning techniques to do so. Students also develop their ability to use 3 tenses to discuss what they are going to wear and how they get ready. Students have to learn between 10-15 words every week and they are tested on these every week.

By the end of the first module "Going out", students have completed grammar and writing tasks as part of their assessments.

Module 5 "Operation summer!"
Students learn to cope in a holiday destination. They learn about directions, commands and use new verbs to discuss more advanced holiday activities.

They also research information about a range of Spanish cities regions. Students have to learn between 10-15 words every week and they are tested on these every week. By the end of the first module "Operation summer!", students have completed a speaking task as part of their assessment.

LEARNING IMPACT

In each assessment, students develop their ability to cope with GCSE-type tasks in all 4 skills (Listening, Reading, Writing and Speaking).

Once completed, assessments results are shared with students and recorded by teachers. Students are responsible for sharing their results and assessment papers with parents/carers. Assessments results are also shared with parents/carers in termly reports. Our outstanding students receive a certificate to take home, to celebrate their achievement and/or progress.

YEAR 8 - TEXTILE DESIGN

INTENDED OUTCOMES

In Year 8 students will experience an 8-week Textile Jewellery Design project on rotation.

Students will learn:

- How to use mood-boards to inform their own ideas.
- How to research and analyse the work of artists to inform their own ideas.
- How to experiment with jewels, beading and foiling techniques in order to learn how to construct a pendent or brooch.
- How to create a creative, complex and original piece of jewellery informed by both ancient and contemporary Egyptian jewellery design.

COURSE IMPLEMENTATION

Ancient and Contemporary Egypt: Jewellery Design Project
Student learn about different types of textile jewellery techniques including beading, foiling and embossing; learn how to design and create a piece of complex Jewellery based on the both Ancient and Contemporary Egypt iconography, informed by Artist research and mood–boards. Students will be assessed on each of the main assessment objectives covered across the project (research, design skills, final outcome) and their application of the key skills taught.

LEARNING IMPACT

The development of knowledge and skills across the Year 8 curriculum heightens our students' ability to create dynamic and successful textile and 3D projects, enhancing their confidence and ability to communicate and realise their own ideas in a range of textile media.

Student's working at grades for Textile Design are taken from an average of the main assessment objectives covered across the project (research, design skills, final outcome) and their application of the skills taught.

Students' achievements and progress against these main assessment objectives, will be corresponded to parents through termly data and yearly written reports.

YEAR 8 - WORLDVIEWS AND RELIGIOUS STUDIES

INTENDED OUTCOMES

In Year 8 we study the issues of right and wrong, the purpose of life and the concept of life after death; incorporating skills such as giving reasons, compare and contrast, showing how/ why, giving coherent accounts, explanations and evaluations.

COURSE IMPLEMENTATION

Why are people good and bad?
Consider the idea of 'the fall' in Genesis 3 and its links with salvation; the impact of 'the fall' (especially on women) and how Christians have responded as a community and individually; leading to how these concepts have influenced people to live and make sense of the modern world. Assessed by a Knowledge test on morality.

Good, bad; right, wrong: how do I decide?
Study the difference between relative and absolute morality and how this changes decisions about right and wrong; how people use sources of authority when making those decisions; leading to views of why humans suffer and how people find solutions to suffering; thinking about the difference religion makes and why people come to different views on morality. Assessed by a written test on God and Morality.

Should happiness be the purpose of life?
Consider different views on ways to happiness and the use of religious sources of authority to decide what the purpose of life should be; consider how beliefs and teachings can affect people's views on the importance of achieving happiness; consider the value of happiness as a purpose of life, weighing up religious, non-religious and their own views; considering how these concepts help students to understand the world. Assessed by a knowledge test on true happiness and a written test on life's purpose.

How far does it make a difference if you believe in life after death?
Study the key beliefs about life after death in different traditions, understanding why people have different views; considering why Christians interpret biblical sources differently; understanding how beliefs about life after death affect the way people live. assessed by a written test on 'Is death the end?

LEARNING IMPACT

Students in Year 8 will have knowledge tests and written test during the year, guided by the principle of assessment for learning; looking for their understanding of making sense of belief, making connections and understanding the impact on themselves and the world around them. This will be corresponded to parents through Termly data and an annual written report.

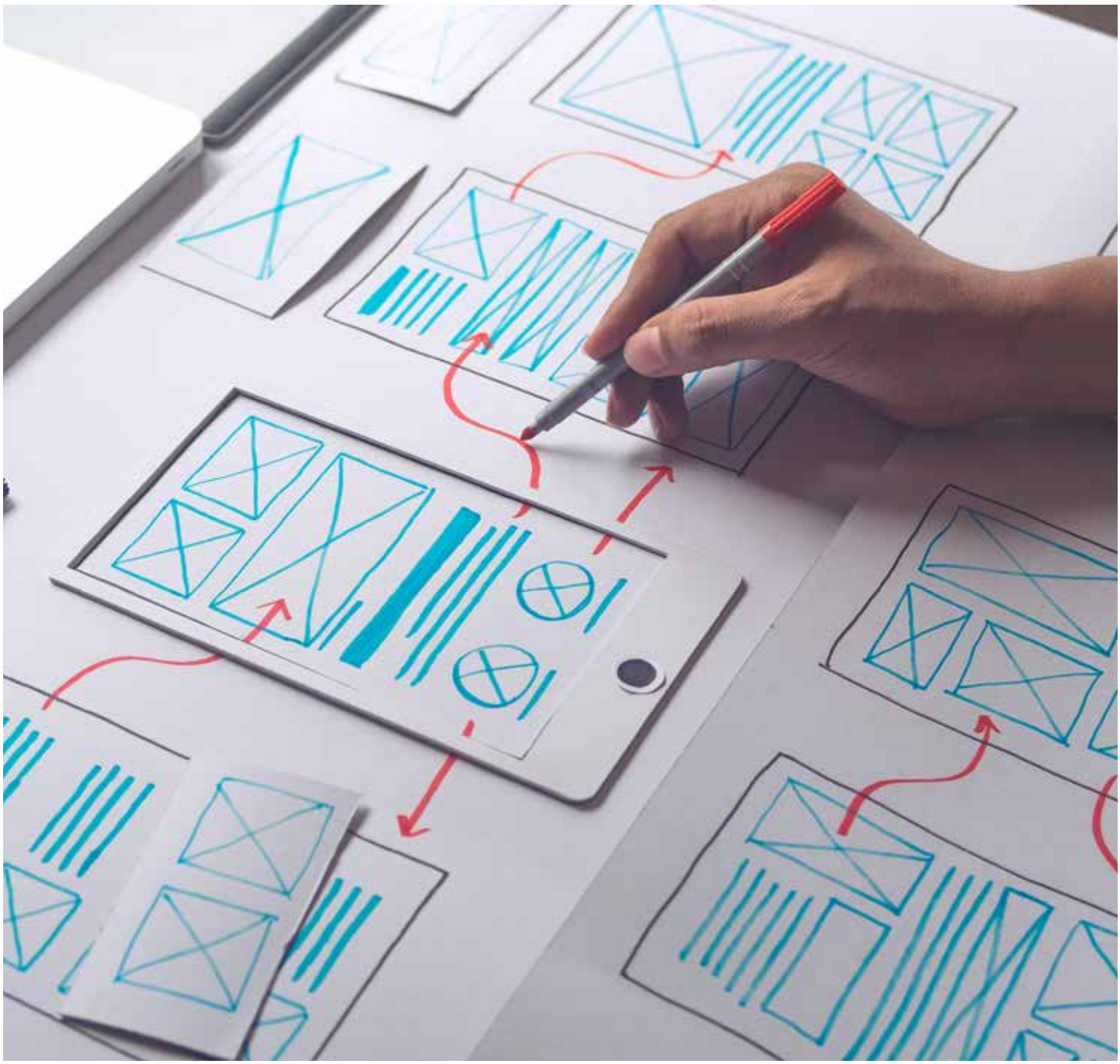
The Bewdley School
Stourport Road
Bewdley
Worcestershire
DY12 1BL

Tel:
01299 403277

Email:
office@bewdley.worcs.sch.uk

Web:
www.bewdley.worcs.sch.uk

Admissions:
www.worcestershire.gov.uk



THE BEWDLEY SCHOOL
We fly with our own wings

THE BEWDLEY SCHOOL FOUNDATION
Alis volamus propriis