



THE KING'S SCHOOL

GRANTHAM

YEAR 8

CURRICULUM AND SUPPORT GUIDE
FOR PARENTS & CARERS

Subject: Art & Design

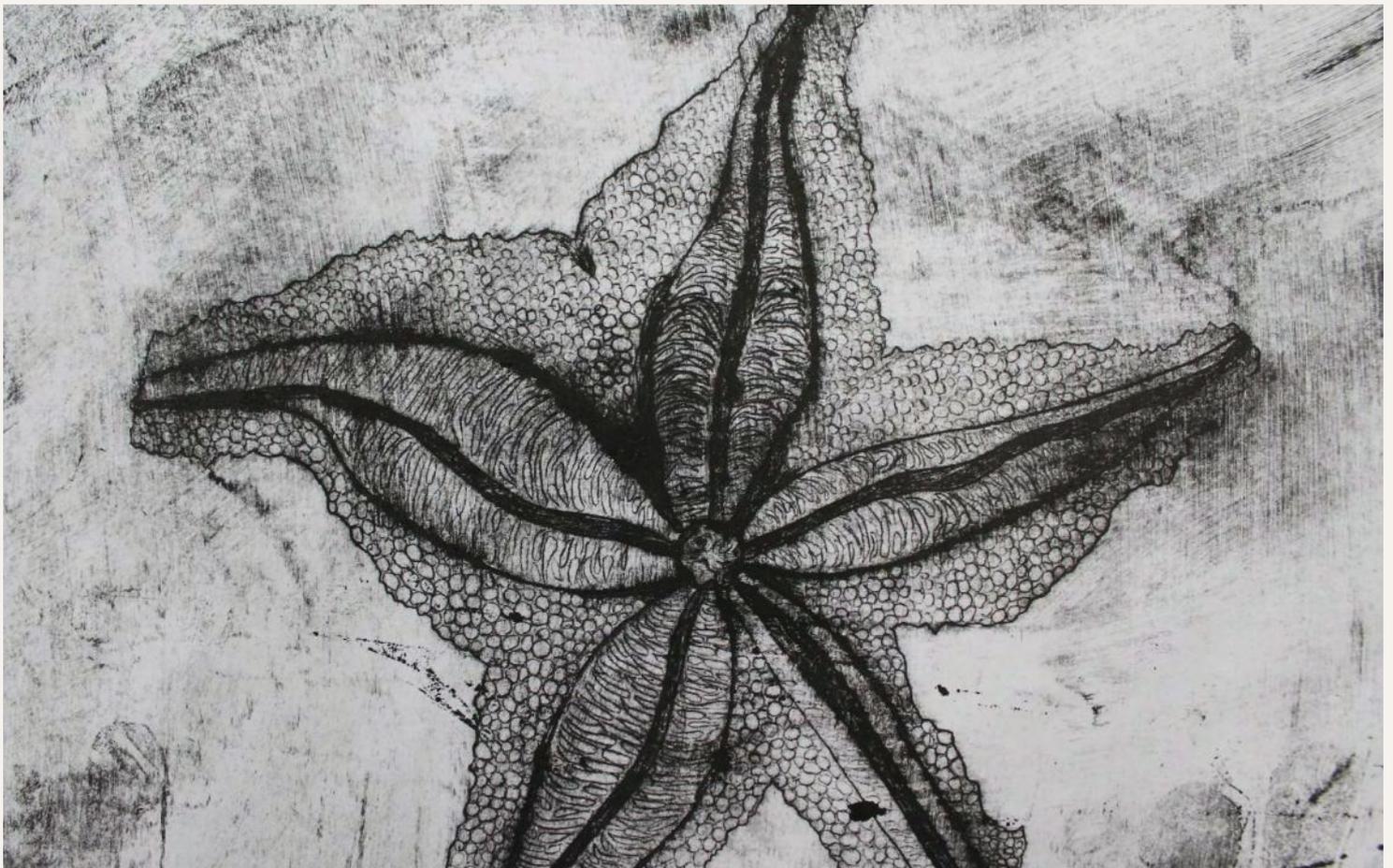
What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	<p>Surrealism/sculpture</p> <p>Students will examine the Surrealist movement.</p> <p>Students will develop 3D construction skills</p> <p>Using knowledge and experimentation to create an outcome</p>	<p>What is tonal shading and how to create drawings using this technique.</p> <p>How to draw a portrait using the correct proportions. The name and information about at least one portrait painter.</p> <p>Composition.</p> <p>A range of hand stitching techniques, appliqué, couching, and embellishment.</p>	<p>Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability.</p> <p>Research and discuss Surrealism</p> <p>Create or gather images for inspiration.</p>
Christmas	<p>Surrealism/sculpture</p> <p>Students will use experimental drawing techniques to create drawings and ideas from imagination.</p> <p>Students will use drawing techniques to create designs and ideas.</p> <p>Students finish the project by present ideas, outcomes, and insights clearly and purposefully within sketchbooks.</p>	<p>Painting fabrics.</p> <p>Key features of Art Textiles.</p> <p>Using sketchbooks to record ideas, thoughts and practical work including written annotation</p>	<p>Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability.</p> <p>Research and discuss Surrealism</p> <p>Create or gather images for inspiration.</p>
Spring	<p>Still Life/ cubism</p> <p>Introduce a Fine Art approach to working in Art. Investigating a major genre within Fine Art and using this as inspiration for ideas.</p> <p>Students examine the history of Still Life alongside contemporary Artists.</p> <p>Focus on and take inspiration from Cubism.</p>	<p>What is tonal shading and how to create drawings using this technique.</p> <p>How to draw a portrait using the correct proportions. The name and information about at least one portrait painter.</p> <p>Composition.</p> <p>A range of hand stitching techniques, appliqué, couching, and embellishment.</p>	<p>Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability.</p> <p>Research and discuss cubism.</p> <p>Practice drawing techniques.</p> <p>Practice observational drawing skills.</p>
Easter	<p>Still Life/ cubism</p> <p>Develop drawing skills focusing on the formal elements.</p> <p>Apply drawing skills and use Artist influences to stylise work.</p> <p>Present knowledge and understanding of the Artists in a visual piece of research.</p> <p>Apply drawing skills to draw for purpose to create, experiment and develop ideas.</p> <p>Present ideas, outcomes, and insights clearly and purposefully within sketchbooks.</p>	<p>Painting fabrics.</p> <p>Key features of Art Textiles.</p> <p>Using sketchbooks to record ideas, thoughts and practical work including written annotation</p>	<p>Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability.</p> <p>Research and discuss cubism.</p> <p>Practice drawing techniques.</p> <p>Practice observational drawing skills.</p>

Term	Topic	Key Themes	How can I help?
Trinity	<p>Graphics/identity</p> <p>Introduce a graphic Art based approach to working investigating the history of graphic design such as advertising and posters from different time periods and styles alongside the work of Barbara Kruger.</p> <p>Examine their own identity.</p> <p>Examine Artists who use font/text in their work.</p> <p>Apply knowledge of different styles and concepts of Graphics to design and produce a piece of practical work.</p>	<p>What is tonal shading and how to create drawings using this technique.</p> <p>How to draw a portrait using the correct proportions. The name and information about at least one portrait painter.</p> <p>Composition.</p> <p>A range of hand stitching techniques, appliqué, couching, and embellishment.</p>	<p>Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability.</p> <p>Research and discuss Graphic Art styles.</p> <p>Research font styles and practice using them.</p>
Summer	<p>Graphics/identity</p> <p>Introduce and apply the use of font and graphic drawing.</p> <p>Apply painting and drawing skills to develop images and font for final piece.</p> <p>Apply drawing, research, and design skills to develop ideas and designs relevant to purpose.</p> <p>Present outcomes and insights clearly and purposefully within sketchbooks.</p>	<p>Painting fabrics.</p> <p>Key features of Art Textiles.</p> <p>Using sketchbooks to record ideas, thoughts and practical work including written annotation</p>	<p>Homework is a crucial part of the project and forms part of the final grade. We encourage students to ensure all homework is completed to the best of their ability.</p> <p>Research and discuss Graphic Art styles.</p> <p>Research font styles and practice using them.</p>

Assessment

Cat Point	What will be assessed	Nature of the assessment
CAT 1	Progress on Contemporary Still Life.	Project
CAT 2	Contemporary still life project and Identity.	Project



Subject: Computing

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	<p>Graphics</p> <p>Students learn the difference between vectors and bitmaps</p> <p>Students use graphic design software to create and modify vector graphics</p>	<p>Benefits and drawbacks of different file types</p> <p>Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.</p>	<p>When you see a digital image ask your child whether they think they are bitmaps or vectors.</p> <p>Ask your child to explain what the difference is between the two types of image file</p> <p>https://www.photopea.com/ and https://pixlr.com/ are both free photo editing websites where students could practice the skills they have learnt in class.</p>
Christmas	<p>What is a computer program?</p> <p>What hardware makes up a computer system</p> <p>How does a computer process data?</p> <p>How is data represented by binary digits?</p> <p>How logic gates are used to perform operations in a CPU.</p>	<p>Develop an understanding that the main purpose of computing systems is to execute programs that operate on data.</p>	<p>Discuss the specification of devices at home.</p> <p>Provide the opportunity for your child to use a computer which is not a tablet/phone.</p> <p>For students who are very keen on learning about computer hardware they could use a Raspberry Pi computer and complete one of the projects on this website - https://projects.raspberrypi.org/en#hardware</p>
Spring	<p>Developing for the web</p> <p>Students learn dos and don'ts when searching the web</p> <p>Learn how web pages are created using HTML and CSS.</p> <p>Students will create their own web pages and create hyperlinks between the pages to build their website.</p> <p>Students will learn to embed images, videos and audio.</p>	<p>Importance of correct syntax and attention detail when programming.</p>	<p>Students can practice creating a web page at home using notepad. They can use https://www.w3schools.com/ to check syntax and learn HTML, CSS and JavaScript (to extend knowledge).</p>
Easter	<p>Data Representation</p> <p>Students learn how text, numbers and sound are represented in binary</p> <p>Students learn about data units</p> <p>Students take part in the BEBRAS computational thinking competition</p>	<p>All data is represented as 1s and 0s.</p>	<p>Students could look at previous BEBRAS questions if they want to see what the format of the competition is.</p>
Trinity	<p>App Development</p> <p>Students learn how to create two different apps in app maker.</p>	<p>Mobile games development</p> <p>Systems lifecycle – analysis, design, implementation. Testing</p>	<p>Students could explain what their app does and how they are making it.</p>
Summer	<p>Introduction to Python programming.</p> <p>How to store data in variables</p> <p>How to collect inputs of the user</p> <p>How to output data</p> <p>Data types</p> <p>Selection – if statements</p> <p>Iteration – using loops to repeat code</p>	<p>Basic data structures and types</p> <p>Programming constructs – sequence, selection and iteration</p>	<p>Students can access online resources which will help them consolidate their learning and practice their programming.</p> <p>Websites include:</p> <p>https://www.khanacademy.org/</p> <p>https://projects.raspberrypi.org/en/collections/python</p>

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Graphics What is a computer program? What hardware makes up a computer system	Online assessment (multiple choice and short answer questions)
2	Binary representation Web development	Online assessment (multiple choice and short answer questions)



Subject: Design and Technology

What will we cover this year?

Design and Technology is taught on a rotation of key areas. In Year 8 students study Resistant Materials, Graphics and Food.

The order that each class follows will vary, however, the below is used as an example for illustrative purposes.

Term	Topic	Key Themes	How can I help?
Michaelmas	Resistant Materials - Games and puzzles Focus is on timbers, clay, properties and using paint, modelling designs, mould making, wood joints construction and interference fit processes for recycling benefits.	Practical skills Technical Knowledge	Encourage your son to talk about his practical work and skills and revision of key terms. Play boardgames at home to find out different rules for different application of game activity
Christmas	Resistant Materials = Games and puzzles Students make a range of games and puzzles across three different projects to develop confidence and independence with workshop machinery and develop skills in making interactive products.	Design Practical Skills Technical Knowledge	Talk to your son about games you have at home. Talk about the materials are selected for their use, both in terms of their material characteristics, and their ergonomic use.
Spring	Graphics - Commercial graphics, packaging and branding. Focus is on observation skills, understanding of graphic designers work, Photoshop and packaging nets alongside sublimation processes to make personalised coasters and pop-up cards for a celebration event.	Practical skills Technical Knowledge	Encourage your son to talk about his understanding of graphical promotional products and the promotional imagery they use and why it is used.
Easter	Graphics - Commercial graphics, packaging and branding. Focus is on observation skills, understanding of graphic designers work, Photoshop and packaging nets alongside sublimation processes to make personalised coasters and pop-up cards for a celebration event.	Design Practical Skills Technical Knowledge	Talk to him about different forms of personalised products and how they are presented to be 'special' for someone to receive.
Trinity	Food Focus on planning, timings, industry and specialist diets Food skills – working with a wider range of equipment and ingredients to create skilled outcomes such as pasta and bread.	Practical skills Technical Knowledge	When cooking a meal, encourage your son to investigate the recommended portion sizes on the packaging.
Summer	Food Focus on planning, timings, industry and specialist diets Food skills – working with a wider range of equipment and ingredients to create skilled outcomes such as pasta and bread. Sensory analysis; comparison of fresh v's frozen and homemade to shop bought sauces.	Analysis skills Technical Knowledge	It would be interesting to discuss and research with him the difference between common meals that can be bought frozen and fresh and how 'convenience' can sometimes modify the ingredients used.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Resistant Materials Bug House	The students are assessed halfway through the course at lesson 9 and then have a final written assessment at lesson 18
2	Graphics Packaging and branding	The students are assessed halfway through the course at lesson 9 and then have a final written assessment at lesson 18
3	Food Food skills – working with a wider range of tools and ingredients	The students are assessed halfway through the course at lesson 9 and then have a final written assessment at lesson 18



Subject: English

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	The Novel - The Woman in Black Students will build on their Year 7 introduction to novel study (Refugee Boy) by exploring the Gothic genre through Susan Hill's <i>The Woman in Black</i> . They will examine the novel's narrative structure, use of suspense, characterisation, and key Gothic conventions. Students will consider how atmosphere is created and how authors manipulate structure to build tension and emotion.	Texts and Contexts Reading as a Writer Writing as a Reader	Ask your child to explain how the author builds suspense or creates fear in the novel. Encourage them to identify key techniques used in Gothic writing and compare them to stories or films they know. Reading classic ghost stories or mystery fiction together can also help reinforce these ideas.
Christmas	Tales from the Nineteenth Century Building on <i>The Woman in Black</i> and the study of Non-Fiction Writing in Year 7, students will study a range of nineteenth-century fiction and non-fiction extracts. They will analyse the use of formal language, period-specific vocabulary, and ideas of class, morality, and social order, developing confidence with older texts and a growing understanding of literary history.	Texts and Contexts Reading as a Writer Writing as a Reader Literary heritage	Support your child in reading or listening to abridged versions of nineteenth-century texts (e.g. Dickens, Brontë, Conan Doyle). Encourage discussion about how these stories differ from modern writing - in style, theme, and language. Ask your child to write in the style of a writer they have studied in their English lessons.
Spring	Poetry - Growing Pains Building on their Year 7 study of poetry from diverse voices, students will explore the theme of adolescence and personal growth through poetry. Poets studied include Charles Causley, Elizabeth Jennings and Thom Gunn. Students will deepen their analysis of poetic voice, tone, structure, and imagery, considering how poems reflect the emotional landscape of growing up.	Texts and Contexts Reading as a Writer Writing as a Reader Literary Heritage	Encourage your child to annotate poems, identifying language features and reflecting on the emotions conveyed. Discuss how these poems relate to their own experiences and feelings as they grow up. Encourage your child to write their own poetry anthology inspired by a theme of their choice.
Easter	Exploring the Short Story - Diverse Shorts Expanding on the narrative skills developed in <i>The Woman in Black</i> , students will explore a variety of short stories by writers such as Toni Cade, Bambara and Hans Fallada. They will examine how writers from different backgrounds use setting, character, and plot to reflect cultural identities and social issues, further refining their analytical skills.	Texts and Contexts Reading as a Writer Writing as a Reader	Read short stories together from a range of cultures and time periods. Talk to your child about the message or moral behind each story, and how the writer has conveyed it through structure or language.
Trinity	Drama - Coram Boy Building on Year 7's introduction to drama through <i>Journey's End</i> and <i>Romeo and Juliet</i> , students will explore the form and techniques of a modern play. They will consider how playwrights communicate meaning through stage directions, dialogue, and character interaction, and reflect on the purpose behind the text's creation.	Texts and Contexts Reading as a Writer Writing as a Reader	Encourage your child to read the play aloud or rehearse scenes to better understand characters' voices and staging. Discuss why the play was written and what ideas or messages it explores.

Term	Topic	Key Themes	How can I help?
Summer	<p>Exploring Shakespeare - A Midsummer Night's Dream</p> <p>Students will return to Shakespearean study following their Year 7 work on Romeo and Juliet, this time focusing on comedy. They will explore the structure of Shakespearean comedy, the use of mistaken identity, magic, and transformation, as well as poetic devices and Elizabethan theatrical conventions. Practical drama work will complement analytical writing to deepen engagement with the play.</p>	<p>Texts and Contexts</p> <p>Reading as a Writer</p> <p>Writing as a Reader</p> <p>Literary Heritage</p>	<p>Watch a live performance or film version of A Midsummer Night's Dream. Discuss the comedic elements and ask your child how the language and plot create humour or confusion. Help them identify links to other Shakespeare plays they may have encountered.</p>

Assessment

In addition to an initial writing exercise to establish realistic writing levels, boys will be assessed during every central unit. Within fortnightly Reading and Writing Workshops, boys will also undertake regular progress checks to monitor the development of their literacy skills. Progress in reading is also monitored through the Accelerated Reader Programme.

Cat Point	What will be assessed	Nature of the assessment
1	<p>Reading</p> <p>Writing</p> <p>Terminology and Concepts</p> <p>Speaking and Listening</p>	Unit Assessments
2	<p>Reading</p> <p>Writing</p> <p>Terminology and Concepts</p> <p>Speaking and Listening</p>	Unit Assessments



Subject: French

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	<p>Vacances!</p> <p>Holiday destinations - Using nous</p> <p>Holiday activities</p> <p>Getting ready to leave - Using reflexive verbs</p> <p>Buying drinks and snacks at a café - Using higher numbers</p> <p>Talking about holiday plans - Using the near future tense</p> <p>Talking about dream holidays - Using je voudrais + infinitive</p> <p>Culture: Learning about holiday destinations in France</p>	<p>Vocabulary</p> <p>Present tense of reflexive verbs; numbers up to 100; near future tense; je voudrais and the infinitive</p>	<p>Encourage your son to use their unit summaries to revise the words and phrases they have been given using the 'look, cover, write, check' method.</p> <p>After this, ask them to tell you the meaning of specific phrases you read.</p> <p>If you also feel like a challenge, maybe even try having a conversation in French with them using the phrases they have been given.</p> <p>Encourage your son to attend Languages Club which will be led by the French Assistant in a lunchtime.</p> <p>Practise numbers by playing bingo.</p>
Christmas	<p>T'es branché ?</p> <p>Talking about TV programmes - Revision of present tense of -er verbs and different subject pronouns, use of negative</p> <p>Talking about films - Revision of present tense of avoir and être</p> <p>Talking about books and reading - 'ir' and 're' verbs</p> <p>Talking about technology – using 'aller' and 'faire'</p> <p>Talking about what you did yesterday evening -</p> <p>perfect tense with avoir. Use of adverbs and expressions of time as sequencers</p> <p>Culture: French TV programmes and leisure activities</p>	<p>Vocabulary</p> <p>More negatives; Revision of present tense of avoir and être; regular perfect tense; 'ir' and 're' verbs; aller and faire</p>	<p>Encourage your son to play language games on the internet (his teacher can provide the log in details for Linguascope) so that they can hear the language being spoken. They should also be revising their vocabulary regularly in the same method as highlighted above.</p> <p>Perhaps explore French TV programmes together which could be watched with subtitles.</p> <p>Discuss which book your child could choose to create his 'book poster'.</p> <p>Help him to learn his regular and irregular verbs.</p>
Spring	<p>Paris, je t'adore !</p> <p>Saying what you did in Paris - Perfect tense of regular verbs</p> <p>Saying when you did things - Perfect tense of irregular verbs</p> <p>Understanding information about tourist attractions - Use of c'était and j'ai trouvé ça</p> <p>Saying where you went and how - Perfect tense with être</p> <p>Culture: Learning about Paris and doing some research about the city</p>	<p>Vocabulary</p> <p>Irregular verbs in the perfect tense; perfect tense with être</p>	<p>Help your son to research the city of Paris by finding videos on the Internet.</p> <p>You could watch 'Vie de Chat' together, the French film they studied in Year 7, which is set in Paris. You could watch a familiar film like Harry Potter, but in French with the subtitles on. The key to doing well in listening assessments is to try and listen to as much French as possible beforehand and to know your vocabulary.</p>

Term	Topic	Key Themes	How can I help?
Easter	<p>Découverte</p> <p>'Interviewing a suspect' – story about the theft of the Mona Lisa - Asking questions in the perfect tense</p> <p>A cultural unit: An introduction to poetry in French leading to a competition to produce a short poem in French</p>	<p>Vocabulary</p> <p>Asking questions in the perfect tense.</p> <p>Using more poetic language and imagery in French.</p>	<p>Before CATs, encourage your son to look through his books and previous assessments. It would be very helpful for him to create flashcards and mind maps on the topics/vocabulary that he has learned this year.</p> <p>Help your son to find vocabulary in an online dictionary to help him write his poem.</p>
Trinity	<p>Mon identité</p> <p>Talking about your personality, friends and interests - Adjectival agreements and invariable adjectives</p> <p>Talking about relationships - Using negatives</p> <p>Creating a 'Mr Men' book in French.</p>	<p>Vocabulary</p> <p>Adjectives and adjectival agreement; more reflexive verbs.</p>	<p>Discuss which Mr Men and Little Misses he might include in his 'Mr Men booklet' and which personality characteristics they might have.</p>
Summer	<p>Mon identité continued</p> <p>Talking about music, singers and musical preferences</p> <p>Researching French music.</p> <p>Talking about clothes and future plans - Using possessive adjectives</p> <p>Talking about your passions in life - Near future tense. Using different tenses together.</p> <p>Culture: Different regions in France</p> <p>Cultural activity: Petit Nicolas film study</p>	<p>Vocabulary</p> <p>Practice of adjectival agreement; possessive adjectives; revision of the near future tense; using different tenses together.</p>	<p>You could help him to carry out his research on French music and listen together.</p> <p>Help him practice for his speaking CAT.</p>

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Unit 5	Listening, reading and writing
2	Units 1 and 2	Listening, reading and writing
3	All units	Speaking (which goes towards Year 9 CAT 1)



Subject: Geography

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Weather and Climate The difference between weather and climate Ways to measure the weather Types of rainfall: convectional, relief and frontal The key factors that affect the UK climate Patterns in UK temperature and rainfall The climate of Grantham Anticyclones The passage of a depression Global climate variation	Carbon Cycle and Energy Security Water Cycle and Water Insecurity	Encourage use of BBC Bitesize (KS3 Weather and Climate) Review key concepts using Seneca (KS3 Geography – Weather & Climate) Explore the Met Office website, particularly the ‘Learn about weather’ sections Follow local weather updates to apply understanding to current weather changes
Christmas	Ecosystems Key components of an ecosystem Tropical Rainforest: location, climate, characteristics, human interaction, sustainable use. Coral Reefs: location, climate, characteristics, human interaction. Arctic Tundra: location, climate, characteristics, human interaction.	Carbon Cycle and Energy Security Water Cycle and Water Insecurity	Encourage use of BBC Bitesize (KS3 Global Biomes) Review key concepts using Seneca (KS3 Geography – Ecosystems) Watch nature documentaries e.g. BBC Planet Earth series Use National Geographic Kids ‘Habitats’ webpages to research different ecosystems
Spring	Urban Challenges London as a ‘World City’ Urban issues in Leeds Solving urban decline e.g. Leeds South Bank regeneration Urbanisation Push and pull factors or rural to urban migration Effects of rapid urbanisation Improving life in shanty towns Sustainable urban living	Globalisation Regenerating Places	Encourage use of BBC Bitesize (KS3 Urbanisation) Review key concepts using Seneca (KS3 Geography – Urbanisation) Research urban sustainability in the local area Watch DW Documentary: ‘Future cities: urban planners get creative’
Easter	Hazards Types of hazard Drought: causes and impacts Drought case study e.g. Australia’s ‘Big Dry’ Tropical storms: formation and impact Tropical storm case study e.g. Typhoon Haiyan, Philippines 2013 Earthquake: cause and impact Earthquake case study e.g. Turkey/Syria 2023 Volcanic eruption: cause and effect Volcanic eruption case study e.g. Hunga Tonga-Hunga Hai’apai 2022	Plate Tectonics and Associated Hazards Carbon Cycle and Energy Security Water Cycle and Water Insecurity	Encourage use of BBC Bitesize (KS3 Hazards) Review key concepts using Seneca (KS3 Geography – Tectonics) Use news sources to research current or recent hazard events (earthquakes, volcanic eruptions and tropical storms) Watch BBC documentary ‘A Perfect Planet Episode 1 – Volcano’

Term	Topic	Key Themes	How can I help?
Trinity	Population and Migration Changes in global population Population growth rates Global population distribution Population pyramids Demographic Transition Model International migration: Mexico to USA International migration: Syria to Europe	Regenerating Places Global Superpowers Health, Human Rights and Intervention	Encourage use of BBC Bitesize (KS3 Population and Migration) Review key concepts using Seneca (KS3 Geography – Global Population and Inequality) Explore ‘Our World in Data’ website e.g. pages on ‘Population Growth’ and ‘Migration’ Watch DW documentary: ‘From Syrian Refugee to Mayor in Germany’
Summer	Fieldwork Sherwood Pines (Ecosystems and microclimates) India Geographical context of India Monsoon India’s population diversity Bangalore: a globalising city Life in the slums (Dharavi) Development in India The future for India	NEA and Geographical Investigation Regenerating Places Global Superpowers Health, Human Rights and Intervention Water Cycle and Water Insecurity	Encourage use of BBC Bitesize (KS3 Geography Carrying out Fieldwork and Presenting Fieldwork) Review key concepts using Seneca (KS3 Geography – Analysis of India) BBC Teach video clips - (KS3 Geography: Exploring India) Support independent research on India, for example using websites such as Encyclopaedia Britannica or National Geographic Kids

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Geographical Skills, Plate Tectonics, Africa, Weather and Climate, Ecosystems.	This is a full exam of 40 marks that is to be completed within an hour. This exam will contain a range of geographical skills and competencies as well as knowledge to be tested.
2	Geographical Skills, Weather and Climate, Ecosystems, Urbanisation.	This is a full exam of 40 marks that is to be completed within an hour. This exam will contain a range of geographical skills and competencies as well as knowledge to be tested.



Subject: German

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	<p>Meine Welt</p> <p>Hallo! - meeting and greeting people; introducing yourself</p> <p>Wie alt bist du? - counting to 19; saying how old you are</p> <p>Wo wohnst du? - saying where you live; the alphabet</p> <p>Wie bist du? – describing your character and favourite things</p> <p>Meine Sachen - contents of your bag</p>	<p>Vocabulary and grammatical structures:</p> <p>Genders, definite articles (der / die / das),</p> <p>Conjugation – regular verbs / singular forms: wohnen, kommen, trinken</p> <p>Conjugation – irregular verbs / singular forms: haben , sein</p> <p>Possessive pronouns: mein(e) and dein(e)</p> <p>Indefinite articles: einen / eine / ein</p> <p>Questions</p>	<p>Ask your son to tell you the meaning of specific phrases you read.</p> <p>Encourage them to use their vocabulary books to revise the words and phrases they have been given using the 'look, cover, say, write, check' method.</p> <p>If you also feel like a challenge, maybe even try having a conversation in German with them using the phrases they have been given.</p>
Christmas	<p>Familie und Tiere</p> <p>Hast du ein Haustier? - describing personal characteristics</p> <p>Wie alt ist er / sie? - numbers 20-99</p> <p>Meine Familie - talking about your family/ using mein(e)</p> <p>Wie sieht er / sie aus? - describing physical appearance</p> <p>Mein Geburtstag - dates; saying when your birthday is</p> <p>Culture: Christmas traditions in German speaking countries</p> <p>Learning about New year celebrations</p>	<p>Vocabulary and grammatical structures:</p> <p>Nouns, genders, singular and plural forms</p> <p>Indefinite articles</p> <p>Conjugation 'wohnen' – (present tense, regular verbs, singular and plural forms)</p> <p>Conjugation 'haben' and 'sein' - (present tense, irregular verbs, singular and plural forms)</p>	<p>Encourage your son to play language games on the internet (e.g. Linguascope) so that they can hear the language being spoken.</p> <p>They should also be revising their vocabulary regularly as highlighted above.</p> <p>You could ask your son 'What makes a good piece of writing in German?' and encourage them to talk to you about examples of intensifiers, connectives, opinions and adjectives so that when they do their writing assessment, these important pieces of vocabulary are at the forefront of their minds.</p>
Spring	<p>Freizeit</p> <p>Bist du sportlich? - Likes and dislikes ; talking about sport (verb + gern / nicht gern)</p> <p>Freizeit ist toll – leisure activities and opinions with 'ich finde...'</p> <p>In meiner Freizeit – activities with time references</p> <p>Ich bin online – mobiles and computers</p>	<p>Vocabulary and grammatical structures:</p> <p>Conjugation of regular verb (present tense)</p> <p>Verb+gern (for opinions)</p> <p>Conjugation of irregular verbs (fahren, lesen, sehen)</p> <p>Adjectives</p> <p>Time expressions</p> <p>Inverted sentences</p> <p>Future plans with the present tense</p>	<p>Encourage your son to practise his conjugation on linguscope.com</p> <p>They should also be revising their vocabulary regularly in the same method as highlighted above.</p>

Term	Topic	Key Themes	How can I help?
Easter	<p>Schule ist klasse</p> <p>School subjects with opinions and reasons (ich mag Sport, weil...)</p> <p>Was und wann – talking about days and times</p> <p>Lehrer und Lehrerinnen – describing your teachers</p> <p>Im Klassenzimmer - describing your classroom and school rules</p>	<p>Vocabulary and grammatical structures:</p> <p>Word order:</p> <p>a. 'weil' clauses with the verb at the end</p> <p>b. inverted sentences</p> <p>Possessive pronouns: sein(e) and ihr(e)</p> <p>Prepositions with the 'dative' case</p> <p>'es gibt einen / eine / ein...</p>	<p>Your son will need to focus on learning the spellings of their vocabulary. You can help by ensuring they are doing this at home.</p> <p>Another good online resource to practise his German: languagesonline.org.uk</p>
Trinity	<p>'Schule ist klasse' continued</p> <p>Mein Lieblingstag und meine Traumschule</p> <p>Gute Reise</p> <p>Places in a town - es gibt einen / eine / ein ..., the negative, questions</p> <p>Buying souvenirs -Places in a theme park, directions</p> <p>Buying snacks and drinks</p>	<p>Vocabulary and grammatical structures:</p> <p>Indefinite articles 'einen /eine/ ein' with 'es gibt'</p> <p>The negative forms:'keinen/ keine/kein'</p> <p>„möchte“ + infinitive at the end of the sentence – I would like to</p>	<p>Encourage your son to look through his books and previous assessments.</p> <p>If you feel confident you could try and have simple conversations with your son asking them:</p> <p>'What is there in your town?'</p> <p>'What would you like to buy?'</p>
Summer	<p>'Gute Reise' -continued</p> <p>Talking about holiday plans</p> <p>Revision</p> <p>Speaking</p> <p>German film</p>	<p>The future tense with 'werden' + infinitive at the end of the sentence</p>	<p>It would be very helpful for your son to create flashcards and mind maps on the topics/vocabulary that he has learned this year.</p> <p>You could try and have simple conversations with your son asking some of the 16 speaking assessment questions</p>

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Stimmt 1 – Kapitel 1	Listening, reading and writing
2	Stimmt 1 – Kapitel 1-3	listening, reading and writing (units 1-3)
3	Stimmt 1 – Kapitel 1-5	Speaking (will be 25% of their Cat 1 in Y9)



Subject: History

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	<p>Why were witches persecuted in the Early Modern period?</p> <p>Starting with an example from local History (Belvoir Castle), students learn about the different reasons for the persecution of witches during the Early Modern period. They explore the role of the king, religion and society.</p> <p>English Civil War</p> <p>Students will look at the political, economic and religious causes of the English Civil War and consider how a country could go to war with their King. They will then consider the idea of the aftermath of the Civil Wars being a 'world turned upside down'. They will look deeper at life during and after the Civil Wars to consider how much had really changed due to this event.</p>	<p>Causation</p> <p>Change and Continuity</p> <p>Contested power</p> <p>Religion</p> <p>War</p>	<p>Visit Bottesford Church and see the Earl of Rutland's tomb for yourself!</p> <p>Read more about the English Civil War on BBC Bitesize: The English Civil Wars - KS3 History - BBC Bitesize</p> <p>Visit the National Civil War Centre in Newark or go on a walking tour of Newark looking for evidence from the English Civil War: can you spot the canon hole on the church spire?</p> <p>Read more about the English Civil War on BBC Bitesize: The English Civil Wars - KS3 History - BBC Bitesize</p>
Christmas	<p>Why should the Mughals be remembered?</p> <p>Students will consider the historical significance of the Mughal Empire and the different ways that the Empire is remembered. They will look at different emperors from Babur to Aurangzeb. Students will also have a closer look at Nur Jahan and consider her historical significance in what she reveals about the Mughal Empire and why she can be considered remarkable.</p> <p>What can we learn from the story of the Benin Bronzes?</p> <p>Students learn about the Benin Bronzes, from their creation and what we can learn about the society that created them, through to European contact, and what this suggests about interactions between European and African nations at this time.</p>	<p>Empire/colonisation</p> <p>Trade</p> <p>Power</p>	<p>Read more about the Mughals on BBC Bitesize: How the Mughal Empire began - Mughal India - KS3 History - BBC Bitesize</p> <p>Go and see the Benin Bronzes in the British Museum</p> <p>Read more about Benin and the Benin Bronzes on BBC Bitesize: What was the Kingdom of Benin? - BBC Bitesize</p>
Spring	<p>Empire and the Transatlantic Slave Trade</p> <p>Students will learn how and why the British Empire grew.</p> <p>They will also learn about the establishment of the Transatlantic Slave Trade, the experiences of enslaved people and its importance today.</p>	<p>Empire/colonisation</p> <p>Trade</p> <p>Power</p>	<p>Go and see the Benin Bronzes in the British Museum</p> <p>Read more about Benin and the Benin Bronzes on BBC Bitesize: What was the Kingdom of Benin? - BBC Bitesize</p>

Term	Topic	Key Themes	How can I help?
Easter	<p>How far was the Industrial Revolution ‘Liberty’s Dawn’?</p> <p>Students explore the causes of the Industrial Revolution and the main changes during this time before focusing on the consequences for different groups of people. Students will also consider the impact of the Industrial Revolution closer to home, in Nottingham.</p>	<p>Consequence</p> <p>Revolution</p> <p>Industrialisation</p>	<p>Liberty’s Dawn: A People’s History of the Industrial Revolution, by Emma Griffin</p> <p>The Industrial Revolution, by Peter Hicks</p> <p>The Victorian Age 1837-1914, by Kingfisher</p> <p>The Victorians, by Ruth Brocklehurst</p> <p>Visit Cromford Mill in Derbyshire</p> <p>Go for a walk around Nottingham to see the old lace market.</p> <p>Read more about the Industrial Revolution on BBC Bitesize: The Industrial Revolution - BBC Bitesize</p>
Trinity	<p>Democracy/Fight for Rights</p> <p>Students will work through a thematic study of democracy from 1066-1900. They will consider the changes in power and the location of that power over time to consider how this happened and why.</p>	<p>Change and continuity</p> <p>Democracy</p> <p>Revolution</p> <p>Protest</p> <p>Rights</p>	<p>Book a free tour of UK Parliament: Inside UK Parliament free guided tours - UK Parliament</p> <p>Visit a copy of the Magna Carta – available inside Lincoln Castle</p>
Summer	<p>World War I</p> <p>Students consider the causes of WWI before studying experiences of war. This enquiry pays particular attention to the role of British Empire soldiers. They will also learn about Albert Ball, a former student of the King’s School, and his role in WWI.</p> <p>Finally, students spend two lessons studying the aftermath and historical significance of the war.</p>	<p>Causation</p> <p>Similarity and difference</p> <p>Historical Significance</p> <p>War</p> <p>Militarism</p> <p>Imperialism</p> <p>Nationalism</p> <p>Alliances</p>	<p>Encourage your son to read The World’s War, Forgotten Soldiers of Empire by David Olusoga. Or read the book together and discuss.</p> <p>Adventures in Time: The First World War, by Dominic Sandbrook</p> <p>The Horror of World War I, by Nancy Dickmann</p> <p>World War One: Life in the Trenches, by Robert Hamilton</p> <p>The Making of the First World War, by Ian Beckett</p> <p>Look at your local War Memorial and research some of the soldiers listed on The Commonwealth War Graves Commission CWGC</p>

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Topics studied to date	Factual recall, chronology, extended writing
2	Topics studied to date	Factual recall, chronology, extended writing



Subject: Mathematics

What will we cover this year?

The department follows a modified version of the [White Rose Scheme of work](#).

Term	Topic	Key Themes	How can I help?
Michaelmas	8.04: Working in the Cartesian plane 8.05: Representing data 8.06: Tables and Probability	Coordinate geometry Data visualization Chance and data	<p>If they did not use Dr Frost much in Y7, encourage your son to engage more independently with Dr Frost.</p> <p>Dr Frost is not only for homework but also allows students to work through as many questions as they want, of whichever topics they choose.</p> <p>It will generate questions for them, providing answers & worked solutions.</p> <p>They will be assigned the "Y8 WRM" course, which aligns with the topics listed here, as well as their booklets. They will still be able to access the "Y7 WRM" course from Y7 if they need to catch up on any content.</p> <p>Within the first few weeks of term, your son will have a numeracy test. This covers basic numeracy and is to gauge their base numerical ability.</p> <p>Ensure your son has a suitable calculator.</p> <p>We recommend a Casio fx-83GT CW.</p>
Christmas	8.07: Brackets, equations and inequalities 8.08: Sequences 8.09: Indices 8.10: Fractions and percentages	Solving algebraic expressions Number sequences and rules Using powers and exponents Fractions and percentages	<p>All topics learnt in this term are fundamentals for future topics. Ensure your son is spending the time to practice these skills through Dr Frost or other means.</p> <p>Also check your son is aware of how to access the class notebook through Teams to view the notes from prior lessons. This is useful if they miss lessons for appointments or illness.</p>
Spring	8.11: Standard index form 8.12: Number sense 8.13: Angles in parallel lines and polygons 8.14: Area of trapezia and circles	Scientific notation Number estimation and logic Geometric properties	<p>Standard form can be a problem point for many students. They will see this notation throughout their subjects, so it is important they understand this.</p> <p>Basic mathematical equipment is required for several topics this term. Ensure your son has the following in his pencil case:</p> <p>15cm non-flex ruler Compass & protractor Several pencils & black pens</p> <p>Other items such as a rubber, sharpener, highlighters, and pens of other colours would also be useful inclusions.</p>

Subject: Music

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	Music of the 20th Century Pt. 1 – Blues Music Develop notation, performance skills (vocal and instrumental) and theory of chords/harmony. Listening work on the history of popular music.	Performing (Keyboard) Composing Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest. You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.
Christmas	Music of the 20th Century Pt. 2 – Jazz Music Develop notation, performance skills (vocal and instrumental) , improvisation based on a blues scale and theory of chords/harmony. Listening work on the history of popular music. I	Performing (Keyboard) Composing Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest. You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.
Spring	Music of the 20th Century Pt. 3 – Rock & Roll Performing in a Verse & Chorus structure . Listening Test.	Performing (Keyboard) Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest.
Easter	Music of the 20th Century Pt. 4 - Rock & Roll Composing a melody in a AABA Form	Performing (Keyboard) Composing Listening	You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.
Trinity	Music of the 20th Century Pt. 5 – (Post 1960's) Pop Music Improvisation based on pentatonic scale	Performing (Keyboard) Composing Listening	Test your son on his learning of the note names, note values, symbols and equivalent rest.
Summer	Music of the 20th Century Pt. 6 - (Post 1960's) Pastiche Performance work.	Performing (Keyboard) Composing Listening	You could test him on his knowledge of: Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Music of the 20th Century Pt. 1 – Blues Music	Performance & composition Assessment and Listening Tests (6 weeks)
2	Music of the 20th Century Pt. 4 - Rock & Roll	Composition and Listening Tests (6 weeks)



Subject: Physical Education

What will we cover this year?

Physical Education is taught for 3 hours per fortnight, items in italics are taught in Games for 2 hours per fortnight

Term	Topic	Key Themes	How can I help?
Michaelmas	Health-Related Fitness Fitness Testing and Physical Training Rugby Passing, Tackling, Rucks	Healthy, active lifestyles	Talk to your son about the importance of exercise for both mental and physical well-being.
Christmas	Badminton & Table Tennis Key Skill Development Rugby Phases of play, Game Play	Competence Performance	Watch an Autumn international rugby match with your son and discuss the key skills on show
Spring	Gymnastics Advanced techniques Football Key Skill Development	Competence Performance	Watch the Gymnastics from the Olympics and discuss the names of techniques
Easter	Basketball & Handball Key Skill Development Football Key Skill Development, Game Play	Competence Performance	Watch the Handball and Basketball from the Olympics and discuss the tactics and rules.
Trinity	Athletics & Dance Track and Field Events; Key Dance Techniques Cricket Key Skill Development	Healthy, active lifestyles Competence Anatomy of the Musculo-Skeletal System	Talk about key muscle groups used in athletics events and how they help with performance
Summer	Athletics & Dance Track and Field Events; Creating Dance Routines (Haka) Cricket, Rounders, Softball, Outdoor Adventurous Activities. Key Skill Development; Further Team building and Orienteering	Anatomy of the Musculo-Skeletal System Creativity	Watch the javelin, shot and discus events from the Olympics and discuss the key rules of the events.

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Health Related Exercise, Badminton & Table Tennis	Teacher Assessment
2	Handball & Basketball	Teacher Assessment



Subject: Religious Education

What will we cover this year?

Term	Topic	Key Themes	How can I help?
Michaelmas	<p>Abrahamic Belonging and Community – Judaism</p> <p>What does Jewish daily life look like?</p> <p>Students will know that:</p> <p>This topic will begin with a reinforcing of last year's dive into the origins of Judaism, recapping the person of Abraham and later of Moses. Students will stretch this knowledge through a detailed survey of Jewish practices.</p> <p>This includes a study of Pesach, the Synagogue, rites of passage, and Shabbat. In particular, a look into ancient Hebrew and why this has been so influential on the scripture of today.</p>	<p>Abraham and Moses</p> <p>Pesach</p> <p>The Synagogue</p> <p>Jewish Daily Life</p> <p>Rites of Passage</p> <p>Shabbat</p> <p>Key Beliefs</p>	<p>Unit: Judaism: beliefs and teachings KS3 Religious education Oak National Academy</p> <p>Unit: Judaism: practices KS3 Religious education Oak National Academy</p> <p>Blog - TrueTube</p> <p>What Is Judaism? - BBC Bitesize</p>
Christmas	<p>Abrahamic Values, Beliefs and Identity – Islam</p> <p>What are the origins of Islam? Why did Islam split? Why are these questions so important?</p> <p>Students will know that:</p> <p>Islam has a strong theological history, one rooted in Abraham; therefore, this topic naturally continues on the previous years of study looking at Judaism.</p> <p>This topic will mainly consist of Islamic theology looking at the Quran, beliefs, the names of Allah, and the split between Sunni and Shi'a Muslims.</p>	<p>What is Islam</p> <p>The Quran</p> <p>Muslim beliefs about Allah</p> <p>Why did Islam Split</p> <p>Sunni and Shi'a Muslims</p>	<p>Unit: Abraham: what is the significance of covenants for Jews, Christians and Muslims? KS3 Religious education Oak National Academy</p> <p>Unit: Islam: beliefs and teachings KS3 Religious education Oak National Academy</p> <p>Faith - Key beliefs in Islam - Religious Studies Revision - AQA - BBC Bitesize</p> <p>Holy Books: The Qur'an - TrueTube</p>
Spring	<p>Abrahamic Experience, Expression and the Sacred- Islam</p> <p>What happens on Hajj? Are Mosques key to local communities?</p> <p>Students will know that:</p> <p>Students will build upon the previous topic and evaluate the importance of particular beliefs for Islamic faith.</p> <p>Students will become acquainted with the Five Pillars and how these are central to any Muslim's faith. This will naturally lead to a study of what occurs on Hajj and why many Muslims make this monumental pilgrimage.</p>	<p>The Five Pillars</p> <p>Prayer and the Mosque</p> <p>What Happens on Hajj</p> <p>Islam in Britain Today</p>	<p>Unit: Islam: practices KS3 Religious education Oak National Academy</p> <p>Lesson: Hajj KS3 Religious education Oak National Academy</p> <p>The Five Pillars of Islam - Practices in Islam - Religious Studies Revision - BBC Bitesize</p> <p>My First Pilgrimage - TrueTube</p>

Term	Topic	Key Themes	How can I help?
Easter	<p>Christian Influences and People – Jesus</p> <p>Who was the person of Jesus? Were they really that radical? Was Jesus a person of peace or conflict?</p> <p>Students will know that:</p> <p>Students will develop their understanding of the Christian faith by critically assessing the role of Jesus and their status as divine.</p> <p>This will consist of looking at the role of Christianity today, and questioning whether the UK portrays a historical or romanticised Jesus. Further, students will turn to look at Jesus' death and how this has been extremely influential across theological traditions.</p>	<p>Christianity in the UK</p> <p>Christian beliefs</p> <p>Who was Jesus</p> <p>The two Great Commandments</p> <p>The Death of Jesus</p> <p>Easter</p>	<p>Lesson: Jesus the teacher KS3 Religious education Oak National Academy</p> <p>Unit: Jesus: how do Abrahamic faiths view Jesus differently? KS3 Religious education Oak National Academy</p> <p>Worship and festivals - Practices in Christianity - GCSE Religious Studies Revision - AQA - BBC Bitesize</p> <p>Lesson: Anthropology of Jesus KS3 Religious education Oak National Academy</p>
Trinity	<p>Dharmic Identity, Belief and Expression – Sikhism</p> <p>Who are the key people in the Sikh Community? What authority does the Guru Granth Sahib have?</p> <p>Students will know that:</p> <p>Students will turn to an introduction to the key beliefs and practices of Sikhism. This will serve as an interesting dive into the significant places and people through Sikh history and faith.</p> <p>Students will look in particular at Guru Nanak, Guru Gobind Singh, and the Guru Granth Sahib. Here students will evaluate their influence and contrast this to the Sikh faith in the UK today.</p>	<p>Guru Nanak</p> <p>Guru Gobind Singh</p> <p>Becoming a Khalsa Sikh</p> <p>The Gurdwara</p> <p>Sikh Worship</p> <p>Living as a Sikh</p> <p>The Guru Granth Sahib</p>	<p>Worship - Practices in Sikhism - Religious Studies Revision - Eduqas - BBC Bitesize</p> <p>Sikhism - Religious Studies - BBC Bitesize</p> <p>Beliefs about God - Key beliefs in Sikhism - Religious Studies Revision - AQA - BBC Bitesize</p> <p>The gurdwara and the scriptures - Practices Religious Studies Revision - AQA - BBC Bitesize</p> <p>Holy Crib: The Gurdwara - TrueTube</p>
Summer	<p>Moral Codes – Truth, Interpretation and Meaning</p> <p>What is a Moral Code? Why do so many people have varying ideas of right and wrong? How can our understandings of 'good' be affected by our environment?</p> <p>Students will know that:</p> <p>Students will look at differing moral codes across different faith groups, critically assessing the similarities. Where differences appear, we will question where and how these emerged – reflecting on the importance of morality today.</p> <p>This topic serves as an essential introduction to the conception of morality which will be expounded upon next year in our study of ethics.</p>	<p>Buddhist Moral Code</p> <p>Christian Moral Code</p> <p>Islamic Moral Code</p> <p>Hindu Moral Code</p> <p>Secular understanding of Morality</p> <p>What is Ethics</p>	<p>Lesson: Sin, judgement & forgiveness KS3 Religious education Oak National Academy</p> <p>Lesson: The Eightfold Path KS3 Religious education Oak National Academy</p> <p>Lesson: Zakah KS3 Religious education Oak National Academy</p> <p>One Life, Live it Well - TrueTube</p>

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Abrahamic Belonging and Community – Judaism	Self, Peer and Teacher Assessment
2	Abrahamic Values, Beliefs and Identity – Islam Abrahamic Experience, Expression and the Sacred- Islam	Self, Peer and Teacher Assessment

Subject: Science

What will we cover this year?

Science is taught on a rotation of key areas. In Year 8, students study Biology, Chemistry and Physics in rotation.

The order that each class follows will vary; however, the following is used as an example for illustrative purposes.

Term	Topic	Key Themes	How can I help?
Michaelmas	<p>Organisms 2</p> <p>Gas exchange and the human breathing system, effects of drugs, nutrition & digestion, food tests</p> <p>Electricity/Electromagnets 2</p> <p>Electromagnets, magnetic fields.</p>	<p>Breathing, gas exchange, drugs, food, nutrition, digestion</p> <p>Making and using electromagnets; magnetic field lines/shapes</p>	<p>Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.</p> <p>Biology: Access AQA Activate 2 Kerboodle topic 8</p> <p>Physics: Access AQA Activate 2 Kerboodle topic 2</p> <p>Discuss their current learning on a regular basis and help test them when revising for topic assessments!</p>
Christmas	<p>Earth 2</p> <p>Global warming, the carbon cycle, long-term climate change, extracting materials from the Earth, recycling.</p>	<p>Climate and Earth's resources</p>	<p>Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.</p> <p>Chemistry: Access AQA Activate 2 Kerboodle topic 7</p> <p>Discuss their current learning on a regular basis and help test them when revising for topic assessments!</p>
Spring	<p>Matter 2</p> <p>Elements, atoms, compounds, formulae, polymers, the periodic table with a focus on alkali metals, halogens and noble gases</p> <p>Forces 2 & Energy 2</p> <p>Levers as simple machines, moments of forces, the principle of moments, pressure in gases and liquids, friction, work, energy & machines, thermal energy transfer, insulation.</p>	<p>Elements, compounds, formulae, periodic table</p> <p>Contact forces, turning forces, pressure</p>	<p>Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.</p> <p>Chemistry: Access AQA Activate 2 Kerboodle topic 5</p> <p>Physics: Access AQA Activate 2 Kerboodle topic 1 and topic 3</p> <p>Discuss their current learning on a regular basis and help test them when revising for topic assessments!</p>
Easter	<p>Genes 2</p> <p>Natural selection, evolution, extinction, inheritance, DNA, genetics & genetic modification</p> <p>Reactions 2</p> <p>Mass conservation in chemical reactions, combustion, thermal decomposition, energy changes in chemical reactions.</p>	<p>Evolution and inheritance</p> <p>Types of chemical reaction; chemical energy</p>	<p>Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.</p> <p>Biology: Access AQA Activate 2 Kerboodle topic 10</p> <p>Chemistry: Access AQA Activate 2 Kerboodle topic 6</p> <p>Discuss their current learning on a regular basis and help test them when revising for topic assessments!</p>

Term	Topic	Key Themes	How can I help?
Trinity	<p>Ecosystems 2</p> <p>How plants make food to support other organisms in an ecosystem (photosynthesis), relating plant structures to functions, how organisms release energy from their food (aerobic and anaerobic respiration).</p>	Respiration and photosynthesis	<p>Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.</p> <p>Biology: Access AQA Activate 2 Kerboodle topic 9</p> <p>Discuss their current learning on a regular basis and help test them when revising for topic assessments!</p>
Summer	<p>Waves 2</p> <p>Wave properties, ultrasound, electromagnetic spectrum, modelling waves, types of wave.</p> <p>Earth 1</p> <p>Earth's layered structure, rock types, the solar system, phases of the Moon.</p>	<p>Modelling waves, types of wave and radiation</p> <p>Earth and atmospheric science</p>	<p>Encourage students to top up their knowledge on BBC bitesize revision tasks and by using their provided revision guide.</p> <p>Physics: Access AQA Activate 2 Kerboodle topic 4</p> <p>Chemistry: Access AQA Activate 1 Kerboodle topic 7</p> <p>Discuss their current learning on a regular basis and help test them when revising for topic assessments!</p>

Assessment

Cat Point	What will be assessed	Nature of the assessment
1	Organisms 2 Earth 2 Electricity/Electromagnets 2	One 48-mark assessment per topic used cumulatively to assign a CAT1 level based on a combined score.
2	Genes 2 Matter 2 Forces 2 & Energy 2	One 48-mark assessment per topic used cumulatively to assign a CAT2 level based on a combined score.



