

Year 8
Curriculum
Guide
2019-2020

INVICTUS
Education Trust



Curriculum Guide

Subject: Accelerated Reader

Year: 8

Key Assessment Information:

At the start of every term, students will take a Star Reading Test to give them a reading level and age. Students will then read a selection of books in their given category throughout the year. They will take a computerised quiz on their studied book once they have finished reading it which will give them a score, with the aim of reading enough books well to move up to the next level.

Content:

Rotation One: During their first rotation, students will focus on completing their independent reading of their chosen book for twenty minutes. If they finish reading the book during this time, then they may take a quiz on the computer. Students will also work on writing book reviews for their books, creating posters about their books and on creating character profiles and their own quizzes for their books. Students will learn to comprehend a range of different books and will develop a love of reading.

Rotation Two: During their second rotation, students will read a novel as a class: Noughts and Crosses. Each student will have a turn to read aloud. In these lessons there will be class discussions and debates surrounding key ideas and themes in the novel and further activities to develop their understanding of the novel, as well as their love of reading.

Homework: All students should be reading for a minimum of twenty minutes a day at home in order to develop their key reading skills.

Contact Details

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Curriculum Guide

Subject: Art

Year: 8

Key Assessment Information:

Assessment takes place mid-way and at the end of each project.
Teacher, peer and self-assessment are used throughout the project to analyse and develop students' work.
Progress sheets are used to record attainment and set targets for individuals.

Content:

AUTUMN TERM Theme – Natural Forms

Objectives - To build experience in the use of the visual elements
To explore work created by an artist and use this knowledge in the development of new ideas.
To record accurately from first hand observation.

Outcomes - Observational drawings.
A sketchbook of ideas and research.

SPRING TERM Theme – Natural Forms continued

Objectives - To increase understanding of the artist/designer's work.
To increase control of dry media and use ICT in Art.

To continue to build experience in the use of the visual elements.
To experience sustained investigations and a process for developing artwork.
How to use a sketchbook effectively.
To study the work of an artist/designer to develop ideas.

Outcomes - Tessellation
ICT outcomes.

SUMMER TERM

Objectives - To experience and control 2D dry and wet media.
To collaborate with others to create artwork.
To experience and control different processes and techniques.

Outcomes - Painting.
Block prints and mono prints.
Tiles and slab pots.

Contact Details

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Curriculum Guide

Subject: Core Studies (C8 / ICT)

Year: 8

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency e.g. end of each half term, continuous).

The students will complete practical assessments throughout their lesson time in different forms e.g. ICT projects, word processed documents or presentations, creative media projects, in addition to multiple choice and online assessments, and a Year 8 exam.

Content:

By Term or Module

Core Studies combines ICT (Information, Communication Technology with PSHE (Personal, Social and Health Education) and Creative Media

Autumn Term

Ello & E-Safety :

Introduction to Ello

Using Email & Home Access

Email Problems & Malware

Online Safety

Cyberbullying

Health & Safety in ICT

Using Social Media Safely

Software Basic Skills

Communication & E-Safety

Using One Drive

Introduction to Careers:

Careers exploration using online information and Introduction to Careers Resource Centre.

Employability Skills

Career Exploration

My Career Aspiration

Spring Term

Bullying:

What is bullying?

Types of bullying

Bully's & Victims

How to stop bullying

Cyberbullying

Animation Beginners Course:

Introduction to Multi Media animation using Adobe Animate

Motion and Classic Tweens

Shape Tweens

Pre-set Motions

Creating an anti-bullying animation.

Summer Term**Digital Literacy British Values :**

Citizenship Project Basic introduction to key Information Technology skills using Microsoft Office tools- Spreadsheet skills 1, Word, Excel, PowerPoint & Publisher Advanced Presentation Skills Review - PPT, Collaborative working online using OneDrive.

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance of Faiths & Beliefs

R.E Unit:

Introduction to religions

UK Religions

Symbols

Pilgrimages

Contact Details

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Curriculum Guide

Subject: Computer Science

Year: 8

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency e.g. end of each half term, continuous).

Due to Computer Science being part of the Design & Technology rotation, students will have a formal assessment after their 8 week lesson block, this will be in the form of a multiple choice test. The students will complete practical assessments throughout their lesson time in different forms e.g. programming projects, word processed documents or presentations.

Content:

By Term or Module

What topic/skills and knowledge will be taught in each term/module? Include links to parent resources for each topic/skill if applicable.

Careers in Computer Science

Health & Safety when using a computer

Computer Shortcuts

The history of gaming

Evaluating gaming products on the market

Game design & proposal

Creating a questionnaire

Game development

An introduction to programming

Development of evaluative and testing skills

Contact Details

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Curriculum Guide

Subject: Performing Arts (Drama)

Year: 8

Key Assessment Information:

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|---------------------|--|
| Examinations | There will be an examination that will take place at the same time as the year 8 exams in the Summer Term. |
| Assessments | Assessment will take place at the end of each unit. |
| Tests | A studio assessment will take place at the end of each half term. |

Content:

DRAMA OVERVIEW:

Throughout the year the Year 8 students will be reminded of key terminology (vocal and physical skills and a variety of drama techniques.) However, this year students will also look at production vocabulary and extend their general vocabulary when writing about Drama. They will also learn about five key drama practitioners: Augusto Boal, Frantic Assembly, Konstantin Stanislavski, Bertolt Brecht and Antonin Artaud.

Homework booklets will be completed in nearly every scheme. The booklets include homework tasks and all resources and scripts for the scheme. It is very important that these are brought to each lesson.

For year eight pupils, homework will be set every even lesson (lesson 2,4 and 6) and handed in every odd lesson (3,5 and 7). The homework booklets are based on simplified questions from the new GCSE Drama written exam, therefore preparing those students who will choose GCSE Drama.

Autumn Term 1 - War Horse-Pupils will explore some of the different roles of theatre production and be introduced to key drama Practitioners whilst focusing on the play 'War Horse' based on the book written by Michael Morpurgo.

Autumn Term 2 - The Woman in Black -Pupils will explore the gothic genre with a particular focus on the tale of 'The Woman in Black.' They will explore the plot, characters and themes within the play.

Spring Term 1 - Time Travel-Pupils will explore a different era in history every lesson as they develop their Drama skills and knowledge; from Cave men, to Henry VIII, to the 9/11 terrorist attacks.

Spring Term 2 - Exploring Our Differences-This 'issue' based scheme develops students' spiritual, moral, social and cultural understanding.

Pupils will explore a number of people that are different to them. Pupils will develop empathy and understanding towards others that might not be the same as they are.

Summer Term 1 - Theatre Around the World-Pupils will explore different theatre styles and concepts from around the world. These include: French mime, Chinese Theatre, Greek Theatre and Stanislavski's system.

Summer Term 2 - Tragedy-Pupils will explore how 'Tragedy' has evolved through the years. They will also look at how the concept of tragedy has developed throughout history. They will also look at different tragic genres.

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Curriculum Guide

Subject: English

Year: 8

Key Assessment Information:

In class assessments: These take place at the end of each half-term and are relevant to the current area of study to monitor progress. There are two writing assessments and four reading assessments.

End of Year Exams: Students will also sit both a reading and writing exam in the hall/gym for their end of year exams. This will help to give an overall view of what students can and cannot do and will help to put them in the relevant set for their next academic year.

Students will also complete the ICE exam in January/ February- The Invictus Communication Exam.

Content:

Autumn Term: During this term, students will be reading a selection of short stories, dependent on ability, including a 19th century short story as well as a modern short story. For the first half-term students will develop their comprehension and inference skills and will work on writing detailed and developed responses. This will involve students doing close reading of texts, answering comprehension questions in detail, making inferences about ideas presented in texts and correctly using evidence to support ideas. For the second half-term, students will focus on preparing for their upcoming ICE exams. Students will choose a novel to read that they will introduce and read in the exam, as well as presenting on a topic of their choice and performing a poem or monologue by heart, with an introduction. Students will be taught key speaking and listening skills that will help them with the exam, but also with life skills, such as feeling confident in front of an audience.

Spring Term: During this term, students will study a play, dependent on ability. Higher ability students will study a Shakespeare play, middle ability students will study Kindertransport and lower ability students will study Face the Play. Within the first half-term, students will study transactional writing where they will learn how to write in a range of different styles for a range of different audiences and purposes. They will relate this to the characters and themes in their play. For the second half of the term, students will focus on developing their language and structure analysis skills by analysing why the playwright uses certain dramatic methods and will consider the effects of such methods, using evidence with accuracy to support their ideas.

Summer Term: During the first half of this final term, students will study a range of non-fiction articles and will work on their inference and comprehension skills. This will involve students doing close reading of texts, answering comprehension questions in detail, making inferences about ideas presented in texts and correctly using evidence to support ideas. For the final part of the term, students will use the superhero and action genre as a basis for their creative writing and will refine their descriptive and narrative writing skills. Students will study the structure of their writing, techniques needed to engage a reader and will also work on accuracy skills.

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Curriculum Guide

Subject: Food Preparation & Nutrition

Year: 8

Key Assessment Information:

Teacher, peer and self-assessment are used throughout the project to analyse and develop students' work. Assessment sheets are used to record attainment and set targets for individuals. Students will carry out one assessed practical and an end of unit test to measure progress.

Content:

During Year 8 students carry out a 6 - 8 week project called 'Cultural Creations' as part of a rotation. *Student will need to provide own ingredients.*

Objectives

Knowledge and Understanding: Understand ways of preventing food poisoning by apply high standards of food hygiene and food safety. Understand principles of healthy eating, balanced diet, healthy lifestyle and the negative impact a poor diet can have. Knowing how to increase fruit and vegetable intake and reduce salt, fat and sugar intake. Know the functions and main nutrients of a wide range of ingredients. Understand where different foods come from in the world and how religion can affect foods some people eat.

Making: To be able to demonstrate and develop skills in food preparation and cooking to produce quality main meal products. Know how to use a cooker, hob and knives safely and to understand how to feed a family. Know how to prepare a variety of ingredients accurately from fruit and vegetable to meats and starchy carbohydrates. Understand how to make a reduced and a roux sauces. Understand how to adapt dishes to design develop and promote creativity.

Designing: Understand that products are designed to meet needs and consider what the designer and consumer's needs are to make the product successful. Know how to plan the making of a food product using a timed action plan.

Resources to be used

- Equipment in Food Room
- Food Components/ingredients. This is the main resource provided by the students.
- ICT will be used for homework presentation.
- Paper, pens, folders, worksheets and general stationery for designing.

Outcomes

- Most weeks, students will create a savoury dish to take home. Students will have learnt a wider range of food preparation skills throughout the project.

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Curriculum Guide

Subject: French

Year: 8

Key Assessment Information:

Students will develop their competence in communication in and understanding of French in Speaking, Listening, Reading and Writing. Student progress will be monitored through half-termly assessments in all 4 skills. There will also be an end of year exam.

Content:

Autumn Term

Studio 2: T'es branché

Free time activities

Present tense of regular & key irregular verbs

Past tense

Studio 2: Paris, je t'adore

Past tense (key irregular verbs)

C'était + opinions

Spring Term

Studio 2: Mon identité

Personality & relationships

Reflexive verbs

Near future tense

Studio 2: Chez moi, chez toi

Home life & meals

Comparatives

Il faut + infinitive

3 tenses

Summer Term

Studio 3 : Ma vie sociale d'ado

Social life

Perfect tense with 'on'

Consolidating 3 tenses

Homework will be set weekly to include vocabulary learning, practice exercises, listening, reading and grammar questions on Active Learn. Students will all be given vocabulary lists and Knowledge Organisers for each module, these are also on the subject page on ELLO. Students will have their own ActiveLearn digital account where they will be set work to complete on a computer; this work is integral to our course and includes the specific grammatical content and key language (vocabulary) that they will need to learn, master and use in order to succeed in their study of languages at school. This includes support by clicking on the Light Bulb icon 'Learning ads' at the top right-hand side of each page.

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Curriculum Guide

Subject: Geography

Year: 8

Key Assessment Information:

In year 8, students will be assessed at the end of each unit of work studied and will complete mid-unit assessment points in some units. Students will study 5 units in total and complete 3 assessments.

Content:

Autumn 1 Unit: Africa a continent of Contrasts

This unit investigates how Africa is a continent of diverse landscapes and people. Focusing on key areas – the social, economic and political connections between the UK and Africa will provide a deep insight into twenty-first century Africa. They will learn that lifestyle, material wealth, choices and opportunities that they have are not globally universal.

Autumn 2 Unit: What is Weather and Climate?

In this unit students will gain a better understanding of different types of weather and the reasons behind it. They will also focus on the global issue of climate change including the causes, impacts and strategies used to mitigate and adapt. Students will also have an opportunity to complete some fieldwork within the school grounds developing their data collection, presentation and analysis skills.

Spring 1 and 2 Unit: Why is Earth such a dangerous place?

This unit investigates the reasons for and effects of natural hazards. The core of geography, studying natural hazards requires students to demonstrate understanding of plate tectonics and to recognise the impacts of natural earth processes on the physical and human environment. Students will develop a deeper understanding of these hazards through the use of case studies from recent years.

Summer 1 Unit: What shapes our coastline?

Students will develop their knowledge of key geographical processes such as erosion and deposition and apply this to the formation of the coastal landscape. Case study examples will be examined to understand the social, economic and environmental impact that changes in our coastlines can have.

Summer 2 Unit: Why are oceans so important?

The importance of our oceans is and will be a major environmental crisis during students lives. In this unit they will develop their understanding of why the oceans are important on both a global and local scale. Issues such as plastic pollution, overfishing and the impact on oceans of climate change will be discussed.

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Curriculum Guide

Subject: History

Year: 8

Key Assessment Information:

Half termly tests followed by an end of year examination in June

Content:

HT1 – Pupils will develop their skills of empathy by exploring the Atlantic Slave trade, looking at the reasons for slavery, experiences on the Middle Passage, life on cotton plantations in America, and how slavery was eventually abolished.

HT2 – Pupils will learn about the causes, battles and impact of World War One. They will develop knowledge of the alliance system and role of the assassination of Archduke Franz Ferdinand in causing the war to happen. They will also evaluate the use of government propaganda for soldier's recruitment, and develop skills of empathy through exploring life in trenches for the soldiers and the Battle of the Somme. Pupils will develop their literacy skills by reviewing sources about war experiences, such as poems, letters and paintings. Pupils will create a display for Remembrance Day based on the knowledge they have acquired this half term. They will then complete an **assessment on World War One** which will be both source and knowledge based.

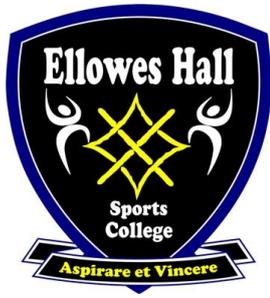
HT3 and 4 – Pupils will develop their knowledge of Nazi Germany, by exploring how Germany was punished after World War One in the Treaty of Versailles and Hitler's subsequent rise to power through the Depression, Reichstag Fire and Night of the Long Knives. Pupils will learn about how the Jews were persecuted in the 1930s and the Holocaust. They will listen to a live webcast on Holocaust Memorial Day to develop their empathy skills and awareness of prejudice. Pupils will then learn about life during World War Two in Britain; the Blitz, key battles, the role of Winston Churchill, and how the war ended. Pupils will complete an **assessment on comparing Hitler and Churchill as war time leaders** to develop their comparative skills.

HT5 - Pupils will complete a local study of the Black Country Museum and will visit the museum in April. They will learn about daily life during the Industrial Revolution in terms of coal mining, education, child labour, factory work, and inventions. They will make comparisons between the Industrial Revolution and present day work and education, as well as exploring sources showing the social side of history. They will use ICT as well as museum based resources in order to complete a project which meets four assessment objectives. **Pupils will complete an end of year exam which reviews their knowledge of World War One, life in Nazi Germany and World War Two.**

HT6 – Pupils will learn about life after WW2 in Britain, with a focus on social history. They will explore developments in music, fashion, technology during the 1950s and 1960s. Political ideology will also be a focus, linking in with the divide between capitalism and communism during the Cold War. Pupils will learn about other wars such as the Vietnam War and the Gulf War, making comparisons with how the nature of war has changed over the twentieth century.

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Curriculum Guide

Subject: Health Related Fitness

Year: 8

Key Assessment Information:

Teacher, peer and self-assessment are used throughout the unit to analyse and develop a student's fitness. Assessment sheets are used to record attainment and set targets for individuals. Students will conduct a series of fitness tests and track progress.

Content:

During Year 8 students carry out a 6 - 8 week series of activities to develop fitness.

Objectives

- Understand heart rates and develop a working knowledge of training zones.
- Understand the rate of physical exertion (RPE) and recognise how to monitor their work rate when training.
- To promote fitness levels specific for a range of sports including x-country, handball, football, netball, rugby, athletics, badminton and table tennis.
- To develop an understanding of movement skills and apply them to a range of sports.

Facilities

Sportshall, Fitness Suite, Astro turf, Playing Fields

Outcomes

- Students will develop their own cardiovascular fitness levels.
- Students will gain an understanding of the rate of physical exertion (RPE) and recognise how to monitor their work rate when training.
- Students will learn how to live a healthy and active lifestyle.
- Students will develop the ability to conduct fitness tests and monitor fitness levels.

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Curriculum Guide

Subject: Mathematics

Year: 8

Key Assessment Information:

Assessment:

This scheme is followed by the majority of the year group. There are support and extension versions depending on the ability of the pupil.

There will be assessment at the end of each half term testing the topics that have been taught. This is intended to help your son/daughter identify the areas of maths studied that they are good at and those which need further practise. It may also be used, along with teacher input, to reset students to ensure they make the best progress possible. They can revise from their books, or online with 'www.mymaths.co.uk'.

An end of year examination in June will consist of both calculator and non-calculator papers.

- Homework will be based on the topics covered in each module, as listed above.
- Homework will be set on a regular basis.
- They will be asked to complete an exercise, small open-ended task, or an online homework through 'MyMaths.co.uk', which helps to consolidate or develop the work done in class.
- 'MyMaths.co.uk' has lessons as well as homeworks. To develop independence, this should be one of the first places students look for help with homework, before asking peers, parents and teachers. There are also booster packs and fun games. So please encourage your child to use it at any time. They have a personal login to record anything they choose to do themselves.
- Please ask them what has been set and feel free to help them.

AUTUMN TERM

| | |
|--------------------------------------|---|
| Numbers and the number system | <ul style="list-style-type: none">• use the concepts and vocabulary of prime numbers, factors, multiples, hcf, lcm• integer powers and roots (square, cube and higher)• use sequences of triangular, square and cube numbers, simple arithmetic progressions |
| Calculating | <ul style="list-style-type: none">• understand and use place value (e.g. very large/small numbers and decimals)• apply the four operations, including formal written methods, to integers and decimals• use conventional notation for priority of operations, including brackets |
| Visualising and constructing | <ul style="list-style-type: none">• use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries• use the standard conventions for labelling |
| Investigating properties of shapes | <ul style="list-style-type: none">• identify properties of the faces, surfaces, edges and vertices• derive and apply the properties and definitions of: special types of quadrilaterals |
| Algebraic proficiency | <ul style="list-style-type: none">• understand and use the concepts and vocabulary of expressions, equations, formulae• use and interpret algebraic notation• simplify algebraic expressions by collecting like terms and expand brackets• substitute numerical values into formulae and expressions |
| Exploring fractions, and percentages | <ul style="list-style-type: none">• express one quantity as a fraction and percentage of another• define percentage as 'number of parts per hundred' |

Proportional reasoning

- use ratio notation, including reduction to simplest form
- divide a given quantity into two parts in a given part: part or part: whole ratio

SPRING TERM

- | | |
|---|--|
| Pattern finding | <ul style="list-style-type: none">• generate terms of a sequence from a term-to-term rule and n^{th} term and solve problems |
| Measuring space | <ul style="list-style-type: none">• use standard units of measure (including standard compound measures)• change freely between related standard units• measure line segments and angles in geometric figures |
| Investigating angles | <ul style="list-style-type: none">• apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles, special triangles and give reasons |
| Calculating fractions, decimals and percentages | <ul style="list-style-type: none">• apply the four operations, to simple fractions (proper and improper), and mixed numbers• interpret percentages and percentage changes as a fraction or a decimal• compare two quantities using percentages, solve problems involving percentage change, including percentage increase/decrease |
| Solving equations and inequalities | <ul style="list-style-type: none">• recognise and use relationships between operations, including inverse operations• solve linear equations in one unknown algebraically |
| Calculating space | <ul style="list-style-type: none">• use standard units of measure and related concepts (length, area, volume/capacity)• calculate perimeter, area, surface area and volume• understand and use standard mathematical formulae |

SUMMER TERM

- | | |
|--|---|
| Checking, approximating and estimating | <ul style="list-style-type: none">• round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)• estimate answers; check calculations using approximation and estimation• recognise and use relationships between operations, including inverse operations |
| Mathematical movement | <ul style="list-style-type: none">• work with coordinates in all four quadrants• understand and use lines parallel to the axes, $y = x$ and $y = -x$• solve geometrical problems on coordinate axes• identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation• describe translations as 2D vectors |
| Presentation of data | <ul style="list-style-type: none">• interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use |
| Measuring data | <ul style="list-style-type: none">• interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range) |

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Curriculum Guide

Subject: Music

Year: 8

Key Assessment Information:

There are assessments every half term which are linked with each unit. These assess listening, composition and performance skills. There are 3 formal listening exams (one per term) in the style of a GCSE question.

Content:

Theme & Variations

Students study the Western Classical structure of theme & variations. They begin the project listening to several examples of themes and variations from various historical periods, including the main theme from the film 'Up' and several well-known TV themes. Students watch several extracts from the film 'Amadeus' to gain a visual insight into the Classical period before attempting keyboard pieces such as Pachelbel's 'Canon in D', Mozart's 'Eine Kleine Nachtmusik' and Beethoven's '5th Symphony'. In the second half of this unit students compose their own theme and variations for assessment, using one of the former pieces as a starting point.

Hip Hop & Rap Music Performing

In this project, students explore the issues surrounding drugs through Rap music. Students analyse hip hop and rap from the 1980s onwards and explore the topics covered in these pieces. All students will learn how to sing/rap a piece of music (e.g. Gangster's Paradise) and then learn how to play it using keyboards and notation. Students listen to a wide variety of music from the hip hop genre ranging from the roots of hip hop in New York/Jamaica with artists such as Kool Herc through to the music of contemporary artists such as Kanye West.

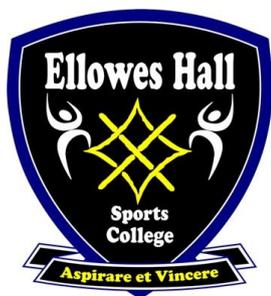
Students are then required to write their own lyrics highlighting the dangers of drug abuse/addiction. When this is complete they compose a backing track for their song using different chord progressions (chords I, II, IV, V and VI of C major). Some students may use ICT – Garage Band or Logic sequencing software in order to produce a professional backing for their songs. They will then perform their finished compositions for the class.

Music for Cartoons

This project sets students up well for their year 9 film music project and ties in with the GCSE film and game music area of study. Students learn to play music to fit the mood of a scene, recapping the musical elements and representing on screen movements via pitch, rhythm and dynamics. For this project, students will create their own composition to fit a short cartoon clip.

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Curriculum Guide

Subject: Core PE

Year: 8

Key Assessment Information:

Homework Project – Fitness Testing and the Principles of Fitness

Content:

Autumn Term

Football (dribbling, passing, spatial awareness, shooting)
Badminton (selecting strokes, rules of play, evaluating skills)
Rugby (passing, tackling, spatial awareness and tactics)
Basketball/Netball (dribbling, passing, rules of play and shooting)
Swimming (four strokes)

Spring Term

Football (passing, tackling, spatial awareness and tactics)
Fitness
Basketball/Netball (dribbling, passing, rules of play and shooting)

Summer Term

Athletics (all track and field events)
Cricket (skills of batting, bowling and fielding)
Rounders (skills of batting, bowling and fielding)
Softball (skills of batting, bowling and fielding)

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| Miss L.Muir (Head of Girls) | lmuir@ellowes.dudley.sch.uk |



Curriculum Guide

Subject: Photography

Year: 8

Key Assessment Information:

Assessment takes place at the end of each project.

Content:

Course will cover a range of mini projects which will be recorded in a student's portfolio.

Projects will include: Camera Basics, ABC Challenge, 30 Concepts Challenge plus a Free choice to develop individual creativity.

Students will begin by mastering various modes of the camera and being able to produce high quality images that demonstrate photography techniques such as Depth of Field, Exposure, Composition, Macro for example.

As student's develop their confidence in camera skills, their creativity and individuality will be conveyed through the story they tell through their images in portfolios

Teacher, peer and self-assessment are used throughout the various projects to analyse and develop students' work. Progress sheets are used to record attainment and set targets for individuals.

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Curriculum Guide

Subject: PSHE

Year: 8

Key Assessment Information:

There are no formal assessments in this subject.

Content:

By Term or Module

All students in Year 8 undertake PSHE (personal, social and health education), Citizenship and Careers as part of their ICT lessons.

The emphasis in Year 8 is on types of mental health, healthy eating, drug awareness, smoking and fire safety. As part of the Citizenship curriculum, students will look at anti-social behaviour, gangs and caring for the environment. The careers focus for Year 8 is labour market information and different career pathways whereby students clarify their own aspirations.

Enrichment Week at the end of the year is a time for students to delve deeper into PSHE topics. Topics covered in Year 8 consist of abusive relationships, domestic violence and exploitation.

Contact Details

| Head of Department | School Email Address |
|--|-----------------------------------|
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Curriculum Guide

Subject: RE

Year: 8

Key Assessment Information:

Teacher, peer and self-assessment are used throughout the topics to analyse and develop students' work. Progress sheets are used to record attainment and set targets for individuals. Baseline Assessment on prior knowledge. Assessment on Sikh beliefs and practices. Assessment on Jewish beliefs and practices.

Content:

Autumn Term – Theme: Religion Justice & Equality

- Is it fair to reflect upon teachings to questions about need and greed?
- What is Jesus Golden rule? Consider the work of Elizabeth Fry.
- How did Martin Luther King Jr fight for justice? Inspirational peoples fight against injustice
- Who inspires me? Look at the life of Rosa Parkes
- Who fights for justice today. Looking at different charities how they help society.

Objectives - To develop knowledge and understanding of Christian Beliefs and practices within the world. To develop written responses using Biblical text to explain how Christians would cope with injustices within the world.

Spring Term – Theme: Introduction to Sikhism

- Who was Guru Nanak? Interpret the story of his disappearance.
- Symbols in Sikhism to understand Sikh artefacts
- Guru Granth Sahib to understand the importance of the Sikh holy book.
- The Gurdwara to know and understand the features of the Gurdwara.
- What it means to belong to the Sikh community
- What does Vaisakhi mean for Sikhs today.

Objectives - To develop an understanding of the Sikh beliefs and culture within the community.

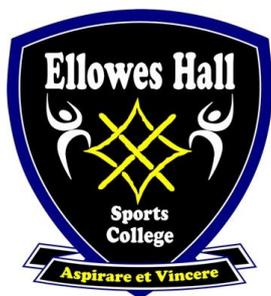
Summer Term – Theme: Introduction to Judaism and Jewish way of life.

- What are some Jewish beliefs? To understand Jewish culture.
- Visual Holocaust. To reflect on the holocaust is recorded in Art
- Did the concentration camps shake Jewish faith? Understand diversity with the religion.
- Where was God when the Holocaust took place. Who's responsible.

Objectives - To develop, knowledge and understanding and beliefs within the Jewish Community. Prejudice & Discrimination. How do we overcome it?

Contact Details

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Curriculum Guide

Subject: Science

Year: 8

Key Assessment Information:

All taught units are teacher assessed by a range of activities, to determine which of the individual Step statements within that unit each student has achieved. This is used to judge which Step the student is working on overall and where further intervention is necessary.

There are 3 more formal assessments that take place each term call Assessment Points. These cover all the content taught to date, to determine depth of understanding. Assessment Point 3 is the main end of year exam, which takes place in the Summer Term.

Content:

In Science we are following the Activate Science Scheme of Work developed by Kerboodle. The topics are taught in the school terms stated below, although not necessarily in the order shown. Each term ends with an assessment point that covers the content of all the topics studied to date. The later part of the Summer term is used to focus on the scientific skills which feature heavily in the GCSE course. These skills are also assessed throughout the year through homework.

Autumn Term:

- Biology: Adaptation & Inheritance
- Chemistry: Periodic Table
- Biology: Health & Lifestyle
- Physics: Electricity and Magnetism
- Chemistry: The Earth

Spring Term:

- Chemistry: Metals and Acids
- Physics: Energy
- Biology: Ecosystem Processes

Summer Term:

- Physics: Motion and Pressure
- Chemistry: Separation Techniques
- Practical Skills

Contact Details

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Curriculum Guide

Subject: Spanish

Year: 8

Key Assessment Information:

Students will develop their competence in communication in and understanding of Spanish in Speaking, Listening, Reading and Writing. Student progress will be monitored through half-termly assessments in all 4 skills. There will also be an end of year exam.

Content:

Autumn Term

Viva 2: Mis vacaciones

Describing a holiday

Past tense of key verbs (I & We form)

Viva 2: A comer

Food, meals & restaurants

Near future (I & We forms)

Wider range of opinions

Spring Term

Viva2: ¿Qué hacemos?

Arranging & preparing to go out

I would like + infinitive

3 key modal verbs (I form)

Viva 3: Oriéntate

Jobs & work

Using 3 tenses (I form)

Summer Term

Viva 3: En forma

Daily routine & health

Reflexive verbs

Verb 'to be' (estar)

Expressing obligation

Homework will be set weekly to include vocabulary learning, practice exercises, listening, reading and grammar questions on Active Learn. Students will all be given vocabulary lists and Knowledge Organisers for each module, these are also on the subject page on ELLO. Students will have their own ActiveLearn digital account where they will be set work to complete on a computer; this work is integral to our course and includes the specific grammatical content and key language (vocabulary) that they will need to learn, master and use in order to succeed in their study of languages at school. This includes support by clicking on the Light Bulb icon 'Learning ads' at the top right-hand side of each page.

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