DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

life. Changing. learning.

Year 8 English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Class Reader - reading a novel	Animal Rights – Non-fiction reading, writing and spoken language	Imaginative Writing – Fiction reading and writing	World Poetry – studying a selection of poems from other cultures	Talent TV – Non-fiction reading and writing	Language Development
Assessment	End of unit written assessment: analysis of an extract	End of unit written assessment: analysis of an extract	End of unit written assessment: a creative writing task	End of unit assessment: analysis and comparison of two poems	End of unit written assessment: non-fiction writing tasks	Teacher Assessment

Building on Prior Learning	English builds knowledge by teaching and then revisiting crucial skills linked to reading, writing and spoken language. Prior learning and knowledge is addressed and recapped frequently as schemes of work progress or when a new one is started.
Links with other subjects	The department has close links with humanities, especially History and Geography. Understanding context (social, political, geographical and historical) is extremely important when studying poems and texts in Year 8, such as 'Animal Farm', 'The Boy in the Striped Pyjamas' and World Poetry. There are also links to PSHE, especially when considering the Animal Rights and World Poetry Units: these have been designed to encourage students to consider their own moral and social responsibilities. There are explicit links with Music and Drama, especially considering performance poetry and theatrical representations of texts.
Extracurricular opportunities	There are opportunities to explore texts through drama within the Year 8 curriculum. Students are encouraged to take part in national writing competitions. Students are regularly encouraged to read for pleasure.
A successful learner in this subject will demonstrate	A successful English student will be constantly developing their ability to read for meaning, such as exploring a writer's craft and reader response, as well as probing subtext. Students will be able to demonstrate their ability to develop their own writing skills, looking to develop vocabulary and showcase the ability to vary punctuation and sentence structures.
Impact on personal development	English will enable students to build confidence through discussion and spoken language. It will also allow students to develop crucial life skills such as resilience, co-operation, building arguments and adapting vocabulary for audience and purpose. Through reading and writing, students should be equipped with appropriate literacy skills designed for life beyond education. We also hope to encourage independent thinking skills and problem solving.

Ways to support student learning in this subject
• Encourage students to read an array of fiction genres independently: crime, mystery, fantasy, drama, gothic, dystopian. • Encourage students to read a variety of non-fiction texts: biographies, autobiographies, newspapers, articles, leaflets, speeches, guides, informative texts. • Encourage students to write for pleasure. • Encourage students to build a 'word bank' – document new vocabulary learned throughout the year and frequently attempt to use this in day-to-day conversation. • Encourage students to complete their homework. • Use BBC Bitesize to practise skills relating to spelling, punctuation and grammar.

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

life. Changing. learning.

Year 8 Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Integers, powers and roots; Calculations and accuracy; Sequences	Lines, shapes and angles Constructions and loci; Fractions, decimals and percentages	Ratio and proportion; Simplifying & Substitution; Measures	Fractions, decimals and percentages; Area and perimeter; Sequences and functions.	Forming and solving equations; transformations; Number recap	Statistical enquiry; Presenting and interpreting data
Assess	Baseline test	Written test	Written test	Written test		End of year PPE

Building on Prior Learning	Maths builds knowledge by revisiting sequenced topics. Recapping prior learning before further teaching ensures that students link ideas and see how lessons fit together in a logical manner.
Links with other subjects	The department has close links with other subjects, particularly science, music and subjects such as Economics and Business Studies. Topics include the use of fractions, decimals and percentages; proportion; graphical representations; standard form; order of operations; accuracy and interpreting data.
Extracurricular opportunities	Count Me In runs every week. Students are encouraged to participate in House competitions run throughout the year. The Access class competes in the Sumdog county and national challenges. D and R groups participate in the UKMT Junior Maths Challenge, giving our best mathematicians the opportunity to compete against others from schools. Trips such as a Bletchley Park visit enable students to see maths in action.
A successful learner in this subject will demonstrate	Successful maths students will be well organised and be fluent with numbers. Learning from their mistakes, successful students will know their tables and use logic, reasoning and organised thought to work through problems, looking to find solutions rather than giving up.
Impact on personal development	Maths will help students to become logical thinkers, problems solvers and will help them to develop resilience. They will be able to apply mathematics in other subjects.

Ways to support student learning in this subject
• encourage them to learn their times tables up to 12 • encourage the use of mental arithmetic e.g. working out change in a shop, or percentage changes in a sale, or working out the speed or time of a journey • making sure that homework is always completed on time • be positive about maths – being 'rubbish' at maths is not something to brag about

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

Life. Changing. Learning.

Year 8 Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Biology A – Cells**	**Chemistry A – Particles**	**Physics A – Energy and forces**	**Biology B – Interdependence**	**Chemistry B – Reactions**	**Physics B – Electromagnetism**
Assessment	End of unit synoptic assessment (Section A: Biology A content; Section B: skills content)	End of unit synoptic assessment (Section A: Chemistry A content; Section B: Biology A and skills content)	End of unit synoptic assessment (Section A: Physics A content; Section B: Biology A and Chemistry A)	End of unit synoptic assessment (Section A: Biology B content; Section B: Biology A, Chemistry A, Physics A)	End of unit synoptic assessment (Section A: Chemistry B content; Section B: Biology A, Chemistry A, Physics A, Biology B)	End of unit synoptic assessment (Section A: Physics B content; Section B: Biology A, Chemistry A, Physics A, Biology B, Chemistry B). End of year skills exam

Building on Prior Learning	Prior knowledge of life processes, habitats, particles and energy. End of unit assessments are synoptic assessing content taught throughout the year. Learning components at the start of lessons remind students of prior learning and point out links to previous topics.
Links with other subjects	Maths – fractions, percentages, graphs, calculating means, use of equations. Food – following methods, importance of nutrition. English – comprehension and literacy skills. PE – the benefits of exercise.
Extracurricular opportunities	STEM Ambassadors will make visits to school. Themed activities for British Science Week. Space extravaganza week held in collaboration with Science and Technology Facilities Council.
A successful learner in this subject will demonstrate	Students will have made a successful transition into secondary Science; working independently, with practical dexterity, good organisation and efficient time management. Students will have developed a solid foundation relating to the fundamental ideas and working scientifically.
Impact on personal development	Science will help students to become logical thinkers and problem solvers with a better understanding of the world around them. Demonstrating resilience and the ability to consider moral and ethical implications of scientific developments.

Ways to support student learning in this subject
• Encourage the completion of homework. • Encourage discussion of science issues that arise in the news. • Watch science documentaries together. • Discuss science lessons and their progress. • Encourage a positive attitude towards science.

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

Life. Changing. Learning.

Year 8 Design & Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Graphic Communication Project** Drawing in 2D and 3D Isometric Drawing Rendering	**Tea Light Project** Making a product using wood and metal Material properties Health and Safety Passport	**Modular Wooden Toy Project** Identifying target markets Writing a specification Initial ideas and modelling of ideas	**Modular Wooden Toy Project** Planning the manufacture of a product Making several components to be assembled	**CADCAM Headphone Wrap Project** Using digital technology to design and create products	**Bling Ring Project** Manufacturing using polymers and jigs
Assessment	Baseline Test Ongoing formative assessment in lessons End of Project summative assessment	Assessment of practical skills and H&S knowledge	Assessment of creative and designing skills	Assessment of making and evaluating skills Technical knowledge test	Assessment of iterative approach to designing End of project summative assessment	End of year written assessment

Building on Prior Learning	Students arriving at DSHS will have had a limited and differing experience of D&T at the middle schools. The focus of the Year 8 curriculum is to develop their graphic communication and designing skills in order for students to be able to express their ideas. In addition we are helping them to have an awareness of workshop rules and expectations as well as making students feel comfortable and confident when using a range of hand tool techniques and machinery.
Links with other subjects	This subject links with Art (sketching and creative skills), Business (income, economy, industry) Science (biomimicry, investigations, properties of materials, energy, forces and electronics – remember technology is the appliance of science!), English (annotation, evaluation, instructional and descriptive language, literacy links, extended writing), Geography (designing solutions to global issues such as climate change, ethical sourcing of materials, energy production), History (industrial revolution, inventions that changed the world), ICT (word processing, research, graphs, data processing, programming and CADCAM – computer aided design and computer aided manufacture), Maths (weights and measures, quantities, costings, graphs, analysis of data, geometry).
Extracurricular opportunities	Students are able to participate in after school D&T clubs including the exciting Vex IQ Robotics Club (Spring term onwards). On Tuesday Evenings students can continue to develop their class projects at our KS3 D&T Club.
A successful learner in this	There are four strands in D&T; **designing, making, technical knowledge and evaluating**. When **designing** a successful learner will be aware of target markets

subject will demonstrate	and social, moral, environmental and sustainability issues, analyse existing products, research design influences, create a design specification, generate variety of feasible design ideas, use scale models/CAD/sketching to develop ideas through a sequence of iterations. When **making** a successful learner will be able to assemble, make and finish demanding products, demonstrating skills in using a wide variety of equipment and materials including CAM as well as applying quality control during manufacture. In **evaluating** designs and final products, a successful learner will use a range of appropriate testing techniques to ascertain the commercial viability of the design. **Technical knowledge** will be in evidence throughout the other three strands and the student should be able to prepare detailed instructions that could be used by a third party to manufacture a design.
Impact on personal development	Design and Technology opens up a wide range of opportunities to explore a range of issues from the world around us. Students are encouraged to work together to complete their projects and to share resources. Designing for others also develops empathy and they are encouraged to be mindful of the products they create and the impact they have on society from a moral and ethical perspective. Sustainable production and environmentally conscious design are at the heart of the subject.

Ways to support student learning in this subject
• Trips to interactive museums (e.g THINK Tank, National Transport Museum in Gaydon, V&A, Ironbridge, Design Museum, Science Museum, RAF Cosford) can inspire the budding designers, inventors and engineers of tomorrow. • Students are encouraged to keep sketch books, take photographs and collect examples of innovative and creative designs. • There are many free software programs that students can download or access online to develop their CADCAM skills. These include Sketchup, Autodesk Fusion 360, Autodesk Inventor and Blender. Many students have designed products at home and then had them manufactured on the school's 3D Printer. • Look out for any design and creative competitions on TV, radio, or in the newspaper – these can be a fantastic way to get excited about designing and creating! Several DSHS students have found success in competitions, winning prizes and enhancing career prospects. • Programs like 'How It's Made?' and 'The Gadget Show' introduce students to a range of innovative products and improve their understanding of how our world is made. • Students are encouraged to read books, magazines (Wired) and articles about design and innovative products on-line (Dezeen, Design Boom, Interesting Engineering) • When completing homework tasks 'go the extra mile' and thoroughly research the topic areas, practice making models in 3D from resources found at home including card and Lego. • Students are encouraged to enjoy and have fun in Design and Technology • Students should be encouraged to make mistakes and learn from them. • Students should use the fantastic resources on the subject pages on the DSHS portal.

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

life. Changing. learning.

Year 8 French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Learning how to describe themselves and their families Weather Where people live	Hobbies TV programmes Past tense(+ avoir)	Describing their friends Talking about pocket money/what they spend it on	Describing TV programmes Talking about the cinema Daily routine Reading habits Past tense Using 3 tenses together	Talking about the future How to describe future careers Discussing the importance of languages Future tense	Describing parts of the body Illnesses How to have a healthy lifestyle Past tense
Assessment	Unprepared written task AND Translation into English AND either Listening or Reading assessment	Unprepared written task AND Translation into English AND either Listening or Reading assessment	Unprepared written task AND Translation into English AND either Listening or Reading assessment	Unprepared written task AND Translation into English AND either Listening or Reading assessment	Unprepared written task AND Translation into French AND either Listening or Reading assessment	End of Year exam

Building on Prior Learning	The French SoW has been developed to ensure every lesson builds on the previous one. Learning is sequential – topics and grammar points are re-visited on a regular basis.
Links with other subjects	History (French Revolution etc) Geography (les pays francophones) Maths (numbers and telling the time) English (grammar etc)
Extracurricular opportunities	Links with Middle Schools(teaching Year 7, Christmas carols etc) Visits to Birmingham University Masterclass events KS4 visit to Amiens After-school Listening practice for Year 11 every Wednesday from January Individual KS4 Listening practice sessions (lunchtimes)
A successful learner in this subject will demonstrate	Students are encouraged to become more independent learners and to avoid over-reliance on asking "how do I say...?" They are taught how to use synonyms/cognates etc to express themselves Students are taught how to acquire vocabulary learning skills
Impact on personal development	Students become more confident about their performance as they learn how to adapt previously learnt knowledge to new topics/situations

Ways to support student learning in this subject
• Encourage students to learn vocabulary on a regular basis – spend time learning this with them • Discuss what they study in their lessons – ask them to describe what they did most recently • Look at their exercise-books with them. • Ask them what homework has been set – go over this with them • Listen to them speaking French (esp at KS4 for their GCSE Speaking exam)

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

life. Changing. learning.

Year 8 Food Preparation and Nutrition

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Food Safety Healthy Eating Nutritional Requirements and Deficiencies	Carbohydrates Bread Lipids	Protein Vitamins and Minerals	Heat transfer Food Provenance Food production	Gelatinisation Raising Agents Packaging	Sensory Evaluations Food Choice
Assessment	Baseline written assessment	Assessed practical	Mid-year written assessment	Assessed practical	Assessed practical	End of year written assessment

Building on Prior Learning	Year 8 builds on the knowledge and understanding developed in middle schools at home. Students will learn to develop their practical skills, build knowledge of dietary requirements, commodity groups, and start to learn the science underpinning food. Lessons consist of a structured approach, usually with one practical and one theory lesson per fortnight, using the practical lesson to further secure understanding of topics covered.
Links with other subjects	This subject links with Art (designing skills), Business (income, economy, industry) Biology and Chemistry (heat transfer, GM foods, chemical structures, chemical reactions, investigations) English (sensory descriptors, literacy links, extended writing) French (culinary terms), Geography (food provenance and climate), ICT (word processing, research, graphs and data processing), Maths (weights and measures, quantities, costings, graphs, analysis of data), PE (nutrition), RE (religious cultures and cuisines)
Extracurricular opportunities	Strong links with the Duke of Edinburgh award – use of facilities and assessments
A successful learner in this subject will demonstrate	Confidence in the kitchen using a few cooking methods and pieces of equipment. An understanding of key concepts such as factors that affect food choice, eating healthily, food manufacture and the basics of 'how' and the 'why' things happen. Students will have an awareness of the social, moral, medical and environmental aspects associated with food.
Impact on personal development	Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Students are encouraged to work as part of a team to complete tasks and practical activities. Students are encouraged to minimise food waste and be mindful of their use of resources and ingredients, and have a positive impact on society from a moral and ethical perspective.

Ways to support student learning in this subject

- Weekly provision of ingredients and containers for practical sessions – lists available on ePraise. Tasting what they've made each week and providing feedback in terms of positives and ways to improve
- Support students to cook and wash up regularly at home on their own or with family/friends.
- Monitoring weekly written tasks – set on ePraise
- Read books, magazines and articles about creating food
- Use of media to increase exposure to food related aspects eg. Great British Bake off, Inside the Factory, Eat Well for Less, MasterChef, Quest food industry videos, you tube etc.
- Encourage students to try new foods and encouraging healthy eating at home R
- Discuss career opportunities relating to food. In 2017 29.7% of workers in the UK were employed in the public administration, education and health, 18.7% were employed in distribution, hotels and restaurants and 9.3% in manufacturing and 1.1% in agriculture and fishing. https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment-by-sector/latest

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

life. Changing. learning.

Year 8 German

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Learning how to introduce themselves. School and time.	Description of family members, friends and pets. Adjective endings.	Talking about free-time activities. Giving opinions.	Describing the area they live and their home. Word order.	Talking about holidays. Using the perfect tense.	Talking about healthy living and learning parts of the body.
Assessment	No assessment	Unprepared written task AND Translation into English AND either Listening or Reading assessment	Unprepared written task AND Translation into English AND either Listening or Reading assessment	Unprepared written task AND Translation into English AND either Listening or Reading assessment	No assessment	End of Year exam - writing

Building on Prior Learning	The German SoW has been developed to ensure every lesson builds on the previous one. Learning is sequential – topics and grammar points are re-visited on a regular basis.
Links with other subjects	ICT- Use of technology (Quizlet, SenecaLearning, BBC Bitesize), Geography (German speaking countries), Maths (numbers and telling the time), English (grammar etc.).
Extracurricular opportunities	Visit to Birmingham German Christmas Market. After-school German Language Club for Year 11/10 every Friday, all year. Small targeted group intervention every Tuesday tutor time, all year. Planned work experience opportunity in Berlin/Germany.
A successful learner in this subject will demonstrate	Students are encouraged to become more resilient and independent learners. They are taught how to use synonyms/ antonyms/cognates etc. to express themselves. Students are taught vocabulary learning skills.
Impact on personal development	Students developing their Growth-Mindset, becoming more resilient learners and becoming more confident about their performance as they learn how to adapt previously learnt knowledge to new topics/situations.

Ways to support student learning in this subject

- Encourage students to learn vocabulary on a regular basis – spend time learning this with them
- Discuss what they study in their lessons – ask them to describe what they did most recently
- Look at their exercise-books with them.
- Ask them what homework has been set – go over this with them
- Listen to them speaking German (esp. at KS4 for their GCSE Speaking exam)
- Regular listening to authentic resources, such as the German news, music, films etc. to improve their listening skills
- Use of free online resources such as https://www.senecalearning.com/, https://quizlet.com/, https://www.bbc.co.uk/bitesize

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

life. Changing. learning.

Year 8 Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Impossible Places	Map Skills	Rivers	China/My Place	Tectonics	Brazil
Assessment	Sustainable Buildings in Dubai	Map Test	Flooding Leaflet	Worcester Fieldwork	Update current Assessment	Botanical Gardens

Building on Prior Learning	Geography builds knowledge by adapting traditional teaching with everyday current affairs around the World. Recapping prior learning before further teaching ensures that students link ideas and see how lessons fit together to achieve the end of unit assessment.
Links with other subjects	Earth Sciences especially structure of the Earth (tectonics). Biology in the Rainforest study. Design and Technology with building designs. History land-use within a city. Industrial Revolution…
Extracurricular opportunities	We aim to deliver 2 fieldwork opportunities within the year.
A successful learner in this subject will demonstrate	Demonstrate resilience when learning new ideas and concepts. A maturity when discussing the cultures and viewpoints of others. An awareness how different groups share indifferent ideas. Develop a passion of their own basic 'Geography of Place'.
Impact on personal development	Developing communication and confidence throughout the academic year during frequent class discussions. Beginning to understand the impacts of a variety of different viewpoints and their validity. Gain a clear perspective on life and their interest in and respect for different cultures. The ability to organise and structure a report that will be completed over several weeks (resilience). Gain a confidence in unfamiliar environments and becoming part of a team.

Ways to support student learning in this subject
Keep up to date with current affairs by watching the news and opening discussions on Global issues and classroom learning.

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

Life. Changing. Learning.

History Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Topics	-Henry VII -Catholic and Protestant churches -The Reformation / dissolution of the monasteries	-Edward VI -Mary Tudor -Elizabeth -Mary Queen of Scots -The Spanish armada	-James VI -The gunpowder plot -Causes of the Civil war	-The Civil War -Cromwell's England -The restoration of Charles	-The industrial revolution -Coal Mining -Steam engines -Ironworks		-Roads and stagecoaches -Canals and navvies -Railways and locomotives -Industrial towns -Jack the Ripper
Assessment	Henry VIII : the man, his wives and the reformation	The Tudors : Monarchs, comparison, evaluation	Causes of the war : Charles and Parliament	Cromwell's England : oppression, monarchy and democracy	Industrial revolution : transport and the growth of towns		

Building on Prior Learning	Moving forward from middle school, Norman conquest and the birth of the UK. Topics are thereafter chronological and show progression through historical periods with recurring themes.
Links with other subjects	RS : Catholic and Protestant toleration - Geography : rural migration – maths : population statistics – PSHE : democracy and citizenship – English : source appraisal of tone and provenance
Extracurricular opportunities	Trips to : Tudor World museum, Newark civil war centre, Ironbridge Blist Hill industrial town
A successful learner in this subject will demonstrate	The ability to : -explain multiple reasons and judge their importance -compare interpretations and judge their reliability -judge the utility of pictorial evidence and question its value -describe changes, assess their consequences and judge their significance
Impact on personal development	-Students begin to give reasons or explanations for their views correctly, based on examples of evidence. -They begin to ask questions of new information and acknowledge who has written it, when and why -Students begin to recognise change and think about whether this occurs with positive or negative outcomes and for whom -They learn to recognise and appreciate the views of others and explain why they may hold them

Ways to support student learning in this subject
- Closed questioning testing builds the evidence base and bank of knowledge used to illustrate and prove answers - Asking students to justify or evidence their views and interpretations of events - Differentiate between cause and consequence to help students consider impact - Make sure students always check the origins, authors and possible purpose of articles, news and views that they consume

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

life. Changing. learning.

Year 8 ICT and Computer Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Introduction Staying safe online	Computer Systems	Control Systems	Introduction to Python	3D Graphics Design	3D Graphics Design
Assessment	Complete 3 x MCQ (E-Safety, Basic Computer Skills and Introduction to MS Office)	Student work booklet that includes written questions. MCQ Practical project (PowerPoint presentation)	Student work booklet that includes written questions. MCQ Flowol projects	Student work booklet that includes written questions. MCQ Coded solution to a set project	Student work booklet that includes written questions. MCQ Sustainable school project in Google Sketchup.	

Building on Prior Learning	• Re-cap on their understanding of how to stay safe online – build on the material delivered in middle school. • Due to the range of ICT skills we encounter upon entry, students are fully trained on the basics required when using technology across all subjects. • Building on from the Spring 1 unit (Control Systems) in which look at how to solve problems using code (Computational Thinking)
Links with other subjects	• Close links with Product Design/Engineering through programming and handling hardware (PC components) • Basic ICT skills applicable across all subjects. • Geography – Use of sustainability as a topic for the Summer Term 1 and 2 unit.
Extracurricular opportunities	• Computing Club – Run twice per half term for middle school students and KS3. • Cyber Discovery – Online student-led course that is of interest to students who enjoy problem solving. • Cyber Competitions – National competitions run each year for girls and boys in which they are actively encourage to participate.
A successful learner in this subject will demonstrate	• Well organised – ability to store files with appropriate naming conventions in correctly named folders. • Resilient – technology can be temperamental and it's encouraging students to not give up.
Impact on personal development	• To become logical thinkers, problems solvers and will help them to develop resilience. • Provided with the basic ICT skills that they need to operate later on in their educational life (KS4/KS5) and in the workplace.

Ways to support student learning in this subject
• Encourage the use of technology at home, provide an opportunity for students to use our facilities that they may not be provided with at home. • Homework completed on time and to the expected standard. • Help students understand the 'bigger picture' – technology is becoming more prominent in our everyday lives and because they can use a smartphone they assume they know everything they ever need to about the subject. • Change their mind-set – there is evidence that they're not receiving the best experience at middle school and it's switching students off before they even walk through the door.

Year 8 Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Blues Performance	Blues Improvisation	Film Music	Reggae & music from the Caribbean	Latin American Music	Riff & Chords – KS3 Showcase
Assessment	Group Performance + End of Unit Knowledge test	Individual Improvisation + End of Unit Knowledge test	Composition + End of Unit Knowledge test	Group Performance + End of Unit Knowledge test	Individual performance/ improvisation + End of Unit Knowledge test	Group Performance + End of Unit Knowledge test

Building on Prior Learning	Development of music literacy skills (reading notations) and understanding basic music concepts e.g. pitch/rhythm/expressive markings.
Links with other subjects	Basic numeracy; counting beats, bars, sequences, durations, fractions. Literacy; music specific vocabulary Humanities; contextual information about musical styles, time place, socio-economic factors and cultural fusion.
Extracurricular opportunities	Opportunities to participate in ensembles with a range of internal and external performances and working with external music practitioners.
A successful learner in this subject will demonstrate	The ability to perform accurately, fluently on a variety of different instruments and in different styles. Will be able to respond to a composition brief using simple musical devices. Will demonstrate attention to detail, problem solving, and expressive musical communication, evaluate and articulate progress, start to describe music using technical music terms.
Impact on personal development	Students will develop resilience, problem solving, confidence, collaboration, independence, presentation, leadership and negotiation skills.

Ways to support student learning in this subject
• Encourage participation in extra-curricular music ensembles and attend school performances throughout the year. • Consider instrumental tuition (options ranging from individual to large group tuition on a variety of different instruments). • Use Focus on Sound regularly to support classroom learning and complete homework tasks. • Additional resources to support your child's understanding include; https://www.musictheory.net/ https://www.bbc.co.uk/bitesize/subjects/zpf3cdm

Year 8 Physical Education

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Girls	Hockey Netball	Badminton Tag Rugby	Health and OAA Dance	Gymnastics Handball	Rounders Athletics (field)	Striking and fielding Athletics (track)
	Boys	Basketball Hockey	Gymnastics Fitness	Badminton Football	Health and OAA Rugby	Cricket Athletics (track)	Rounders Athletics (field)
Activities are consistent throughout the year, however the order in which all pupils cover them will vary.							
Assessment		All pupils are assessed in each sport under the categories of evaluation and analysis, knowledge of rules, ability to perform skills in isolation and their teamwork. All pupils have their engagement with learning, co-operation with staff and other students, resilience and their organisation reported on as well.					

Building on Prior Learning	PE assess prior learning by baselining at the start of the academic year in order to ascertain a student's physical ability. We then build on prior learning by developing and refining previously learnt core skills and rules.
Links with other subjects	PE has cross-curricular links with a variety of subjects including Mathematics with the measuring and recording of times and distances in Athletics as well as comparing data to national norms. There are links with Science in relation to the body systems, promoting a healthy lifestyle, muscular and skeletal systems. Food Technology links with PE when discussing what should be included in a healthy diet.
Extracurricular opportunities	Students are encouraged to take part in Extra Curricular clubs and we offer a wide range of sports every · term during lunchtime and after school. Students can represent the School competitively in a number of sports including Netball, Football, Cross Country, Athletics, Swimming, Orienteering as well as a variety of others through the School Games competitions. Other recreational activities include Badminton, Girls active, Dodgeball as well as House competitions.
A successful learner in this subject will demonstrate	Successful PE students will be enthusiastic and willing to fully participate in all sports delivered. Successful PE students will be able to demonstrate core skills and understand basic rules across a variety of different activities. They will be competitive, show excellent teamwork skills, enjoy all aspects of the subject and be able to highlight strengths and weaknesses in both themselves and others.

Impact on personal development	PE will help student's physical and mental well-being and assist with reducing stress and anxiety levels amongst students. PE promotes an opportunity for students to work on a large range of personal skills such as leadership, interacting and working as a team, resilience, dealing with setbacks, adaptability and empathy of others. PE will inspire and motivate students to become lifelong participators in physical activity outside of school life.

Ways to support student learning in this subject
• Encourage students to participate in extracurricular activity inside or outside of school. • Encourage students to lead a healthy active lifestyle and know what factors could have an impact on their performance in school. • Ensure students always have their PE kit even when they are not physically able to participate as their learning can be extended in alternative ways such as coaching, leading and officiating. • Have a positive attitude towards PE and encourage full participation. • Encourage interest in major sporting events such as The Olympics. • Be a positive role model. • Discuss future opportunities within PE. • Question what skill, tactics and strategies they have been taught.

DROITWICH SPA HIGH SCHOOL AND SIXTH FORM CENTRE

Life. Changing. Learning.

Year 8 Religious Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Philosophical questioning and enquiry. Why do we do Religious studies? Who do we meet in Religious Studies? What can we learn from Religion?	Philosophical questions. 1. Can you prove God exists? 2. Can you prove God doesn't exist? 3. Do miracles happen? 4. Can God be experienced?	Ethical questions. 1. Does right and wrong depend on the situation? 2. What does religion say is right or wrong? 3. Should we show compassion to the poor? 4. How do people in Worcestershire help the poor?	Philosophical questions. 1. Is there such a thing as a soul? 2. Why do people believe in reincarnation? 3. Is there a heaven or hell? 4. How does life after death affect life?	Ethics questions. 1. Is our life determined? 2. Do we have free will? 3. Are we responsible for our actions? 4. How should we live our lives?	Revision and preparation for end of year exam. Introduction to Sikhism. 1. Sikh beliefs and background.
Assessment	Formal Written Assessment	Formal Written Assessment	Formal Written Assessment	Formal Written Assessment	Formal Written Assessment	Formal Written Assessment PPE

Building on Prior Learning	RS builds on prior learning by recapping prior knowledge before further teaching ensures that students link not only knowledge of gained in recent lessons, but also links practices and applied ethics to religious beliefs and teachings (which may have been taught in previous years)
Links with other subjects	The department has close links with other subjects, particularly History, English, Science, PSHE, Psychology and Sociology. Topics include War and Peace, Human Rights, Relationships and Families, Religion and Life, Crime and Punishment. Aside from this there are obvious links to English as the subject is examined through writing both short responses and extended pieces of writing
Extracurricular opportunities	An annual visit for year 9 to a Gurdwara enables students to experience Sikhism, particularly langar in action.
A successful learner in this subject will demonstrate	Successful RS students will habitually use subject knowledge organisers and be able to use religious terminology in context. They will also be able to explain Christian and Sikh beliefs and apply this to understand how this affects their religious and ethical practices.
Impact on personal development	Religious Studies aims to help students become respectful and tolerant members of communities. It also attempt to develop their critical analysis and reasoning skills. Although not a direct aim of the subject, studying RS

	(particularly discussion of philosophical and ethical matters) may lead students to develop spiritual, morally, socially and or culturally.

Ways to support student learning in this subject
1. Go through the Knowledge organiser a couple of times a week to learn the key terms and beliefs. 2. Use Quizlet to help to learn the key words and beliefs. 3. Discuss the different elements of the course that may be controversial particularly in years 10 and 11.