



Collingwood
College
BELIEVE SUCCEED

YEAR 8 CURRICULUM INFORMATION

2024-2025



CONTENTS

SUBJECT	PAGE
Curriculum Information	1
Art	2
Citizenship	4
English	6
Geography	8
History	10
Information and Communication Technology	12
Languages	14
Mathematics	16
Performing Arts	18

SUBJECT	PAGE
Philosophy, Religion and Culture	20
Physical Education	22
Science	24
Technology	26
PSHE	28
Year 8 Setting Policy	29
Home Learning Timetables	30

Curriculum Information 2024

This booklet is intended to help both students and parents/carers by providing information on the curriculum being followed by Year 8 students in 2024/25. It includes full details of assessment requirements of each of the subjects offered within the College. The intention is that students and parents will be able to use the information to help plan their study time effectively.

Student's attainment and progress is monitored using the Collingwood College Attainment STEPS model, using numbers 1-9 to show progress.

The new National Curriculum has more rigour and challenge and provides students with an introduction to the essential knowledge that they need to be educated citizens.

In Year 8, students will be taught programmes of study in the following areas:

Core subjects

English
Mathematics
Science

Foundation subjects

Art
Citizenship
Geography
History
ICT
Modern Foreign Languages
Performing Arts
Philosophy, Religion and Culture
Physical Education
PSHE
Technology

(The information given in this booklet is accurate at the time of publication)

Art

In the Year 8 Art & Design curriculum the aim is to promote creativity and to impart knowledge of different art forms. The subject enables students to generate ideas, explore materials, develop practical skills along with the ability to evaluate their own and others work.

Skills: Students develop a wide range of skills including painting, technical drawing, mixed media, graphical drawing, perspective and written annotation.

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 30-32 students

Home Learning: Home learning covers both research and practical assignments and is designed to support topics studied in lessons. Practical tasks will focus on developing recording skills. Research based home learning is set to enable students to have relevant information for lessons.

Materials/equipment: All students will be issued with an Art sketch book in which to produce class work. Our art studios are well equipped with a range of materials for painting, drawing, mixed-media and 3D work and students have access to computers and printers. However, it is important that students bring to their lessons a pencil and a fully equipped pencil case.

Assessment and Reporting: During the academic year progress is measured regularly against the four 'Assessment Objectives' of ideas, experimenting, recording and personal response.

How parents/carers can help:

- By taking an active interest in their artwork
- Whenever possible plan a visit to an exhibition or Art Gallery
- Encourage visiting the library to borrow books
- Watch any interesting programmes on artists
- Provide a space for their creative practical home learning.

Useful websites:

www.tate.org.uk

www.designmuseum.org

www.thebritishmuseum.ac.uk

www.thelightbox.org.uk

www.vam.ac.uk

www.nationalgallery.org.uk

www.moma.org

www.guggenheim.org

Art

Brief Synopsis: All Year 8 students undertake the same curriculum that covers the following:

- Series of observational drawings
- Collect, organise, and present visual information in a sketch book
- Reflect on and question critically their own work and the work of artists and designers
- Develop inspired personal designs to create an outcome
- Acquire technical skills in a range of media
- Acquire an understanding of how visual languages convey thoughts, feelings, and ideas
- Build up an awareness of a large variety of art styles and techniques

In Year 8 the emphasis is on drawing, painting, and developing technical skills. Students are also encouraged to develop their literacy skills and build a sound knowledge of the main art movements.

Topics Studied: Thematic areas covered this year centre around:

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Portraiture <ul style="list-style-type: none"> • Learn how to draw the correct proportions of the face • Develop observational drawing skills 	Portraiture <ul style="list-style-type: none"> • Be inspired by different artist styles to create a self-portrait • Develop media skills 	Perspective <ul style="list-style-type: none"> • Learn 1 and 2 point perspective and composition skills • Develop spatial awareness and a sense of form. 	Typography <ul style="list-style-type: none"> • Be inspired by illustrative lettering and graphic communication • Develop media skills 	Illustration <ul style="list-style-type: none"> • Learn about different styles of illustration art • Develop graphical drawing and colouring skills 	Illustration <ul style="list-style-type: none"> • Design your own inspired work based on each of the different artist styles



Citizenship

Citizenship education is delivered in two one hourly lessons a cycle and builds towards a full course Citizenship GCSE option that is an excellent precursor to A Levels and degree courses related to Law and Politics.

Skills: The following Citizenship skills are developed during this subject. Advocacy and representation, critical thinking, and enquiry, taking informed and responsible action. Students develop the knowledge and skills needed for law-related professions.

Setting: Students are taught in mixed ability groups.

Class size: Usually between 25 - 30 students.

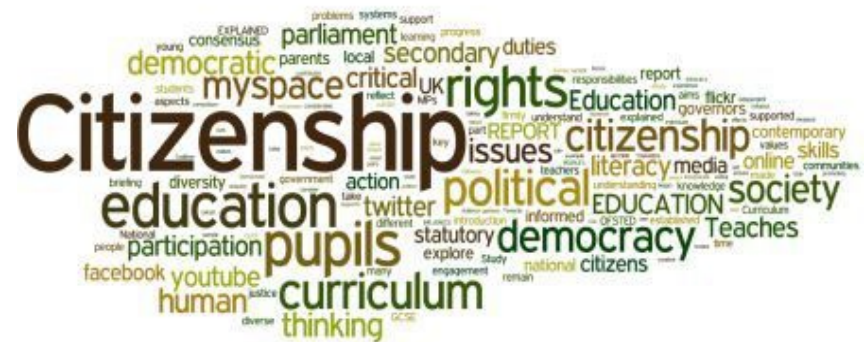
Home Learning: Students will be set tasks that will help them prepare for the upcoming lesson or help consolidate the learning done during a day.

Materials/equipment: Students should come prepared with their Super 7.

Assessment and Reporting: Students have their effort and Citizenship 'Step' assessed upon. Students have the option of taking a full course GCSE at Key Stage 4.

How parents/carers can help: Encourage students to watch a daily news bulletin and read newspapers; knowledge of current affairs is the best preparation for this subject.

Useful websites: www.bbc.co.uk/newsround, www.bbc.co.uk/news, www.theguardian.com/uk and www.independent.co.uk/



Citizenship








Brief synopsis: Citizenship lessons aim to develop students' political and legal literacy.

Real: The topics having a direct impact upon our students' lives.

Topical: Focussing on issues in the news today. Sometimes sensitive, often affecting our students at a personal and intimate level. Often controversial on matters currently being debated by politicians and the media and indeed our students.

Ultimately moral: Relate to what people think is right or wrong, good, or bad.

Topics Studied: Criminal Justice system, Advocacy, Finance, the Media, Terrorism and Topical Issues.

	Autumn term		Spring Term		Summer Term	
	<p>Criminal Justice System</p> 	<p>Advocacy and representation</p> 	<p>Finance</p> 	<p>The Media</p> 	<p>Terrorism</p> 	<p>Topical issues</p> 

English

In English lessons we study language, literature, and communication in creative and inspiring ways with the use of engaging novels, plays, poems and media.

Skills: The skills learnt in English are explicitly linked to specific skills within STEPs. For Reading these cover, information retrieval, inference and deduction, analysis of language, structural and presentational features of texts. For Writing, the skills are to do with writing a range of different text types, organising texts effectively, varying sentence structures for effect, technical accuracy, spelling and vocabulary.

Setting: In Year 8, students are taught in mixed ability groups.

Class Size: Usually between 30 - 32 students.

Home Learning: Home learning is set three times a cycle and generally consists of either a reading or writing task and SPARX reader.

Materials/equipment: Students should come prepared with their Super 7 equipment.

Assessment and Reporting: Students complete Reading and Writing Assessment tasks throughout the year to help teachers monitor and track progress. These results are recorded using the Collingwood attainment STEP model. This allows staff and students to address specific skills and set appropriate targets.

How parents/carers can help:

- Read with your child on a regular basis and encourage them to experience a range of genres and authors.
- Allow them to make use of library facilities in their area and to use the internet to develop research and reading skills.
- Encourage them to read a range of non-fiction material, including a quality newspaper.
- Help your child with spellings by keeping a log of difficult words and then test them at the end of the week.
- Encourage them to use a thesaurus when doing written work to expand their vocabulary.

Above all else we ask that you continue to encourage and motivate your child in their study of English.

Useful websites:

www.bbc.co.uk/schools/ks3bitesize/english/

<https://poetrysociety.org.uk/young-poets/>

www.youngwriters.co.uk/

www.childrenslaureate.org.uk/Home

www.booktrust.org.uk/Home

English

Brief Synopsis: The aim of the Year 8 course is to consolidate the learning of students from Year 7 and develop the skills required for Key Stage 3. Our year 8 theme is 'Relationships' and we tailor all units to correspond to this overarching idea. We aim to make lessons interactive by using resources such as music, video, interactive whiteboards, role-play, mini whiteboards, and games. The English team use a variety of teaching styles and methods to motivate students in the study of the subject and to foster an enthusiasm. A great emphasis will also be placed on consolidating and developing analysis skills.

Topics Studied: The units of work covered in English are study of Fraillon's "*The Bone Sparrow*", Shakespeare's "*Romeo & Juliet*", Poetry Comprehension, Drama, Creative writing, and Non-Fiction writing, as well as studying Non-Fiction reading. There will be a Sparx Reader lesson timetabled once per fortnight.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>The Novel (Reading): Students will study "<i>The Bone Sparrow</i>", focusing on their analytical skills and linking to the theme of relationships by considering the importance of self, friendship and freedom.</p> <p>Non-Fiction Media (Writing): Students will learn how to write for several different purposes and in a range of varying formats.</p>	<p>The Novel (Reading): Students will study "<i>The Bone Sparrow</i>", focusing on their analytical skills and linking to the theme of relationships by considering the importance of self, friendship and freedom.</p> <p>Non-Fiction Media (Writing): Students will learn how to write for several different purposes and in a range of varying formats.</p>	<p>Creative Writing: Students will develop their creative writing skills by completing a topic based around the concept of "Around the World in Eighty Days".</p> <p>Poetry: Students will study a collection of poems and will then learn how to compare and evaluate the poems from an analytical perspective.</p>	<p>Creative Writing: Students will develop their creative writing skills by completing a topic based around the concept of "Around the World in Eighty Days".</p> <p>Poetry: Students will study a collection of poems and will then learn how to compare and evaluate the poems from an analytical perspective</p>	<p>Shakespeare (Reading): An analytical study of "Romeo and Juliet", incorporating Drama and Media to assist with student understanding.</p> <p>Fiction (Reading): Students will read a range of different fiction texts and will learn how to explore, analyse, and evaluate them in preparation for their GCSE syllabus.</p>	<p>Shakespeare (Reading): An analytical study of "Romeo and Juliet", incorporating drama and media to assist with student understanding.</p> <p>Fiction (Reading): Students will read a range of different fiction texts and will learn how to explore, analyse, and evaluate them in preparation for their GCSE syllabus.</p> <p>Dragon's Den: Students will create a business plan for a new item/idea, which they will then "pitch" to the class as part of a Speaking & Listening assessment.</p>

Geography

Geography is the fascinating study of the Earth's human and physical environments and how they interact with one another.

Skills: Students are encouraged to collect and manipulate a wide range of data. They will learn to create and interpret maps, graphs, indicators, satellite images and GIS (Geographical Information Systems). Students will also learn to describe and explain why geographical processes have taken place. They will have opportunities to express their viewpoints as well as the viewpoints of different groups of people. Many activities will also involve problem solving and decision-making skills. Fieldwork and investigation skills also play a key role in the curriculum.

Setting: All students are taught in mixed ability groups

Class size: Class size is usually between 28 - 32 students.

Home Learning: Home learning is set once per cycle for most topics. Tasks set will vary to include a range of activities such as independent research, creative writing, Forms quizzes, presentation preparation and model making. Some topics will require a project-based home learning task to be completed in small sections over a half term period.

Materials/equipment: Students will need pens, pencils, colouring pencils, ruler, eraser, calculator, protractor, pair of compasses, glue, and scissors.

Assessment and Reporting: Students will complete an assessment at the end of each unit of work. These assessments enable students to demonstrate knowledge and understanding across attainment STEPS 1-9. These, along with class work and home learning, are used to report which attainment STEP students have reached by each reporting session.

How parents/carers can help:

- Discuss your surrounding environment and encourage your children to ask questions about what they see.
- Allow them to make use of family photos and experiences.
- Watch and discuss news and documentary programmes.
- Familiarise your child with the world map helping them recognise countries and continents.
- Encourage your child to map read while you go on a journey, even if you know the way!
- Encourage your child to use and learn the key words provided in glossaries that are issued at the beginning of every topic.
- Encourage them to support their class work with wider reading from appropriate websites

Useful websites:

<http://www.geography.learnontheinternet.co.uk/>

<http://www.coolgeography.co.uk/>

<http://www.bbc.co.uk/education/subjects/zrw76sg>

<http://education.nationalgeographic.com/education/>

<https://timeforgeography.co.uk/>

<http://www.internetgeography.net/>

http://www.geographyalltheway.com/ks3_geography.htm

Geography

Brief Synopsis: The Year 8 course is designed to build on the learning of Year 7 and provide a platform for further study in Year 9. Students are encouraged to think for themselves and make decisions using selected criteria. Students are expected to offer valid reasons for the patterns and processes in their surrounding environment and demonstrate an understanding of sustainability. They will be expected to take risks and solve problems both independently and as part of a team.

Students are encouraged to collect and manipulate data. They are required to investigate issues and suggest questions which would enable them to deepen their understanding. They are expected to describe and explain why geographical processes have taken place as well as express views of different groups of people. They should learn to make decisions and justify their answers.

Topics Studied: Students will study the following topics: Natural Hazards, Weather and Climate, Wealth and Development, Energy, Climate Change, Desertification, Water Security and Deforestation.

Within these topics students will have the opportunity to develop a variety of additional skills using Atlases, OS maps, ICT (including Geographical Information Systems), Data Handling and Geographical Fieldwork.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Volcanic Activity</p> <p>Types of volcanoes and a study of the causes, effect, and responses to a case study of a volcanic eruption.</p>	<p>Earthquakes and Tsunami</p> <p>Plate tectonics and the causes effects and responses to earthquake and tsunami case studies.</p>	<p>Hydrology, Weather and Climate</p> <p>How weather and climate affects people and the environment. Also looks at extreme weather events.</p>	<p>Who wants to be a Billionaire?</p> <p>A look at global distribution of wealth and a comparison of different places using key development indicators.</p>	<p>Global Issues and Challenges – Climate Change</p> <p>The causes, effects, and management of climate change.</p>	<p>Global Issues and Challenges</p> <p>A range of current issues affecting the world such as ocean plastics, renewable energy, and deforestation.</p>



Collingwood Geog
@Collingwood_Geo



History

From England becoming a global power during the Industrial period to Crime and Punishment throughout History; the rise of Hitler to the years of Civil Rights – History is about who we are! It's our identity!

Skills: History develops skills that are an integral part of life. Students are taught to read and analyse texts and are encouraged to develop their own opinions and respect those of others. Year 8 will enhance historical skills including understanding of chronology, diverse values, and beliefs, change and continuity over time, cause, and consequence of events as well as the significance and interpretation surrounding events and individuals. Students will develop skills of historical enquiry using evidence and then communicating their ideas and understanding.

Setting: Students will be taught in mixed ability groups.

Class Size: Usually between 25 - 30 students.

Home Learning: Home learning tasks are used to reinforce and extend upon class work. It enables the teacher to check and monitor the understanding of each student when working on an individual basis. Sometimes this will provide the opportunity for extended independent research and projects.

Materials/equipment: Students should come prepared with their Super 7 equipment plus 2 different coloured highlighter pens.

Assessment and Reporting: Assessments, along with class work, are used to provide evidence as to what attainment step a student has achieved for reports. There are written assessments that are completed termly, based on the topic previously covered.

How parents/carers can help:

- Encourage your child to understand that we all have different opinions on different topics and that is what makes us all valuable and unique.
- Encourage your child to read – this will help with vocabulary and tackling bodies of text.
- Watch television programmes about historical topics and encourage conversation about the programme as you watch – look at the different adverts and consider why they have been made (for what purpose?)
- Take them to the local library and encourage them to look at reference books and borrow books on topics within the programme of study or of particular interest.
- If possible, plan visits to museums and historic sites as these provide an opportunity to apply skills learnt within the classroom, as does questioning about family history.

Useful websites:

<http://www.bbc.co.uk/history/forkids/>

<http://www.johndclare.net/>

http://www.ngfl-cymru.org.uk/vtc/ngfl/history/usa_1929_1990/index.html

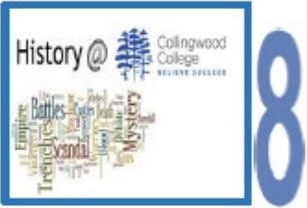






<http://www.spartacus.schoolnet.co.uk>

History

Brief Synopsis: The aim of the Year 8 course is to build on the skills and understanding developed in Year 7 and paves the way for skills and topics needed at GCSE. Students will use historical terms and concepts in increasingly sophisticated ways and will pursue historically valid enquiries to create relevant, structured and evidentially supported accounts in response. Our focus is on skills for life, but also preparation for GCSE exam work.

Students can develop their key core historical skills including understanding of chronology, diverse values, and beliefs, change and continuity over time, cause, and consequence of events as well as the significance and interpretation surrounding events and individuals. There are opportunities to improve their skills of historical enquiry using evidence and communicating their ideas and understanding as well as gaining a solid foundation for skills needed at GCSE.

Topics Studied: We study the Industrial Revolution, a thematic study of Crime and Punishment through time, World War I, World War II, the Holocaust, and other Minority Groups that were persecuted by the Nazis, followed by Civil Rights in the USA and across the world.

	Autumn Term		Spring Term		Summer Term	
	Industrial Revolution	Crime and Punishment through Time	WW1 – The Home Front	WW2	Minority Groups persecuted by the Nazis	Civil Rights across the world
						

Information and Communication Technology (ICT)

This subject looks at the different ways in which students can learn about, develop understanding, problem-solve, be creative and apply knowledge of the digital world, both in how they use it in and outside the College environment. Students will gain a greater understanding of skills and topics which will enable them to make informed choices for their Year 9 and 10 Options in terms of the Computer Science, Creative iMedia and Information Technology qualifications.

Skills: Students will be taught a range of skills relating to different software applications including many from the Microsoft Office and Adobe suite. They will also learn to programme and will gain an awareness of Internet safety.

Setting: Students are taught in mixed ability groups.

Class size: Usually between 25 - 30 students.

Home Learning: Home learning is set every other week and will support the work being done in class. The work set will often require access to a computer at home as most tasks will need to be completed in OneNote or Teams. Tasks should take no longer than 30 minutes to complete. Students can complete home learning at College if a computer is not available at home.

Materials/equipment: Students will require the usual Super 7 equipment. Each student has access to a computer, software, and any other hardware as necessary.

Assessment and Reporting: Assessment for each unit of work is on-going and students are required to compile a portfolio of evidence as each module progresses. The assessment of this work is measured against the STEP level descriptors for each unit of work (from 1-9). There are also summative assessments during the year, including an end of year test.

How parents can help:

- encouraging and supporting their child with work done at home
- sharing our belief that ICT skills and knowledge are a necessity

It is crucial that every child can practice their newly acquired ICT skills and therefore ensuring your child has access to a computer and the relevant Office software would be a great help. This can be accessed through Office365 where the desktop version can also be downloaded free of charge. All work is accessed using OneNote and/or Teams within Office 365.

Useful websites:

www.office.com access to Office 365 applications

www.adobe.com - access to all the adobe suite available to download onto your own device.

<https://www.bbc.com/bitesize/subjects/> - education resources for IT and Computer Science

Information and Communication Technology (ICT)

Brief synopsis: In Year 8 students continue to follow ICT and have one period per week, building upon their attainment from the previous year. This focuses on the following three areas:

- Digital Literacy – creative use of applications and consideration of e-safety, privacy, ethics, and intellectual property – *links to OCR Creative iMedia*
- Computer Science – problem solving and introduction to programming – *links to GCSE Computer Science*
- Information Technology – the use of a range of different applications including the Microsoft and Adobe suite

Topics Studied: Students will complete the following units of work:

- Internet Safety – how to keep safe online
- Programming – using a text-based language
- Photoshop – digital graphics editing
- Spreadsheets – excel skills
- Visual identity – introduction into creative iMedia
- Scratch Game

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Visual identity - Understanding how to create vector-based graphics.</p>	<p>Programming – Blockly Introduction to text-based programming Translate simple constructs introduced in Scratch Combine constructs to create a more advanced program</p> <p>Bebras Computational thinking challenge</p>	<p>My Digital World Learn how to keep safe while online Explore the various dangers that exist and understand the measures that should be taken</p>	<p>Photoshop Understanding how digital images can be manipulated</p>	<p>Modelling Learn how to create a spreadsheet model in Microsoft Excel. Be able to use formulas and functions to create a road trip plan.</p>	<p>Scratch Game Design and create a side scrolling game</p>

Languages

In the age of global communication and ever-growing international business it is essential for children to become talented linguists. At Collingwood, we offer a first-rate language learning experience supported by authentic resources and a range of technologies.

Skills: Students continue developing the language-learning skills of Listening, Speaking, Reading, and Writing. Personal learning and thinking skills are reinforced throughout the course.

Setting: Students are taught in mixed ability groups.

Class Size: Class size is usually between 25 to 32 students.

Home Learning: The department allows each student to choose their Home Learning tasks from a takeaway menu. In addition, there might occasionally be some learning tasks set by individual teachers.

Materials/equipment: Students should come prepared with their Super 7 equipment.

Assessment and Reporting: There is ongoing formal and informal assessment.

How parents/carers can help:

- Test vocabulary and listen to preparation for speaking tasks
- Support with Home Learning tasks
- Look through and discuss comments in your child's exercise book
- If you visit a French or Spanish speaking country, ensure your child is observant and tries to use the language within his/her limitations

Useful websites and apps:

Quizlet

Duolingo

languagesonline.org.uk

linguascope.com (username and password will be given out to students at the start of the year)

thelanguagegym.com (username and password will be given out to students at the start of the year)

Languages

Brief Synopsis: Students study French OR Spanish (the same language as they studied in Year 7). Students build on the foundations laid down in Year 7 and are given the opportunity to be more creative with their language skills. Language skills are practised using a variety of activities: listening to target language, videos, ICT, games, songs, and project work.

Spanish Topics Studied: A range of motivational, contextual, and cross-curricular topics are covered such as Hispanic culture, School, and Holidays.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
La vida hispana <ul style="list-style-type: none"> Spanish food Likes and dislikes Eating habits 	La vida hispana <ul style="list-style-type: none"> El Dia de Muertos Spanish fiestas Describing what you will do in those fiestas 	Mi instituto <ul style="list-style-type: none"> Discussing school subjects Describing teachers Describing your timetable 	Mi instituto <ul style="list-style-type: none"> Talking about your daily routine Describing current and ideal uniform Making future plans 	Mis vacaciones <ul style="list-style-type: none"> Describing holiday activities Countries Weather Describing a future holiday 	Mis vacaciones <ul style="list-style-type: none"> Transports Accommodation. Describing a past holiday

French Topics Studied: A range of motivational, contextual, and cross-curricular topics are covered such as, Parkour (free running), Paris and Hobbies.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Parkour <ul style="list-style-type: none"> Physical and personality description Sports Fitness 	Parkour <ul style="list-style-type: none"> Exercise routine Healthy eating and living International sporting event 	Paris <ul style="list-style-type: none"> Famous landmarks and monuments Transports Planning a trip 	Paris <ul style="list-style-type: none"> Finding your way Asking for tourist information Describing a past trip to Paris 	Mes passe-temps <ul style="list-style-type: none"> Hobbies Musical instruments French music 	Mes passe-temps <ul style="list-style-type: none"> Study of the film "The Chorus" Cinema and television Technology and social media

Mathematics

The national curriculum for mathematics aims to ensure that all students can:

- **Recall and apply knowledge** confidently and accurately, becoming fluent in the fundamentals of mathematics. Students are taught through varied and frequent practice, increasing the complexity of problems over time.
- **Reason mathematically**
Students are taught to follow a line of enquiry, identify relationships, and develop a justification using mathematical language
- **Solve problems** by applying their mathematics to a variety of routine and non-routine problems

Skills: The skills learnt in Mathematics will develop students' thinking and reasoning abilities.

Mastery use of efficient mathematical strategies, financial awareness, and numeracy. They will also learn to present information and solutions in an orderly and logical manner using written, oral, graphical, and diagrammatic forms. Problem solving forms a major part of our curriculum, with an emphasis on students knowing their timetables and key mathematical vocabulary.

Setting: Students will be set based on their progress checks and end of Year 7 assessments. All students follow the same scheme of work, with opportunities for support and extension equally given, with sets determining the pace at which content is delivered. Sets are reviewed after every termly assessment, based on unit progress checks, home learning, class work as well as the termly assessments.

Class Size: Usually between 25 - 32 students.

Home Learning: Home learning is set each week and is used to enhance class work. Home Learning enables teachers to check and monitor the understanding of each student, as well as allowing retrieval practice of key skills. Home Learning may be set online using Sparx Maths, a virtual maths platform offering videos and questions, using Office 365, or on paper. Assignments should take approximately 40 minutes.

Materials/equipment: Books, Super 7 and other necessary equipment. Please note students will need a scientific calculator. The Casio fx-83GTX is recommended, as this can be used all the way through to Year 11.

Assessment and Reporting: Students will be regularly tested to track their progress, with the data then being used to report back to parents.

How parents/carers can help:

- Communicate with teachers, if required
- Help students learn their times tables and assist them in using their mental arithmetic skills
- Make sure students have the correct equipment with them for **all** lessons: Scientific calculator, ruler, pair of compasses, protractor, pen, and pencil.

Useful websites:

Sparx maths

www.sparxmaths.uk

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

Cognition Maths YouTube:

https://www.youtube.com/playlist?list=PLidqqIGKox7XPh1QacLRiKto_UlnRIEVh

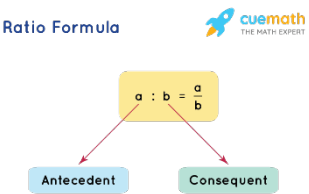

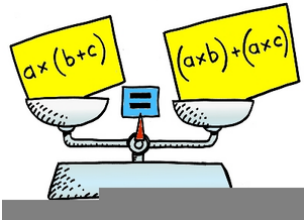
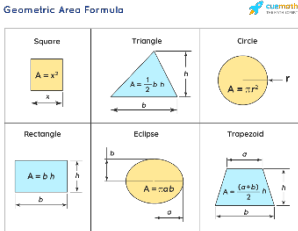
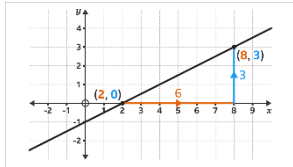
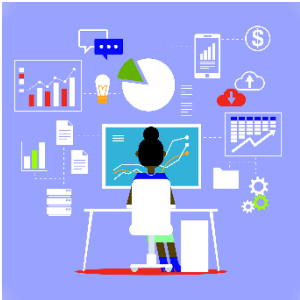
White Rose Maths YouTube:

<https://www.youtube.com/channel/UCOFXTsK2L43e2ieh2olaR9Q/featured>

Mathematics

Brief synopsis: Teaching Maths for Mastery involves employing approaches that help students to develop a deep and secure knowledge and understanding of Mathematics at each stage of their learning. By the end of every school year or key stage, students will have acquired mastery of the mathematical facts and concepts they have been exposed to, equipping them to move on confidently and securely to more advanced mathematics.

Topics Studied: Students will study the following topics: Number, Algebra, Ratio and Proportion, Geometry and Measure and Probability and Statistics

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Fractions</p> <ul style="list-style-type: none"> • Multiplying fractions • Dividing fractions <p>Ratio and Proportion</p> <ul style="list-style-type: none"> • Simplifying ratio • Sharing in a ratio • Problem solving with ratios • Direct and indirect proportion 	<p>Calculator skills</p> <ul style="list-style-type: none"> • How to use a scientific calculator <p>Percentages</p> <ul style="list-style-type: none"> • Percentage of amount • Percentage increase and decrease <p>Index laws</p> <ul style="list-style-type: none"> • Powers and roots • Laws of indices 	<p>Algebra</p> <ul style="list-style-type: none"> • Substitution • Rearranging formula • Expanding • Factorising • Solving equations • Inequalities 	<p>Unit conversion</p> <ul style="list-style-type: none"> • Metric units • Converting units • Converting time <p>Area</p> <ul style="list-style-type: none"> • Area of rectangles, triangles, trapezia and compound shapes • Circles: parts, area, circumference, sectors • Pythagoras' Theorem 	<p>Straight Line Graphs</p> <ul style="list-style-type: none"> • Coordinates • Plotting graphs • Gradient • Lines parallel to the axes • $y = mx + c$ • Linear graphs • Real life graphs • Distance-time graphs 	<p>Data</p> <ul style="list-style-type: none"> • Collecting Data • Data Representation • Frequency Tables • Scatter Graphs • Averages • Pie charts • Stem and leaf diagrams • Pictograms
<p>Ratio Formula</p> 			<p>Geometric Area Formula</p> 		

Performing Arts

Performing Arts at Collingwood aims to develop students' skills in creating, performing and evaluation. Students will gain an understanding of Drama, Dance & Music through exploring genre and style. We aim to provide opportunities for students to develop their personal reflection skills through individual, pair, and teamwork. Students are encouraged to be ambitious, bold, and collaborative within Performing Arts which underpins the curriculum in Year 8.

Skills: During Key Stage 3 students will:

- Extend performing arts interests and skills
- Listening & speaking
- Non-verbal communication
- Compose and perform drama, dance & music in different styles
- Improvisation – making, performing & responding
- Work individually and in groups of different sizes
- Actively explore specific genres and traditions from different times and cultures
- Composing, listening, appraising, and evaluating

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 25 - 30 students.

Home Learning: Students are given preparation tasks for home learning. These can range from independent rehearsal, organising costumes/props to creating characters, scriptwriting and learning lines. One piece of written home learning or quiz will be set on Teams or OneNote each term which will be an opportunity for students to reflect on their knowledge across the year.

Materials/Equipment: Students will require the usual Super 7 equipment and as required their own instruments (if they play one), props, costume, scripts, sound, and music.

Assessment and Reporting: Students are reminded of their final grade at the end of Year 7. After their first assessment at the beginning of the Autumn term, students are set specific, individual targets. Up to 6 pieces of performance work is assessed and recorded by the teacher, with feedback on Teams.

How parents/carers can help: Discuss lesson content and listen to their ideas. Help them prepare for solo pieces or group work by watching their performances. Check they have remembered to organise equipment for lessons when required. Take, or encourage them to see live theatrical productions at Collingwood or locally. Support attendance in our wide range of extracurricular activities from the whole school production or after school performing arts clubs.

Useful websites:

www.bbc.co.uk/schools/gcsebitesize/drama/Music - BBC Bitesize

Performing Arts

Brief Synopsis: Students are encouraged to think more creatively and build on the skills acquired in Year 7. Self-awareness, self-confidence, and teamwork are keys to success as well as clear, fluent, expressive speech. These combine to support the creative, intellectual, and social development of the individual.

We have modified the PIXL Performing Arts attainment bands and the GCSE Performing Arts syllabus to consider Collingwood's Performing Arts accommodation to create achievable STEPS.

Students are timetabled for two lesson per week in Kingston Theatre, Barossa Drama Studio, H32, M1 or M2.

Topics Studied:

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Drama	Theatre History	Comedy Goes Wrong	Brecht - Epic Theatre	Physical Theatre	Devising	Stage Fighting
Music	Reggae	Jazz & Blues	Band Project	Video Game Music	Musicals	Create your own Rap

Autumn Term		Spring Term		Summer Term	
DRAMA Stages Choral Speech Exaggeration Canon Unison Voice Slow motion Slapstick Voice Mime	MUSIC Tempo Dynamic Instrumentation Syncopation Melody Chord Symbol Ostinato Reggae DAW Sequencing Walking Bassline Extended Chord Improvisation 12 Bar Blues	DRAMA Narration Epic theatre Non naturalistic Multi rolling Multipurpose props Montage Thought tracks Character motivation Intentions Relationships	MUSIC Hook Riff Bassline Chorus Verse Chord Chord Progression	DRAMA Stimulus Improvisation Transitions Dramatic intention Sightlines Blocking Stage fighting Building tension Soundscapes Marking the moment	MUSIC Composer Chiptune 8 Bit Ground Theme Character Motif Cue Treble Bass MC DJ Rap Hip Hop

Philosophy, Religion and Culture (PRC)

How do we know what is right and wrong? Is it ever acceptable to kill? Does the media represent religion fairly?

In the second year of Philosophy, Religion and Culture (PRC), students start considering some of life's biggest moral dilemmas, considering the different ways that we as humans can try to answer questions of what is right and wrong. We begin to deepen knowledge of different world religions, such as Hinduism, and reflect on the role of religion in modern Britain, particularly looking at the media and science.

Skills: PRC encourages students to consider other people's opinions and points of view, an important skill in Modern Britain. Philosophy, Religion and Culture lessons aim to develop students' ability to understand, explain and evaluate different points of view. We encourage students to approach topics with an open mind, developing their listening, empathy, and collaboration as we explore some of life's biggest questions. At Collingwood we also want students to develop their own critical thinking so that they are able question the world around them, which we hope will lead to a deeper love and understanding of the world in which we live, and their own place within it.

Setting: Students are taught in mixed ability groups.

Class Size: Usually between 25 - 30 students.

Home Learning: This is set once per two-week cycle and designed to consolidate and enhance upon studies completed in class. Frequently the task is planned for use during the following lesson, but tasks are also set as a means for staff to identify progress. Home learning could involve a written task, a research task using the internet, or could be to read something in preparation for the following lesson. All Home Learning tasks can be accessed through the Fileshare and may be given to students digitally using OneNote.

Materials/equipment: Students should come prepared with their Super 7 equipment.

Assessment and Reporting: Six formal assessments each year, alongside effort and achievement in classwork and home learning, help to establish grades and levels recorded on reports.

How parents/carers can help:

- Encouraging your child to keep an open and questioning mind, which will greatly improve their chances of progressing and achieving
- Discuss issues of belief, identity and morality that occur in the world
- Encourage them to go to the local library and pay attention to current events
- Emphasise the importance of learning about other people, who may have very different backgrounds, views, and beliefs. This will give your child every chance of success in PRC

Philosophy, Religion and Culture (PRC)

Brief Synopsis:

The RS department changed its name to Philosophy, Religion & Culture (PRC) to better reflect the content of our lessons and give a more accurate impression of the intended outcomes of study. Students look at several broad philosophical and moral questions and study the responses and beliefs of various religious and non-religious groups. Personal belief (or lack of it) is not an issue – rather, students are encouraged to consider their own opinions and ideas considering others, and to understand the range of different cultures and beliefs in the world.

Topics Studied:

During Key Stage 3, which is completed over 2 years, students will study aspects of six main world faiths: Christianity, Judaism, Hinduism, Islam, Sikhism and Buddhism. There is a particular emphasis on Christianity, as it has played a large part in influencing the development of British society and culture, but where possible it is considered in the context of other beliefs. Students are encouraged to compare all religions studied to secular and non-religious ideas and to concepts from their own lives.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Hinduism	Buddhism	Sikhism	Christianity	Islam	Ethics

Physical Education

Physical Education in Year 8 is focused on our message of 'be the best you can be' and brings to light our strands of Physical ME in PE, Social ME in PE, Thinking ME in PE and Healthy ME in PE. It develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Our aim is to develop students that want to lead a healthy active lifestyle in and beyond their school years.

Skills: Control, Coordination, Precision, Fluency, Advanced Skills, Short term effects of exercise, Long Term effects of exercise and performance analysis skills.

Co-ordination, social interaction, and equipment handling skills are also developed. Physical ME in PE, Thinking ME in PE, Social ME in PE, and Healthy ME in PE

Setting: Students are set. Usually there is a top set, and the remaining sets are mixed ability.

Class Size: Usually 27 students.

Home Learning: Any home learning set in Year 8 PE is research-based work in preparation for starting new activities.

Materials/equipment:

Assessment and Reporting: Students will be assessed using Collingwood's STEP system and personalised learning checklists (PLC). These are made up of steps 1 – 9. The extent to which students meet PLC steps is based upon their performance in lessons. Students can make progress through both practical and theoretical demonstration.

How parents/carers can help:

- Parents can help by ensuring that students have the correct Collingwood PE kit and that they wear this kit to every PE lesson
- Ensuring students bring PE kit in, even when they are injured, not to participate physically, but to create a culture where they are still part of the lesson
- Encourage students to attend a wide range of extra-curricular sporting clubs at lunch time and after College. This timetable is available to view in their Form rooms and on Edulink
- Having a bottle of water on them is always desirable

Physical Education

Brief Synopsis: Physical Education in Year 8 develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Students develop a wide range of skills and the ability to use tactics, strategies, and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them.

Topics studied: Topics may depend on gender

Dance, Gymnastics, Trampolining, Netball, Badminton, Football, Rugby, Athletics, Fitness, Competition blocks and Striking and Fielding (Striking and Fielding includes Cricket, Softball and Rounders)

Autumn	Spring	Summer
<p>The following activities take place across all terms on a rotation basis.</p> <p>Football Rugby Gym Fitness Dance Badminton Netball Basketball Outwitting Competition blocks</p>	<p>The following activities take place across all terms on a rotation basis.</p> <p>Football Rugby Gym Fitness Dance Badminton Netball Basketball Outwitting Competition blocks</p>	<p>The following activities take place during the summer term on a rotation basis.</p> <p>Athletics Striking and fielding Competition blocks</p>

Extra Curricular PE – 3.10pm – 4.10pm

Usually Football, Rugby and Netball Club run from September to Oct Half Term. After Oct Half Term Football stops and is replaced by Basketball. Rugby and Netball continues for as long as we have light.

Football takes place in Kingston. Rugby, Basketball and Netball take place in the Sports Hall.

Usually, Badminton takes place on a Wednesday in the Sports Hall and runs from September to the Easter Holiday

Science

Science is taught in mixed ability sets in Year 8. We complete the KS3 syllabus by the end of Year 8 and progress to KS4 in Year 9.

Skills:

In their second year of KS3 students' skills are developed further and we begin to teach them the key skills and appropriate language to achieve at KS4. Open ended investigations are given, and students are encouraged to do in depth work within a regulated time scale.

Setting: Mixed ability

Class size: Usually between 25 and 30 students.

Home Learning: This will be set in line with College timetable. All home learning will be regularly checked and assessed.

Materials/equipment:

All students are expected to bring their book, pen, pencil, ruler, rubber, and planner to every lesson. KS3 revision guides are available to purchase from the department via Parent Pay. They should be collected from the Science Office on the first floor of S block.

Assessment and reporting:

A range of mini assessments are done in lessons and larger test at the end of the Autumn and Spring term to provide information on progression. This larger test will comprise all the topics covered up to the point of the assessment. The end of the year assessment is done in Summer towards the end of the school year. Reports are in line with College Policy.

How parents/carers can help:

- Assisting with revision when a test is imminent
- Help them with home learning
- Encourage the student to share what they have learned in science with you

Useful websites: <http://www.bbc.co.uk/education/subjects/zng4d2p>

Science

Brief synopsis:

All students follow an accelerated Key Stage 3 course, finishing Key Stage 3 at the end of Year 8. Students then start GCSEs in Year 9 and complete them by the end of Year 11.

Topics Studied:

Biology, Chemistry and Physics topics as listed below. The scientific enquiry process is taught alongside and integrated into all the topics studied.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none">• Digestion• Heating and cooling• Magnetism and electromagnets	<ul style="list-style-type: none">• Variation• Human reproduction• Atoms, elements, compounds, and some chemical reactions	<ul style="list-style-type: none">• Energy in chemical reactions• Metals and nonmetals• Breathing	<ul style="list-style-type: none">• Sound• Light• Wave properties	<ul style="list-style-type: none">• Work, energy, and simple machines• Pressure• Respiration	<ul style="list-style-type: none">• Climate and Earth resources• Evolution and inheritance• Earth structure

Technology

Technology inspires students to develop new products by the power of creative thinking.

Skills: In Year 8 Design & Technology students will follow the new guidance of the National Curriculum. Students will continue to study the design process and relevant theory, as well as a high percentage of practical work in a multitude of D&T subject topic areas.

Setting: Students are taught in mixed ability groups.

Class size: Usually between 20 - 24 students.

Home Learning: Home learning is set to reinforce class work. It is set once a cycle for Design & Technology and once per cycle for Food & Textiles. As well as written work, for Food Technology lessons students will be required to prepare for their practical lessons by bringing in the necessary ingredients. Students are expected to use ICT wherever possible in their home learning.

Materials/Equipment: Students should come prepared with their Super 7 equipment and ingredients for practical lessons. All other resources will be provided. Parental contributions to the 'technology' donations fund (see annual letter) are greatly appreciated and help support the cost of our materials purchases.

Assessment and Reporting: Students are assessed in the following areas:

- Communication of ideas
- Planning and analysis
- Producing a quality product
- Evaluation

Formative assessment is undertaken during the module and completed at the end of each unit of work. Students are informed of their Collingwood Attainment STEP as the unit of work progresses and their target level for the subsequent unit of work. Target reports are based upon the current unit of work being delivered as an average across the two main D&T subject areas (D&T and Food/Textiles)

How parents/carers can help:

- Parents can help by ensuring that students have the correct equipment and ingredients for the lessons wherever possible.
- Parents can support students in learning key words for the subject
- Check that students are completing their home learning tasks in line with provided guidance.

Useful websites: <http://www.bbc.co.uk/education>

<http://thecookeryteacher.com/>

<http://www.technologystudent.com/>

Technology

Brief Synopsis: Technology inspires students to develop new products by the power of creative thinking. It encourages students to search for opportunities in the modern world that need to be developed into the design of a new solution. Students continue to study a wide variety of technology areas in year 8 including Food, Resistant Materials, Systems & Control, Graphics and Art Textiles projects to prepare them for the year 8 option process. The department also provides assemblies and information about the popular D&T options routes in February of year 8 to help them make an informed choice at options time.

Students are encouraged to develop their knowledge of a variety of different materials and understand the design process. ICT and wide use of CAD / CAM is incorporated in the Schemes of Work as are projects to encourage project planning and design development techniques. Students also practice their practical manufacturing skills across all the taught curriculum areas and an understanding of modern technologies including programming, CAD, and electronics integration.

Topics Studied: 2D CAD design & laser cutting, soldering and PCB assembly, use of basic woodworking tools and plastic forming processes. Programming using Microcontrollers, integrating electronics in products, cooking skills, nutrition, meal planning and working with fabrics and machining.

Autumn Term	Spring Term	Summer Term
<p>The following projects are covered across all terms on a rotation basis.</p> <ul style="list-style-type: none"> • PIC Programming - Advertising: this project teaches students how to use microcontrollers, with programming to respond to sensors and control light and sound in an advertising /promotion themed design challenge • 2D Design – CAD: Students learn how to use 2D CAD software to quickly produce vector graphics for use with laser cutting CAM systems and produce a laser cut acrylic lens for their USB lamp project • Graphics mini projects: Students learn principles of graphic communication through short single lesson focussed graphic design tasks 	<p>The following projects are covered across all terms on a rotation basis.</p> <ul style="list-style-type: none"> • Electronics – Soldering skills: Students practice their soldering skills from Year 7 by producing a USB powered LED circuit board to use in the USB lamp artefact • Timber and plastics forming - USB Lamp: Students learn timber lamination and heat forming of plastics techniques and design, assemble, test, and evaluate their USB desk lamp project • Cooking Skills – Food: students are given the opportunity to cook a variety of different dishes and learn a range of practical skills 	<p>The following projects are covered across all terms on a rotation basis.</p> <ul style="list-style-type: none"> • STEM Challenge: Rockets This product requires students to research, design and build a compressed air powered rocket that will travel the furthest distance along a fixed wire. They will need to apply Science and Maths principles to work out the most effective shape, mass to ensure success and work out distance travelled through application of Pythagoras theorem • Textiles Project: Students continue to develop both design and practical techniques in textiles using a range of materials and manufacturing equipment

PSHE

PSHE (Personal, Social, Health and Economic) education is taught by form tutors in a lesson once per cycle. It is a statutory requirement that Secondary Schools teach Relationships and Sex Education, and Health Education and schools are encouraged to include personal, social, and economic education in their PSHE curriculum. Parents will be able to withdraw their child (following discussion with the College) from any or all aspects of sex education, other than those which are part of the science curriculum, up to and until two terms before the age of 16. Parents will not be able to withdraw their child from any aspect of statutory relationships or health education.

Skills: PSHE education is concerned with students' personal development and ensuring students have the knowledge they need to make informed choices in relation to their own wellbeing. PSHE lessons are designed to equip students with knowledge, understanding, attitudes and practical skills to live healthy, safe, and productive lives. We encourage them to develop empathy and understanding and aim to reduce the stigma and misconceptions that surround many of the topics we cover. The lessons also enable students to reflect on and clarify their own attitudes and values and explore the complex, and sometimes conflicting, range of attitudes and values they will encounter now and in the future.

Topics studied: The following topics will be included in PSHE education lessons:

Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health, and prevention of illness, basic first aid, the changing adolescent body, families, respectful relationships (including friendships), online and media, being safe, intimate, and sexual relationships (including sexual health)

Materials and equipment: Students need to come equipped with pens. They will have a PSHE workbook which will be kept in College.

Assessment and Reporting: Students' knowledge of course content will be assessed regularly to give them the opportunity to reflect on what they have learned and identify what they need to do next. Tutors will report on students' Attitude to Learning in PSHE education lessons.

How parents/carers can help: There is no formal requirement for home learning, though students will benefit enormously from having discussions with parents and carers about some of the issues raised in PSHE education.



Year 8 Setting Policy

The Year Group is split into quarter bands or half bands for teaching purposes. Each quarter band contains two or three tutor groups, and each half band contains five tutor groups:

Half Bands	ab		cd	
Quarter Bands	a	b	c	d
Tutor Groups	8A 8B	8C 8D 8E	8F 8G 8H	8I 8J 8K

Within each band, subjects may set students according to their ability in that subject. Students can be placed in different sets for each subject. This document contains details of those subjects that prefer to set students by ability and will help parents understand the set codes. Student timetables shown on Edulink will display the set code for each subject.

Set codes are made up of 4 components: year, band, subject and set. For example, 8a/Ar1 means Year 8, band a, subject code Art, set 1 and 8ab/Pe6 means Year 8, band ab, subject code PE, set 6.

Subject	Code	Details
Art	Ar	All students are taught in mixed ability groups
English	En	All students are taught in mixed ability groups
Geography History PRC Citizenship	Gg Hi Pr Cz	All students are taught in mixed ability groups
IT	It	All students are taught in mixed ability groups
Languages	French (Fr) Spanish (Sp)	All students are taught in mixed ability tutor groups
Maths	Ma	Students are set in ability groups.
Performing Arts	Pa	All students are taught in mixed ability groups
PE	Pe	All students are taught in mixed ability groups.
Science	Sc	All students are taught in mixed ability groups
Technology	Te	All students are taught in mixed ability groups

Home Learning Timetables

Different subjects have different needs

All subjects will set home learning and all home learning will be uploaded to Edulink.

Subjects may be set tasks which consolidate learning, or they will be set 'long-term' investigations/projects for completion over a longer period. This variation is to ensure that all home learning tasks are meaningful and recognise the fact that the needs of each subject are different.

Do I have to do the work set?

The expectation is that students complete all work set by the deadline given. Failure to complete the task(s) will result in a behaviour point and departments can also sanction should they wish. Sanctions applied will ensure completion of the Home Learning and ensure that students remain up to date with their learning.

Feedback

All completed work will receive feedback given through a variety of channels e.g., marks, written comments, ways to improve, class discussions etc. Completion of home learning will embed positive learning habits for life-long learning.

How long should I spend on my home learning?

On average students should expect to have home learning set from 2-3 subjects per day. Some children will work quicker than others and get more done in less time. The rough guidelines are between 30 to 60 minutes per day.

The emphasis is on how home learning helps students to learn, rather than on whether it takes a certain amount of time. Students should not be expected to spend much longer on home learning than the guide times. It does not matter if activities do not take as long as the guide times as long as they are useful. If students are spending too long on home learning tasks, please communicate this with us via Edulink.