

# Malmesbury School

## Year 8 Curriculum Booklet



[www.malmesbury.wilts.sch.uk](http://www.malmesbury.wilts.sch.uk)

Malmesbury School Corn Gastons Malmesbury SN16 0DF 01666 829700



SCIENCE MARK WINNER  
2018-2022



# Year 8 Art

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 2 hours

**Curriculum overview:** In year 8 students start to take ownership of their work as they develop their core skills and learn about new artists.

## Curriculum content:

### Autumn term

#### Term 1: Drawing Block

**Students** complete a series of structured drawing tasks that teach them new skills and different approaches to drawing. We look at tone, line and more imaginative drawings of how things work.

#### Term 2: Portrait Drawing

Students are taught how to draw a technically accurate self-portrait. We build up skills in recording the features and develop into a final portrait.  
Portrait painting task.

### Spring term

#### Term 3: Mexican Day of the Dead

##### Experimental Portraits

Looking at a range of portrait artists to make more experimental portrait drawings and paintings.

#### Term 4: Introduction to Perspective

Learning and applying one-, two- and three-point perspective.  
Responding to architecture.

### Summer term

#### Term 5: Introduction to Landscape

Colour work inspired by the work of David Hockney.  
Painted landscapes.

#### Term 6:

Exploring printmaking techniques  
Clay project.

**Skilled developed during the year:** In year 8 we focus on students taking risks to build their confidence and work towards more personal work.

**Assessment overview:** Quick checking and verbal feedback given each lesson. Teachers check and mark student work every other lesson including a detailed assessment with written feedback for each project plus tracking sheet each term. Peer assessment with written and verbal feedback completed for assessed work and main projects.

**Homework:** set twice per half-term. Research and design work to support projects. Many students choose to continue with work out of lessons.

**Help and support:** The Art rooms are open every lunchtime for support or for students to continue with work. There is an after-school support session for GCSE students every Tuesday and Key Stage 3 students can request to come along.

**Useful websites:** [www.tate.org.uk](http://www.tate.org.uk) , [www.youngartists.royalacademy.org.uk/exhibitions/2021](http://www.youngartists.royalacademy.org.uk/exhibitions/2021) , [www.magnumphotos.com/photographers](http://www.magnumphotos.com/photographers)

**Enrichment and extra-curricular opportunities:** there are workshops through the year that offer enrichment opportunities to selected students. We run a year 8 enrichment trip for selected students to see the Fresh Air exhibition.

It is always good for students to see and experience as much art as possible. Visits to museums, galleries and art events all support students' experiences and understanding of art. Also looking at different forms of design, film and new media helps students to see how broad Art and Design can be and help to consider future aspirations.

Encouraging students to gather information on artists they find inspiring and to take their own photographs supports their skills and knowledge of art. Keeping a sketchbook and having access to art materials with a space to make art allows students to explore and develop their skills.

**Additional information about the course:** Students are provided with a good quality A4 sketchbook. They need a quality drawing pencil, eraser and pencil sharpener as basic equipment and a range of drawing pencils, colour pencils, drawing pens, felt-tip pens and watercolours are useful.

**For further information please see Mrs Gibbons, Curriculum Leader for Art.**

# Year 8 Computing

**Setting arrangements:** Mixed

**Time allowance per fortnight:** 2 hours

**Curriculum overview:** The year 8 curriculum extends the students' skills in the software that they will use throughout their time at Malmesbury School. Students will be given the opportunity to develop their programming skills in Edublocks, create digital artifacts in Photoplus and understand how computers work.

**Curriculum content:**

| Autumn term   |   |
|---|---|
| <b>Term 1:</b><br><b>Technology in the Wider World.</b> Find out about how technology has changed the world, and the laws that protect us.  | <b>Term 2:</b><br><b>Data Representation – Binary.</b> Learn about how computers store information using electricity, and the number system that we use to describe it.         |
| Spring term   |   |
| <b>Term 3:</b><br><b>What's inside a computer?</b> Look at the hardware and software that makes a computer run.   | <b>Term 4:</b><br><b>A good breakfast.</b> Learn how to collect and analyse data using Excel.   |
| Summer term   |   |
| <b>Term 5:</b><br><b>Edublocks.</b> Learn about the tools that are used by programmers, and the differences between using a block-based programming language, and a text-based one. | <b>Term 6:</b><br><b>Digital Graphics.</b> Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. |

**Skilled developed during the year:**

- Computational Thinking – Sequence, Selection, Iteration
- Moving from block based programming
- Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- Undertake creative projects that involve selecting, using, and combining multiple applications
- Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

**Assessment overview:** Termly assessments which will be a combination of online assessments and project work.

**Homework:** Homework is online using [Idea.org](https://www.idea.org/). The pupils will complete their bronze certificate by the end of the year. Idea is an international programme that helps you develop and demonstrate digital, enterprise and employability skills.

**Help and support:** All our teaching resources are available on both Sharepoint and Teams.

**Useful websites:**

Bitesize - [KS3 Computer Science - BBC Bitesize](#)

Idea.org - [iDEA: Develop digital, enterprise and employability skills for free. Win career-enhancing badges and gain internationally recognised awards.](#)

**Enrichment and extra-curricular opportunities:**

Code Club meets each week. There is also the Cyberfirst Challenge and Young Game Designer competition.

**For further information please see Mr Shaw, Curriculum Leader Computing.**

# Year 8 Drama

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 2 hours

**Curriculum overview:** Students begin to use stimuli to engage with a range of topics and start to explore using empathy, imagination and improvisation. Students are introduced to a range of non-naturalistic devices and encouraged to use these in their work. Each term students will perform to their tutor group to encourage working to a deadline, staying in role, controlling nerves and adrenalin, collaboration and co-operation.

**Curriculum content** (units may take place within different terms according to resources access):

## Autumn term

### Term 1:

**Jo** – a mystery to be solved is the stimulus for process and performance work  
Focus on skills for effective whole group work  
Introduction to teacher-in-role and hot seating  
Develop analytical and empathic skills  
Develop ability to respond and reflect in role  
Make non-naturalistic techniques and conventions explicit

### Term 2:

#### Bugsy Malone

Research into the Prohibition era, put into context  
Character work – exploration of range of characters, creation through physical and vocal skills  
Use of space to create location  
Use of staging  
Group work  
Rehearsal process

## Spring term

### Term 3:

#### Status

Solo, pair, small and whole group work  
Spontaneous improvisation exercises  
Analysis of duologues

### Term 4:

#### Old Man

Exploration of different approaches to characterisation.  
Understanding the benefits and limitations of stereotypes  
Understanding context and language use and change

## Summer term

### Term 5:

#### Script – The Terrible Fate of Humpty Dumpty

Exploration of practitioner – Brecht  
Exploration of Epic Theatre and devices

### Term 6:

#### Reportage

Create effective openings and suspenseful endings  
Identify and evaluate dramatic structure  
Identify and select stage configurations  
Use non-naturalistic devices  
Evaluate own and other's work constructively and sensitively

**Skills developed during the year:** co-operation, collaboration, rehearsing to improve, physical and vocal skills, creating, performing, evaluating

**Assessment overview:** the following three skills are assessed: performing, devising and evaluating.

**Homework:** One per half term. This could include research (social, historical, cultural), mind maps, artefacts and prose reviews. Feedback is in lesson through discussion: peer marked/teacher marked.

**Help and support:** please your Drama teacher, go to ClassCharts or find resources on TEAMS.

**Useful websites:** [www.dramaonline.com](http://www.dramaonline.com) , [www.nationaltheatre.org](http://www.nationaltheatre.org) , [www.rsc.org](http://www.rsc.org) , [www.franticassembly.com](http://www.franticassembly.com)

### Enrichment and extra-curricular opportunities:

Drama Club Monday 3:30 – 4:30 CA7, theatre trips, school play/musical

**Additional information about the course:** students will gain knowledge of the lighting and sound equipment

**For further information please see Miss Edwards, Curriculum Leader Dance and Drama.**

# Year 8 Design and Technology

**Setting arrangements:** Mixed attainment group

**Time allowance per fortnight:** 4 hours

**Curriculum overview:** The Year 8 Food curriculum focuses on “Encouraging teenagers to have milk in their diets”. We teach skills that are useful in life and will be consolidated the further up the school they go.

## Curriculum content:

### Rotation 1: Food

1. Introduction to food and kitchen hygiene
2. Exploring different types of milk via milk tasting. Homework: Milk tasting report
3. Toad in the hole – batter making (steam as a raising agent). Homework: Evaluation
4. Fruit crumble and custard (blended sauce to learn about gelatinisation of starch). Homework: Step by step
5. Market research to find out teenagers’ preferences for dishes made with milk
6. Collating research results. (Use of Excel and chart wizard)
7. Exploring cheeses from around the world via cheese tasting. Homework: Cheese Tasting Report
8. Bread based pizza (Yeast as a raising agent). Homework: Bread worksheet
9. Scotch eggs (egging and breadcrumbing technique). Homework: Food safety and cross contamination
10. Swiss roll (air as a raising agent and coagulation of egg protein). Homework: Step by step
11. Bring together design specification and mindmap of possible ideas to produce 3 Ideas Sheet
12. Final design sheet preparation for the practical
13. Final practical

Please note that the students will rotate around three material areas each year and may not begin with this one

## Skilled developed during the year:

1. Organisation to bring in ingredients each week
2. Safety and hygiene when working in a kitchen
3. Batter making, blended sauce, revision of the rubbing in method, bread making, egging and breadcrumbing technique, and the whisking method
4. Safe use of the oven and an awareness of food hygiene to avoid food poisoning and cross contamination
5. Use of electric hand mixers
6. Self-discipline of completing homework
7. Planning and organisation skills for working independently during the final practical
8. Presentation techniques such as creating step by step guides

**Assessment overview:** During a 12-week rotation the students will be set some homework each week. Three of these pieces will be formal teacher assessments. The students will sit a terminal test and receive written feedback and a mark for the final practical activity. Students will complete a personal progress booklet, that encourages them to reflect on the achievements during the rotation and a target for the future. The teacher adds a comment to this as well.

**Homework:** The homework tasks will cover recall activities, evaluation exercises, and research. Some work will be peer and self-assessed.

**Help and support:** Support with teacher-assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometimes a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification.

**Useful websites:** Attached to specific homework.

**Enrichment and extra-curricular opportunities:** Students who like to cook will usually continue with their passion at home. They are always welcome to ask for more advanced recipes.

**Additional information about the course:** The department is very dependent on the goodwill of parents and carers to provide ingredients. We are flexible with concerns about allergies, intolerances, and dietary preference. As we try to do our bit for the environment, we do ask that families consider how the food is to be transported home and covered once made.

**For further information please see Mr Sangster, Curriculum Leader DT**

# Year 8 Design and Technology

**Setting arrangements:** Mixed attainment group

**Time allowance per fortnight:** 4 hours

**Curriculum overview:** The year 8 Resistant Materials curriculum focuses on expanding student knowledge whilst designing and making products in the Design & Technology workshops. We introduce new materials and manufacturing processes, which develops the skills students have learnt in year 7.

## Curriculum content:

### Rotation 2: Resistant Materials

1. Health and Safety in the school workshops (refresher)
2. Exploring client needs and wants
3. Designing for a client
4. Writing a design specification
5. Product analysis
6. Workshop soft modelling
7. Planning of manufacture
8. Polymers
9. Metals
10. Metal fabrication
11. Polymer reforming
12. Temporary and permanent joining

Please note that the students will rotate around three material areas each year and may not begin with this one.

## Skills developed during the year:

1. Designing for a client
2. Working safely in a workshop (*new equipment, machinery*)
3. Modelling, testing, developing and making a product
4. Safe and accurate use of a range of machines: oven, strip heater, brazing hearth
5. Safe and accurate use of a selection of hand tools
6. Planning and organisation skills for working independently

**Assessment overview:** During a 12-week rotation, students will be set three assessment tasks. The students will also sit a terminal test and receive written feedback and a mark for their practical outcome.

**Homework:** The homework tasks will cover design activities, evaluation exercises, and research. Some work will be peer and self-assessed.

**Help and support:** Support with teacher-assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometimes a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification. The school workshops are regularly open for students who have missed lessons.

**Useful websites:** [www.technologystudent.com](http://www.technologystudent.com), [www.focuselearning.co.uk](http://www.focuselearning.co.uk) (password required from teacher)

**Enrichment and extra-curricular opportunities:** Students who have the enthusiasm and desire to complete more designing and making activities in the school workshops are encouraged to bring forward ideas to their teachers. With collaboration, these ideas can be made in lunchtimes.

**Additional information about the course:** The department is aware that some of the curriculum can be daunting. Tools and machinery are risk assessed and students are not allowed to use them until they have been taught how to use them safely.

**For further information please see Mr Sangster, Curriculum Leader DT**

# Year 8 Design and Technology

**Setting arrangements:** Mixed attainment group

**Time allowance per fortnight:** 4 hours

**Curriculum overview:** The year 8 Textile curriculum “Skills Academy” focuses on developing sewing machine skills and applying them to make a creative end product. We teach skills that are useful in life and will be consolidated the further up the school they go.

## Curriculum content:

### Rotation 3: Textiles

1. Skills: learn how to thread sewing machine, create plain seam
2. Hand embroidery, listening comprehension task
3. Applique and Couching
4. Patch Pocket
5. Neaten fabric edges
6. Fabrics, design brief and design ideas
7. In-class assessment – problem solving
8. Design specification and final design
9. Pattern development
10. Produce final product
11. 11. Evaluating final outcome

Please note that the students will rotate around three material area’s each year and may not begin with this one

## Skills developed during the year:

1. Be able to thread a sewing machine and wind a bobbin
2. Develop textile construction skills
3. Independent research
4. Design and communication
5. Safe use of the textile equipment
6. Self-discipline of completing homework
7. Planning and organisation skills for working independently to produce a final product
8. Critical evaluation both peer and individual

**Assessment overview:** During a 12-week rotation the students will be set some homework each week. Three of these pieces will be formal teacher assessments. The students will sit a terminal test and receive written feedback and a mark for the final practical activity.

**Homework:** The homework tasks will cover recall activities, design exercises, and research. Some work will be peer and self-assessed.

**Help and support:** Support with teacher-assessed homework is available as a help sheet that is attached to the relevant work on Class Charts. Sometime a website address is also attached. Staff are available to help during lunchtimes. Other work will be discussed at the end of the lesson to allow an opportunity for clarification.

**Useful websites:** Attached to specific homework

**Enrichment and extra-curricular opportunities:** Students who like being creative with textiles will usually continue with their passion at home. They are always welcome to ask for more ideas or advice on different techniques to try.

**Additional information about the course:** The department provides the equipment and components to complete the DM project. Students will only supply their own materials if it is a specific colour or style of component they wish to use.

**For further information please see Mr Sangster, Curriculum Leader DT**

# Year 8 English

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 6 hours

## Curriculum overview:

We start Year 8 by looking at the concept of the hero in literature, developing ideas from the heroes of mythology of the transition unit at the start of Year 7 and encouraging students to consider how the heroic archetype is presented through a range of genres and historical contexts. We will investigate a number of heroic character types, touching also on anti-heroes and villains which we will explore in detail in Year 9, and encounter again in Year 10 with our Shakespearean and Romantic heroes. Students will develop their writing by building on the narrative structures of Year 7 and learning how to create compelling narratives through effective and dynamic characterisation.

In our Love and Relationships unit, we will look at the ways in which writers have presented love through a range of relationships, and in a variety of forms. Students will study one of Shakespeare's wittiest and most romantic comedies, *Much Ado About Nothing*, and begin to look at the universality of the theme of love. Students will practice writing a speech in response to one of our essential questions for this unit and will also complete a literature essay using skills that mirror those needed for their GCSE in English Literature. To finish Year 8, students pick up the concept of the hero again and apply this to the theme of war and conflict, and they will further develop their empathetic skills by producing a piece of descriptive writing building on the skills of the previous year. This will include writing from a specific perspective within any of the war and conflict contexts studied over the course of the unit. We will finish with an end-of-year exam testing both reading and writing skills.

## Curriculum content:

|  |
|--|
| <b>Autumn term: Terms 1 and 2</b><br><b>Unit title: The Hero</b>   |
| The Old Man and the Sea<br>Monsters<br>An Anthology of the Heroic Archetype<br>Novel Study (Autumn OR Summer term) |
| <b>Spring term: Terms 3 and 4</b><br><b>Unit Title: Love and Relationships</b>                                     |
| An Anthology of the Seven Forms of Greek Love<br><i>Much Ado About Nothing</i>                                     |
| <b>Summer term: Terms 5 and 6</b><br><b>Unit Title: War and Conflict</b>   |
| An Anthology of War Poetry 1914-2020<br>Novel Study (Autumn OR Summer term)  |

## Skilled developed during the year:

- Inference
- Interpretation
- Evaluation
- Analysis of language
- Analysis of structure
- Connections between texts and contexts
- Synthesis
- Links and connections
- Comparisons

**Assessment overview:**

- Formative assessments take place during the year at appropriate points in each unit.
- End-of-year summative assessment.

**Homework:**

Homework is set by individual teachers as and when appropriate during a unit of work.

Reading lists are available on TEAMS and students have the opportunity to borrow books from the library to complete personal reading at home.

**Help and support:**

Students can see their class teacher for any additional support.

**Useful websites:**

<https://www.lovereadings4kids.co.uk/>

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.bl.uk/>

<https://www.educationquizzes.com/ks3/english/>

**Enrichment and extra-curricular opportunities**

(further opportunities arise throughout the year)

- Media and Film Club
- Carnegie Shadowing (2023)
- Creative Writing (2023)
- Books and Art (2023)

We run regular competitions, host author visits throughout the year, and take part in national days such as Poetry Day, Malmesbury Reads Day and World Book Day. Additionally, we will run theatre and other cultural trips linked to our thematic study.

**For further information please see Ms Bonduel- Senior Curriculum Leader for English and Media.**

# Year 8 French

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 3 hours

**Curriculum overview:** Students learn to give information about holidays, their future plans and their use of media.

**Curriculum content:**

| Autumn term   |  |
|---|--|
| <b>Term 1:</b><br>Holiday destinations, activities and weather          | <b>Term 2:</b><br>Discussing a past holiday, talking about dream holidays  |
| Spring term   |  |
| <b>Term 3:</b><br>Describing yourself and your family in greater detail | <b>Term 4:</b><br>Discussing family relationships and plans for the future |
| Summer term   |  |
| <b>Term 5:</b><br>Talking about how you use technology                  | <b>Term 6:</b><br>Discussing the pros and cons of social media             |

**Skills developed during the year:**

- Students can access longer passages of written and spoken language that includes a variety of familiar language and some unfamiliar vocabulary
- Students can produce accurate French sentences using familiar language to give information about themselves and others
- Students can translate sentences into and out of French using familiar language to give information about themselves and others
- Students understand the key phonemes in French and apply this more consistently to their spoken language
- Students expand their awareness of past/future/conditional tense in language that includes familiar structures and vocabulary, most being able to produce past/future/conditional tense phrases by themselves

**Assessment overview:** Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

**Homework:** Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

**Help and support:** Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

**Useful websites:** [www.Quizlet.com](http://www.Quizlet.com) , [www.Kerboodle.com](http://www.Kerboodle.com)

**Enrichment and extra-curricular opportunities:** Language Challenges are offered on a termly basis to encourage students to engage with Languages outside of lessons. The opportunity to participate in an exchange may be offered if students continue their studies in Year 10.

**Additional information about the course:** It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

**For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.**

# Year 8 Geography

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 3 hours

**Curriculum overview:** Geography aims to inspire students to become global citizens by exploring their own place in the world, their values, and responsibilities to other people, to the environment and to the sustainability of the planet. The topics in year 8 are designed to build on the skills and concepts taught in year 7.

## Curriculum content:

| Autumn term   |  |
|---|--|
| <b>Term 1: Mobile earth</b><br>Investigates the formation, opportunities and challenges of tectonic hazards                                 | <b>Term 2: Go Green</b><br>Addresses the issues around climate change and the future environmental challenges  |
| Spring term   |  |
| <b>Term 3: Discovering Antarctica</b><br>Investigates the physical and human geography across the continent through an in-depth place study | <b>Term 4: Rock on</b><br>Studies the formation, opportunities and challenges of the UK geology and soils      |
| Summer term   |  |
| <b>Term 5: Going global</b><br>Introduces globalisation and explores how the world is interconnected  | <b>Term 6: Out of Africa</b><br>An in-depth place study exploring the geographical themes across the continent |

**Skilled developed during the year:** The Geography curriculum has built in a range of skills throughout the year.  
Map skills: Use of atlases and OS maps to identify symbols, contour lines, relief, physical features, scale and interpretation. Students will annotate and create their own maps.  
Literacy: Descriptive and explanatory writing; increasing their geographical vocabulary using keywords and developing the use of comparative phrases. Debates are used to increase students persuasive writing skills.  
Numeracy: Using figures to use/manipulation of data, creating a range of graphs to present information and research statistical facts to use within classwork.  
Empathy: putting yourself in other people's shoes and considering other peoples' views.  
Enquiry, teamwork, and project management: to successfully plan and carry out an investigation or project.

**Assessment overview:** There are 3 assessments across the year in a test style format. The assessments are at the end of 'Mobile Earth', 'Discovering Antarctica' and 'Going global' topics. Within all the topics students will carry out extended writing which will be used as formative assessment for learning and progress.

**Homework:** A range of homework is set in Geography including opportunities for independent work, group work and revision.

**Help and support:** Teachers can direct students to websites to support individual lessons and topics and books in the library can support students. Revision and homework are set on Class Charts.

## Useful websites:

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>  
<https://www.ordnancesurvey.co.uk/mapzone/>

**Enrichment and extra-curricular opportunities:** Opportunities in term 6 within lessons for students to practice geographical skills outside of the classroom as well as a Geography competition in term 6.

**Additional information about the course:** Students will need to always have pencils, pens and a ruler for Geography lessons. They would also benefit from a green and purple pen, glue stick and scissors.

**For further information please see Miss Brownlie, Curriculum Leader Geography.**

# Year 8 German

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 3 hours

**Curriculum overview:** Students learn to give information about school, food and drink and where we live.

**Curriculum content:**

| Autumn term  |  |
|--|--|
| <b>Term 1:</b><br>Talking about school subjects, opinions and the school day | <b>Term 2:</b><br>Discussing uniform, colours and future plans                       |
| Spring term  |  |
| <b>Term 3:</b><br>Discussing food and drink                                  | <b>Term 4:</b><br>Using the past tense in greater detail                             |
| Summer term  |  |
| <b>Term 5:</b><br>Talking about countries and nationalities                  | <b>Term 6:</b><br>Discussing where we live, our houses and describing them in detail |

**Skills developed during the year:**

- Students can access longer passages of written and spoken language that includes a variety of familiar language and some unfamiliar vocabulary
- Students can produce accurate German sentences using familiar language to give information about themselves and others
- Students can translate sentences into and out of German using familiar language to give information about themselves and others
- Students understand the key phonemes in German and apply this more consistently to their spoken language
- Students expand their awareness of past/future/conditional tense in language that includes familiar structures and vocabulary, most being able to produce past/future/conditional tense phrases by themselves

**Assessment overview:** Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

**Homework:** Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

**Help and support:** Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

**Useful websites:** [www.Quizlet.com](http://www.Quizlet.com) , [www.Kerboodle.com](http://www.Kerboodle.com)

**Enrichment and extra-curricular opportunities:** Language Challenges are offered on a termly basis to encourage students to engage with Languages outside of lessons. A German exchange usually runs in Year 8.

**Additional information about the course:** It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

**For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.**

# Year 8 History

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 3 hours

**Curriculum overview:** This year begins with an English/British focus looking at the Tudors and Stuarts and then it broadens out to a global history looking at the reasons for the Empire and its legacy. It then ends up in the Twentieth Century where we see the origins of many of the rights that we enjoy today being hard won.

## Curriculum content:

| Autumn term   |  |
|---|--|
| <b>Term 1:</b> <ul style="list-style-type: none"><li>Henry VIII and the Reformation</li></ul>   | <b>Term 2:</b> <ul style="list-style-type: none"><li>Elizabeth I: did she live up to her coronation promise?</li></ul>   |
| Spring term   |  |
| <b>Term 3:</b> <ul style="list-style-type: none"><li>The Impact of the Civil War</li></ul>  | <b>Term 4:</b> <ul style="list-style-type: none"><li>Was the Empire a force for good or bad?</li></ul>   |
| Summer term   |  |
| <b>Term 5:</b> <ul style="list-style-type: none"><li>The Black Peoples of the Americas, the Transatlantic Slave Trade and Civil Rights in the USA</li></ul> | <b>Term 6:</b> <ul style="list-style-type: none"><li>Gaining Rights: Women, ethnic minorities, workers, LGBTQ+. How all of these groups have gained rights over the 20<sup>th</sup> century.</li></ul> |

## Skills developed during the year:

- Source analysis, what can primary sources tell us and how do we need to be careful in using them
- Creating and justifying arguments
- Extended writing skills

## Assessment overview:

- There will be an assessed piece of work each term which will be marked with written feedback

## Homework:

- There will be between 2 and 3 pieces of homework each term, it could be a factual recall test, or a research task, or an extended writing task, for example
- It will be marked in a variety of ways, mainly by your teacher, but also through peer and self-marking

## Help and support:

- Your teacher will always be happy to talk to you if you need help, just ask
- Lessons will be put on TEAMS for those that have either missed a lesson or would like to review the resources of the lesson.

## Useful websites:

- BBC Bitesize is excellent
- Spartacus History and the History Learning Site

## Enrichment and extra-curricular opportunities:

- The British and Commonwealth Museum or Hampton Court would be great places to visit

**Additional information about the course:** Just bring a full pencil case!

**For further information please see Miss Creaton, Curriculum Leader History, or your current History teacher.**

# Year 8 iLearn

**Setting arrangements:** Taught in tutor groups

**Time allowance per fortnight:** 1 hour

**Curriculum overview:** iLearn is a mixture of subjects: Citizenship, PSHEE (Personal, Social, Health and Economic Education), Careers and Work-related Learning, Fair trade and Enterprise. We want young people to leave our school with an understanding of the political, legal and economic functions of adult society, and with the social and moral awareness to thrive in it. iLearn is about enabling people to make their own decisions and to take responsibility for their own lives and their communities. It *is not* about trying to fit everyone into the same mould, or about creating 'model' or 'good' citizens. We want our school not simply to teach iLearn but to demonstrate it through the way we all conduct ourselves.

**Curriculum content:**

| Autumn term   |  |
|---|--|
| <b>Term 1:</b><br>Citizenship/British Values<br>Why do people commit crimes?<br>Gang crime<br>Punishment and the Courts<br>'Knife crime' – ASSESSMENT | <b>Term 2:</b><br>Enterprise - Christmas Bazaar<br>Planning and preparation for designing and running a stall<br>Self-evaluation of skills |
| Spring term   |  |
| <b>Term 3:</b><br>PSHE- Healthy Living<br>Tobacco including vaping<br>Alcohol<br>Drugs including legal highs<br>PSHE Self-assessment                  | <b>Term 4:</b><br>E-SAFETY (CEOP)<br>Contacts online<br>Streaming<br>Cyber bullying<br>Sexting   |
| Summer term   |  |
| <b>Term 5:</b><br>Finance<br>What is money? Understanding budgeting<br>Designing and budgeting for a new bedroom                                      | <b>Term 6:</b><br>Revision techniques<br>Police talk drugs including county lines  |

**Skills developed during the year:**

- aware of their rights and responsibilities as citizens
- understand risk and manage decisions
- maintain healthy lifestyles
- enjoy and achieve
- informed about the social and political world
- concerned about the welfare of others
- articulate in their opinions and arguments
- prepared to enter the world of work

- able to be enterprising and entrepreneurial
- capable of having an influence on the world
- active in their communities

**Assessment overview:**

One PSHE and one Citizenship assessment will be completed per student in a year - this will be self/peer marked and teacher marked. At the end of all lessons reflection logs need to be completed; teachers use stamps and comments to show they have given some feedback to students.

**Homework:** iLearn is exempt from setting homework however students should continue to keep up to date with labour market information when thinking about future career options. Students should also continue to keep up to date with local, national and international issues, and think how they can make a positive contribution to the school, local and global community.

**Help and support:**

For iLearn related issues you can speak to your iLearn teacher, tutor, Academic Leader or Head of House.

For careers support please speak to Mrs Griffin; she can be found in the careers interview office (Lower Street by the Humanities corridor). Tutors, students and iLearn teachers can refer students to her for a careers appointment.

Lunchtime drop-ins are also available. Mrs Griffin's working days are Wednesday, Thursday and Friday.

**Useful websites:**

[Careerpilot : Plan your future work & study](#)

<https://nationalcareersservice.direct.gov.uk>

<http://www.lmiforall.org.uk>

[Drug addiction: getting help - NHS \(www.nhs.uk\)](#)

[Educate Against Hate - Prevent Radicalisation & Extremism](#)

[Action on Smoking and Health \(ash.org.uk\)](#)




[NSPCC | The UK children's charity | NSPCC](#)

Careers and Work related learning: Careers week with employers, Careers ilead day and Work Experience, options advice, careers interviews

PSHE: Links with NHS, health promotion project work with the Teenage Cancer Trust, drugs talk from the Police, theatre groups

Citizenship: UN day, visiting speakers e.g. Lord Rosser, James Gray MP, trip to the House of Lords and House of Commons

**Additional information about the course:** There are few school policies that can be accessed via the school website for more information.

-  Sex Ed policy
-  Drugs policy
-  Careers policy

**For further information please see:**

Mrs Twose-Jones, Senior Curriculum Leader for R.S and iLearn  
[mjones@malmesbury.wilts.sch.uk](mailto:mjones@malmesbury.wilts.sch.uk)

Mrs Sarah Griffin, Careers Advisor  
[sgriffin@malmesbury.wilts.sch.uk](mailto:sgriffin@malmesbury.wilts.sch.uk)

# Year 8 Learning Support

**Setting arrangements:** Small groups of mixed tutor groups.

Depending on needs, SEND students are assessed and monitored closely by staff. Learning Support staff will contact parents to discuss withdrawal from Modern Foreign Languages if assessment scores and staff feedback suggest intensive intervention will be beneficial.

**Time allowance per fortnight:**

- 5 hours per fortnight for intensive literacy support (detailed below)
- 1 hour a fortnight of 'A Taste of Languages'

**Curriculum overview:**

**Learning Support** - 3 hours a fortnight of a corrective reading programme (SRA), 2 hours a fortnight of spelling lessons involving imaginative writing and Units of Sound spelling programme. These are catch up programmes designed to improve students' literacy skills.

**A Taste of Languages** – Students are taught by a specialist languages teacher once a fortnight with a focus on conversational language skills.

**Curriculum content:**

| Autumn term                                |   |
|--|---|
| <b>Term 1:</b><br>SRA Reading Programme B2 | <b>Term 2:</b><br>SRA Reading Programme B2<br>Independent Writing – Focus on additional punctuation         |
| Spring term                                |   |
| <b>Term 3:</b><br>SRA Reading Programme B2 | <b>Term 4:</b><br>SRA Reading Programme B2<br>Independent Writing – Focus on comparative connectives        |
| Summer term                                |   |
| <b>Term 5:</b><br>SRA Reading Programme B2 | <b>Term 6:</b><br>SRA Reading Programme B2<br>Independent Writing – Focus on improving ambitious adjectives |

**Skills developed during the year:**

- Reading accuracy, fluency, and comprehension
- Improved knowledge of spelling through phonics
- Confidence in literacy ability

**Assessment overview:**

- SRA built in assessment every ten lesson
- Termly independent writing task

**Homework:** N/A

**Help and support:** Sessions are in small supportive groups

**Useful websites:** E-chalk

**Enrichment and extra-curricular opportunities:** Possibility of joining a small after school gardening club. Students will be invited to this.

**Additional information about the course:** N/A

**For further information please see Jessica Abel-Goldbin (SENDCo).**

# Year 8 Mathematics

**Setting arrangements:** Students are in sets

**Time allowance per fortnight:** 7 hours

**Curriculum overview:** The curriculum covers content across the main themes of Number, Ratio, Algebra, Geometry and Statistics and Probability. Many of the topics will cross over more than one of the main themes and students will also be told how the content is built upon in future years.

**Curriculum content:**

| Autumn term   |   |
|---|---|
| <b>Term 1:</b><br>Ratio and scale<br>Multiplicative change<br>Multiplying and dividing fractions                        | <b>Term 2:</b><br>Working in the Cartesian plane<br>Representing data<br>Tables and probability |
| Spring term   |   |
| <b>Term 3:</b><br>Brackets, equations and inequalities<br>Sequences<br>Indices  | <b>Term 4:</b><br>Fractions and percentages<br>Standard index form<br>Number sense              |
| Summer term   |   |
| <b>Term 5:</b><br>Angles in parallel lines and polygons<br>Area of trapezia and circles<br>Line symmetry and reflection | <b>Term 6:</b><br>The data handling cycle<br>Measures of location                               |

**Skills developed during the year:** Students will develop skills in mathematical fluency, reasoning, application and problem solving.

**Assessment overview:** There is a short, open book assessment at the end of every topic. There will be two longer summative assessments containing questions covering multiple topics.

**Homework:** Homework is set once a week online using Hegarty Maths. It is self-marking with students receiving instant feedback.

**Help and support:** There are revision videos available on the White Rose Maths website and the Hegarty Maths website.

**Useful websites:** [www.whiterosemaths.com](http://www.whiterosemaths.com)  
[www.hegartymaths.com](http://www.hegartymaths.com)

**Enrichment and extra-curricular opportunities:** Cipher club, homework club and KS3 drop-in support, UKMT maths challenge, Trust Maths challenge days, Pi Day and Number Day.

**Additional information about the course:** Students will need a pen, pencil and ruler as well as a protractor, a pair of compasses and a scientific calculator. Any calculator that is suitable for GCSE examinations is fine although we recommend the Casio fx-83GTX or Casio fx-85GTX.

**For further information please see Mr Long, Senior Curriculum Leader Mathematics and Computing.**

# Year 8 Music

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 2 hours

**Curriculum overview:** A practically based course focusing on specific genres and periods of music history.

## Curriculum content:

### Autumn term

#### Term 1: Drum Rhythms

Performing and composing rock drum beats and understanding their use in popular music.

#### Term 2: Renaissance

Performing, composing and listening to early music from Europe in the Sixteenth Century.

### Spring term

#### Term 3: Baroque

Performing and listening to music from Europe in the Seventeenth Century, including Pachelbel's Canon .

#### Term 4: The Blues

Learning the constituent parts of Black American folk music, involving improvising and using chords.

### Summer term

#### Term 5: The Blues

Composing a small group song using the features developed in the previous term.

#### Term 6: Classical and Romantic

Performing and listening to music from Europe in the 18<sup>th</sup> and 19<sup>th</sup> Centuries, including a Haydn Minuet and a Strauss Waltz.

## Skilled developed during the year:

Performing music –mostly a mixture of singing and using the keyboard

Listening to and appraising music – answering written questions as music plays

Composing music – developing musical ideas based on the topic styles studied

Research skills – finding out about famous musicians and listening for enquiry

**Assessment overview:** Quick checking and verbal feedback given during practical lessons. Teachers check and mark students' performing each term. Peer assessment with written and verbal feedback completed for main projects.

**Homework:** Research homework on a fortnightly basis into either an aspect or relevant composer/artist/piece or song for the topic studied. It will be shared with the rest of the class.

**Help and support:** If students wish to come and practise some of the pieces we have been learning they are very welcome to use the Music rooms if available.

**Useful websites:** [KS3 Music - BBC Bitesize](#); BBC ten pieces, Spotify, Apple Music, Deezer, Wikipedia (for musical artist research)

**Enrichment and extra-curricular opportunities:** Private instrumental lessons in a range of instruments. Choir is available for all, orchestra is run for instrumentalists. The Christmas Concert, Carol Service and Chamber Concert.

**Additional information about the course:** All students have an A4 booklet in which they have listening exercises and assessment sheets for each topic. A great emphasis is placed on students listening to music in their own time to develop their knowledge and taste and this is factored into our homework. All students will be able to share a keyboard for practical work with headphones.

**For further information please see Mr Chris Bradshaw, Curriculum Leader Music.**

# Year 8 Physical Education

**Setting arrangements:** Mixed ability, single gender groups

**Time allowance per fortnight:** Four hours

**Curriculum overview:** Throughout the year students will follow a selection of activities from those indicated below. At the start of year 8 they will be given a detailed breakdown of the curriculum for the year for their class.

**Curriculum content:** Games activities, fitness, gymnastics, athletics.

| Autumn term   |   |
|---|---|
| <b>Term 1:</b> Rugby, Gymnastics, Netball, Health Related Exercise, Hockey, Basketball, Football, Lacrosse and Handball | <b>Term 2:</b> Rugby, Gymnastics, Netball, Health Related Exercise, Hockey, Basketball, Football, Lacrosse and Handball |
| Spring term   |   |
| <b>Term 3:</b> Rugby, Gymnastics, Netball, Health Related Exercise, Hockey, Basketball, Football, Lacrosse and Handball | <b>Term 4:</b> Rugby, Gymnastics, Netball, Health Related Exercise, Hockey, Basketball, Football Lacrosse and Handball  |
| Summer term   |   |
| <b>Term 5:</b> Athletics, Cricket, Rounders, Tennis   | <b>Term 6:</b> Athletics, Cricket, Rounders, Tennis   |

## Skills developed during the year:

Physical skills: an understanding of basic games concepts such as width, depth and support play. Skills that are specific to each activity: sending and receiving, striking and fielding, running, jumping and throwing; balance and coordination; communicating ideas through movement.

Leadership and teamwork are also important skills taught through PE. Students are also encouraged to use their own skills to teach others in the class.

**Assessment overview:** Teacher assessment is ongoing. Peer and self - assessment is also used.

**Homework:** No formal homework is set but students are encouraged to exercise in their own time and attend clubs.

**Help and support:** Teachers are available to support students if they are finding something challenging. Students may also challenge themselves further by taking part in specific activities. TEAMS is sometimes used to communicate to individuals and teaching groups.

**Useful websites:** [www.news.bbc.co.uk/sport1/hi/academy](http://www.news.bbc.co.uk/sport1/hi/academy) , relevant governing body websites e.g. [www.englishockey.co.uk](http://www.englishockey.co.uk) and [www.englishrugby.com](http://www.englishrugby.com)

**Enrichment and extra-curricular opportunities:** a range of extra – curricular clubs are available at different times of the year, to which all are welcome to attend regardless of experience. The various activities run at different times of the year. Information about them can be found on the sports club rota on the school website and on PE and school social media sites at the start of each half – term. The clubs are netball, rugby, football, hockey, athletics, cricket, rounders, swimming, ultimate frisbee, gymnastics, Just Dance, lifeguarding, badminton and handball.

**Additional information about the course:** Students will need to bring appropriate PE kit for all lessons. This is also the case when they are not taking part as they may be asked to carry out other roles in the lesson such as officiating. It will also mean that school uniform does not get wet or muddy if the lesson is outside.

**For further information please see any member of the PE Faculty.**

# Year 8 Religious Studies

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 2 hours

**Curriculum overview:** Religious Studies at Malmesbury School is a subject with purpose, aiming to develop students' knowledge and understanding of religious and non-religious beliefs, practices, and traditions and their influence on individuals, communities, societies and cultures. The department focuses on enabling students to consider and respond to a range of important questions related to their own beliefs and views, by investigating a range of fundamental questions concerning the meaning and purpose of life.

## Curriculum content:

| Autumn term                         |   |
|-------------------------------------|---|
| <b>Term 1:</b><br>What is Sikhism?  | <b>Term 2:</b><br>Christianity in the Media |
| Spring term                         |   |
| <b>Term 3:</b><br>Religion in Sport | <b>Term 4:</b><br>What is Buddhism?         |
| Summer term                         |   |
| <b>Term 5:</b><br>What is Hinduism? | <b>Term 6:</b><br>What is Hinduism?         |

## Skills developed during the year:

- Evaluation
- Empathy
- Enquiry
- Teamwork
- Communication
- Literacy

## Assessment overview:

Students will be set one assessment every two terms (three in a year). Assessments will either be written tests, longer project work or evaluation questions. Assessments will be used to test the student's ability and skills to write descriptive explanations that describe and evaluate a wide variety of different cultural beliefs, practices and values.

## Homework:

Students will be set a minimum of two homework's per term. The department believes that setting homework is important to enhance, strengthen and evaluate student's skills, knowledge and understanding initiated in class. Homework's will be marked by the teacher or self/peer marked.

## Help and support:

The Religious Studies teachers are all very supportive of their students, therefore we encourage students to pop in to see their teacher during break or lunch times if you require any additional support. All course materials can also be found on the relevant TEAMS page.

## Useful websites:

BBC Religions <https://www.bbc.co.uk/religion/religions/>

## Enrichment and extra-curricular opportunities:

Students would benefit from visiting their local Gurdwara, Buddhist temple and Mandir to support them with the 'What is Sikhism?', 'What is Buddhism?' and 'What is Hinduism?' units. Students would also benefit from keeping an eye on the local and worldwide sporting news in term 3 to support them with the 'Religion in Sport' unit.

**For further information please see Miss Dove, Senior Curriculum Leader for iLearn and R.S.**

# Year 8 Science

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 6 hours

**Curriculum overview:** In year 8 science students will improve their lab and investigative skills as well as build upon year 7 knowledge. Students will cover a chemistry, physics and biology topic each term.

## Curriculum content:

### Autumn term

#### Term 1 & Term 2:

- Chemical reactions
- Fit and healthy
- Electricity and magnetism

### Spring term

#### Term 3 & Term 4:

- Plants for food
- Metals and reactivity
- Motion and forces

### Summer term

#### Term 5 & Term 6:

- Ecology and environment
- Heat transfer
- Waves

**Skills developed during the year:** Researching and presenting (literacy skills), planning (literacy skill), lab skills (experimental), analysis (numeracy skills), interpreting (drawing conclusions effectively and applying knowledge).

**Assessment overview:** Skills assessments will be assessed throughout the year in lessons in a number of tasks allowing pupils to show progress in five broad skill areas. There are also three formal tests a year under exam conditions in classrooms.

**Homework:** Average of 30 minutes each week with a mixture of online quizzes with instant feedback, teacher self and peer marking.

**Help for home study;** Doodle learn, KS3 BBC Bitesize, KS3 Science revision guide (Collins)

**Help and support:** Students can seek out classroom teachers at any time to ask for support or help with topic areas that they are struggling with.

**Revision Guide** - Available to order through school at the start of year 7.

Collins KS3 Revision Science

ISBN: 9780007562824

## Useful websites:

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

<http://www.docbrown.info/ks3science.htm>

<http://doodlelearn.co.uk>

**Enrichment and extra-curricular opportunities:** There is a KS3 science club and a KS3 robotics club.

**Additional information about the course:** Students will need to always have pencils, pens, 30cm ruler and a calculator for science lessons.

**For further information please see Hayley McCoy (KS3 Curriculum Leader) or Gabrielle Peers-Dent (Senior Curriculum Leader Science).**

# Year 8 Spanish

**Setting arrangements:** Mixed attainment tutor group

**Time allowance per fortnight:** 3 hours

**Curriculum overview:** Students learn to give information about their house, their school and their town.

**Curriculum content:**

| Autumn term   |   |
|---|---|
| <b>Term 1:</b><br>Describing your house and its location          | <b>Term 2:</b><br>Describing your bedroom and your ideal home |
| Spring term   |   |
| <b>Term 3:</b><br>Talking about school subjects, telling the time | <b>Term 4:</b><br>Talking about the school day                |
| Summer term   |   |
| <b>Term 5:</b><br>Discussing places in town and activities        | <b>Term 6:</b><br>Talking about shopping                      |

## Skills developed during the year:

- Students can access short passages of written and spoken language that includes a variety of familiar language and some unfamiliar vocabulary
- Students can produce longer Spanish sentences using familiar language to give information about themselves and others
- Students can translate short sentences into and out of Spanish using familiar language to give information about themselves and others
- Students understand the key phonemes in Spanish and apply this more consistently to their spoken language
- Students expand their awareness of future tense in language that includes familiar structures and vocabulary, most being able to produce future tense phrases by themselves

**Assessment overview:** Students are assessed once per term in one of the four key skills areas (Reading/Listening/Writing/Speaking). Students should expect weekly vocabulary tests.

**Homework:** Students will learn vocabulary lists for homework each week. Occasionally, different tasks may be set at the discretion of the teacher.

**Help and support:** Students have Knowledge Organisers (vocabulary booklets) which contain essential vocabulary needed for the year. Students also have access to online textbooks (Kerboodle) and vocabulary learning websites (Quizlet). Teachers are available to answer questions outside of class time if needed.

**Useful websites:** [www.Quizlet.com](http://www.Quizlet.com) , [www.Kerboodle.com](http://www.Kerboodle.com)

**Enrichment and extra-curricular opportunities:** Language Challenges are offered on a termly basis to encourage students to engage with Languages outside of lessons. An exchange trip usually runs in Year 9.

**Additional information about the course:** It is essential that students have their own glue stick. A small bilingual dictionary would be beneficial.

**For further information please see Mrs Cole / Mrs Kirkby / Mrs Rowe.**