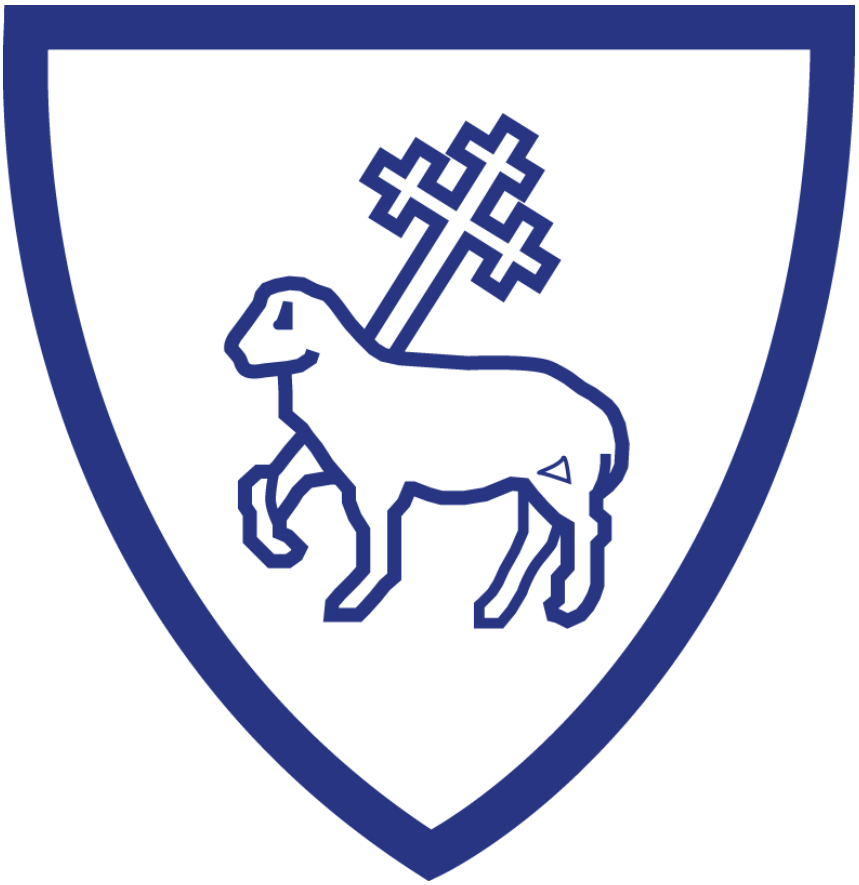
Brockington College

Curriculum Overview



Year 8

Autumn Term

Introduction

Welcome to the Year 8 curriculum booklet. As students continue their Key Stage 3 journey, Year 8 marks an exciting and transformative time filled with new opportunities, challenges, and discoveries.

Our Year 8 curriculum is designed to provide a broad and balanced education, introducing students to a wide range of subjects and learning experiences. From core subjects like English, mathematics, and science to humanities, languages, arts, and technology, our curriculum encourages curiosity, creativity, and a love of learning.

Following feedback from our parent focus groups, we have produced this booklet to make families more aware of the objectives, content and assessment plans for our curriculum, alongside advice about how parents/carers can help their children in this crucial year.

Please get in touch with your child's teacher or the relevant head of department if you have any questions or want to find out more about how you can support your child further at home.

We look forward to guiding your child through Year 8, ensuring that their first year at Brockington is both enjoyable and enriching, setting the stage for a fulfilling and successful journey ahead.

Contents

English

Overall topic(s)	The Novel & non-fiction
Timeframe	Autumn

Overview of topic

1. Read the novel *Of Mice and Men* and develop an understanding of literature from other cultures and how to vary narrative structure.
2. Read a range of non-fiction texts linked to the theme of 'Power, Freedom and Conflict'. This should include letters, articles and speeches and other transactional writing tasks.

Sequence of learning

Topic:

Topic 1: To read seminal world literature easily, fluently and with good understanding and develop the habit of reading contemporary fiction novels widely and often. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage. Write clear, accurate and coherent narratives.

Topic 2: To read easily, fluently and with good understanding and develop the habit of reading non-fiction. Use a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes and audiences: writing to inform, advise, argue and persuade. Use discussion in order to learn; elaborate and explain clearly their understanding and ideas. Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Areas of study:

- Identify authorial methods in *Of Mice and Men*
- Explain Steinbeck's biographical context
- Explain the views and attitudes at the time Steinbeck was writing
- Define, identify and use animal imagery
- Develop descriptions of characters and setting throughout a narrative
- Create a cyclical structure in a narrative
- Develop a voice for a character using dialects, accents and colloquialisms
- Analyse the effect of DAFOREST techniques used in non-fiction texts.
- Debate current affairs thoughtfully using evidence to support arguments
- Shape a viewpoint through language and structure

Assessment:

- ✓ Extended pieces of narrative and transactional writing

How can you help?

- ✓ Look out for a touring company of *Of Mice and Men* near you.
- ✓ Research America in the 1910s and how life was different.
- ✓ Read other novels by American authors.
- ✓ Read a newspaper or children's newspaper, for example *The Week* or *First News*.
- ✓ Watch *Newsround* and ask about their opinions on key events in the news.

Mathematics

Overall topic(s)	Fractions and Decimals Angle Calculations Expressions Shape Calculations
Timeframe	Autumn

Sequence of learning

Fractions and Decimals, staring off again with familiar ideas from Year 7 to create a manageable start for all We investigate the link between fractions, decimals, and percentages. As all these ideas should be secure from year 7, the transition to investigating the links between them should be far more manageable.

Angle calculations build on the knowledge of arithmetic, whilst also revisiting shape properties and measures and allows reinforcement and interleaving skills and knowledge from these prior topics. The geometry modules in Year 8 are in general about when we measure and when we do not measure, this is a vital concept to understand, and this module focusses on situations where we do not need to measure to calculate.

Expressions is next and is the generalisation of arithmetic, it calls on all the number work from Year 7 and its application to unknowns rather than integers. Within this topic, index laws extend distributivity properties of squares and cubes from multiplications studied in Year 7.

Shape calculations build on the knowledge of arithmetic, also revisits shape properties, and measures and allows reinforcement and interleaving skills and knowledge. Area is in year 7 measures so the idea of calculating area should be familiar. However, do we need to be counting squares, or can we spot patterns here? This is where we can become more efficient in our calculation of area.

Areas of study:

- Understand what is meant by a terminating decimal.
- Understand the decimal column headings as fractions
- Convert terminating decimals to fractions using understanding of column headings and place value.
- Convert fractions with denominators that are factors of 10 or 100 into decimals.
- Convert fractions with denominators that only have factors of 2 or 5 but that are not factors of 10 or 100 into decimals.
- Understand what is meant by a recurring decimal.
- Convert fractions into recurring decimals.
- Recognise the decimal equivalents for the fractions ½, ¼, ¾, ⅓, ⅔
- Recognise the decimal equivalents for the ninth's family of fractions
- Use the decimal equivalents of some fractions to find other fraction equivalents.
- Solve problems involving missing angles around a point and at a point on a straight line.
- Solve problems involving angles opposite each other where two straight lines meet.
- Identify corresponding angles where a transversal crosses two or more parallel lines.
- Recognise that corresponding angles are equal and use this to solve problems involving missing angles.
- Identify alternate angles where a transversal crosses two or more parallel lines.
- Recognise that alternate angles are equal and use this to solve problems involving missing angles
- Understand why the interior angles of a planar triangle sum to 180o.
- Solve problems involving missing interior angles of planar triangle.
- Understand why the interior angles of a planar quadrilateral sum to 360o.
- Solve problems involving missing interior angles of a planar quadrilateral.

- Understand the angle properties of a rhombus.
- Understand the angle properties of a parallelogram
- Understand the angle properties of a trapezium.
- Understand the angle properties of a kite.
- Solve angle problems involving missing interior angles of named planar quadrilaterals.
- Understand why the exterior angles of any polygon sum to 360o.
- Solve problems involving missing exterior and interior angles of polygons.
- Understand algebra as a way of capturing those relationships that are true of all numbers.
- Write different expressions based on what is happening to numbers.
- Understand the addition and subtraction of algebraic terms, including when terms cannot be added.
- Understand the multiplication of algebraic terms.
- Understand the division of algebraic terms that result in a non-fractional term.
- Understand the use of indices with algebraic terms.
- Understand how to simplify the product of two or more expressions of the same base raised to different powers.
- Understand how to simplify the quotient of two or more expressions of the same base raised to different powers.
- Understand how to simplify a powered expression when raised to another power.
- Understand when any base to the power 0 gives a value of 1.
- Understand why the sum or difference of two or more expressions of the same base raised to different powers will not simplify.
- Substitute into different expressions.
- Understand how to calculate perimeters from pre-measured shapes.
- Identify when shapes require missing sides to be calculated prior to working out perimeter and find these missing sides.
- Identify when it is impossible to find missing sides, but nonetheless that perimeter can still be calculated, and calculate the perimeter.
- Understand how calculations can provide a shortcut to counting the area of a shape.
- Understand why the area of a square can be calculated as the square of a length of a side and find the area of squares.
- Understand why the area of a rectangle can be found as the base multiplied by the height and find the area of rectangles/shapes made from rectangles/squares.
- Understand why the area of a parallelogram is equal to the area of an equivalent rectangle and identify a suitable base and height.
- Calculate the area of a parallelogram, and shapes made from parallelograms (combined with rectangles).
- Understand why the area of a triangle is equal to ½ the area of a suitable parallelogram and identify a suitable base and height.
- Calculate the area of a triangle, and shapes made from triangles (combined with rectangles/parallelograms).
- Examine different shortcuts for calculating the area of a trapezium.
- Understand and apply the formula for calculating the area of a trapezium.

Assessment:

- ✓ Fractions and Decimals
- ✓ Angle Calculations
- ✓ Expressions
- ✓ Shape Calculations

How can you help?

- ✓ Homework will be set on Sparx on a weekly basis. Please make sure that it is complete as the tasks will support the learning in class. Details will be posted on Satchel One. If you need help to get this complete, then the library is open during lunchtime.
- ✓ If there are specific objectives listed above which are providing a challenge, the website www.corbettMathematics.com has many videos and worksheets to reinforce learning.
- ✓ You are also always welcome to communicate with us here at the college and we would all be more than happy to help answer any mathematics specific questions and work with you to help every student achieve to the best of their ability.

Science

Overall topic(s)	C5, C6, B6, B7 and P5
Timeframe	Autumn

Overview of topics

Over the course of the Autumn term, your child will study topics across the 3 sciences. They will begin to build on their chemistry from year 7 and learn about how elements were discovered and how this led to the structure of the atom. They will study how scientists led to the discovery of the periodic table and why elements are grouped in a certain way.

Throughout Biology students will look further at the importance of a healthy diet and how to test for the different food groups. They will learn how these foods are digested and then used by the body. They then move onto another body system, studying how we breath as organisms but also how gas exchange takes places in different organisms.

During the physics topic student will build on their knowledge of forces from year 7 and develop this further to understand acceleration and terminal velocity. They will be using their mathematical skills to develop and analyse distance time graphs and velocity time graphs.

Sequence of learning

Topics:

How can you help?

One way in which parents can help - easily and immediately - is by encouraging students to think differently about their learning and discuss this with you. Example questions such as

- ✓ What did you find difficult today?
- ✓ What did you manage to improve?

The responses to these questions can open up a useful dialogue about your child's learning, and help students understand that learning is something to be thought about and talked about - and something that everyone can, and should be encouraged to, get better at.

	Areas of study	How can you help?
C5: Daltons atomic theory	• Elements and groups from the periodic table. • Structure of the atom and how this was developed from Daltons theory. • The differences between elements, compounds and mixtures. • To describe what happens in a chemical reaction and the conservation of mass.	• Dalton Video • Atomic Structure and Writing Formulae - BBC Bitesize • Seneca: C5 assignment
P5: Movement, speed and acceleration	• Balanced, unbalanced and resultant forces • Calculating speed • Distance time graphs, acceleration and velocity time graphs. • Relative motion and terminal velocity	• Motion and speed - Forces and movement - KS3 Physics - BBC Bitesize • Distance time graphs video • Seneca: P5 assignment
B6: Digestion	• Energy in food and importance of a healthy diet • Testing different food groups • Digestion and enzymes	• BBC Bitesize- Digestive system • Seneca : B6 assignment

C6: Periodic table	• History of the periodic table • Electronic configuration • Trends in groups 1, 7 and 0	• Periodic table - KS3 Chemistry - BBC Bitesize • GCSE Chemistry - Modern Periodic • Seneca: C6 assignment
B7: Breathing and gas exchange	• Structure of the Lungs and breathing process • Gas exchange in animals and plants • Effects of smoking • Asthma	• Respiration and gas exchange - KS3 Biology - BBC Bitesize • Seneca: B7 assignment

Assessment:

Your child will be assessed through:

- ✓ A small unit assessment after each topic ~ every 3 weeks
- ✓ A series of skills-based task during practical activities
- ✓ A series of weekly homework questions using their booklets

Religious Studies

Overall topic(s)	Religion, prejudice and discrimination
Timeframe	Autumn

Overview of topic

The module explores issues around diversity, inequality, difference and how Christianity would respond. Students will explore the consequences of discrimination in modern society and the negative consequences of this. Consequently, students should challenge their perceptions, that of others and look at raising awareness of prejudice in our world.

Sequence of learning

Topic: Religion, prejudice and discrimination

Areas of study:

- Meaning of prejudice and discrimination
- Famous people who have experienced discrimination e.g. Martin Luther King, Malala, Anne Frank
- A depth study of racial discrimination in 1950s/60s America and the progress of the Civil Rights Movement
- A depth study of cultural/religious discrimination in WWII
- A depth study of religious and non-religious (atheist) discrimination people face in modern Britain
- Christian attitudes to prejudice and discrimination

Assessment:

- ✓ In-lesson – Recall grids, assessed practice questions
- ✓ Assessed in Assessment Point 1 written test – Multiple choice / Developed written answers which need to **recall**, **develop** and **justify** choices

How can you help?

- ✓ Talk with your child about what they have been learning in RS. They should be able to discuss and recognise famous people who have faced discrimination in the past and present
- ✓ Read/watch the news with your child and ask them to point out articles that feature prejudice and discrimination
- ✓ Encourage your child to revise using BBC Bitesize for Key Stage 3 to continue their learning outside the classroom. This will remind them of key ideas they will need to retain throughout their RS career at Brockington
  Facts about Christianity – KS3 Religious Studies – BBC Bitesize - BBC Bitesize

History

Overall topic(s)	The Stuarts, The Transatlantic Slave Trade and the British Empire
Timeframe	Autumn

At the start of the autumn term, your child will study the Stuart period of history. Following on from this unit there will be a study of the Transatlantic Slave Trade and then the British Empire. These last two units of work are sensitive topics, and they include material that may upset students, such as the use of archaic language. As a department, we treat these topics incredibly sensitively and encourage students to consider how they impact on modern Britain.

Sequence of learning

Topic: The Stuarts
This topic dovetails with work students should have studied in Year 7.

Areas of study:

- ✓ **James I and the Gunpowder Plot.**
- ✓ **The Causes, course and consequences of the English Civil Wars.**
- ✓ **Oliver Cromwell and the Commonwealth.**
- ✓ **Charles II and The Restoration period –** including The Great Plague and the Great Fire of London.
- ✓ **James II and the Glorious Revolution.**
- ✓ **The changing relationship between Parliament and Crown.**
- ✓ **The Enlightenment.**

Topic: The Transatlantic Slave Trade

Areas of study:

- ✓ **Britain's role in the Transatlantic Slave trade.**
- ✓ **West African Kingdoms.**
- ✓ **The Triangular Trade and the Middle Passage.**
- ✓ **The Lives of Enslaved people in the Americas.**
- ✓ **Resistance and Rebellions**
- ✓ **Abolition.**

Topic: The British Empire

Areas of study:

- ✓ **The Origins of the British Empire**
- ✓ **The Expansion of the British Empire**
- ✓ **The British Empire and India –** this covers, origins, expansion, impact and resistance.

Assessment:
Your child will be assessed through:

- ✓ A unit assessment based on history and writing skills.
- ✓ A series of history skills questions that will be sat sequentially in class.
- ✓ A series of homework activities focused on putting key historical skills, including recall skills, into practice.

How can you help?

There are many extra-curricular opportunities to extend learning and improve achievement on these topics, including visits to:

- ✓ **British Empire and Commonwealth Collection, Bristol -** a museum located in Liverpool, UK, which focuses on the history and legacy of the transatlantic slave trade.
- ✓ **The British Museum London** the British Museum was founded in 1753: its history and collection are shaped by empire and the colonial exploitation of people and resources.
- ✓ **The English Civil War Society** – Their website includes a calendar of re-enactments and living history exhibitions.

There are also dozens of documentaries, books and websites that can help improve children's learning, including:

- ✓ ***The British Empire*** – Dan Snow's History Hit on YouTube - The British Empire was one of the most influential and far-reaching empires in history.
- ✓ ***BBC History Bitesize*** – Key Stage 2 and Key Stage 3 games, learner guides, video clips and quizzes.
- ✓ **BBC Teach** – A YouTube channel with extensive video resources on history.
- ✓ **History Hit YouTube Channel** - Discover the past on History Hit with ad-free exclusive podcasts and documentaries released weekly presented by world renowned historians Dan Snow, Suzannah Lipscomb, Lucy Worsley, Mary Beard and more.

Parent advisory: We would recommend that parents view video resources in advance of their children to ensure that they are happy with the content.

History Learning Journey Guide

Please click on the link below to our History Learning Journey guide, which we provide all children with at the start of each academic year. The guide includes specific details on why we study specific topics and explains why we teach them in the order that we do. It also includes the core learning questions that our studies will answer.

Link: Learning Journey in History 2023 – Brockington College

Geography

Overall topic(s)	Development & Oceanography
Timeframe	Autumn

Areas of study:

1. The concept of international development; social and economic development indicators and HDI; types of poverty; the Sustainable Development Goals (SDGs); public and social goods; infrastructure; globalisation and its impacts; trade and fair trade; recession and the multiplier effect; the impacts of industrialisation (focus on China)
2. Coastal processes and landforms; sand dune ecosystems; the impact of change in coastal areas (focus on Norfolk); coastal management strategies; conflicting views about coastal management; urban deprivation in coastal communities (focus on Jaywick); the ocean biome and the impact of commercial fishing; gyres.

Assessment:

Your child will be assessed through:

- ✓ An assessment examination containing a range of question styles such as multiple choice, data response, short answer and long answer.

How can you help?

There are lots of websites where further information and support on these topics can be accessed.

- Development and globalisation - KS3 Geography - BBC Bitesize
- Coasts - KS3 Geography - BBC Bitesize

There are also many documentaries and books that can help improve children's learning, including:

- BBC 'Coast' series

French

Overall topic(s)	1. Food – Like and dislikes 2. Food – Eat, drink, have 3. Clothes and accessories 4. Free Time
Timeframe	Autumn

Overview of topic

- Introduction to language around food and drinks. Eating, drinking and enjoying.
- We learn about the clothes and accessories that we wear and what we do in our free time.

Sequence of learning

Topic:

Opinions to talk about what foods pupils like and why and to learn food and learn food vocabulary. We look at extending sentences and the full conjugation of some common irregular verbs. We move on to look at meals, demonstratives this and these and more specific verbs associated with meals. We learn what clothes and accessories we wear for different occasions, circumstances and places. We learn some weather vocabulary to extend our sentences and some frequency words and places. In our topic "free time" we look at activities and sports and which verb goes with which. We look at the full paradigm for jouer (to play), faire (to do) and aller (to go). Frequency words are introduced and justified opinions are revisited.

Areas of study:

- What food you like/dislike and to what extent
- Why you like/dislike it (old and new expressions)
- New adjectives
- The full conjugation of 'manger' to eat and 'boire' to drink
- What meals you eat every day and
- What you eat at each meal
- The full present indicative conjugation of 'prendre', 'déjeuner', 'dîner'
- 'This' and 'these' in French Say what clothes you wear in various circumstances and places
- Describe various types of weather
- Give a wide range of words for clothing items and accessories
- Use a range of words for places in town
- Make the full present indicative conjugation of 'porter' (to wear)
- What activities you do using the verbs 'jouer' (play), 'faire' (do) and 'aller' (go)
- Other free time activities
- Frequency words
- Justified opinions
- Reinforce the concept of regular and irregular verbs

Assessment:

- ✓ There will be an assessment after each unit with a range of tasks including reading, writing, grammar, dictation, translation, speaking and listening.

How can you help?

- ✓ Encourage pupils to complete homework.
- ✓ To learn phrases from the Sentence Builder
- ✓ Practice vocabulary on Quizlet.com
- ✓ Start regular use of Duolingo French

ICT and Computing

Overall topic(s)	8.1 and 8.2
Timeframe	Autumn

Overview of topic

During Term 1 – Autumn, students will study units that focus on developing an understanding of how to use computers responsibly and safely in an increasingly digital world. Students will then focus on using logical and computational thinking skills in developing their understanding of programming by beginning to learn Python programming language. This popular language is the main text-based programming language that is learnt in both KS3 ICT & Computing, along with GCSE Computer Science. These topics address areas of the National Curriculum for KS3 Computing and are sequenced in this term as they provide an important start to the school year and build on the foundations of previous learning.

Sequence of learning

How can you help?

We would encourage conversation about the learning to promote students to reflect on their learning and develop a curiosity to develop their understanding.
There are useful website links below that relate to the learning that students do in the classroom.

Topic	Areas of study	Learning beyond the classroom
8.1 Computer Crime & Cyber Security	Health and safety Email scams Hacking Protecting personal data Copyright	**BBC Bitesize** • Online dangers - Online safety - KS3 Computer Science Revision - BBC Bitesize • The internet - eSafety - KS3 ICT Revision - BBC Bitesize • ICT in the workplace - The impact of ICT on society - KS3 ICT Revision - BBC Bitesize • Computers and the law - The law and ethics - KS3 Computer Science Revision - BBC Bitesize • Copyright overview - Copyright and intellectual property - KS3 ICT Revision - BBC Bitesize **Seneca Learning: 6.1-6.2** • Digital Footprints - Computer Science: KS3 (senecalearning.com) **Oak National Academy** • Unit: Impact of Technology - Collaborating Online Respectfully | KS3 Computing | Oak National Academy (thenational.academy)

8.2 Introduction to Python Programming	First steps Crunching numbers At a crossroads More branches Round and round Putting it all together	**BBC Bitesize** • Programming - KS3 Computer Science - BBC Bitesize **Oak National Academy** • Unit: Intro to Python programming | KS3 Computing | Oak National Academy (thenational.academy) **Seneca Learning: 2.1-2.3** • Variables & Constants - Computer Science: KS3 (senecalearning.com) • Code - Computer Science: KS3 (senecalearning.com) • Introduction to Python - Computer Science: KS3 (senecalearning.com)

Assessment:

- ✓ Students will be assessed through end of topic assessments. These are usually comprised of multiple-choice questions with some short answer questions focusing the topic they have studied, with some occasional questions focusing on recall and retrieval of learning in previous topics.

Drama

Overall topic(s)	*Theatre in Education - TIE*
Timeframe	Autumn

Overview of topic

During the Autumn term, your child will explore how theatre can be used to educate about important issues in society and the home. They will use Brechtian, non-naturalistic drama techniques to develop characters and storylines to create devised and scripted performances that give a specific message aimed at secondary aged pupils. Building on skills developed in Year 7, your child will develop their understanding of styles of drama through performance.

Sequence of learning

Topic: Introduction to TIE

Areas of study:

- Creating characters and stories
- Using drama techniques to explore and develop characters further in relation to specific themes
- TIE conventions in devised performance
- Devising original pieces of drama
- Performing to an audience

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on Woosh
- ✓ Summative devised performance

Topic: TIE: Scripted Performance

Areas of study:

- Using scripts to create performance
- TIE conventions and Brechtian techniques in scripted performance
- Performing to an audience

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on TIE planning
- ✓ Homework related to drama skills and keywords
- ✓ Summative scripted performance

How can you help?

- Visiting the theatre to watch live productions
- Discussing films watched at home – what made them successful, or less successful; what was happed in the plot and how did it develop; how were characters created
- Access to scripts and books at home that your child can read to develop their understanding of how stories are told
- There are lots of websites where further information and support on these topics can be accessed.
    - How to use structure for effect - BBC Bitesize

Music

Overall topic(s)	Riffs, Chords and Melodies
Timeframe	Autumn

Overview of topic

During the Autumn term, your child will explore how pitch is organised to create cohesive bass riffs, chord sequences and melodies. They will learn to play a range of popular song motifs and discover through listening tasks and class ensemble singing, what makes these successful. In the second half of the term, your child will then demonstrate their understanding through composing their own musical motif. Building on skills developed in Year 7, your child will develop their understanding of musical style through performance.

Sequence of learning

Topic: Riffs and Chords

Areas of study:

- Reading notation in both treble and bass clef
- Understanding what makes successful riffs, chords and melodies
- Understanding how notes and harmonies work together to create cohesive sounds
- Solo and duet performance with a consideration for musical style
- Large ensemble vocal performance

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on performance skills
- ✓ Homework related to listening skills and keywords
- ✓ Summative keyboard performance of musical motifs

Topic: Riffs, Chords and Melodies

Areas of study:

- Reading and writing in both treble and bass clefs
- Compositing original music, demonstrating an understanding of how parts work together to create cohesive sounds
- Performance skills – playing to an audience
- Large ensemble performance – singing and rhythmic performance

Assessment:

- Regular formative feedback
- DIRT feedback on composition
- Homework related to listening skills and keywords
- Summative Riffs, Chords and Melodies composition

How can you help?

- ✓ Regularly listening to new music – radio, Spotify, Amazon Music, etc… - and discussing with your child why they might like or dislike a song or piece of music
- ✓ Music Keyboard apps on tablets or phones can enable your child to practise music at home if they do not have access to a keyboard. Virtual piano – Play piano online | Musicca is one example that can be used on a computer
- ✓ Taking your child to see live music being played

- ✓ Online play-along videos, such as those on YouTube, support children in learning to play music they like
- ✓ Access to musical instruments, such as guitar, ukulele or keyboard, so your child can explore their musical voice at home. As can encouraging your child to sing.
- ✓ There are lots of websites where further information and support on these topics can be accessed such as
  - Bass lines - KS3 Music - BBC Bitesize
  - Melody writing - KS3 Music - BBC Bitesize

Design and Technology: Food

Overall topic(s)	Carbohydrates
Timeframe	12 weeks across the academic year

Sequence of learning

Topic:

Over 12 weeks we will look at the importance of each nutrient in the diet, how this is affected by your age and how ingredients work when cooking with them. Your child will put everything they have learned into practice through completing a range of practical cooking activities.

Areas of study:

- Dietary requirements for different life stages
- The functions and sources of nutrition
- The process of shortening
- The functions of ingredients in cooking
- Safe use of the grill, hob, sharp knives and the oven.

Assessment:

- ✓ Mid-topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

- ✓ Encourage your child to help in the kitchen at home, whether baking, making dinner or just helping you chop vegetables they will build confidence and skills.
- ✓ Students can also use the following websites and YouTube channels to build their knowledge:
  - 11 - 14 Years - Food A Fact Of Life
  - Unit: Catering for needs | KS3 Design and technology | Oak National Academy (thenational.academy)
  - Unit: Future food and the application of science | KS3 Design and technology | Oak National Academy (thenational.academy)
  - Gastro Lab - BBC Teach
  - Videos - Food A Fact Of Life

Design and Technology: Engineering

Overall topic(s)	Mechanical Engineering and the use of CAD/CAM
Timeframe	13 weeks across the academic year

Sequence of learning

Topic:

Over the course of this topic, we will look at how mechanisms are used to help us do work. Students will then develop an understanding of the use of CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) in the engineering industry. Students will develop a range of skills in the use of computer programmes in order to design a laser cut product.

Areas of study:

- Mechanisms (gears, pulleys and hydraulics)
- Exam style questions
- Advantages and disadvantages of CAD/CAM
- Thermoplastic and Thermoset polymers
- The correct use of 2D design, laser cutter and hot wire strip heater, to produce a product.
- Isometric drawing

Assessment:

- ✓ Mid-topic multiple choice quiz
- ✓ Project marked against BC grade descriptors
- ✓ End of topic recall test

How can you help?

- ✓ Students can revise the topics covered in this topic by following these links:
  - Gears: https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/5
  - Pulleys: https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/6
  - Hydraulics: https://www.bbc.co.uk/bitesize/guides/z9fkmsg/revision/3
  - Polymers : https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/5
  - Isometric drawing: https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/4
- ✓ You can find lots of tutorials on YouTube which will help your child practice isometric drawing:
  - https://www.youtube.com/results?search_query=beginner+isometric+drawing

Design and Technology: Textiles

Year group	8
Subject	Design & Technology – Textile Design
Overall topic(s)	Pattern and Print
Timeframe	12 weeks

Sequence of learning

Topic:

During this Topic students will be introduced to the subject of Textile Design through the exploration of textile materials and how Artists can influence the making of a Textile product.

Areas of study:

- Working within the context of a Design brief
- Researching abstract and contemporary Artists/designers relevant to the project
- Developing knowledge on the techniques; Heat press transfer, stencilling.
- Knowledge and use of the sewing machine to assemble the product

Assessment:

✓ Mid topic multiple choice quiz
✓ Project marked against BC grade descriptors
✓ End of topic recall test

How can you help?

- Gaining further insight into the Artists work and the techniques would be really helpful for development with in class work:

- Sonia delaunay- https://www.youtube.com/watch?v=jO1Vg9HkhRs
  https://www.youtube.com/watch?v=GxUv0or_YEA

- Banksy - https://rb.gy/1l9g2z
- Heat transfer printing - https://rb.gy/j8b5sw

- Stencilling- https://tinyurl.com/2snruwf8
- Bernina Sewing machine – https://www.youtube.com/watch?v=WYBc3ZXwLAQ

Art

Overall topic(s)	Portraiture
Timeframe	Autumn Term

Overview of topic

During this unit of work, students will learn about portraiture in art. They will analyse research and explore artists who have used portraiture in their work. They will study distinctive styles and techniques and create copies of the artwork to aid their understanding. Students will understand the differences between abstract, realistic and semi abstract artwork and will be able to demonstrate this through their work.

Sequence of learning

Topic:

This will link well with research students did in year 7, working in a similar format but with a different topic.

Areas of study:

- Research
- Analysing style and technique
- Presentation

Assessment:

- Regular summative assessment
- Presentation of research and artist copy.

How can you help?

- Artist research using websites such www.artchive.com
- Having a range or basic art supplies at home which can be used for practising, such as coloured pencil crayons, and a small selection of graded pencils ranging from HB – 6B
- There are some excellent resources on YouTube which demonstrate some of the drawing techniques shown in class. Students can use these to recap and practise.

Physical Education

Overall topic(s)	Learning and developing core skills in a wide range of sporting situations
Timeframe	Throughout the academic year

At Brockington College, our Key Stage 3 PE curriculum provides a broad, balanced and inclusive experience that supports the holistic development of every student. Through a carefully sequenced and progressive model, students engage in a diverse range of physical activities that build knowledge, refine skills and promote character development.

All students receive the same curriculum offer to ensure **equality of provision**, regardless of background or ability. This inclusive approach reflects our commitment to high expectations for all and ensures every learner has access to the full breadth of opportunity.

Each unit is structured around a 'big question' that encourages deeper thinking and purposeful learning. These big questions are progressed across the key stage and are linked to a core concept, which is revisited and developed year on year. This approach ensures students build on prior learning, deepen their understanding, and make sustained progress across all areas of the curriculum.

The overview below outlines the units and concepts delivered to each year group at Key Stage 3, ensuring all students are supported to achieve their full potential and are well-prepared for future study in physical education.

These key themes which run throughout the key stage curriculum are vital in allowing us to achieve our aim:

At Brockington College, our PE curriculum is designed to develop students holistically supporting their physical, social, emotional, and mental well-being. Through a broad, inclusive and ambitious offer, we aim to foster high levels of engagement, resilience, and a lifelong commitment to physical activity and healthy living

A Curriculum

(which combines traditional with concepts)

Net/Wall	Invasion	Dance & Gymnastics	Striking and Fielding	OAA	Athletics	Fitness
Physical	**Cognitive**	**Creative**	**Social**	**Personal Skills**	**Personal Attributes**	**Health and Wellbeing**
• Technique • Consistency • Skill selection • Pressured situations • Competitive conditions	• Decision making • Knowledge of rules • Tactical awareness • Outwitting opponents • Spatial awareness	• Imagination • Choreography • Aesthetics • Feedback • Routine development	• Communication • Teamwork • Leadership • Active Listening • Problem Solving	• Enthusiasm • Confidence • Positive mindset • Resilience • Overcoming hardship	• Cardiovascular endurance • Muscular Strength • Speed • Power • Flexibility	• Warm up importance • Fitness • Heart Rate • Calories • Mental Health

Sports & Activities - Areas of Study:

Football, Netball, Basketball, Rugby Badminton, Handball, Gymnastics, Outdoor Adventurous Activities, Fitness, Athletics, Cricket, Rounders.

Assessment

Assessment in PE at Brockington College is designed to be **holistic, purposeful, and progressive**, supporting students' development across all curriculum domains. It enables staff to monitor progress, inform planning, and ensure all learners are appropriately challenged and supported.
Students are assessed through two distinct strands:

- **HEAD** – Focuses on *declarative knowledge*, including understanding of core rules, techniques, tactics, and strategic concepts within each sport or activity
- **HANDS** – Focuses on *procedural knowledge*, assessing how effectively students can apply core skills and techniques in practical and competitive scenarios

This dual-strand approach ensures that both cognitive understanding and physical execution are valued equally, promoting a balanced and inclusive model of progress.

Assessment Process

- **Lesson 1 of each unit**: HEAD and HANDS assessment criteria are explicitly shared with students to establish clear expectations and learning goals
- **Ongoing formative assessment**: Teachers use questioning, observation, and feedback to monitor progress and adapt teaching accordingly
- **Final lesson of each unit**: Students revisit the assessment criteria and reflect on their progress, identifying whether they are working *towards*, *at*, or *beyond* expectations
- **Summative assessment**: Staff assign a 1–3 score for both HEAD and HANDS strands:
    - **1 = Working Towards**
    - **2 = Working At**
    - **3 = Working Beyond**
- **KS3 Assessment Tracker**: Completed by staff after each unit to record progress across all teaching groups
- **Percentage score**: Calculated to provide an average measure of progress across curriculum units, supporting reporting and intervention

This assessment model ensures students understand how to improve, take ownership of their learning, and make sustained progress across all areas of physical education. It also supports staff in identifying gaps, celebrating success, and maintaining high expectations for all learners

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed. e.g. simple rules of rugby union (Rugby rules | Rugby Rules - Game Time, Points & More | spized Rugby rules | Rugby Rules - Game Time, Points & More | spized)
- ✓ Encourage your child to watch a range of 'live sports' at a game or event or on television
- ✓ Encourage your child to attend extracurricular activities in school
- ✓ Support your child by taking them to clubs in the community or get a membership for a local leisure Centre.

Personal, Social, Health and Citizenship Education (PSHCE)

Overall topic(s)	Relationships: Yourself, others and technology
Timeframe	Autumn/Spring Term

Over the course of the Autumn/Spring term your child will become explore and discuss different ways to nurture all of the relationships they have in their lives.

Sequence of learning

Topic: Relationships: Yourself, others and technology

Our purpose is to provide students with strategies to help develop and maintain positive relationships with all those present in their lives, including themselves, and understand the role that technology can play

Areas of study:

- **Body Image and the media** – Body 'ideals', unrealistic expectations shared by the media and how this can connect to our self-esteem and mental health
- **Male Body Image** – Exploration of vulnerability, 'banter' and masculinity. Encouragement to share our feelings to enable well being
- **Body Shaming** - what is body shaming, consequences, language choices, encouragement of body positivity and self esteem
- **Eating disorders** – Spotting the signs and how and where to access help and support
- **Positive Relationships** - relationship aims/goals/characteristics/expectations, red flags and where and how to access help and support
- **Forced Marriage** – understanding the law, human rights, the impact and how and where t access help and support
- **Technology and relationships**
    - Sexting – short- and long-term consequences, decision making, consent and the law
    - Become informed about sextortion and cyberflashing. Pupils will further develop understanding on how to stay safe online

In this unit pupils will also participate in Children's Mental Health Week, Hate Crime Awareness Week, National Careers Week and National Parliament Week.

Assessment:

Your child will be assessed through:

Formative

- ✓ Self-Assessment using "I can statements" at the end of each area of study.
- ✓ DIRT self-reflection throughout module (including discussion skills)

Summative

- ✓ End of topic reflection task (DIRT mind map indicating knowledge gained)

How can you help?

- ✓ There are lots of websites where further information and support on these topics can be accessed.
    - www.ceop.police.uk
    - www.kooth.com
    - www.thinkuknow.co.uk
    - www.childline.org.uk
    - www.beateatingdisorders.org.uk