Brockington College

Curriculum Overview

Year 8

Spring 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)	Reading a playscript & poetry
Timeframe	Spring

Overview of topic

1. Read the playscript version of *Jekyll and Hyde* and write an analytical essay.
2. Read a range of poems from other cultures and develop analytical essay writing skills.

Sequence of learning

Topic:

Read easily, fluently and with good understanding and develop the habit of reading fictional plays and 19th century novels. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language and appreciate our rich and varied literary heritage. Write clearly, accurately and coherently adapting their language to analyse a playscript.

Read seminal world literature easily, fluently and with good understanding and develop the habit of reading a range of poetry. 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 clearly, accurately and coherently adapting language and style in and for a range of contexts, purposes and audiences when writing analytically. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Areas of study:

- Identify dramatic devices in Jekyll and Hyde
- Explain social and historical context
- Comment on plot, themes and characters and use evidence from the text to support comments
- Comment on context
- Write a PEEL (What How Why) paragraph
- Read and comment on a range of poems from other cultures
- Interpret ideas from poems from other cultures
- Explain the viewpoint of poets from other cultures
- Define, identify and use repetition, caesura, enjambment, assonance, sibilance and extended metaphor
- Identify the difference between blank verse and free verse

Assessment:

Analytical writing

How can you help?

- ✓ Encourage your child to read the prose version of *Jekyll and Hyde*.
- ✓ Read modern texts set in the Victorian era: Victorian times | BookTrust
- ✓ Read together a poem a day: Poem of the Day | Poetry Foundation

Mathematics

Overall topic(s)	Factors and Algebra Proportional Reasoning
Timeframe	Spring

Sequence of learning

Factors and algebra is a further generalisation of arithmetic. If we recognise that algebra is a generalisation of the number system, then the properties that we know from integers hold true. For example, the law of distributivity helps here. This module encourages students to think about good models for multiplication and division, the area model for instance.

We come to Proportional Reasoning. We're now at a place where we can build on knowledge of proportional relationship, changing the additive view to the multiplicative view between numbers and percentages. We need to be secure on our idea of proportionality before moving onto the percentages work in year 9. Also, proportional reasoning is important for further study in gradient measure, for example.

Areas of study:

- Understand what it means to factorise algebraic terms.
- Find all the "factor pairs" of algebraic terms.
- Find the "Highest Common Factor" of different algebraic terms.
- Apply the distributive law to multiply single numerical terms over sums or differences.
- Apply the distributive law to multiply algebraic terms with a coefficient of 1 over sums or differences.
- Apply the distributive law to multiply algebraic terms with a coefficient other than 1 over sums or differences.
- Write sums or differences as the product of two factors, where one factor is an integer.
- Write sums or differences as the product of two expressions, where one expression is a rational number.
- Write sums or differences as the product of two expressions, where one expression is an algebraic term with a coefficient of 1.
- Write sums or differences as the product of two expressions, where one expression is an algebraic term with a coefficient other than 1.
- Understand proportion as a multiplicative relationship between two quantities.
- Understand proportional relationships as relationships that can be scaled.
- Represent proportion on a dual number line, and use this to solve problems.
- Represent proportion as a ratio table, and use this to solve problems.
- Understand metric unit conversion factors as proportional relationships.
- Convert between different metric units.
- Understand any unit conversion factor as proportional relationship.
- Convert between different units.
- Understand time unit conversion factors as proportional relationships.
- Convert between different time units.
- Understand speed as a proportional relationship between distance and time.
- Solve distance, time and speed problems.
- Understand other real-life contexts as proportional relationships and solve problems within those contexts.
- Write proportional relationships as one quantity as a fraction of the other.
- Write proportional changes as fractional increases or decreases.
- Understand proportional relationships as quantities that maintain a constant ratio.
- Write ratios in the form 1:n and recognise this as showing the multiplicative relationship.
- Find missing quantities for a given ratio when one part is known.
- Find missing quantities for a given ratio when the difference between two parts is known.
- Find missing quantities for a given ratio when the total is known.
- Solve problems involving ratios.

Assessment:

- ✓ Factors and Algebra mid unit assessment and end of unit assessment.
- ✓ Proportional Reasoning mid unit assessment and end of unit assessment.

How can you help?

- ✓ Help facilitate the completion of the Sparx Maths programme at home.
- ✓ If there are specific objectives listed above which are providing a challenge, the website www.corbettmaths.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)	Respiration, Energy: work done, heating and cooling, Earth resources and Earth structure
Timeframe	Spring

Overview of topics

Biology:

The focus in the respiration topic is knowing the difference between aerobic and anaerobic respiration, and how both types of respiration effects the body in different ways.

Pupils will explore what oxygen debt is and how the body can recover the used oxygen in their bodies through the different forms of exercise. Pupils will build on their knowledge from year 7 and start to look a little more at gas exchange and how the heart works and its functions. This will include introducing the different types of valves found within the heart and their purpose. This will help build on the GCSE topics pupils will study in years 10 and 11.

Physics:

The theme for this topic is all to do with particle theory. Pupils will look more in depth at what happens to particles when they are heated, how do they move, and the energy they gain.

They will start to understand how conduction convection and radiation work which will help them answer questions like, 'how does a hot air balloon stay afloat, what happens to the heat from a cup of tea, and which has more energy a bathtub full of warm water or a teaspoon of boiling water.'

Pupils will also explore how we can prevent the loss of energy in our homes and what a heating curve is. This will all be built on the knowledge they have gained in year 7, which will expand even more on the topics of density and energy in year 9.

Chemistry:

The topics for chemistry this term will be looking at the Earth and its structure. This will take a closer look at the layers of the Earth and its formations. This will then move onto a brief overview of earthquakes and how tectonic plates affect the planet, and the rock cycle. Pupils will get the opportunity to look at fossils and look at their formations, they also have the chance to create intrusive and extrusive rock formations.

The topic of Earth's resources will explore the resources found on earth and the difference between finite and renewable resources, how fossil fuels are formed and the impact on the planet of burning them.

Reactivity series will be introduced, and they will start to look at and understand the order of reactivity of metals and what a displacement reaction is. This will help build the basis for more in-depth knowledge in year 9 in preparation for GCSE.

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?**
Respiration	• *Aerobic respiration* • *Anaerobic respiration* • *How exercise effects our body* • *The Heart*	• Bitesize - Aerobic and anaerobic respiration
Energy: work done, heating and cooling	• Conduction • Convection • Radiation • Reducing energy loss	• Bitesize - Conduction, convection and radiation • Bitesize - Reducing energy loss
Earths resources	• Renewable resources • Finite resources • Reactivity series • Displacement reactions • Resue and recycle	• Bitesize - Earth resources
Earths Structure	• Structure of the Earth • Weathering • Rocks and the rock cycle	• Bitesize - Earth Structure

Assessment:

Your child will be assessed through:

- ✓ A short 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)	Themes: The Problem of Evil, Science and Religion
Timeframe	Spring

Overview of topic

Both these topics are thematic examinations of the disciplines of philosophy and science. The Problem of Evil explores questions about suffering and evil: if there is a good God, full of love, then why is the world so much full of pain and suffering? What explanations are there for suffering? Doesn't it make more sense to give up belief in omnipotent and benevolent God in the face of evil and suffering? The unit gives students the chance to look at the challenges religion faces and gives them the opportunity to deepen and refine their own understanding and viewpoints.

Science and Religion explores different views on how the world began. Looking specifically at the Christian view, the Hindu view and the Scientific view. The unit gives students the chance to look at the challenges religion faces and gives them the opportunity to deepen and refine their own understanding and viewpoints. We also examine worldviews of atheism and humanism and what they say about the disparities between religion and science.

Sequence of learning

Topic: The Problem of Evil

Areas of study:

- Natural and moral evil
- Genesis and Original Sin
- Free Will
- Christian responses to suffering – Charity

Assessment:

- In-lesson – Recall grids, assessed practice questions
- Assessed in Assessment Point 2 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 Christian reasons for suffering and why many may turn away from religion as natural and moral evil are prevalent across the world. Ask about Genesis, what they understand by Free Will and how this contributes to the Christian argument of why evil exists.
- ✓ 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

Topic: Science and Religion

Areas of study:

- Origins of the universe and earth
- The Big Bang and Evolution
- Religious creation stories including Genesis
- Atheism, science and religion
- Medical ethics

Assessment:

- In-lesson – Recall grids, assessed practice questions
- Assessed in Assessment Point 2 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. Ask about the differences between theists, atheists and agnostics and what they might say about the origins of the universe. Check their understanding of Christians who are literalists and non-literalists when they read Genesis.
- 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 Industrial Revolution
Timeframe	Spring

At the start of the spring term, your child will complete their study of the British Empire and then begin the Industrial Revolution module, which includes Georgian and then Victorian Britain.

Sequence of learning
Topic: The Industrial Revolution
This topic dovetails with work students should have studied in Year 7.
Areas of study:

- **Population growth**
- **The Agricultural Revolution – This covers the causes, course and consequences.**
- **Overview of the Industrial Revolution**
- **Key aspects of the Industrial Revolution – This includes steam, coal, textiles, Iron and Steel and the Transport Revolution.**
- **Working conditions - This includes working conditions for children.**

Assessment:
Your child will be assessed through:

- ✓ A unit assessment based on chronology 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:

- **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 Black Country Living Museum** - Experience the Black Country of yesteryear as you explore over 250 years of history, from the Industrial Revolution to post-war prosperity,
- **Blists Hill Victorian Town** - Step back in time to the dawn of the modern age. Experience what everyday life was life in 1900. See how technological advances and industry were changing people's lives.
- **Ironbridge World Heritage Site** - In 1986 the Ironbridge Gorge was one of the first locations to be designated as a World Heritage Site within the U.K. This designation recognised the area's unique and unrivalled contribution to the birth of the Industrial Revolution in the 18th century; the impact of which is still felt across the world today.

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: History Learning Journey

Geography

Overall topic(s)	Economic activity & Hydrology
Timeframe	Spring

Areas of study:

1. The concept of an economy and means of exchange; economic sectors; how economic activity changes over time; the location of industry; productivity; division of labour and specialisation; trade
2. Drainage basins and the long profile of a river; processes of erosion, transportation and deposition; river landforms; flood hydrographs; how a river floods; how humans can control flooding; case studies of flooding (focus on Fishlake 2019); How the River Soar is managed in Enderby and Narborough; the water cycle; water supplies; the global water quality crisis; the impact of sanitation; the impact of climate change on water resources; drought; water resource management.

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.

- Types of industry guide for KS3 geography students - BBC Bitesize
- Rivers - KS3 Geography - BBC Bitesize

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

- "Earth's Great Rivers" BBC Series

French

Overall topic(s)	4. Weather and Free Time 5. Hobbies in the Present and the near future 6. Daily Routine and telling the time
Timeframe	Spring

Overview of topic

- A unit linking weather and Free time and adding additional information
- Continue the vocabualry and topic of free time with hobbies but in two tenses
- Telling the time and reflexive verbs

Sequence of learning

Topic:

What free time activities we do in what weather, where we do them and how often. Full verb paradigms are used for jouer, rester and the irregular verbs faire and aller. We are extending our sentences with justified opinions and connectives. Using the structure 'when' with weather and the activity.

Hobbies in the present tense and the near future focuses on introducing more present tense verbs both regular and irregular. We then re use the same verbs but this time in the future tense. We use lots of present tense time words and those in the future too along with opinion in the present and the future tense too.

What happens in a daily routine, telling the time and sequencing words so that longer more detailed sentences can be made to describe what happens in pupils lives. We look at reflexive verbs and use 16 different verbs to describe different things that you can do at home.

Areas of study:

- What free-time activities you do in different types of Weather
- Quand (when) sentence structure
- Where you do them and who with
- Words for places in town
- Regular verbs jouer and rester full paradigms
- Irregular verbs faire and aller full paradigms
- Connectives for both positive and negative sentences.
- What you do every day
- At what time you do it
- Sequencing events/actions (e.g. using 'then', 'finally')
- More present tense verbs regular and irregular
- Present and future time adverbs
- Infinitive verb construction
- Future tense
- Linking words
- Opinions and justification

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)	8.3 and 8.4
Timeframe	Spring

Overview of topic

During Term 2 – Spring, students will study units that focus on developing an understanding of how computers communicate to each other using networks. Students will then focus on how computers represent data using the binary number system. This unit explores how these representations can include numbers, text, images and sounds. These topics address areas of the National Curriculum for KS3 Computing and are sequenced in this term as they both explore new aspects of the curriculum, whilst also building on parts 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
8.3 Networks	• The internet • Connectivity • Topologies • Client-server networks • Encryption	**BBC Bitesize** What is a network? - Introduction to networks - KS3 Computer Science Revision - BBC Bitesize What is the internet? - Internet and communication - KS3 Computer Science Revision - BBC Bitesize **Seneca Learning: 5.1.1-5.1.6** Networks - Computer Science: KS3 (senecalearning.com) **Oak National Academy** Unit: Networks: from semaphores to the Internet | KS3 Computing | Oak National Academy (thenational.academy)

8.4 Data Representation	• Binary and denary • File size and binary conversion • Adding binary numbers • Representing text • Representing images • Representing sound	**BBC Bitesize** How computers see the world - Binary - KS3 Computer Science Revision - BBC Bitesize Representing data - Representing text, images and sound - KS3 Computer Science Revision - BBC Bitesize **Oak National Academy** Unit: Representations: from clay to silicon | KS3 Computing | Oak National Academy (thenational.academy) **Seneca Learning: 4.1** Binary - 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)	*Missing People*
Timeframe	Spring

Overview of topic

During the Spring term, your child will explore how naturalistic theatre conventions can be used in devised and scripted performances. They will use naturalistic drama techniques to develop characters and storylines to create devised and scripted performances based on the stimulus missing people.

Sequence of learning

Topic: Missing People – devised performance

Our purpose is to develop your child's understanding of naturalism and devising theatre

Areas of study:

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

Assessment:

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

Topic: Missing People Scripted Performance

Areas of study:

- Using scripts to create performance
- Naturalistic theatre conventions
- 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)	Music with Meaning
Timeframe	Spring

Overview of topic

During the Spring term, your child will explore how sounds can be organised to show specific characters in film music. Developing composition skills from the Autumn term, pupils will compose character leitmotifs using a range of functions on the keyboard, performing this to the class. They will then develop their composition to show their character in a new mood. With this, your child will learn about melodic techniques and harmonies and be able to notate their ideas.

Sequence of learning

Topic: Thematic Composition and Theme and Variations

Areas of study:

- Reading notation in both treble and bass clef
- Understanding how notes and harmonies work together to create cohesive sounds
- Solo and duet performance with a consideration for musical style
- Understanding how notes and rhythms are organised to create melodies and accompaniments
- Large ensemble performance – singing
- Solo and duet performance of composition
- Performance Skills playing to an audience

Assessment:

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

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 this topic 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	12 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

Overall topic(s)	Textiles Pattern and print project
Timeframe	12 weeks across the academic year

Sequence of learning

Topic:

Over the course of the topic, students will explore the subject of textile design through the study of a contemporary and abstract artist, investigating printing techniques and considering how artists can influence the creation of a functional 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 within class work:

- Sonia Delaunay- https://www.youtube.com/watch?v=jO1Vg9HkhRs
- Banksy - https://rb.gy/1l9g2z
- Heat transfer printing - https://rb.gy/j8b5sw
- Sustainability and the 6 R's Ecological and social footprint - Textile-based materials - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize
- Stencilling- https://tinyurl.com/2snruwf8
- Bernina sewing machine – https://www.youtube.com/watch?v=WYBc3ZXwLAQ

Art

Overall topic(s)	Portraiture – mask making
Timeframe	Spring

Overview of topic

Following on from looking at artwork from different times and cultures, students will design a series of masks to be made in clay. They will explore and research existing masks and their purposes and will use these to inspire their own creations.

Sequence of learning

Topic:

Students will use their knowledge, and previous experience of working with clay and glazes to make a mask.

Areas of study:

- Research
- Design and purpose
- Clay manipulation
- Glazing
- Evaluation

Assessment:

- Clay design sheet and presentation
- Clay making skills and glazing.

How can you help?

- Encourage your child to complete homework thoroughly and encourage neat presentation and colouring skills.

Physical Education

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

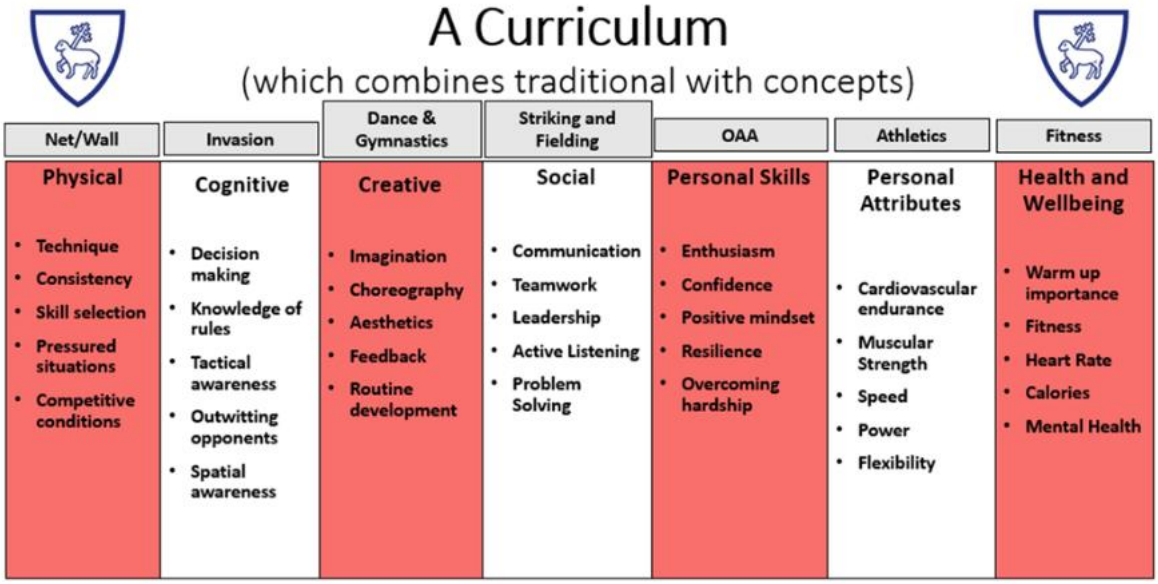
At Brockington College, our Key Stage 3 PE curriculum provides a broad, balanced and inclusive experience that supports the holistic development of every student. Through a carefully sequenced and progressive model, students engage in a diverse range of physical activities that build knowledge, refine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



Sports & Activities - Areas of Study:

Football, Netball, Basketball, Rugby Badminton, Handball, Gymnastics, Dance, Team Building, 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:
- **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 badminton (How to play badminton: rules, scoring system and equipment (olympics.com)
- ✓ 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. Positive online role models V Harmful Influencers
- **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 and FGM** – understanding the law, human rights, the impact and how and where to access help and support
- **Technology and relationships** – Sexting: short-and long-term consequences, AI; what to share and keep private, online harassment, decision making, consent and the law

In this unit pupils will also participate in Anti-bullying week, Uk Parliament Week, Children's Mental Health Week and Hate Crime Awareness 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.thinkuknow.co.uk
  - www.childline.org.uk
  - www.beateatingdisorders.org.uk
  - www.kooth.com