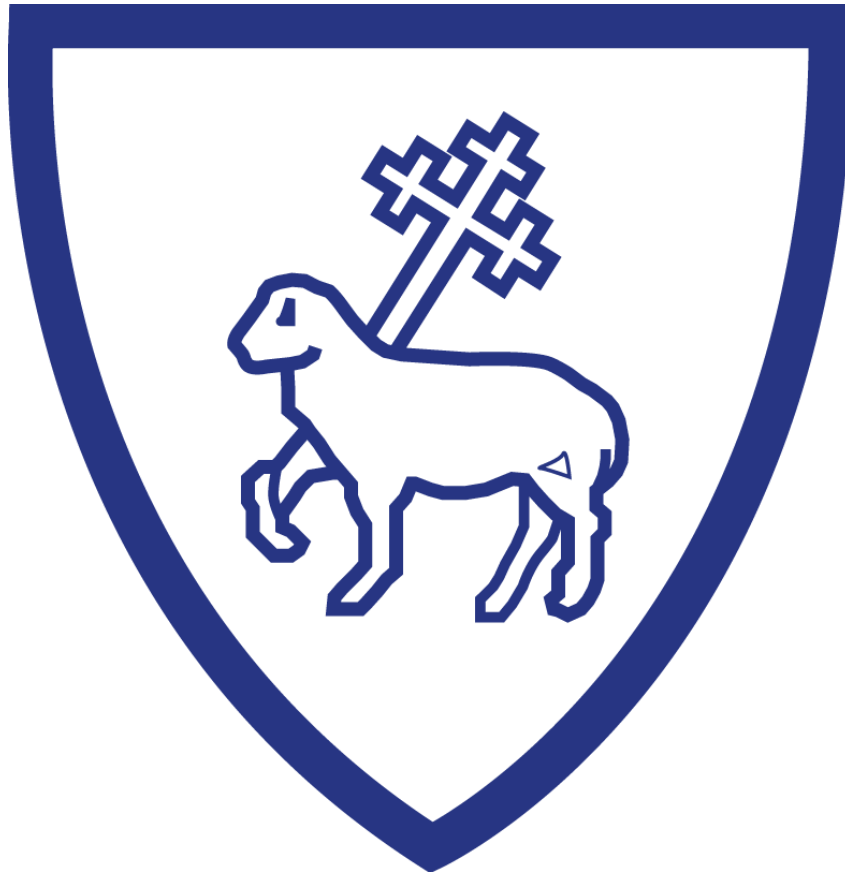


Brockington College

Curriculum Overview



Year 8
Summer Term



Introduction

Welcome to the Year 8 summer 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.

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English

Overall topic(s)	Shakespeare's <i>The Tempest</i>
Timeframe	Summer

Overview of topic

1. Read a Shakespeare play and develop an understanding of the language, characters and plot. Use the ideas in the play to develop an engaging narrative.
2. Present understanding of characters through group presentations.

Sequence of learning

Topic:

Students will read and explore Shakespeare's works with fluency, understanding and confidence, developing a broad vocabulary and a strong grasp of grammar and linguistic conventions for reading, writing and spoken language. Through this, they will continue to appreciate the richness and diversity of our literary heritage.

In writing, students will produce clear, accurate and coherent narratives, adapting their language and style for a range of audiences and purposes. Discussion is a key part of learning, and students will be encouraged to elaborate on and explain their understanding and ideas clearly.

They will also build competence in the arts of speaking and listening—delivering formal presentations, demonstrating their thinking to others, and participating effectively in debates and group discussions.

Areas of study:

- Explain Shakespeare's portrayal of character
- Identify and explain the characterisation of Shakespearean villains and heroes
- Identify and comment on Shakespeare's portrayal of different genders
- Write a structured narrative
- Explain Shakespeare's use of plot, theme and character

Assessment:

Narrative writing

Speaking and listening

How can you help?

- ✓ Watch a version of *The Tempest* together.
- ✓ Try to catch the play live!
- ✓ Visit Stratford and explore Shakespeare's life.

Mathematics

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

Sequence of learning

Equations is for reinforcing knowledge of symbolic algebra, focussing more deeply on the idea of equality. What happens when we change things that are equal? Lots of deepening of the idea of equality here. If we use the equals sign are things always equal?

Formulae and Graphs. Now we understand more the nature of equality, how can we represent the things that are equal in different ways. We have relationships and formulae, we can also revisit ideas around scale and drawing scale axes, this is where we start to make links between algebra and geom.

Areas of study:

- Understand what an equation is.
- Understand what a solvable equation is and identify solvable equations.
- Represent different equations using bar models.
- Represent different equations using unscaled vectors.
- Represent different equations using a balance method/counters.
- Solve one-step linear equations.
- Solve two-step linear equations that don't involve brackets.
- Solve two-step linear equations that involve brackets.
- Solve two-step linear equations where the variable appears as the denominator of a fraction.
- Solve three-step linear equations without unknowns on both sides.
- Solve three-step linear equations with unknowns on both sides.
- Solve any linear equation.
- Understand a formula as an equality relationship between two or more variables.
- Represent a formula as a bar model, and use this to read/write a formula in different ways.
- Substitute values into any formula to find the value of a subject/dependent variable.
- Substitute values into any formula which leads to a linear equation needing to be solved to find the value of a variable.
- Generate value pairs for a formula involving two variables.
- Plot coordinates of value pairs in all four quadrants.
- Create graphs from coordinate pairs.
- Draw scaled axes for graph plotting of coordinate pairs.
- Create graphs from formulae by choosing suitable values.
- Interpret graphs from contexts.
- Create graphs from directly proportional relationships.
- Recognise the properties of proportional graphs.

Assessment:

- ✓ End of year assessment
- ✓ Equations mid unit assessment and end of unit assessment.
- ✓ Formulae and Graphs 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)	Sound, Light, Ecological relationships, Materials
Timeframe	Summer

Overview of topics

Over the course of the summer term, your child will study four topics across the 3 sciences. They will start the term learning about sound. They will learn that sound is an example of a wave and that waves transfer energy. The different types and parts of the wave is taught before they learn how different sounds change the wave. They will end the topic looking at how the ear works and the range of hearing frequencies for different animals.

After the sound topic we build on the knowledge taught to teach you child about another type of wave Light. During this topic your child will learn how light is a different type of wave to sound. How light behaves when it reflects or transmits through different materials and why we see objects as certain colours. At the end of the topic, they learn the parts of the eye and explore eye defects. In the last lesson, they learn that light is part of the electromagnetic spectrum.

Having completed the physics topics pupils move onto a biology topic looking at ecological relationships. This topic builds on knowledge that your child learnt about food chains and food webs in year seven. The topic starts by recapping this knowledge before introducing pyramids of numbers and biomass. They will learn that all living organisms within an ecosystem are dependent on each other and how the population of one species can affect the population of another species within an ecosystem.

In the last chemistry topic of year 8 pupils revisit previous learning on atoms, elements, compounds and mixtures. Your child will learn about different materials like ceramic, polymers and composites. They look at how these materials are formed, the properties of these materials and how these properties relate to their uses.

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?
P7: Sound	Longitudinal wave Frequency and amplitude Speed of sound Echoes and use of sound Hearing ranges Microphones and loudspeakers	<ul style="list-style-type: none"> • Seneca: P7 assignment • BBC Teach Demonstrating waves • How your ear works

P8: Light	Transverse waves Transmission and absorption Reflecting Light Refracting Light Colours of light Cameras and the eye Lenses and eye defects Electromagnetic spectrum	<ul style="list-style-type: none"> • Seneca: P8 assignment • Reflection • How do light waves make colour • Refraction of light • The eye
B9: Ecological relationships	Habitats Competition Food chains and webs Pyramids of numbers and biomass How toxins affect food chains Interdependence Sampling techniques Farming and food security	<ul style="list-style-type: none"> • Seneca : B9 assignment • Food web and energy pyramids • Toxins in food chains
C9: Materials	Recap elements, mixtures and compounds Word and symbol equations Properties of oxides Polymers Ceramics Composites	<ul style="list-style-type: none"> • Seneca: C9 assignment • BBC Bitesize Ceramics • BBC Bitesize polymers • BBC Bitesize composites

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)	Buddhism: The Basics
Timeframe	Summer

Overview of topic

This topic introduces Year 8 for the first time to a thorough study of dharmic religion. It contrasts with religions they have encountered before such as Christianity, Islam and Sikhi as Buddhism focuses on following the dhamma (teaching) of Buddha, which is not deity centric. Students will learn the basics of the life of the Buddha, his experiences and what led him to teach the dhamma to others. The language encountered will be central to understanding GCSE Buddhism, which is studied from Year 9 onwards and concepts such as kamma (karma) samsara (rebirth) and dhamma are all ideas that will be encountered with greater specificity. Having a basic understanding of the core tenets of Buddhist philosophy is a sure advantage.

Sequence of learning

Topic: Buddhism: The Basics

Areas of study:

- Buddha's life – The 4 Sights, Enlightenment
- Teaching the Dhamma – 4 Sublime States, 4 Noble Truths, Eightfold Path, 5 Moral Precepts
- Buddhist festivals – Wesak
- Great Buddhist lives – The Dalai Lama

Assessment:

- In-lesson – Recall grids, assessed practice questions
- Assessed in Assessment Point 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 basic Buddhist teachings. Ask them the meaning of key words listed above. For instance, 'what is karma and how does it work?', 'what were the 4 sights Buddha saw?'
- ✓ 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

History

Overall topic(s)	The Industrial Revolution and the Road to Democracy
Timeframe	Summer

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:

- ✓ The Growth of Towns - This includes a depth study of the growth of towns and cities, which covers living and working conditions and the problems of public health and of crime.
- ✓ The Poor Law and Factory Reform.
- ✓ The impact and long-term legacy of the Industrial Revolution.

Areas of study: The Road to Democracy

- ✓ The Electoral System before 1832 – this looks at how democratic Britain was in the 19th Century.
- ✓ Towards Democracy – This looks at the 1832 Reform Act and the level of democracy in Britain after it.
- ✓ Victorian Women.
- ✓ Votes for Women – This covers the campaign for women’s suffrage before World War One and the role of women during and after World War One.
- ✓ The Equal Franchise Act 1928.

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 like in 1900. See how technological advances and industry were changing people's lives.
- **The Pankhurst Centre in Manchester** – Please see their website for opening times.

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

- **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.
- **Historic England Website** – The public body that helps people care for, enjoy and celebrate England's spectacular historic environment.
- **English Heritage Website** - This includes specific learning guides on the Industrial Revolution period along with supporting videos.

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)	Climate change, energy and transport
Timeframe	Summer

Areas of study:

1. Climate Change and Sustainability

Students will explore the causes, evidence and consequences of climate change, both natural and human-made. They will study the greenhouse effect, analyse historical and contemporary data, and examine a range of solutions at global, national and personal levels. The unit also considers the impact of climate change on ecosystems and human populations, as well as the reasons for differing viewpoints on the issue. Students will investigate energy sources, the challenges of renewable energy, and the concept of energy security. The role of transport, emissions, and their influence on urban development and economic activity will also be explored.

2. The Geography of Asia

This unit introduces the physical and political geography of Asia, including the significance of the Monsoon climate and major drainage basins. Students will examine how rivers such as the Mekong are managed and the challenges of coastal erosion in countries like Vietnam. The topic also explores the contrasting development of North and South Korea, the economic rise of China, and complex human rights issues, including the alleged abuse of the Uyghur people. Through this, students will gain a deeper understanding of the social, environmental and economic dynamics shaping modern Asia.

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.

- ✓ [Environment, resources and conflict - KS3 Geography - BBC Bitesize](#)
- ✓ [Regional study - China - KS3 Geography - BBC Bitesize](#)

French

Overall topic(s)	U7 – Talk about what I do at home and how often U8 – Saying where I live, my house & it's location U9 – In my neighbourhood
Timeframe	Summer

Overview of topic

This term, pupils develop their ability to describe their home, daily routines and local area. They learn to talk about where they live, what they do at home and in their free time, and what facilities are available in their town or neighbourhood. The focus is on building confidence in communicating personal information using accurate French. The topics bring together a lot of language learned over the year, reusing it in different contexts.

Sequence of learning

Pupils begin by learning how to describe where they live, including different types of houses, locations and rooms, and giving opinions about their home. They then extend this knowledge by talking about what they do at home and in their free time, including daily routines, hobbies and how often they do certain activities. As the sequence progresses, pupils learn how to describe their local area, explain what can and cannot be done there, and talk about places they have visited in the past. Throughout the unit, pupils develop their understanding of key grammar concepts such as present tense verbs, the perfect tense to describe past events, word order, use of opinions, and time expressions to add detail and variety to their spoken and written French.

Areas of study:

- ✓ Describing where you live (house, flat, location)
- ✓ Rooms in the house and favourite places at home
- ✓ Giving opinions and reasons
- ✓ Daily routine and free-time activities
- ✓ Talking about how often you do activities
- ✓ Using time expressions for routine and past events
- ✓ Describing places and activities in the local area
- ✓ Saying what you can and cannot do in your town
- ✓ Talking about past activities using the perfect tense
- ✓ Developing accurate pronunciation, listening and reading skills
- ✓ Building longer spoken and written responses

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)	8.5 and 8.6
Timeframe	Summer

Overview of topic

During Term 3 – Summer, students will study units that focus on developing an understanding of image files and how to modify or create digital graphics through a series of skills-based lessons. This unit develops students’ digital creativity and knowledge of common digital graphics tools. Students will then focus on app development which will include elements of logic, computational thinking, programming and creativity. These topics address areas of the National Curriculum for KS3 Computing and are sequenced in this term as they explore new aspects of the curriculum and develop digital creativity, whilst also providing an opportunity to link in learning from other topics.

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
8.5 Digital Graphics	<ul style="list-style-type: none"> • Image files • Compression and file formats • Digital graphics skills 1 • Digital graphics skills 2 • Digital graphics skills 3 • Digital graphics skills 4 • Digital graphics skills 5 	<p>BBC Bitesize Graphics software - Graphics software - KS3 ICT Revision - BBC Bitesize</p> <p>Compression - Representing text, images and sound - KS3 Computer Science Revision - BBC Bitesize</p> <p>Oak National Academy Unit: Design Vector Graphics KS3 Computing Oak National Academy (thenational.academy)</p> <p>Video Tutorials Graphic Design Basics FREE COURSE (youtube.com)</p> <p>Sue Farrimond Tutorials - Photopea Basics (google.com)</p>

8.6 Mobile app development	<ul style="list-style-type: none"> • Decomposition and app design • Event-driven programming and sequencing • Success criteria and app design • User input • Sequencing and Selection • App building 	<p>Oak National Academy</p> <ul style="list-style-type: none"> • Unit: Mobile app development KS3 Computing Oak National Academy (thenational.academy)
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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)	Silent Movies
Timeframe	Summer

Overview of topic

During the Summer term, your child will explore the era of silent movies and the elements that are used within the context of this type of performing. They will work both independently and collaboratively through a variety of stimuli to create a final performance project on the genre. They will begin to understand the role of silent movie in performance and why body language and gesture are so important. They will be introduced to the role of music within this era and begin to plan and create performances that utilise music for impact and effect.

Sequence of learning

Topic: Silent movies – 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 Devising
- ✓ Summative devised 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 happened 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)	Band Skills 2
Timeframe	Summer

Overview of topic

During the Summer term, your child will explore Band Skills and performing popular music. With this they will learn about musical parts and how they work together and how sounds are organised into structures. Your child will work as class and smaller ensembles to perform songs taking responsibility for their own musical part. As well as keyboards, pupils will use ukuleles and have opportunity to use their own instruments if they play outside of school.

Sequence of learning

Topic: Band Skills

Areas of study:

- ✓ Reading rhythmic and pitched notation
- ✓ Understanding musical parts, in both treble and bass clef
- ✓ Reading chord diagrams on keyboard and ukulele
- ✓ Using further features of the keyboards – voice and style – to create style
- ✓ Using strumming patterns on ukuleles
- ✓ Large and small ensemble performance of popular songs
- ✓ Performance skills playing to an audience

Assessment:

- ✓ Regular formative feedback
- ✓ DIRT feedback on performance skills
- ✓ Formative feedback of first song
- ✓ Summative performance of second song

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
 - [Playing together - KS3 Music - BBC Bitesize](#)
 - [Performing with the voice - KS3 Music - BBC Bitesize](#)
 - [How to rap - 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	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)	Icon project
Timeframe	12 weeks across the academic year

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 within class work:

- Sonia Delaunay- <https://www.youtube.com/watch?v=jO1Vg9HkhRs>
- 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>
- Mono printing- <https://tinyurl.com/ye76rx8p>

Art

Overall topic(s)	Portraiture – self portraits
Timeframe	Summer

Overview of topic

Students will learn through step-by-step instructions, and demonstrations, how to draw elements of the human face. They will practise these and will recap methods regularly to consolidate learning. Students will then apply these skills to draw a self-portrait.

Sequence of learning

Topic: Portraiture in Art

This fits in well at the end of this topic to round up everything students have learned about portraiture and to put it into practise.

Areas of study:

- ✓ Drawing elements of the human face
- ✓ Understanding proportions
- ✓ Creating a realistic self portrait
- ✓ Shading and tonal value

Assessment:

- ✓ Self-portrait – final piece

How can you help?

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

Over the course of the Autumn and Spring Terms, your child will participate in range of games type activities and individual sports. In the summer term the focus will be on athletics and striking & fielding games.

Sequence of learning

Topic: Development of core skills

Our purpose is to provide students with a variety of core skills such as passing, receiving, dribbling, turning shooting, balance, hitting, running, throwing and jumping and an understanding of the basic rules and techniques. Our aim is to develop their awareness of choreography and tactics to allow them to be more successful, to help strengthen determination and resilience when faced with challenging sporting situations and to support them with their transition to secondary school.

Areas of study:

- **Football**
- **Netball**
- **Handball**
- **Rugby**
- **Badminton**
- **Trampolining**
- **Fitness**
- **Athletics**
- **Cricket**
- **Rounders**
- **Table tennis**

Assessment:

- ✓ Your child will be assessed formally in lessons through teacher observation and using Brockington College levels at 3 assessment points throughout the year.

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)	Politics
Timeframe	Spring/Summer Term

Over the course of the Spring/Summer term your child will explore and discuss Politics and our British Values of Democracy and the Rule of Law

Sequence of learning

Topic: Politics

Our purpose is to provide students with an understanding of Politics within the UK, democratic systems, elections and voting, the role of an MP and law making, with specific reference to alcohol and drugs

Areas of study:

- ✓ **Everyday Politics** – How Politics effects our everyday lives, positives and negatives of different Political Systems including democracy and dictatorships
- ✓ **Who makes the decisions?** – Understanding the History of the Uk Parliament and the differences between the House of Commons and the House of Lords
- ✓ **Life as an MP**- skills and qualities required and what tasks are completed
- ✓ **Elections and Voting** – How do Elections work in the UK, who can and can't vote, what is voter apathy?
- ✓ **Law Making** - understanding the purpose of laws, how laws are made and why it is a lengthy process
- ✓ **Alcohol** – the law and alcohol and the impact excessive drinking can have. Help and support signposted.
- ✓ **Drug Awareness** – the law and categorisations/classifications and the impact that drugs can have. Help and support signposted.

In this unit pupils will also participate in Children's Mental Health Week, National Careers Week and Diversity 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.learning.parliament.uk