



HALL MEAD
SCHOOL

Y
E
A
R **8**



CURRICULUM YEARBOOK

STATEMENTS CONTENTS

Introducing Year 8

Pastoral Care

Mathematics

English

Science

Spanish

Computer Science

Geography

History

Religious Studies

Drama

Music

Design and Technology

Food Technology

Art

PE

PSCHE

This booklet is designed to help you get an overview of what the year ahead holds for year 8 students. We have tried to give you a flavour of each subject in terms of what is taught. In year 8, students will build upon their learning from year 7, developing more detailed subject specific knowledge and skills.

Y E A R 8

Home Learning

At Hall Mead School, we believe that home learning plays an important role in ensuring our students know more, remember more and are able to do more throughout their time here. We set home learning to help students make the requisite progress and deepen their learning and we set activities that contribute to students:

- being engaged and enthusiastic about their courses
- developing good learning habits and cultivate self-discipline
- becoming skilled, independent and resilient learners
- committing to memory core knowledge, vocabulary and concepts
- consolidating knowledge and skills
- extending and deepening understanding
- developing effective study skills.

Home learning will be purposeful (and not just ‘finishing off’) and will be pitched at a level that is appropriate for your child. It will always receive feedback (written or verbal), be used for self-assessment OR be used in classwork.

In maths, English and science, students will receive home learning once per week. Subject teachers outside of these subjects will set home learning at least once per fortnight. Home learning activities will take approximately 30-40 minutes to complete. In addition to these home learning tasks, students are expected to read independently for at least 20 minutes per day and complete the reading log in their student planner.

Home learning activities will be shared with students in lessons. Students will be asked to log the home learning tasks in their student planner. If students are set a project lasting more than one week, students will write their progress aim for each week in the diary. Home learning activities may be set as assignments on Microsoft Teams, however, where this is the case, the activity will still be explained by the subject teacher in class and students will still write the instructions in their homework diaries. There is no home learning set for Core PE. Subject teachers will also log the home learning activities on the SIMs Parent app so that they are visible for parents to see.



PASTORAL CARE

The pastoral team at Hall Mead School prides itself on disciplining the students in our care with dignity and kindness.

We are dedicated to inspiring our students to be well-behaved, self-disciplined, kind, respectful and motivated young people so that they become well-rounded citizens who make a positive contribution to society.

We are a caring, nurturing, proactive, supportive team devoted to enhancing the emotional wellbeing, resilience and development of the young people in our care; we believe that every individual in our community is part of our family for life.

We take our job seriously; recognising the importance we play in the lives of our students as we prepare and guide them throughout their school journey and their lives beyond school.

Our Pastoral Values

Discipline with Dignity	
1	There is no quick fix to establishing outstanding behaviour
2	Do things which are effective/impactive
3	Be fair and consistent, but consider an individual student's needs - do not treat every student the same
4	Rules must make sense
5	Model what you expect
6	Provide the opportunity for students to take responsibility
7	Confront misbehaviour with dignity and authority
8	Be persistent when setting sanctions
9	Be willing to discuss issues surrounding misbehaviour
10	Strive to get the decisions about student discipline and behaviour correct



MATHEMATICS

Curriculum overview

We strive to develop students who think like a mathematician, speak like a mathematician and work like a mathematician. The year 8 curriculum will continue to develop students' mathematical confidence which will help students to strengthen their relationship with maths; enabling them to become more resilient learners. The year 8 students will develop and demonstrate the skills and knowledge of mathematical concepts like number sense, pattern finding, generalising and problem solving are key to being successful in other academic pursuits as well as in wider society.

We give students the opportunity to enjoy their mathematical learning but also become fluent in functional mathematics skills while developing their reasoning skills by applying these concepts to new and challenging contexts such as number sense, pattern finding, generalising and problem solving to other academic pursuits and their wider society.

What we study

In year 8, our students will continue to develop their mathematical understanding from year 7. All content delivered fits within one of the five curriculum strands: Number, Algebra, Geometry, Ratio & Proportion, Statistics & Probability. Our curriculum interleaves these strands in manner which sequences effective and logical learning, allowing students to revisit prior learning and build on and broaden their knowledge.

Within this year most students will primarily focus their learning on Number, Algebra and Geometry. Additionally, students will learn to become; fluent in their mathematical skills, be able to reason and explain their mathematical understanding and be able to problem solve where appropriate. Students requiring additional support will focus more heavily on Number. Students with a strong mathematical understanding will focus on all five mathematical strands, with emphasis on reasoning and problem solving.

What our students will learn

With a focus on all the strands of mathematics, the year 8 curriculum will cover the following key areas of learning:

- Solving linear equations
- Formulae and their units
- Linear & Quadratic functions
- Probability
- 2D shape problem solving
- Fractions and decimals
- Factorisation

How this learning prepares for next year

The core skills developed within year 8 now extend across all mathematical strands. With the second year of developed reasoning skills and a better developed set of problem-solving skills students move to year 9 equipped to work in depth with an emphasis on the Algebra and Geometry mathematical strands.

SMSC opportunities

We develop every learner to be able to recall facts from long term memory when needed and to use these to decipher other facts, to justify a point of view, or to explain a reason behind an action. Through this process, our learners are able to communicate effectively in social settings, and independently take decisions that would have a positive impact on their future.



Curriculum overview

We love English and we want our students to love it too! We want our students to become lifelong literary explorers who delight in the written word and appreciate its power to empower, enlighten and enrich. Our intent is to develop students' reading, writing and oracy skills enabling them to articulate themselves eloquently. Our knowledge-rich curriculum develops students' cultural capital and appetite for academia. The range of texts studied opens students' minds and expands their horizons, ready for GCSE and beyond. In year 8, our students will make progress on their journey through our curriculum and establish themselves as confident readers and writers.



What we study

In year 8, our students will study a range of inspiring fiction and non-fiction texts through which they will advance their analysis skills and further their appreciation of the written word. Quality first teaching of a range of forms including novel, poetry and playscript, builds students' schemata and prepares them for the next stages in their education. Creative writing lessons expand students' descriptive and narrative writing skills and allow students to formulate and communicate their own imaginative ideas.

What our students will learn

By the end of the year, students will understand and effectively use the skills and knowledge built in year 8. They will be able to:

- Write imaginatively and originally
- Consistently match style and tone to purpose
- Make effective use of paragraphs and discourse markers
- Use a range of sentences
- Use a range of punctuation accurately
- Use a range of vocabulary
- Spell most words correctly
- Develop a convincing response
- Develop close analysis
- Use a range of references to support interpretations
- Analyse writers' methods with use of subject terms
- Comparison between texts
- Analysis of links between context and text

How this learning prepares for next year

This learning is a progression from year 7. Students will apply this year 8 learning experience when exploring more challenging texts in year 9 and beyond. Retrieval activities assist students' retention of the key reading and writing skills.

SMSC opportunities

Learning the skills to be able to speak and write fluently allows pupils the opportunity to best communicate their ideas and emotions. Reading is an essential element, through which students will develop themselves intellectually, emotionally, socially, spiritually and culturally. The plays and novels studied allow students to discover their literary heritage and the other traditions that have influenced it. Students embrace British values as well as gaining an understanding of different cultures.



SCIENCE

Curriculum overview

Science is a way of thinking that will help students in all aspects of life beyond Hall Mead. In year 8, we aim to help students to explain everyday phenomena, by growing their understanding of science beyond what can be seen. Students learn how to describe observations using correct scientific terminology, explain scientific concepts in detail, analyse data critically and use models to understand abstract scientific ideas. Practical work is used to expose students to assessing risk, so experiments are conducted safely and allowing students to practise and improve their manipulation of equipment accurately.



What we study

By the end of the year, our aim is for students to build upon their year 7 knowledge and apply it to new areas of scientific study, in the following topics:

- Feeding and movement
- Elements, compounds and mixtures
- Forces and Space
- Ecological relationships
- Earth and atmosphere
- Electricity and magnetism
- We also develop students' research and investigation skills, by asking them evaluate findings individually as well as in a group setting.

What our students will learn

In year 8, our students continue to study a blend of biology, chemistry and physics units to build on their foundation knowledge developed in year 7. We teach our students to develop their understanding of the need to form healthy eating and living habits, including the role of exercise. In addition, we try to instil a love of the environment through a better understanding of the relationship between living things and their habitat. We challenge our students to develop an understanding of how every material we use, natural or synthetic, are products of elements, compounds and mixtures. These big ideas continue through the study of Space – where we explore forces and interaction between subjects, and an understanding of how the solar system works. We continue to develop students' scientific curiosity and make links to real life such as the role of humans in climate change.

How this learning prepares for next year

The year 8 curriculum prepares students to begin to link knowledge together, and to develop a scientific vocabulary. Their understanding of key scientific concepts, such as forces, interdependence, particles and electricity will help provide a foundation to explore these more deeply at Key Stage 4. Students will also be more confident in their ability to complete a full investigation and write their findings with detailed explanations.



SMSC opportunities

Students continue to develop their moral compass and social responsibility through discussions around the impact of energy use and human behaviours on our planet. They are also challenged to consider the emotional impact of healthy eating and living habits, and the long-term effects of making good dietary choices. We consider the evidence linking passive smoking to lung cancer and encourage students to question their role in the extinction of living things.



SPANISH

Curriculum overview

Our mission as a department centres on languages inspiring students' curiosity and fascination about the Spanish speaking world, its people and the understanding of unfamiliar and diverse places. In a global community, understanding the principles of different languages and how to apply them to learning new ones is a vital skill a young person develops, and also enables students to have a better understanding of their own culture. We promote a positive language-learning experience that we hope leaves a life-long enthusiasm of language and a willingness to explore new horizons.



What we study

In year 8, our students will continue to learn how to appreciate the nuances of language and the subtleties of cultural differences that contextualise the language, in all its richness and diversity, allowing them to communicate information about themselves, including key language they need to describe a holiday, go shopping, lead a healthy lifestyle, including what they eat, talk about TV and film and extend their ability to talk about their relationships with family and friends. Throughout these topic areas, students will transfer, re-visit and recycle essential vocabulary and grammatical structures from year 7. We use authentic learning materials, including videos, and clips from TV shows and films, from Spanish speaking countries to further enrich their learning experience. Students will develop longer exchanges of language by learning and using multiple time frames, and more complex language communications. We teach idiomatic, 'real life' language used in Spain. This content enables students to talk about their own experiences as teenagers through the medium of Spain.

What our students will learn

By the end of the year, our students will have an understanding and grasp of grammar and vocabulary that allows them to:

- Engage in conversations where they can communicate essential information about the world in which they live as teenagers
- Decode language and spot patterns
- Understand and communicate in all four skills: listening, reading, speaking and writing
- Translate from one language into another
- Add and develop depth to their spoken and written responses using TONICS
- Acquire vocabulary from 6 different contexts, including holidays, fashion/shopping, healthy living, food, TV and film, and relationships
- Practise and retain vocabulary using e-learning programmes, such as Quizlet

How this learning prepares for next year

Having acquired grammatical knowledge of the present, near future, preterit, imperfect and perfect tenses using different forms of address, students will have a sound linguistic base and the key building blocks needed for more complex language communications of year 9. We have ensured that the year 7 and 8 grammatical knowledge and vocabulary is deepened, revisited and recycled throughout year 9 so that it is memorised, practised, and applied by students. The core language structures from years 7 and 8 are re-capped in the year 9 curriculum to ensure they are embedded and effortlessly produced in longer exchanges of Spain. Students will learn how to build on their spoken and written responses by learning how to form and use the simple future and conditional tenses and will increase their repertoire of language relating to the communicative checklist TONICS, and the more advanced CROATIANS, including sequencing vocabulary, giving opinions and reasons and connecting their ideas using conjunctions.

SMSC opportunities

Spanish is the second most spoken language in the world in terms of numbers of native speakers. Being able to speak and communicate in Spanish is therefore a skill which is highly valued by employers, particularly when combined with another skill area. We teach students examples of Castilian Spanish, as well as accents, pronunciation and differences in dialect within Spain and the wider Spanish speaking world.

Learning Spanish will also improve students' social skills, give them a sense of achievement, and the language skills that they develop could be a valuable tool when they travel abroad for either business or pleasure.

We will look at similarities and differences between Spain, Spanish speaking countries and the UK, including exploring shopping habits, approaches to healthy lifestyles and TV and film in Spain. Learning how to interact with speakers of another language means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.



COMPUTER SCIENCE

Curriculum overview

Technology is everywhere and will play a pivotal part in students' lives so it is vitally important that students can use it for good. Therefore, we want to model and educate our students on how to use technology positively, responsibly and safely. We want our students to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our students to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. We recognise that technology can allow students to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our students. Our knowledge rich curriculum has to be balanced with the opportunity for students to apply their knowledge creatively which will in turn help our students become skilful computer scientists. We want our students to become fluent and master the following strands of the computer science curriculum, programming, algorithms, data, hardware and software.



What we study

In year 8, students will further their programming skills in a text-based language including topics such as procedures, iteration and selection to deepen their understanding. Students look at the purpose of databases and how they are used in a variety of organisations and how they can manipulate data. For data representation we look at logic gates and look at real world scenarios in how they can be used. Computer networks are introduced for the first time to show how vital they are in a work context.

What our students will learn

By the end of the year, our students will understand the following topics:

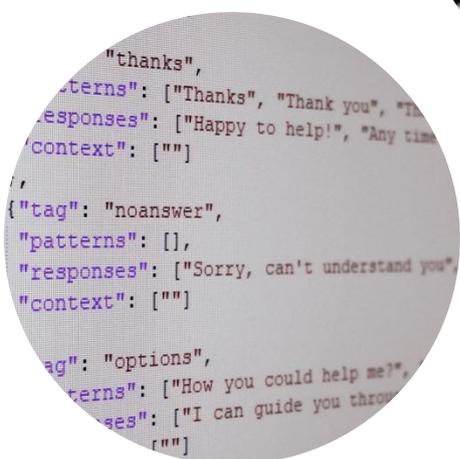
- Text based programming
- Logic gates and how they are used in the real world
- Database concepts and creation/manipulation of information
- E-safety through social media
- Scripting and creating web pages
- Extremism and the dangers online
- Computer networking

How this learning prepares for next year

By the end of the year 8, our aim is for students to be ready to undertake Python programming in depth, look at Cryptography and how a computer works. We also have an IT project that brings together all of the elements previously learnt to extend and enhance students' skills. Creating the challenge of independent programming will enable students to be ready for the thinking, synthesising and application of deeper concepts in year 9.

SMSC opportunities

Students explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders. We also look at the role of encryption and whether there are circumstances where that might be compromised.



Curriculum overview

In year 8, we aim to continue to develop students' understanding of their place within our diverse and dynamic world. Students will draw on both their localised and global context in order to better understand the inter-relationships between people and processes. Through this, students are provided with a unique lens to explore the ever-changing wider world that they live in.

What we study

In year 8, our students will study a range of human, physical, cultural and political topics that connect their journey of the discovery of our diverse and contested world. Through a study of 'Global Population Challenges' and 'Extreme Migration', students will address 21st century global challenges including the future of an 'ageing population' and the impacts of extreme and historic migration on global and regional areas.

Students will broaden their knowledge of the interacting physical and human world through an appreciation of both tectonic and coastal hazards and vulnerability where they will be exposed to the concept of sustainable management and varying social, economic, political and environmental factors that drive differences in capacity.

Students will then consider an area often neglected in geography by understanding the synoptic topic 'Challenges of the Oceans' – here they will consider the role of oceans in some of the key life support systems (water and carbon cycle), as well as considering whether the challenges we face on land outweigh those faced in the deep ocean.

What our students will learn

By the end of the year our aim is for students to move from understanding to effectively applying using the skills and knowledge built in years 7 and 8:

- UK Locational Knowledge
- Global Locational and Regional Knowledge
- Cartographic Literacy
- Evidence based thinking
- Description and recognition of pattern
- Inference of pattern, trend, distribution
- Writing to explain causality (cause/effect) through the development of simple chains of reasoning
- Evaluative concepts inc. sustainability, vulnerability and capacity
- Hypothesis setting and conclusion drawing through virtual fieldwork
- Hypothesis setting and conclusion drawing

Preparation for next year

Having explored a wide range of locational contexts and developed an understanding of physical and human concepts, students will begin deepening their knowledge of the diverse world by addressing misconceptions through an understanding of global population challenges and extreme migration, as well as developing on the three core concepts of sustainability, vulnerability and capacity. These will be explored through schemes of learning that develop student understanding of different coastal and tectonic hazards & vulnerability.

SMSC opportunities

Geography is linked to the study of real people in real places, meaning that it constantly links and develops students' spirituality and morality. For example, when looking at the study of a population and fantastic places, students are given an appreciation of the world around of them. In particular, the study of 'Fantastic Places' allows them to reflect and share on their own experiences of the world around them.



HISTORY

Curriculum overview

We believe that a high-quality history education will help students gain an overview and depth knowledge of political, social and religious history on both a national and international scale. We want students to be curious about the past, understand the complexity and diversity of past societies, develop a sense of identity and understand the challenges of their time. They become enthused, are challenged and feel invested in their study of the past 1000 years.

We believe history develops students' knowledge and skills to ask questions, weigh evidence and develop critical perspectives and judgements. We want students to know how history as a discipline works and model this in their own studies, research and visits to historic environments

What we study

In year 8, we continue our chronological study of history, moving to look at the early modern period; which will encompass both the Renaissance and Industrial periods. During students study in year 8 they will look directly at the ever-changing power of the monarchy and early political reform during this period.

Students will begin their studies by exploring Tudor and Stuart England with particular focus being given to the rise of parliament and the deterioration of the monarchy's power during these years. Students will then look at the challenges in which Britain faced as the world descended into a period of revolution during the 19th century and how Britain managed to steer clear of such revolutionary action through the success of early political reform.

Finally, students will explore the controversial British Empire and develop an understanding of what the empire was, how it impacted the lives of both the rulers and the ruled and why this particular period of British history is so divisive. As part of this enquiry students will also complete a depth study on the British involvement in the transatlantic slave trade.

Throughout the year, students will also 'zoom out' away from Britain and around the world to look at the colonisation of America and life in other countries around the world during this exciting and revolutionary period of history.



What our students will learn

By the end of the year, building on their work and the narratives of year 7, students will learn the continued story of Britain and its place in the world and how this has changed. They will have learned key moments in our global history such as the Religious Reformation, French Revolution, Haitian Revolution, and emancipation of the slave trade.

We also continue our study of how historians work and how history is discussed, debated and created. Students continue to develop skills introduced in previous years around causation, use of historical evidence, attributing significance to events and how interpretations of historical people and periods differ.

How this learning prepares for next year

The year 8, the curriculum prepares students for their year 9 study by introducing them to a world where monarchy no longer has complete control and there is a rise in the power of the people. The rise in imperialism during this period will also lay the foundations for students understanding of the forming of global alliances and tensions which led to World War I and further tensions in the twentieth century.

SMSC opportunities

Understanding our shared past and our place in the world can help us develop a spiritual sense of who we are and where we belong, giving us each a common story to share. At times, we may reflect on the moral choices people have made in history, whether that be though crimes such as the Amritsar Massacre, or motivations of bravery from those campaigning to end the transatlantic slave trade. History is about argument, debate and a search for truth. In doing these together, we learn the social mechanisms that accompany them. Culturally, students will be able to see how history is remembered and its enduring interest. They will be able to see where current debates and global issues have their historical roots, and will be able to explore the diversity, differences and similarities of the cultures they have studied whilst building their identity in the modern world.



RELIGIOUS STUDIES

Curriculum overview

The aim of the department is not to prescribe a personal faith in any belief system but to nurture each student's own self-identity – whether religious or secular – and to provide an opportunity for them to explore and consider perspectives other than their own. We practise an 'outsider' approach, with each religion being studied from an objective, unbiased approach which never seeks to preach or proselytise. We hope that whilst pursuing challenging academic study, we are also providing opportunities for a sense of awe and wonder, a love of enquiry and desire to both appreciate and challenge the teachings and conventional wisdoms of the major faiths. We aim to engender mutual tolerance, understanding, openness and an appreciation of diversity and thereby increase students' cultural capital. Our subject deals with ultimate questions and milestones of life so encourages them to reflect personally and respond with sensitivity. As such RS has a fundamental role to play in creating more-rounded students, with an established sense of self, who will be positive contributors to future societies.

Academies must teach RE within the requirements for a locally agreed syllabus. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Religious Studies at Hall Mead is seen as a five-year journey, front-loaded for all students into years 7, 8 and 9 with years 10 & 11 offering the opportunity for further, deeper study through the GCSE course and/or continuation and retrieval through core study. Therefore, the curriculum provides yearly study of Christianity but with all six major world religions studied along the journey.

What we study

The first year 8 unit consolidates and builds on their study of Christianity in year 7 by providing a deeper and more theological study of the life and work of Jesus Christ. Having already discovered the basics of Christianity, this unit introduces them to the idea of context and establishment and what happens when someone challenges this. This will have a heavier focus on who Jesus was according to Christians and others, the concepts of prophet and Messiah, work on interpretations of some of Jesus' famous teachings, and the implications of these for those trying to live a Christian life. They then move onto studying Islam, where the idea of context and a prophet who wants to change things in order to do God's will is further developed. They again explore the teachings and rules of Islam and the effect of these on the lives of adherents. Stereotypes are challenged and the confusion between religion and culture addressed. Finally, they study Hinduism and Sikhism, again looking at the idea of context and exploring the clash between established norms and traditions versus change and modernisation. These two religions provide a sound opportunity to develop skills to compare and contrast as they share roots and have similarities but also diverge and have very different values and practices.

What our students will learn

By the end of the year, students will discover, understand and know:

- The historical, political and religious context of the land of Jesus' birth
- Key events in the life of Jesus and what they symbolise. What happened during Holy Week, leading to his death and resurrection and the theological meaning of these
- Why his teachings were and are controversial and difficult to follow
- The historical, political and religious context of the land of Muhammad's (pbuh) birth
- Key events in the life of Muhammad (pbuh) and the establishment of Islam
- Islam in Britain
- The key beliefs and practices of Islam, including the Five Pillars
- The nature of god and purpose of life according to Hindus and Sikhs
- The historical, social, political and religious context of India and challenging this
- The life of Guru Nanak and the establishment of his new religion
- The link between beliefs, behaviour, karma, reincarnation and liberation



How this learning prepares for next year

The deeper study of several religions this year provides the conceptual understanding and skills of analysis and comparison needed to study Judaism in year 9. As another ancient religion from which new religions have grown, they can again study the clash between maintaining traditions and modernising. It is also another global religion where there are different interpretations of the religion, leading to different denominations and practices may be very different across the groups or locations. This provides a sound opportunity to develop skills to compare and contrast within a religion as well as between them. The link between beliefs, behaviour and identity is also explored. The idea of there being a cost to following a religion is explored in more detail when studying the Shoah (Holocaust).

SMSC opportunities

Spiritual, moral, social and cultural study are naturally an intrinsic part of religious studies: you simply would not be able to study any religion, philosophical idea or ethical theme without encountering and absorbing a combination of them! The year 8 RS curriculum allows students to really explore different understandings of God, different ways of living life and different end goals depending on beliefs.

They consider the positive and negative effects of them on the lives of those constrained by them and the cost paid by some followers for their dedication to their faith. There is also explicit teaching about the overlap and sometimes confusion about what is religious and what is cultural and the dangers of stereotyping.



DRAMA

Curriculum overview

Quite often, people mistake drama as something that only ‘actors’ study. Certainly, it’s a useful subject for those wishing to perform or work for an arts organisation. It is also, however, a subject that provides students with many different ‘transferable skills’ that are useful in a variety of careers and social situations. Studying drama enables students to work as part of a team, to solve problems, to persevere and be resilient. We believe that the best approach to teaching our subject is through practical work, with links to the vocabulary and style of writing needed for later study at GCSE level. Our teaching at KS3 provides a solid foundation of the techniques needed for practical work at GCSE, with experience of working in different dramatic styles. Every student will be able to access and enjoy drama lessons. Every student will be challenged by drama lessons. Every student will develop skills that will be useful in their everyday lives.

What we study

In year 8, students will use more complex techniques in their work, such as split-scene and cross-cutting and will be introduced to a wider variety of drama styles, such as Melodrama and Physical Theatre, in order to increase their repertoire of theatre knowledge and practice. They will re-visit and add to their knowledge of rehearsal techniques such as ‘thought-tracking’ and ‘marking the moment’. Students will learn the conventions of script writing, so that they will be able to use these conventions in their own writing. They will practise sight reading and learning lines, in order to further develop reading ability, fluency and confidence with the spoken word. They will understand the value of polishing and perfecting work to a high standard and will take pride in their work. Students will also build further on their team-work skills and learn how to both lead and cooperate with others. They will learn how to settle disputes amicably and build further resilience in their own work and approach to group work.

What our students will learn

By the end of the year, our students will:

- Have developed their use of voice and movement when performing as a character
- Use a broader range rehearsal and staging techniques than in year 7, including cross-cutting and split scenes
- Be able to create drama in several different styles including Melodrama and Physical theatre
- Be able to devise drama from scratch in a more sophisticated and polished way
- Deepen their knowledge of Drama terminology for use in discussions and evaluations
- Understand script writing conventions and apply them to their own scripted work.

How this learning prepares for next year

Students will have widened their knowledge of drama skills, techniques and forms, in order to prepare them for the pre-GCSE work that comes in our year 9 syllabus. They will already know how to shape performance work using plot, staging and characterisation and will consolidate this, eventually moving on to making more creative staging choices. They will be moving onto using both naturalistic and abstract forms and will be encouraged to work in a more independent manner.

SMSC opportunities

Students will explore different cultures traditions and time periods and will have many opportunities to 'stand in the shoes' of someone different to themselves. They will explore and discuss social, historical and political issues and be encouraged to see both sides to an argument. They will reflect upon the past and how different life was (e.g. during the second world war) compared to today.



MUSIC

Curriculum overview

Key Stage 3 also provides a route to being able to choose and succeed in further qualifications including GCSE, and/or to play a part in the musical life of the school and the community. We provide pathways for students to develop as vocalists and/or instrumentalists and composers.

It is expected that students will start year 8 with the ability to decode and read music notation to play simple music using the keyboard, drum kit, bass guitar and 6 string guitar and their voice.

The work in year 8 focuses on the development of performance skills on their chosen area of specialism. This could be voice, keyboard, drum kit, bass guitar or 6 string guitar or an orchestra instrument if they already have music tuition lessons. Students create their own music using two main music apps, Cubase and MuseScore. They compose to a given brief. Using music terminology, student analyse compare and evaluate music they hear.

What we study

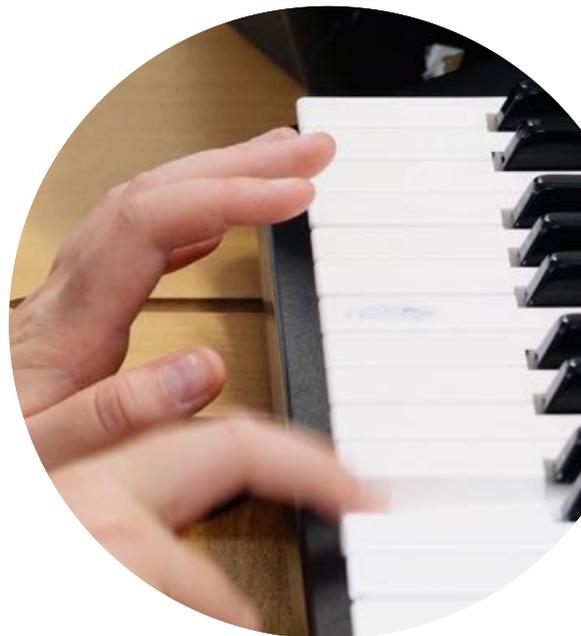
We deliver 6 units giving students opportunities to compose, perform, listen and appraise music. Students study the cultural and social context of a give style of music.

- Topic / Unit of Work 01 – Performing on My Instrument 01 - Solo
- Topic / Unit of Work 02 – The Blues
- Topic / Unit of Work 03 – Performing on My Instrument 02 – Solo and Group
- Topic / Unit of Work 04 – Variation and Development – Using Muse Score
- Topic / Unit of Work 05 - Performing on My Instrument 02 – Solo and Group
- Topic / Unit of Work 06 – Music Tells a Story.

What our students will learn

By the end of the year, our students will learn:

- How to perform increasing difficult music on our chosen instrument or voice using decoding and reading from notation.
- How to create our own musical compositions using Cubase and MuseScore
- How to compare and evaluate music they hear, using correct music language.



- How to classify a variety of musical works by genre, style, and culture.
- Compare how the elements of music and another art form can be used to reflect similar events, scenes, emotions, or ideas (visual components of classical landscape painting)
- Identify how the musical elements are used in a range of different to create a musical effect (tension, surprise).
- Analyse the uses of elements of music in aural examples representing diverse genres and cultures.

How this learning prepares for next year

By the end of year 8, students should be developing into competent independent performers on their chosen instrument. They read and decode music for the instrument with confidence. This provides them with a strong foundation for more advanced solo and group performing in year 9 and composing music for their instrument. They learn to use more complex compositing devices and creating music for a specific purpose or event.

SMSC opportunities

The year 8 curriculum explores the pivotal social and historical context behind Blues music and how music served as an outlet for the frustrations of the victims of the slave trade, which is hugely important for informing students' viewpoints, empathy and tolerance in relation to current issues surrounding race and equality in society.



DESIGN & TECHNOLOGY

Curriculum overview

Design and technology aims to develop creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering students' own and others' needs, wants and values. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Design and technology uses knowledge, skill and understanding from a wide range of sources, including science and mathematics.

What we study

The start of our year 8 curriculum is made up of short focused practical components that focus on main areas: timber-based materials, polymer-based materials, textile-based materials, robotics and CAD/CAM.

Through these components, our students develop technological capability through building their knowledge and expertise of manufacturing processes and materials. As students gain expertise, they are then given a more open-ended starting point to develop their own prototype. Focusing on identifying needs and wants, market opportunities, generating developing and communicating ideas and evaluating.

What our students will learn

By the end of the year, our students will have:

- Knowledge of materials: primary sources, conversion processes, properties and environmental impact
- Knowledge of manufacturing: by subtraction, by forming, by assembly with finishing
- Knowledge of design: Identifying peoples' needs and wants, identifying market opportunities, generating, developing and communicating design ideas, evaluating design ideas
- Knowledge of the impact of designing and making on society and culture
- Knowledge of functionality: powering and controlling embedded intelligence



How this learning prepares for next year

In year 9, students are expected to make some of their own choices as they navigate their way through more open design contexts. Their experiences in years 7 and 8 are planned to help them to do this regarding decisions about materials and manufacturing techniques.

Students are expected to work to a higher degree of precision when manufacturing prototypes whilst fulfilling functional and aesthetic requirements.

When designing, students can select from a range of communication strategies that they have practiced in years 7 and 8.

SMSC opportunities

Through their work in design and technology, students consider to what extent designed outcomes are of worth; how they affect the lives of those who use them and those that make them and how they affect the planet. They explore how technologies and products often have unintended consequences beyond intended benefit which cannot be fully predicted by those who develop them. Students learn about working safely with tools, machines and processes as an individual but also as part of class.



Curriculum overview

In year 8, we aim for our learners to become more independent and creative with their food choices. They will start to embed more detailed nutrition and characteristics of different ingredients with a focus on food preparation and nutrition throughout the year. They will also be developing their practical skills by learning new techniques and starting to look at presentation and environmental impact of what they eat.

What we study

Year 8 students will develop their practical and theory skills and knowledge needed to prepare them for further studies and for life skills when eventually providing for themselves.

Our curriculum includes projects on the working characteristics of eggs, different types of pastry and pastry products and the idea of the new trend in street food. These projects all focus on a different aspect of food preparation and nutrition which are:

- Skills and techniques
- Food provenance
- Nutrition
- Food science

In term one, students look at what happens when heat is applied to eggs in different ways. The idea is to teach students about the versatility of eggs and how that one ingredient can be used in different ways. Students also cook a range of products, including frittata, bread and butter pudding and carbonara, as well as learning about the different farming methods of eggs and the impact they have on the chickens.

In term 2, the focus is on pastry. Students study the different types of pastry, how they are made and different dishes and products used to make each type. They learn some history of foods such as Cornish pasty, as well as the science behind the method of making a successful pastry, for example puff and filo pastry. Students make products such as Borek, sausage rolls, Cornish pasties and open tart. Within this project, they also learn about the nutrition and high fat consumption that is often linked to pastry food products.

Term 3 is a project, based on street food. This is mainly a skills-based project with elements of provenance and nutrition. Students design their own street food stall and take into consideration the needs of their customers, cost, environmental issues, including packaging, sustainable foods, local and seasonal produce etc.



What our students will learn

By the end of the year, our aim is for our learners to show they:

- Can weigh and measure mostly independently
- Can use some parts of the cooker independently
- Can often use claw grip and bridge hold, mostly independently
- Can work safely, hygienically and mostly independently
- Can sometimes choose and use correct tools.
- Can state why 1-2 foods need to be stored in different places
- Can list some of the conditions needed by bacteria to multiply
- Can demonstrate a range of cooking skills
- Uses some scientific keywords accurately and appropriately
- Can simply describe some chemical reactions when cooking
- Can simply explain the functions of some basic ingredients
- Can use a food nutrition program mostly independently
- Can name 1-2 sections of the EatWell Guide unaided
- Can list 2-3 macronutrients and with some guidance and is able to give one function for each macronutrient.
- Can give a simple definition of a micronutrient and name 1-2.
- Is able to identify which ingredients used are plant or animal based
- Can give 2-3 things that affect our food choices.

How this learning prepares for next year

The year 8 curriculum prepares students to be able to discuss nutrition to some depth, select the correct tools and equipment for different practical techniques and work more confidently and independently within the kitchen. It also further develops and embeds their hygiene and safety knowledge in order to work effectively and make products that are safe to eat and minimise wastage.

SMSC opportunities



In their lessons the learners have opportunities to work independently and confidently. We encourage them to think about the moral and ethical considerations of what they eat and the ingredients they choose have on the environment and the local economy, also aspects such as farming methods around the world and animal cruelty. Ultimately, the goal is to educate students to become well informed consumers, enabling them to make informed decision about their diet and environmental impact of their food choices.



Curriculum overview

“Creativity takes courage.” – Henri Matisse

In year 8, we want our students to continue developing their skills and proficiency in a greater range of materials, while understanding the history of Art. They will start to contextualise their year 7 knowledge of contemporary artists and appreciate the journey that art has been on from ancient art to modern day.

Through the exploration of techniques, processes, artists, and art movements, we want our students to be inspired and challenged and ensure they develop an appreciation of the subject’s history and progression. We want students to further develop their drawing skills and the understanding of HOW to draw.

We aim for students to develop an understanding of the historical gender inequality in the art world and understand how art impacts on the world around them. We want them to be knowledgeable about art so as they can produce informed opinions on different styles of art.

What we study

In year 8, our students study the history of Art. They will look at a selection of art movements from different periods, from Ancient Art to modern day, realistic to abstract. Students will explore the perception of male dominance in the art world and the development of styles of art. Students will study techniques that were created and refined in different periods of art history and how they continue to be used today.

The year 8 curriculum provides a platform for students to continue to develop their confidence in a range of techniques and materials, while being introduced to mediums they haven’t used before. All of this will be underpinned by a range of artists and art movements.

What our students will learn

Through our year 8 curriculum, students will add to their toolkit of knowledge and skill in drawing and using a range of materials. They will develop their understanding of texture and learn how to use this in a range of media, such as oil pastel. They will further develop their knowledge of how to draw by extending their ability to draw using shapes as well as learning how to draw using the grid method. Students learn how to use perspective when drawing, to make objects appear 3-D, and understand the importance of symmetry when drawing. Students will also understand how to draw a portrait and the rules of drawing a face.

All of this knowledge will help them to develop and refine their 2-D drawing skills. They will learn how to draw for designing purposes to turn a 2-D idea into a 3-D object. We aim for students to expand upon their colour theory knowledge, acquired in year 7, by understanding warm and cool colours and exploring how colour was used in different art movements through history.

Students will start to contextualise their knowledge of contemporary artists by understanding the history of art by focussing on key art movements from Prehistoric and Ancient Art to modern day. Students will learn what impact different movements had on art and how movements responded to or rejected previous art movements. Students will learn that art comes in many forms, from realistic to abstract, and develop their design skills, as well as learn about changes in architecture that link with key art movements. They will start to understand the impact that art has on the world around them. We want students to learn about different styles of art and the techniques created to allow them to make an informed opinion on art, craft and design. Students will learn to create meaningful responses to different types of art and design. By exploring a range of key art movements through art history, pupils will explore the representation of gender inequality in art history.



How this learning prepares for next year

The solid foundation that the year 7 and 8 art curriculum offer enables students to fully progress in year 9. Students' understanding of how to draw, both with shapes and through the grid method, provides students the opportunity to tailor their drawing style in year 9. They will further develop on their 2-D to 3-D skills next year.

The year 9 curriculum continues the art history journey by introducing students to art movements involving popular culture and everyday objects. Our learning journey continues looking at the impact that both men and women have had on the art world. Students will further develop their understanding of responding to art styles.

Pupils will further progress their colour theory knowledge and understand how complimentary colours can form an important part of Pop Art.



SMSC opportunities

Year 8 provides students with an understanding of art from around the world and gives them a glimpse into art from different locations and cultures. We aim to help students understand and make informed opinions of different styles of art. We try to offer them an opportunity to develop their cultural capital so as they have a broad knowledge and appreciation of the subject.



PHYSICAL EDUCATION

Curriculum overview

In year 8, we deliver a curriculum which goes broader and wider than just teaching students how to perform in different sports. It is no secret that leading a healthy and active lifestyle are keys to future success, so we teach students the vital role that sport can play in ensuring every learner has the tools to be mentally and physically healthy and is equipped with the skills and knowledge to be individuals who always strive to beat their best.

What we study

The year 8 PE curriculum has three broad strands: 'Me in PE', experiencing a vast range of sporting activities and fostering a love of sport, which goes beyond the Hall Mead school day.

Our 'Me in PE' values are a fundamental part of our PE curriculum. These values develop in our learners' important characteristics which go beyond sport, including teamwork, cooperation, leadership skills, problem solving, decision making and knowing when and why to adapt. We challenge our students to believe in their ability to achieve through physical, social and mental well-being, so we place a strong emphasis on educating learners of these benefits. In year 8, students continue advance through our 'Me in PE' personal characteristics alongside learning about how to maintain and optimise best levels of performance, building knowledge of different sporting experiences, developing skills relating to different sports and applying tactics and strategy.

Students are taught to embed, polish and adapt the core skills and athletics techniques. To introduce the fundamental laws, conventions and etiquette of athletics and explore the safety principles involved. To develop the fitness and determination required to perform at maximum levels.

What our students will learn

By the end of the year, our students will develop their knowledge and proficiency in:

- Invasion games, including football, rugby and netball
- Racket sports, including badminton and tennis
- Gymnastics, including trampolining and dance/sports acrobatics
- Striking and field including, cricket, rounders and softball
- Athletics, track and field events



How this learning prepares for next year

Having explored a wide range of sporting activities and introduced and developed an understanding of the core characteristics which support success in sport and students' wider achievement, students will deepen their knowledge by underpinning their commitment to health and fitness: covering anatomy and physiology; skill-related components of fitness and methods of training, building on the year 7 curriculum in greater depth in more advanced skills in competitive situations.



SMSC opportunities

Communication skills such as speaking and listening will develop through cooperation and working together. Students will always be encouraged to adhere to the rules and regulations of the game/activity in order to develop a good sense of fair play, along with a sense of sportsmanship. Students will have opportunities to record rules and tactics, watch videos and compare to the professional game. Students will have opportunities to develop social skills through teamwork, officiating and analysis of their own and others' performances. Teachers will 'weave' local, national and international sporting events into lessons where appropriate, for example, the Olympics, RWC etc. Over the course of the year, students will focus on different aspects of their 'Social Me in PE', this will encourage them to reflect upon different ways that they can develop their social/moral/cultural and spiritual selves.



Curriculum overview

The aim of PSCHE (personal, social, citizenship, health education) is to equip students with the information, knowledge and skills needed to be able to be active citizens and make good decisions about their own lives. We aim not to lecture students nor offer neat or simplistic advice to simply not do things deemed risky but rather to empower them to manage risk and develop their own strategies to promote their own wellbeing. We provide a safe space, where neither teacher nor peers are judgemental of others' choices and lifestyles. Lessons are designed to explore contemporary issues and are built around frank, accurate teaching combined with room for discussion and disagreement to reflect the diverse nature of modern Britain and its values. We aim to instil mutual tolerance, understanding, openness and an appreciation of diversity and thereby increase students' cultural capital. Our subject deals with milestones of life and encourages them to think critically and creatively and respond with sensitivity. As such PSCHE has a significant role to play in creating more-rounded students who will be positive contributors to future societies.

Throughout the PSCHE journey the four knowledge and skills strands recommended by the PSHE Association of: Building Knowledge, Identifying and Managing Risk, Working with Others, and Advocacy and Representation deepen in an age-appropriate way each academic year. Our PSCHE curriculum ensures full coverage of what students need to know by the time they leave secondary education as stipulated in the new statutory guidance for Health, Relationships and Sex education from 2020.

What we study

The first unit in year 8, alcohol, reminds students of the importance of understanding the risks associated with lifestyle choices. Mental well-being and the pressure to conform to often unrealistic ideals is explored in the self-esteem, body image and the media unit. In the democracy, parliament and wider world topic pupils study the history of British democracy, the evolution of government. The unit culminates in asking whether the voting age should be lowered to 16. In the Spring, the staying safe unit runs in tandem with the computing curriculum and pupils question what tolerance for others really means. Students learn about the risks they face online and how quickly matters can escalate if they don't consider before they post. In the final unit of the year students learn enterprise and business skills as they plan the opening night of their coffee shop. Each team member has their own role to play in planning the success launch of their business. Students produce work in a variety of forms and make use of a variety of resources from reputable charities and linked associations.



What our students will learn

By the end of the year, our students will:

- Learn about alcoholic drinks, the risk of over-indulgence and strategies to use to keep themselves safe, particularly with regard to peer pressure
- Learn the importance of understanding how a variety of media alter and manufacture images for the promotion of goods and services. The effects the stream idealised images have on the self-esteem of young people and how to manage that risk
- Discover the history of Britain's parliament, alternatives to British democracy, the role of MPs, elections and voting, and how laws are made
- Explore the risks of radicalisation, promoting a tolerant and respectful society, the risks of gangs and knife crime, staying safe online and how to spot fake news
- Spend time working in a team, target setting, reviewing progress, meeting customer expectations, delivering a project on budget, the benefits of compromise, and the feeling of success which comes from taking a creative idea and bringing it to life

How this learning prepares for next year

In year 8, students continue to develop knowledge and skills aligned to the key strands in PSCHÉ of: health and well-being, living in the wider world, relationships and sex, and citizenship. These strands are linked in topics throughout a student's Hall Mead journey. As well as supporting the development of written and verbal English skills, PSCHÉ promotes a lifelong love of learning and helps to build students' cultural capital, equipping them with knowledge transferable to the topics in year 9.

SMSC opportunities



Spiritual, moral, social and cultural study are naturally an intrinsic part of PSCHÉ; it is not possible to study the statutory required topics or promote British values without encountering and absorbing a combination of them! The curriculum allows students to really explore and consider different ways of living life according to your beliefs and values. There is the opportunity to study moral dilemmas in depth and the different ways people respond in situations where there is not a clear 'right' answer. Studying and understanding a range of perspectives encourages toleration and cohesion and develops appreciation of diversity, culture and the idea of utilitarianism.





HALL MEAD
SCHOOL