

THE FOREST ACADEMY



Year 8 Curriculum Booklet

2016 – 2017

- **Year 8 Information Evening – Tuesday 18th October**
- **Year 8 Parents Evening – Tuesday 28th March**
- **Year 8 Exams – Commence Monday 8th May**

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September 2016

Dear Parent / Carer,

We are very pleased that your child has started Year 8 at The Forest Academy and hope they have a successful year building on the progress they made in year 7. This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 3 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education.

Students are encouraged to use the school library and ICT rooms at lunch time and after school to ensure they have access to a suitable working place to study, and to have access to books and computers, if needed. Homework Club is available to students at lunch time and after school. The Inclusion Unit also offers support for SEND, EAL and MABLE students for tailored support.



To support partnership with parents all homework set can be viewed by visiting the "Show My Homework" link on the school's website. This keeps parents fully informed as homework is provided by teachers and on what date it is due to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact your child's form tutor or Miss Karia Head of Year.

Should you require any further information please do not hesitate to contact us.

Yours faithfully,

W Thompson.

Mr W Thompson
Principal

The Year 8 Pastoral Team

Head of Year – Miss D Pugh

8B1 Tutor – Mr F Amponsah

8B2 Tutor – Miss I Cinik

8G1 Tutor – Miss L Ahmed

8G2 Tutor – Mrs E Irving

8R1 Tutor – Miss A Nandally

8Y1 Tutor – Miss C Aguiar

Form Time

The students meet their tutor daily, spending approximately 20-25 minutes with them during morning registration.

Their weekly schedule includes:

Monday	Reading
Tuesday	Assembly
Wednesday	My World Focus or Pixl Edge
Thursday	Pastoral Curriculum
Friday	Form data reviewed with students to include progress, attendance and punctuality data.

Books are provided to every students to encourage reading. Students wishing to bring in their own reading book is also encouraged.

There is a pastoral curriculum which is taught once a week during form time and covers Personal, Social, Health and Education Topics. The aim is to increase students' awareness of themselves of current affairs and the choices available to them.

Autumn Term - Whose Life is it anyway?

This Topic will cover Politicians, Media, Music Industry, Corporations and Consumerism & Personal Responsibility

Spring Term - Changes & Choice

This will include Being a Teenager, Body Image, Conflict and Communication & Staying Healthy

Summer Term - Personal Safety

This will include Personal Safety, Internet Safety, Road Safety and Bullying.

How Parents Can Help

- Ensure your child arrives to school on time
- Check & sign planners weekly
- Ensure your child has the right equipment and uniform for school
- Attend all mentoring sessions and parents evenings
- Monitor Homework

Assessment at KS3

- All students are assessed at various points throughout the school year.
- Parents will receive three formal reports during the school year.
- Mentor meetings with parents take place Monday evenings with form tutors.
- There will be a Parents Information Evening at least once during the academic year for all students where parents will have the opportunity to meet subject teachers.
- Students will be set attainment targets for the end of KS4 for every subject that they are studying with the exception of Citizenship and My World. They will also be set an aspirational target.

KS3 Reporting

Students at Key Stage 3 will be reported on the **progress** they are making using the following criteria.

Progress	Explanation
High Flier	The student is making rapid progress and is likely to exceed or is already exceeding the minimum expected level at the end of the year.
Secure	The student is making expected progress and is likely to meet the minimum expected level at the end of the year.
Emerging	The student is making progress, but there is a concern that the student might not reach the expected level at the end of the year.
At Risk	The student's progress is a cause for concern. They are not making expected progress for their year group and may not reach the expected level at the end of the year.

ART & DESIGN

TERM	MAIN ASSESSMENT TASKS
AUTUMN 1A/B	
<p style="text-align: center;"><u>URBAN JUNGLE</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop their drawing skills from 1st hand and 2nd hand sources. • Study the colour wheel to understand the theory of colour. • Explore student's surroundings through photography. • Manipulate their surroundings to become an urban jungle. • Develop ideas and techniques to create a final piece of work based on the work of Esher and Gaudi. 	<ul style="list-style-type: none"> • Artist research. • Observational drawings of leaves. • Inspiration page. • Collage of examples of urban jungles. • Produce an A3 painting of their final design.
SPRING 2A/B	
<p style="text-align: center;"><u>Manga/Comic book art</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Research manga and anime. Understanding the difference and history of both. • Exploring manga features • Students drawing themselves as manga characters • Exploring manga comic books • Creating their own story. • Using their story to design a manga comic page. 	<ul style="list-style-type: none"> • Manga and anime research page. • Manga self-portrait. • Design their own Comic book.
SUMMER 3A/B	
<p style="text-align: center;"><u>Food</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore artists who have created work based around food (Wayne Thiebaud). • Create A3 observational drawings of sweets using a variety of materials. • Create a relief from one of their observational drawings. • Artist research page. • Develop work in the style of your chosen artist. • Create a clay final piece from these developments. 	<ul style="list-style-type: none"> • A3 oil pastel and colouring pencil studies of sweets. • Artist research page • Tissue paper relief from one of their A3 studies. • Clay final piece

YEAR 8 COURSE DESCRIPTION – ART & DESIGN

Students use art and design to look afresh at the world around them. Experimenting with colours, materials, textures and patterns or trying out new processes helps them communicate, feel and imagine. They study different sorts of artwork from drawing, painting, print making, collage, three dimensional construction, ICT. They discover how images can tell stories or express ideas; they learn how art, craft and design enrich our lives and can lead to many kinds of interesting and creative jobs.

At Key Stage 3 students are taught to:

- Explore and develop ideas drawn from their imagination and experience, from their own observations and from the material they collect for research.
- Draw on an expanded range of materials, tools, techniques and processes, mixing and adapting them to achieve effects.
- Look at art, craft and design in different times, in Western Europe and the wider world and review their own and others' work. Students do this on their own and through working with others, using a range of starting points such as their

ASSESSMENT

By the end of year it is anticipated that students should be able to demonstrate they can:

- Analyse the appearance, structure and function of what they see and record their observations and ideas for different purposes.
- Collect, analyse and organise relevant information to develop their own thinking, imagination and ideas.
- Use a wide range of media with confidence and understanding, showing efficiency in organising and completing tasks.
- Analyse the different ways artists use to convey meaning.
- Express and justify opinions about art
- Understand key feature of major styles and periods in art history and realise how particular artists contributed both to these and to the development of art.
- Use what they have learned from other artists' work to enhance their own thinking and practical work.

HOMEWORK

It is expected that regular homework will be given once every other week to students in Year 8. Homework will be marked in accordance to school policy. Homework will normally be either drawing from observation, research, using ICT, or preparation for projects. It is not necessary to set homework every week which requires grading by the teacher.

HOW PARENTS CAN HELP

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide you child with an access to internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

Mrs Hill
Head of Art and Photography

ENGLISH

Autumn 1	Main Assessment Task
<p>Frankenstein Students read Phillip Pullman’s play adaptation of Frankenstein, exploring characters and genre.</p> <p>This unit focuses on writing and reading skills, in particular:</p> <ul style="list-style-type: none"> • Analysing characters • Varying vocabulary for effect • Building an argument 	<p>Write a dramatic monologue from the point of view of a character in the play.</p>
<p>Autumn 2</p>	
<p>Poetry from other cultures Students read and analyse a range of poems from different perspectives, cultures and experiences.</p> <p>This unit focuses on reading skills, in particular:</p> <ul style="list-style-type: none"> • Analysing language and structure • Considering how thoughts and feelings are presented • Making links between different texts 	<p>An analytical and comparison essay using two of the poems studied in the unit.</p>
<p>Spring 1</p>	
<p>Non-Fiction Articles Students read a range of non-fiction articles, developing their reading skills as well as using them to develop their own writing skills.</p> <p>The unit focuses on reading and writing skills, in particular:</p> <ul style="list-style-type: none"> • Understanding and summarising texts • Understanding of purpose, audience and text type • Ordering ideas and presenting viewpoints 	<p>Complete a language paper – in the style of the GCSE papers in year 11.</p>
<p>Spring 2</p>	
<p>Much Ado About Nothing Students will read the play, analysing how Shakespeare uses language to present characters within the context.</p> <p>The unit focuses on reading, in particular:</p> <ul style="list-style-type: none"> • Analysing characters • Identifying and analysing figurative language • Exploring writer’s intention. 	<p>Close extract analysis of one scene from the play.</p>
<p>Summer 1</p>	
<p>Pigeon English Students will read the entire novel, looking in depth at themes and ideas and using these to inspire their own writing.</p> <p>The unit focuses on writing skills, in particular:</p> <ul style="list-style-type: none"> • Writing from different points of view • Presenting opinions in an effective way • Developing the use of sentence structure for effect. 	<p>Writing a letter to inform an MP about issues of youth crime in London.</p>

Summer 2	
<p>Narrative Writing Students will explore what makes a good story and use it to write a full story of their own.</p> <p>The unit focuses on writing skills, in particular:</p> <ul style="list-style-type: none"> • Knowledge of the components of short stories • Developing use of whole text structure • Using paragraphing accurately 	Write a short story with a clear structure and within a clear genre.

YEAR 8 COURSE DESCRIPTION – ENGLISH

English is a core subject that all students will participate with throughout their five years at secondary school. Within English, students develop reading, writing and speaking and listening skills. They learn how to effectively communicate in different settings and for different purposes, as well as exploring literature from different eras, cultures and experiences.

ASSESSMENT

By the end of year 8, it is anticipated that students should be able to demonstrate they can:

- Understand the deeper meanings of texts and begin analysing how language and structure is used to create meaning
- Using quotations to support their work and answers
- Write for different purposes, tailoring writing for different audiences.

These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through interim reports.

HOMEWORK

It is expected that regular homework will be given to students related to the topic they are studying, or connected to spelling, punctuation and grammar targets. Homework will be given once a week and will include a range of research, writing or reading tasks, spellings tests and quizzes.

As part of the Accelerated Reader programme (tracking student's reading levels and progress), reading will be explicitly set as homework once a term. It is expected that students are continuing to read outside of school throughout the term.

HOW PARENTS CAN HELP

- Ensure that their child comes equipped to class
- Provide their child with time at home to practice the skills learnt in class through homework set
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time

Miss Ahmed
Head of English

FRENCH

TERM	MAIN ASSESSMENT TASKS
AUTUMN	
<p><u>SALUT MA VIE</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Study and talk about themselves and someone else. Say what they did yesterday, talking about the past, including where they have been and what they have done. • Describe a special day out in the past. • Talk about their daily routine. To say what time they get up and when they go to bed at the weekend. • Talk about clubs and to be able to learn how to make arrangement to go out in the evening. • 	<p><u>END OF UNIT ASSESSMENT IN:</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; French to English, English to French • Grammar; present, perfect and near future tense verbs, regular and irregular verbs, negatives, reflexive verbs, 'to be able to' verb, formal and informal pronouns 'you'. Connectives, text enrichment (QuACNOT) • Extended project: Create a diary describing your daily routine in French
SPRING	
<p><u>FAMILLE ET COPAINS À TABLE</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Study and describe family and friends. • Be able to talk about their favourite things they do. • Learn about body parts and to be able to say what is wrong with them in terms of illness and accidents. • To learn about French food, saying what they have for breakfast, lunch and dinner. • Learn how to shop for foods and ordering food at a restaurant. • Describe a day in the past. 	<p><u>END OF UNIT ASSESSMENT IN:</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; French to English, English to French • Grammar; Present tense and past tense verbs, personal pronouns (mon, ma, mes, etc), comparative and superlative, adjectival agreement, imperative mood, quantities and numbers, connectives, text enrichment (QuACNOT) • Extended project: Design a French menu for a French restaurant in France.
SUMMER	
<p><u>UNE SEMAINE À PARIS À NOUS LA FRANCE</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Study about different landmarks in Paris. To get to know Paris and how to get around in Paris. To describe a day in Paris and what they have done there. • Describe what they would like to do for the holiday. • Learn how to reserve and book youth hostel during a holiday. • Talk about where you have been and what have you done. 	<p><u>END OF UNIT ASSESSMENT IN:</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; French to English, English to French • Grammar; Present, past and conditional tense verbs, positional prepositions and phrases, adverbial pronoun 'y' connectives, text enrichment (QuACNOT) • Extended project: Create a travel brochure for a trip to Paris.

YEAR 8 COURSE DESCRIPTION – FRENCH

Students at Key Stage 3 students are taught to:

Communicate through speaking and writing and to understand French through listening and reading on a variety of different topics, including authentic texts and materials. They will also learn about French grammar and gain skills in language enrichment, adaptation and translation.

- Develop speaking and listening skills by understanding and responding to in French.
- Develop reading and writing skills in order to write sentences and find information from a short written text.
- Manipulate the language by adding extra details e.g. using two tenses and complex connectives.
- Learn to be able to accurately translate short phrases from French to English and English to French.

Assessment

Students will assess themselves and be assessed by teachers during lessons, through homework and in end of unit tests. At the end of the year, there will be an end of Year 7 exam in which the majority of students should be able to write about themselves and familiar topics, giving opinions and using different tenses with more confidence, they will also be able to translate short texts into English from French and into French from English.

Homework

Homework will be set once a week on SMHW to reinforce the learning done during the lesson. There will also be regular vocabulary tests.

Enrichment

There will be the opportunity to go to France for a day trip and also to communicate with French School children through letters and emails.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a French dictionary and look up French websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).

Ms Catmur - Head of Modern Foreign Languages

GEOGRAPHY

	MAIN ASSESSMENT TASKS
<p style="text-align: center;">AUTUMN</p> <p style="text-align: center;"><u>BIOMES IN THE HEAT</u></p> <p>Pupils study various biomes including polar, temperate, rainforest, and desert. They study the climate and environment of each one with particular reference to how both humans and animals adapt to live in these environments. Pupils assess why each of these ecosystems are so important, and the risks they face including climate change and deforestation.</p> <p style="text-align: center;"><u>RUSSIA</u></p> <p>A holistic study of the country, pupils study a wide range of topics on Russia from large-scale environmental catastrophes (Chernobyl), to the people and the environment.</p>	<p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • Use of numbers as evidence to support written statements • Use of scale • Use of ratios, range, mean (graph analysis) <p>Literacy</p> <p>Most lessons, pupils are presented with extended writing tasks asking them to:</p> <ul style="list-style-type: none"> • Describe • Explain • Assess • Justify • Evaluate <p>These may be in the form of essays, leaflets, newspaper articles, or diary entries. Pupils also complete project-based work each year as part of a synoptic assessment</p> <p>Other literacy skills include:</p> <ul style="list-style-type: none"> • Reading comprehension • Sequencing of information • Decision-making exercises <p>Analysis of visual sources</p>
<p style="text-align: center;">SPRING</p> <p style="text-align: center;"><u>MIGRATION</u></p> <p>Perhaps one of the most interesting topics addressed in KS3 Geography, this unit surrounds issues relating to both contemporary and historical migrations. Pupils will address current migration issues such as EU migration, the refugee crisis, and the USA-Mexico border. They also study past examples of forced migration such as when Idi Amin expelled all Asians from Uganda in 1972. Pupils are encouraged to debate the both the challenges and enormous benefits posed by migration, and learn to respect each other's points of view.</p> <p style="text-align: center;"><u>COASTS</u></p> <p>As an island, you are never far from the coast in the UK. It is therefore an interesting and relevant topic to study. Pupils look at the processes (erosion, weathering, and deposition) that affect the landforms along the coastline. They study the fastest-eroding coastline in Europe, the Holderness Coast (Yorkshire) and look at how coastal erosion is shaping the lives of those who live there. At the end of the unit, pupils will complete a decision-making exercise to justify how the Holderness Coast should be saved.</p>	<ul style="list-style-type: none"> • Graph construction • Graph analysis • Choropleth mapping • Climate graph interpretation • Population pyramids • GIS images • Photograph interpretation
<p style="text-align: center;">SUMMER</p> <p style="text-align: center;"><u>RAINFORESTS</u></p> <p>Pupils study the importance of the rainforest as an ecosystem and learn about the diverse fauna, flora, and animals that live there. Much of the unit focusses around the issue of – and solutions to – deforestation. At the end of the unit, pupils debate whether the Amazon Highway should be built in the rainforest, taking into account the opinions of a variety of stakeholders.</p> <p style="text-align: center;"><u>WATER</u></p> <p>Water covers 71% of our planet, and is the most important resource we have on earth. Pupils will study water distribution and water conflict in this unit.</p>	

YEAR 8 COURSE DESCRIPTION - GEOGRAPHY

In Geography, pupils are encouraged to engage with the contemporary issues and debates that the world is exposed to every day. Pupils study a wide array of topics, ranging from environmental disasters such as hurricanes and avalanches, to human disasters such as Chernobyl, to everyday issues including poverty and migration.

At Key Stage 3 students are taught to:

- Use real news reports to create essays based on factual evidence
- Balance arguments and reach justified conclusions
- Question the world around them
- Discuss and debate contemporary issues, accepting that there are a range of attitudes and opinions in the world
- Research issues using a range of resources including ICT
- Present ideas or research to the class

ASSESSMENT

Pupils will be assessed at the end of each topic, each half term. These assessments will alternate between:

- **End-of-unit exams:** these will be unseen short and long answer questions based on the knowledge acquired that half term. Pupils will be required to revise for these assessments. Teachers will make pupils aware of these exams well in advance and will provide revision resources.
- **Extended writing or project-based work:** this will be a piece of extended writing or a project based on that half term's topic. Pupils will be allowed to work on their writing both at home and at school, and will be given success criteria to help them achieve their very best.

HOMEWORK

Homework will be given once a week to students in KS3 and marked in accordance with school policy.

HOW PARENTS CAN HELP

- Frequently check SMHW to ensure your child is completing their homework
- Assist in checking the quality of the finished work.
- Discuss global issues in the news such as migration, earthquakes and flooding with your child
- Provide your child with access to the internet for research and developing ICT related projects

Miss Allen & Mr Johnstone
Heads of Geography

HISTORY

Key Stage 3 History Overview – YEAR 8	
Autumn Term	<ul style="list-style-type: none">• The Transatlantic Slave Trade
Spring Term	<ul style="list-style-type: none">• The American Civil Rights Movement
Summer Term	<ul style="list-style-type: none">• Life in Victorian London (including Crime and Punishment and Jack the Ripper)

YEAR 8 COURSE DESCRIPTION - HISTORY

Knowledge of History is critical to the development of a child's understanding of both the immediate society of which he or she is a part, and of the wider world society. The past influences all aspects of our lives. It shapes the attitudes, beliefs and customs of the communities in which we live. History can offer students a sense of time, sequence, change and chronology. This knowledge allows a greater understanding of human situations. Therefore, learning about the past through taking part in historical investigations, arguments and debates helps students make sense of the world in which we live.

Studying History develops a range of skills and is based upon a number of conceptual foundations reflected in key elements of chronological awareness, historical knowledge and understanding, interpretations of History, historical enquiry and organisation and communication.

Students will investigate and develop these concepts including evidence, interpretation, time, chronology, sequence, cause, motive, consequence, change, continuity, similarity, difference, process and regression.

The main aims of the course are to:

- Develop an understanding of how the past explains the present and students' sense of time, sequence, change and chronology.
- Develop students' use of historical evidence and the ability to handle it critically.
- Develop students' capacity to use the concepts of cause and consequence.
- Investigate important cultural, social and political issues with sensitivity to the range of attitudes and values.
- Develop an understanding of some of the important characteristics of significant events and personalities in the past.
- Develop an awareness and appreciation of the ethnic, cultural, economic and political diversity of human society.
- Encourage the production of clear, accurate and well-presented work.
- Demonstrate an understanding of subject specific words and general vocabulary acquisition and comprehension.
- Demonstrate recall and application of information.
- Develop students' awareness of the different geographical dimensions of human experience from the local to the global.

HOW PARENTS CAN HELP

- Help your child with reading and spelling and encourage him/her to read outside of School, for example books, papers and magazines.
- Check planners for teacher comments.
- Encourage your child to take an interest in History and the world around them – they could research topics of interest on the internet, watch documentaries and maybe even visit places of interest.

HOMEWORK

Homework is designed to extend students' learning in the classroom by developing further knowledge and skills.

At Key Stage 3 students are set homework booklets. They are given out each half term, with teacher guidance given periodically during the half term to ensure that students are making good progress. Once completed and marked, future targets are set.

Miss Love
Head of History

ICT & COMPUTING

COURSE OVERVIEW	
TERM	MAIN ASSESSMENT TASKS
AUTUMN	
<p><u>Internet Security</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Identify secure websites and know the importance of secure passwords • Differentiate between fraudulent and secure websites • Research the risks of precautions of phishing <p><u>Hardware, Software & Networks</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Identify hardware components of a desktop computer • Distinguish between operating systems, utility and application • Identify network layouts and list the advantages/disadvantages of each 	<p>Students will complete an exam to test their knowledge.</p>
SPRING	
<p><u>Computing Maths, Binary & Logic Gates</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Understand how computers store characters, images and sound using binary digits • Convert binary number in to a denary number and vice versa • Perform binary addition • Produce a truth table for basic and complex circuits using logic gates 	<p>Students will complete an exam to test their knowledge.</p>
SUMMER	
<p><u>Smart Homes</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore technological advances in home entertainment • Research the effects of changes in technology on society, listing the advantages and disadvantages 	<p>Students will research and document future technology to understand the effects in the home environment.</p>

YEAR 8 COURSE DESCRIPTION – ICT & COMPUTING

At Key Stage 3 students are taught to:

- Explore and develop idea
- Be creative users of IT & Computing in the use of specialist software.
- Be active participants in the rapidly changing world of technology.
- Develop and extend their knowledge, skills and understanding through problem solving and project based tasks.
- Develop a logical mind frame in order to become confident programmers.
- Appreciate how computing can be used to solve problems.

Students do this on their own and through working with others, using a range of ICT application software and programming environments.

ASSESSMENT

By the end of KS3, it is anticipated that students should be able to demonstrate they can:

- Use programming knowledge to refine a sequence of instructions.
- Understand how hardware is used process data.
- Explore how data is represented and manipulated.
- Make use of the Systems Life Cycle whilst working on a project.
- Have a firm understanding of the dangers and implications of accessing the Internet.
- Use appropriate software to create a working solution for a given scenario.

HOMEWORK

It is expected that regular homework will be given once a fortnight to students in Year 7.

Homework will be marked in accordance to school policy.

Homework will normally be either research, solving computational problems, reinforcing e-safety principles and planning and preparation for projects. It is not necessary to set homework every fortnight which requires grading by the teacher.

HOW PARENTS CAN HELP

- If they have access to a computer, encourage your child to improve their practical application skills of information research and data presentation at home.
- Encourage your child to be a responsible computer user by not viewing unsuitable material on the Internet, or copying another person's work and presenting it as their own.
- Support your child to be an independent and discriminate user of computing rather than using his/her time playing computer games, but to build their own and play it.

Mr Hassan
Head of ICT & Computing

MATHEMATICS

TERM	MAIN ASSESSMENT TASKS
1a	
<u>Number</u>	
<p>Students will cover the topics of:</p> <p>1.1 Number problems and reasoning 1.2 Place value and estimating 1.3 HCF and LCM 1.4 Calculating with powers (Indices) 1.5 Zero and negative indices 1.6 Fraction notation 1.7 Adding and subtracting fractions 1.8 Multiplying and dividing fractions 1.9 Decimals and fractions 1.10 Fraction of a quantity 1.11 Percentages 1.12 Percentage problems 1.13 Fractions, decimals and percentages</p>	<ul style="list-style-type: none"> • End of topic tests • End of half term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly
1b	
<u>Geometry and measures</u>	
<p>Students will cover the topics of:</p> <p>2.1 Units of measurement 2.2 Converting between units 2.3 Perimeter and area of a rectangle 2.4 Perimeter and area of a triangle 2.5 Area of a parallelogram and trapezium 2.6 Circumference of a circle 2.7 Area of a circle 2.8 Surface area of a cuboid 2.9 Volume of a cuboid 2.10 Calculating angles 2.11 Angles and parallel lines 2.12 Angles in triangles and quadrilaterals 2.13 Properties of triangles 2.14 Properties of quadrilaterals 2.15 Properties of polygons 2.16 Congruent shapes</p>	<ul style="list-style-type: none"> • End of topic tests • End of term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly
2a	
<u>Algebra</u>	
<p>Students will cover the topics of:</p> <p>3.1 Using letter symbols 3.2 Collecting like terms 3.3 Indices in algebra 3.4 Expanding brackets 3.5 Factorising expressions 3.6 Using a formula 3.7 Writing a formula 3.8 Further substitution 3.9 Further simplification 3.10 Simplification and division</p>	<ul style="list-style-type: none"> • End of topic tests • End of half term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly

2b	
<p style="text-align: center;"><u>Data Handling 1</u></p> <p>4.1 Students will cover the topics of: 4.2 Planning a statistical investigation 4.3 Types of data and averages 4.4 The mean 4.5 Frequency tables 4.6 Bar charts 4.7 Pie charts 4.8 Collecting data 4.9 Designing a questionnaire 4.10 Grouping data 4.11 Comparing data 4.12 Scatter diagrams and correlation 4.13 The probability scale 4.14 Equally likely outcomes 4.15 Mutually exclusive outcomes 4.16 Experimental probability 4.17 Comparing probabilities 4.18 Two or more events 4.19 Sorting with Venn diagrams</p>	<ul style="list-style-type: none"> • End of topic tests • End of term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly
3a	
<p style="text-align: center;"><u>Geometry</u></p> <p>Students will cover the topics of: 5.1 Coordinates 5.2 Plotting horizontal and vertical lines 5.3 Plotting straight-line graphs 5.4 The equation of a straight line 5.5 Real-life graphs 5.6 Line graphs for time series 5.7 Curved graphs</p>	<ul style="list-style-type: none"> • End of topic tests • End of half term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly
3b	
<p><u>Ratio and Proportion and Algebra 2</u></p> <p>Students will cover the topics of:</p> <p>6.1 Solving equations 6.2 Unknowns on both sides 6.3 Further equations 6.4 Equations with fractions 6.5 Constructing equations</p> <p>7.1 Introducing proportion 7.2 Direct proportion 7.3 Ratio 7.4 Dividing in a given ratio 7.5 Ratio and proportion 7.6 Percentage problems</p>	<ul style="list-style-type: none"> • End of topic tests • End of term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly

YEAR 8 COURSE DESCRIPTION – MATHEMATICS

Mathematics in Year 8 requires students to build on strong foundations set in Year 7 in order for them to be ready to meet the challenges and rigour of Year 9 and beyond. The changes to the curriculum pose many challenges to schools, students and parents alike, but they also offer fantastic opportunities for those who work hard.

Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources supported by a number of course textbooks targeted at a range of abilities. We follow a scheme of work that is linked with mymaths.co.uk which also feeds into a 3 year GCSE scheme of work, commencing in Year 9. In line with the national changes, the students will be carrying out some “rich tasks” throughout the year to allow them to demonstrate their ability to use and apply their mathematical thinking skills.

ASSESSMENT

Throughout the year, each set is assessed on a regular basis. Class work and homework are monitored frequently, and tests will be given after several units of work. The setting is flexible and there may be regular movements between groups throughout the year.

It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment, including a scientific calculator.

At the end of Year 8, the students will complete internal assessment papers so that all students will be aware of their current attainment before entering Year 9 ; the start of their GCSE Mathematics journey.

HOMEWORK

It is expected that regular homework will be given once every other week to students in Year 9. Homework will be marked in accordance to school policy.

HOW PARENTS CAN HELP

Resources to support your child:

Maths booster booklets which can be found on The Forest Academy's website,

<http://www.theforestacademy.org/>

Times Tables Rockstars (free login provided for by The Forest Academy, at

<https://trockstars.com>) Mymaths (free Login provided by The Forest Academy, at

www.mymaths.co.uk)

The Khan Academy (free login, but does require registration at www.khanacademy.org)

Nrich (web resources for stretching and provoking thought at www.nrich.maths.org)

Ms B Pupiec
Year 8 Mathematics Coordinator

MUSIC

COURSE OVERVIEW	
TERM	MAIN ASSESSMENT TASKS
Autumn <p style="text-align: center;"><u>Reggae</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop knowledge of Caribbean music • Learn to play an accompaniment in a reggae style. • Learn to perform a reggae piece. <p style="text-align: center;"><u>12 Bar Blues</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop knowledge of Blues music. • Develop skill to recognise the 12 Bar Blues Chord Sequence. • Gain understanding of the blues scale. • Develop skills to play 12 bar blues on keyboard, guitar, bass guitar. • Learn to improvise melodies using the blues scale. 	<p>Performance of Stir It Up.</p> <p>Compose a 12 bar blues piece.</p>
SPRING <p style="text-align: center;"><u>African Music</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop knowledge of the instruments used in African music • Learn keywords • Learn features of African Music • Learn to play tradition African song • Learn a call and response <p style="text-align: center;"><u>Music of The Past</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop knowledge of the instrumental families • Learn Pachelbels Canon • Learn to play Fur Elise on keyboards 	<p>Compose a call and response piece</p> <p>Performance of Fur Elise</p>
SUMMER <p style="text-align: center;"><u>Musicals</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop knowledge of the features of musicals • Learn keywords • Learn to play a song from a musical • Learn to play I Dreamed A Dream <p style="text-align: center;"><u>Music of South America</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop knowledge of South American music • Learn keywords • Learn to play Tequila on keyboards and guitars 	<p>Performance of I Dreamed A Dream in groups</p> <p>Performance of Tequila</p>

YEAR 8 COURSE DESCRIPTION – MUSIC

Students develop many skills in Music. They discover many genres of music, including music from around the world, historic and current music as well as exploring a variety of musical instruments. Through these lessons, students gain the skill to work individually, as well as part of a group; they develop their creative skills through performance and composition and also learn how to express what they can hear by using musical key words.

At Key Stage 3 students are taught to:

- Explore sounds and instruments through listening and playing.
- Listen and appraise their work and the work of others.
- Perform and compose music in different styles and genres.

ASSESSMENT

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Perform challenging pieces with good accuracy of pitch, intonation and rhythm.
- Perform challenging pieces in a way that demonstrates reasonable technical ability in tone, dexterity and control
- Follow the expressive directions of a composer/artist, such as dynamics and articulation, for challenging pieces
- Create melodic phrases that have a sense of shape
- Use more complex rhythmic durations, appropriate tempi and changes in tempi for an intended effect.
- Compose pieces that show appropriate organisation and sequence.
- Describe music using accurate and concise definitions of more difficult musical terms, perhaps specific to instrumental playing styles or genres of music.
- Use adjectives to describe musical features and can describe some basic effects on the listener.

HOMEWORK

It is expected that regular homework will be given once a fortnight to students in year 8.

Homework will be marked in accordance to school policy.

Homework will normally be reviewing music and identifying features, or self-assessment tasks.

HOW PARENTS CAN HELP

- Provide your child with access to the internet for research and developing ICT related projects and assist in checking the quality of the finished work.

Mrs Roberson
Head of Music

MY WORLD

COURSE OVERVIEW

My World is an alternative curriculum that students began studying in Y7 and continue to do so in Y8. The My World curriculum is a form of project-based learning and allows students to develop their independent enquiry skills by completing creative and dynamic projects with their teachers.

Teachers have planned units that enable students to build knowledge and understanding, whilst developing key skills that can be widely applied across school but importantly are also preparing our students for life in the 21st Century.

Within My World, students will be able to explore, grow, fail, learn and thrive as well as exploit opportunities to reflect on their learning and develop skills beyond purely academic ones.

Aims

- To develop students' confidence through reading, writing and speaking and listening activities
- To focus on developing personal, learning and thinking skills (PLTS) such as: independent learning, team skills, reflection on learning, participation skills, communication skills, self and well-being skills.
- To consolidate skills developed in primary school and further develop PLTS that supports success in other subjects, as well as preparing students for life outside of school
- To teach projects to other students which they undertake, where the teacher is simply the facilitator
- For students to develop skills in problem solving, collaboration, communication, self-motivation and self-management
- For students to understand the thematic approach of project-based learning and how it applies to the wider world.

ASSESSMENT

PiXL Edge is a framework for secondary schools and sixth form providers to develop and accredit in students attitudes, attributes and skills essential for employability and life. Students started to obtain credits towards the framework last year and need to build on this in Y8 to ensure they can achieve accreditation.

Through a series of accredited tasks and activities (including target-setting and self-reflection) PiXL Edge enables students to systematically enhance their skills.

Students are assessed on five key attributes over the two-year programme:

- 1. Leadership**
- 2. Organisation**
- 3. Communication**
- 4. Initiative**
- 5. Resilience**

All of the units studied focus on one or more of the above areas and students need to complete ten projects in order to receive an apprentice level accreditation, which we hope for them to achieve by the end of Y8.

HOMEWORK

If any homework for My World is set, this will be indicated via Show My Homework. Students are expected to submit homework in on time and if they have any concerns, they should speak to their teacher.

HOW PARENTS CAN HELP

As part of the My World curriculum there may be opportunities for students to attend extra-curricular trips and it is vital that you ensure your child goes on these trips as failure to do so could hinder them from achieving accreditation.

Miss Kuriakose
Head of My World

PHYSICAL EDUCATION

TERM	MAIN ASSESSMENT TASKS
AUTUMN	
Girls Netball Rugby Basketball Boys Football Rugby Basketball	Assessment are made in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> • Developing skills in Physical Activity • Making and applying decisions • Developing Physical and Mental Capacity • Evaluating and Improving
SPRING	
Girls Leadership Trampolining Boys Leadership Trampolining	Assessment are made in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> • Developing skills in Physical Activity • Making and applying decisions • Developing Physical and Mental Capacity • Evaluating and Improving
SUMMER	
Girls Athletics Tennis Rounders Boys Athletics Tennis Cricket	Assessment are made in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> • Developing skills in Physical Activity • Making and applying decisions • Developing Physical and Mental Capacity • Evaluating and Improving

YEAR 8 COURSE DESCRIPTION – PHYSICAL EDUCATION

The Forest Academy provides a broad and balanced curriculum that offers the opportunity for every child to make progress in all areas of the PE National Curriculum. We aim to support the whole school development of your child to offer them the opportunity to become Independent enquirers, Creative thinkers, Reflective learners, Team workers, Self-managers and Effective participators.

ASSESSMENT

Students are assessed in 4 key areas:

- Developing skills in Physical Activity
- Making and applying decisions
- Developing Physical and Mental Capacity
- Evaluating and Improving

Assessment for Learning

Students will be made aware of their current attainment performance and expected targets, they will also be aware of how to improve their current performance.

HOMEWORK

Students may from time to time receive formal homework's, these will be directly related to their current activity and learning focus.

HOW PARENTS CAN HELP

Students take part in 2 hours of PE each week, please be aware of 'PE days' and encourage your child to organise themselves with the appropriate equipment.

PE Kit

Forest Academy Black Polo Shirt

Forest Academy Black Fleece Jumper

Forest Academy Black Polo Shirt

Forest Academy Black tracksuit bottoms or Plain Black Shorts

Change of socks

Trainers in addition to school shoes

In cold weather long sleeved tops will be permitted under the polo shirt and the fleece. Please note for health and hygiene reasons students are not permitted to wear tights under their tracksuit bottoms or shorts during the PE lesson.

Hair band for hair longer than shoulder length

No Jewellery

All students are expected to change for PE even if excused, excused students will be expected to engage in the lesson in other roles supporting the teacher with equipment, coaching, umpiring or referring.

If your child is excused from the lesson, please provide a note to clarify the injury/illness so that their PE teacher is aware of their needs and can provide the best learning environment for them.

Extracurricular clubs are advertised in the weekly 'Stop Press' and within the PE department, please encourage your child to attend as many as they can, here they can develop skills learnt within the lesson and have an opportunity to take part in Level 2 competitions (Inter school)

Clubs are available throughout the week for a variety of activities. Taking place lunchtime and after school. On occasions teams will be expected to train before school. Students have the opportunity to take part in Level 1 competition (Intra School) through regular inter-house competitions at the school. Sports teams offer the opportunity to take part in Level 2 competition (inter school) against other schools in Redbridge and Essex. The department is committed to offering ongoing support for those students moving onto Level 3 competitions (County and District representation).

FAQ

What do I do with my Valuables?

Valuables are items such as mobile phones, wallets, money, Ipods and the like.

Valuables are not permitted with you during the lesson

You can either: Leave in your bag in the locked changing room or Hand into a member of the PE department in the valuable system, please remember to collect from your teacher before you leave!

What shall I wear?

You are expected to wear the School T shirt,

Tracksuit bottoms and fleece jumper. If you wish to wear shorts these must be plain black.

If you fail to bring an item of kit you can borrow kit from the department.

This will result in a 20 min immediate detention

What clubs are available?

Sports clubs will be offered every lunchtime and after school

Clubs will be displayed in the main foyer of the PE department

You will need to wear PE kit or sports appropriate clothing for all clubs

If you do not take part in your Core PE lesson and regularly forget your kit, you will not be permitted to join PE clubs

When are the clubs?

Lunchtime clubs will run from 1.40pm – 2.05pm.

After school clubs from 3.30pm. Finish times may vary; please check with the member of staff involved.

Can I use the Fitness Suite?

There are 2 sections to the fitness suite

Cardiovascular; treadmills, exercise bikes and cross trainers

Weight machines; Fixed weight machine

If you are in years 10 and 11 you can use both sections

If you are in Years 7-9 you can only use the Cardiovascular section

You must be wearing your PE kit or other sport specific clothing to use the fitness suite

It would be advisable to bring a bottle of water with you

Trainers are essential

Mrs Irving

Head of Physical Education

RELIGIOUS EDUCATION

COURSE OVERVIEW	
TERM	MAIN ASSESSMENT TASKS
AUTUMN	
<p><u>Autumn 1: Introduction to Philosophical Questions</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore what it means to be theist, atheist and an agnostic. • Discuss what happens after we die, if anything. • Express their own beliefs and values and compare them with other religious traditions. <p><u>Autumn 2: Stories from the Old Testament</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Learn and evaluate historical scripture by looking at stories from the Old Testament. • Express what can be learnt from stories such as The Fall of Man. • Evaluate if God is worthy of worship if God has favourites - God helped the Israelites but where was God during the Holocaust? 	<p>All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.</p> <p>In addition, summative assessment will take place regularly during the lesson.</p> <p>The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.</p>
SPRING	
<p><u>Spring 1: Who was Jesus?</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Learn about the life of Jesus and how Christians today follow the example of Jesus. • Evaluate the miracles of Jesus and what can be learnt from the Parables he told. <p><u>Spring 2: Inspirational Figures</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Learn about how faith inspired the Civil Rights Movement. • Compare the approach of Martin Luther King and Malcolm X in campaigning for freedom. 	<p>All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.</p> <p>In addition, summative assessment will take place regularly during the lesson.</p> <p>The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.</p>
SUMMER	
<p><u>Summer 1: Keeping Kashrut</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Learn about what Keeping Kashrut means for the Jewish community and how Keeping Kosher affects their lives. • Explore Biblical teachings on Food Laws in Judaism and compare them with food laws from Islam. <p><u>Summer 2: Sikhism & Equality</u> Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop an understanding of how Sikh teachings lead to actions of charity within the community. • Explore Sikh teachings on equal rights for women and men in religion and gain an understanding of how Sikh teachings influence fair treatment of all individuals. 	<p>All pupils are going to be formally assessed at the end of each topic. This means there will be two assessments in each term.</p> <p>In addition, summative assessment will take place regularly during the lesson.</p> <p>The KS3 assessment format has been structured in a manner that introduces students to similar questions that they would expect to see in an RS GCSE exam paper. Skills in explaining, evaluating and analysing will be required so that students can demonstrate good understanding and knowledge of faith communities.</p>

YEAR 8 COURSE DESCRIPTION – RELIGIOUS EDUCATION

Religious Studies is an important curriculum subject. It is important in its own right and makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.

The UK has a rich heritage of culture and diversity. Religion and belief for many people forms a crucial part of their culture and identity. As a result it is important that students in KS3 gain a deeper insight in to the lives of people who practice a faith or not and how belief can influence good actions. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. It is important that these issues are discussed in the classroom to avoid stereotyping, isolation and discrimination of faith groups.

At Key Stage 3 students are taught to:

- Learn about the different faiths around them and express how faith can lead to action within communities.
- Explore their own beliefs about creation and existence and compare them with the views of others.
- Understand historical scripture and its importance for faith communities today.
- Look at how religion can sometimes inspire people to act virtuously but also how some views can be interpreted incorrectly to influence immoral and deviant behaviour.
- To explore the ethical issues concerned with matters of life and death.

ASSESSMENT

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Identify and explain relevant key terms for each topic studied.
- Outline how faith can lead to action in the community.
- Express and justify their own opinion on topic areas studied for example, is war ever justified? and when does life begin?
- Discuss how believers have described the characteristics of God.
- Confidently use religious teachings to support their answers.
- Understand and evaluate the importance of events from historical scripture and what they mean for believers today.
- Explain what can be learnt from religion.

HOMEWORK

It is expected that regular homework will be given once a fortnight to students in year 8.

Homework will be marked in accordance to school policy.

Homework will normally be either researching a topic we will be studying, creating posters and speeches about areas learnt in the lesson. It is not necessary to set homework every week which requires grading by the teacher.

HOW PARENTS CAN HELP

- Provide your child with access to the internet for research and developing ICT related projects
- Assist in checking the quality of the finished work.
- Discussing current affairs with your child to ensure they have thought about their opinion on the matter.

Miss Moosa
Head of Religious Education

SCIENCE

COURSE OVERVIEW	
TERM	MAIN ASSESSMENT TASKS
<p>AUTUMN</p> <p>Students will study the following topics :</p> <ul style="list-style-type: none"> • Food and Nutrition : This includes - Food and advertising, Nutrients and their uses, Balanced Diets, Digestion, Surface Area and Absorption • Combustion : This includes - Oxidation, Fire safety, Air pollution, and Global warming • Fluids : This includes - The particle model, changing state, Pressure in fluids, Floating and sinking and Drag • Plants and their reproduction : This includes - Classification and biodiversity, Types of reproduction, Pollination, Fertilisation and seed dispersal, Germination and Growth 	<p>Practical assessment and end of unit tests</p>
<p>SPRING</p> <p>Students will study the following topics :</p> <ul style="list-style-type: none"> • Breathing and respiration : This includes - Aerobic respiration, The gas exchange system, Getting enough oxygen, Other forms of gas exchange and Anaerobic respiration • The Periodic Table : This includes - Fireworks/Dalton's atomic model, Elements and their symbols, Mendeleev's table, Trends in physical properties and Trends in chemical properties • Metals and their uses : This includes - Building up/Metals and their properties, Corrosion, Metals and water, Metals and acids, Pure metals and alloys/Metals in art • Light : This includes - Seeing things, Reflection, Refraction, Cameras and eyes and Colour 	<p>Practical assessment and end of unit tests</p>
<p>SUMMER</p> <p>Students will study the following topics :</p> <ul style="list-style-type: none"> • Unicellular organisms : This includes - Unicellular or multicellular, Microscopic fungi, Bacteria, Protoctists, Decomposers and carbon cycle • Rocks : This includes - Disasters, Rocks and their uses, Igneous and metamorphic rocks, Weathering and erosion and Sedimentary rocks • Energy transfers : This includes - Temperature changes, transferring energy, controlling energy transfers, Power and efficiency, paying for energy and Keeping warm • Earth and Space : This includes - Changing ideas, Seasons, Magnetic Earth, Gravity and the Solar System, Beyond the Solar System 	<p>Practical assessment, end of unit tests and end of year exams</p>

YEAR 8 COURSE DESCRIPTION – SCIENCE

KS3 Science – Working Scientifically

The main aim of KS3 Science course is for pupils to develop a deeper understanding of a range of scientific ideas. They start to make connections between different subject areas and be mindful of some of the concepts that are the foundation of scientific understanding.

The more challenging Key Stage 3 curriculum focuses on depth of knowledge, numeracy and mathematical reasoning skills. Some GCSE ideas are now included at KS3. This should better prepare pupils for the new Science GCSEs, which are set to be more rigorous. For the new-style GCSEs, students are required to demonstrate a greater understanding of mathematics in science, provide more comprehensive question answers, be able to fully incorporate practical work into their studies, as well as sit Linear examinations.

Students are taught the following skills across all Biology, Chemistry and Physics:

- Scientific attitudes
- Experimental skills and investigations
- Analysis and evaluation
- Measurement

Assessment

Students' progress in learning is closely monitored through regular assessments. Students will assess themselves and be assessed by teachers during lessons, through Practical's, through homework and in end of unit tests. At the end of the year, there will be an end of Year 8 exam. Books and homework tasks are marked using the Schools' marking Policy.

Homework

Homework will be set once a week on SMHW to reinforce the learning done during the lesson or to prepare for topics that they are scheduled to study.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Encourage your child to use BBC Bitesize website to complete homework and revise regularly.
- Encourage your child to attend homework club.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

Mr Dignon
Head of Science

SPANISH

TERM	
AUTUMN	MAIN ASSESSMENT TASKS
<p><u>Bienvenidos</u> <u>Tú y yo</u></p>	<p><u>End of unit assessment once a half term in:</u></p>
<p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Study greetings, • Colours, • Days of the week, months, • Numbers, • Stationeries, • Nationalities, • Family members, • Physical & personal descriptions • Animals, 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; Spanish to English, English to Spanish • Grammar; adjectival agreements, definite article (el, la, los, las), indefinite article (uno, una, unos), negatives. Connectives, text enrichment (QuACNOT) • Extended project: Create a poster showing your own family or a famous family, annotating it in Spanish.
SPRING	MAIN ASSESSMENT TASKS
<p><u>Vamos al instituto</u> <u>En casa</u></p>	<p><u>End of unit assessment once a half term in:</u></p>
<p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Study School subjects and the school day. • Learn to tell the time in Spanish. • Be able to describe what we do during the school day and after school. • Study different types of houses, the home and rooms and what there is in your bedroom, • To describe where you live. • To describe what you usually do at home and what you do in the evening. 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; Spanish to English, English to Spanish • Grammar; Present tense verbs, agreements of colours and numbers, personal pronouns (mi, mis, tu, tus etc), connectives, text enrichment (QuACNOT) • Extended project: Create a model of a classroom, or a model of your bedroom, labelling it in Spanish
SUMMER	MAIN ASSESSMENT TASKS
<p><u>Mi pueblo</u> <u>El tiempo libre</u></p>	<p><u>End of unit assessment once a half term in:</u></p>
<p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Say what there is in the town, give directions around town and describe what type of town it is. • To develop language when talking about the weather. • To say what sports they do and what they do in their spare time and at the weekend. • To talk about jobs that you do around the house. 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; Spanish to English, English to Spanish • Grammar; Present tense and future tense verbs, positional prepositions and phrases, connectives, text enrichment (QuACNOT, Pst, Pr, F) • Extended project: Create a presentation on your favourite holiday destination or activity in Spanish, to be filmed or performed in front of the class.

YEAR 8 COURSE DESCRIPTION – SPANISH

Students at Key Stage 3 students are taught to:

Communicate through speaking and writing and to understand Spanish through listening and reading on a variety of different topics including authentic texts and materials. They will also learn about Spanish grammar and gain skills in language enrichment, adaptation and translation.

- Develop speaking and listening skills by understanding and responding to in Spanish.
- Develop reading and writing skills in order to write a few sentences and find information from a short written text.
- Manipulate the language by adding extra details e.g. opinions and justification.
- Learn to be able to accurately translate short phrases from Spanish to English and English to Spanish.

Assessment

Students will assess themselves and be assessed by teachers during lessons, through homework and in end of unit tests. At the end of the year, there will be an end of Year 8 exam in which the majority of students should be able to write about themselves and familiar topics, giving opinions and using different tenses with more confidence, they will also be able to translate short texts into English from Spanish and into Spanish from English.

Homework

Homework will be set once a week on SMHW to reinforce the learning done during the lesson. There will also be regular vocabulary tests.

Enrichment

There will be the opportunity to communicate with Spanish School children through letters and emails.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the pupil has completed it.
- Buy a Spanish dictionary and look up Spanish websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt (this will help them practise speaking).

Ms Catmur
Head of Modern Foreign Languages

TECHNOLOGY HARD

COURSE OVERVIEW	
TERM	MAIN ASSESSMENT TASKS
AUTUMN Mechanical Toy	<i>To develop understanding of mechanics, levers, leverage, linkage and movement. Pupils will be develop skills with tools and design skills across a range of tasks.</i>
SPRING Graphics Project	<i>To develop and build their drawing and modelling skills, pupils will work with materials to build 3D skills via modelling and drawing. Assessment from drawing and design tasks and meeting key criteria.</i>
SUMMER Desk Tidy	<i>To scaffold prior leaning with wood and create a project with a more complex joinery technique. Numeracy and accuracy are key to this unit so cross curricular links are embedded. Improved tool knowledge and understanding are also linked.</i>

YEAR 8 COURSE DESCRIPTION – TECHNOLOGY HARD

All pupils in KS3 have the opportunity to study a range of projects. Each project in KS3 has a specific DT focus, which range from Resistant Materials, Graphics with some incorporating key CAD/CAM SKILLS using 2D Design™

Each KS3 group has an allocation of 2 hours per fortnight and are in groups of 20 mixed ability classes. Each KS3 Project had been specifically chosen to develop and enhance the learning and understanding of a modern DT curriculum. Pupil's work on individual projects as well as working in project teams to again develop their leadership and team building skills.

The department enjoys state of the art DT classrooms housing 3 multi-functional workshops, these classrooms include a range of cutting edge machinery, hand tools and CAD/CAM equipment.

ASSESSMENT

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Show evidence of research from **two sources independently** e.g. internet/magazines/books
- Explain how I could use the designer style in my project.
- Write a design specification which reflects my research.
- Use simple research data in my design work e.g. colours, font styles, layouts etc.
- Draw **two/three** ideas which relate to a brief using two drawing techniques.
- Produce a variety of creative ideas linked to my research and analysis.
- Design and develop ideas by using a variety of information sources.
- Present my development work neatly using 2D/3D drawings.
- Use tools correctly and safely.
- Produced a product which has a **good level of demand in some parts.**
- **Apply quality check stages** during the making of my product.
- Use the comments of others to help me evaluate my product.
- Explain in writing whether a product has been successful or not.

HOMEWORK

It is expected that regular homework will be given once every fortnight to students. Homework will be linked to encourage the development of the projects they are currently working on in school. Homework will be marked in accordance to school policy. Support with homework will be offered by all DT Staff.

Mr Gregory
Head of Hard Technology

TECHNOLOGY SOFT

<p>Context</p> <p>Design process</p> <ul style="list-style-type: none"> • Main project: Design brief: To design and make an alternative product (PASTA SALAD) which is different from those available in supermarkets for a selected target group. • Go through the various stages of the design process. • Learn how to design a food product for a target group, and how it could be produced in larger quantities. • Be able to Research for ideas using computers. • Know and to understand a design brief and the factors to be considered in a design brief. • Generate their own design specifications. • Plan their task by the use of a brainstorm / mind mapping. • Conducting surveys to find out opinions of consumers. • Representation of ideas in different forms. • Developing their design ideas. • Developing food packages. • Making of actual food product. • Evaluation of products made. • Suggestions to improve products. 	<p>Areas of study during the academic year:</p> <ul style="list-style-type: none"> * Expectations in cooking environment. * Hazards and how to prevent accidents in the cooking area. * Electric equipment. * Cereal crops and food uses. * Healthy eating guidelines. * Water and its importance. * Nutrients in food. * Micronutrients and their roles. * Macro nutrients and their roles. Students are encouraged to develop individual skills in the preparation, cooking, serving and display of work. <p>Practical: Food preparation, cooking and presentation will include</p> <p>(Cookies, Stir fry, Rock cake, Jacket potatoes, Sponge cake, Pasta salad, Vegetable salad, Ragu, Jam tart, Viennese biscuits, Rice dish, etc.</p> <p>Extension work: Design and make their own Multicultural dishes.</p>
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YEAR 8 COURSE DESCRIPTION – TECHNOLOGY SOFT FOOD TECHNOLOGY

As part of students work with food, they are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In Food and Technology, Year 8 combine practical and technological skills with creative thinking to design and make food that meet human needs. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, economic, industrial and environmental issues. Students develop confidence in using practical skills.

Students are taught to:

- Generate, develop, model and communicate their cooking ideas in a range of ways, using appropriate strategies.
- Respond creatively to design briefs, developing their own proposals and producing specifications for products
- Apply their knowledge and understanding of a range of food materials, ingredients to design and make their food products.
- Use their understanding of others' designing to inform their own.
- Plan and organise activities and then shape, form, mix, assemble and finish food materials or ingredients.
- Reflect critically when evaluating and modifying their ideas and proposals to improve food products.

ASSESSMENT

Students would be assessed on the development of their skills, knowledge and understanding of a range of topics and the quality and acceptability of food products and designs they make. Each classwork, homework, class test, examination and food product made is individually assessed. These are graded as higher, secure, emerging or at risk. At the end of Year 8 students are given an overall grade based upon the average grade obtained throughout the year.

HOMEWORK

It is expected that regular homework will be given to students which is related to the topics. Homework will be given every other week. For example if homework is given in week 1, it will be collected in week 2 and marked in accordance to school policy.

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HOW PARENTS CAN HELP

- Ensure that their child has the right ingredients for practical lessons.
- Provide your child with an apron, a container and mathematical set for written and design work.
- Assist and monitor to make sure that your child's homework has always been completed.

EXTRA CURRICULAR ACTIVITIES

Clubs are available in the Food Technology room throughout the week for a variety of cooking activities. This takes place every lunchtime. This supports students to develop their cooking skills.

Mr Amponsah
Teacher i/c Food Technology

INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

Special Educational Needs and Disabilities (SEND)

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students but typically interventions last 12 – 14 weeks.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

The English as an Additional Language department (EAL)

For students who are new to English we offer a short term intensive settling program in our Induction classes. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club where students can get help with homework and use bilingual resources.

Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website

<http://www.theforestacademy.org/teaching-learning/departments/inclusion/>

If you would like to know more or if you would like to become a parent volunteer, please contact Mr. Nerguti on the email below.

k.nerguti@theforestacademy.co.uk