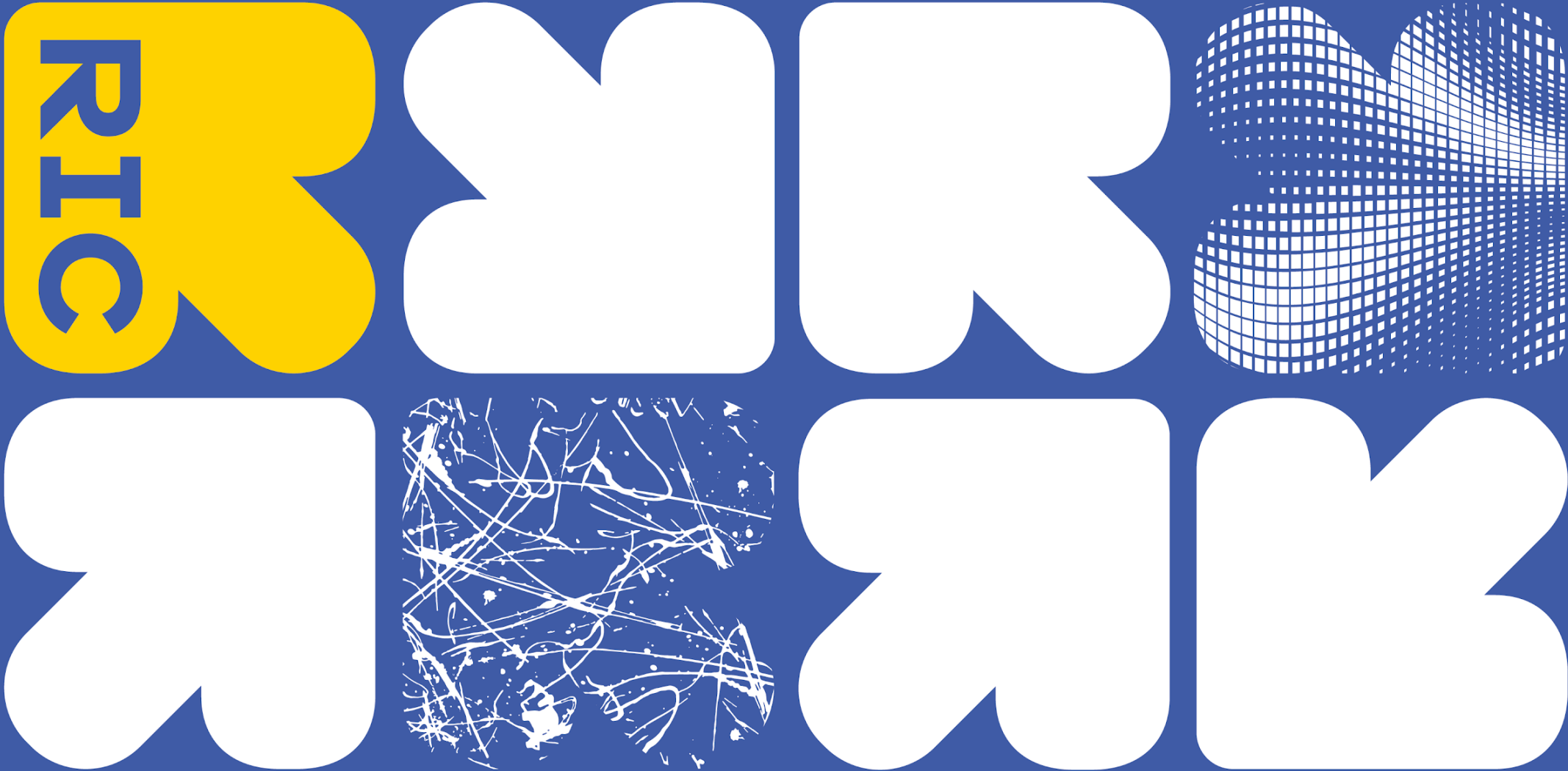






## Welcome and Overview

This booklet provides an overview of our Year 8 curriculum. You will find a summary of each subject in Year 8—what work will be covered, how your child will be assessed, what progress is expected, the types of homework likely to be set, useful websites and how parents and carers can help. It would be very helpful if you could spend some time with your child going through this booklet together as it will ‘map out’ the year ahead for them.

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## The Year 8 Curriculum at RIC

There are six lessons a day, each 55 minutes long. We offer a hugely varied inclusive and accessible curriculum that values the academic and creative equally. You will find course overviews for each subject in the main body of this booklet.

## Homework

Students in Year 8 are set 25 minutes of homework per subject per week with the exception of Maths where one hour per week is set on the Sparx Maths platform. Homework is set on Google

Classroom; the ‘To do’ lists tells students what work needs to be submitted in the coming days. Tasks could include a project over a number of weeks, research, reading comprehension or extended writing tasks or revision ahead of tests.

Homework Club takes place Monday to Thursday, 4-5pm in the Library and all students are welcome to attend.

## Holistic Personal Development & PSHE

You will find the full Year 8 PSHE curriculum later in this booklet. We welcome parent input into and feedback on our PSHE Curriculum. Please contact [kayleigh.simpson@rochester-college.org.uk](mailto:kayleigh.simpson@rochester-college.org.uk).

PSHE is delivered through:

- Weekly PSHE lessons
- Assemblies and form time activities
- Off-timetable workshops, visiting speakers and trips

## Key themes include:

- Navigating school, self and society
- Careers
- Understanding the law
- Wellbeing and Wisdom: Thriving in Body, Mind and life
- Relationships and sex education
- Online safety



## Assessing student progress

In Year 8, students receive half-termly report cards (excluding the May half term) and one full report before the summer holidays. We assess student progress in Years 7 to 9 using RIC levels. Key pieces of work are marked to subject specific descriptors of the skills required at each level. In order to achieve a level, the student needs to exhibit the knowledge and skills outlined in the descriptor.

On the report, teachers provide the grade the student is working at. This is translated into 'exceeding', 'meeting', 'working towards' and 'working below' expectations to gauge where your child is in relation to norms for their age group. The level the student received in their most recent assessment also appears as a letter and a number in the Assessment Grade column. 5a is higher than 5c. A student achieving 5a is close to moving up to a Level 6.

| Attainment in KS3            | With current rate of progress, likely to gain |
|------------------------------|-----------------------------------------------|
| Exceeding Expectations       | (i)GCSE grades 8-9 (A*)                       |
| Meeting Expectations         | (i)GCSE grades 5-7 (A-C)                      |
| Working towards expectations | (i)GCSE grades 4-5 (C-D)                      |
| Working below expectations   | (i)GCSE grade 3 and below (E-U)               |

| Attainment in KS3 |        |        | School Grade |
|-------------------|--------|--------|--------------|
| Year 7            | Year 8 | Year 9 |              |
|                   |        |        | 9            |
|                   |        |        |              |
|                   |        |        |              |
|                   |        |        | 8            |
|                   |        |        |              |
|                   |        |        |              |
|                   |        |        | 7            |
|                   |        |        |              |
|                   |        |        |              |
|                   |        |        | 6            |
|                   |        |        |              |
|                   |        |        |              |
|                   |        |        | 5            |
|                   |        |        |              |
|                   |        |        |              |
|                   |        |        | 4            |
|                   |        |        |              |
|                   |        |        |              |
|                   |        |        | 3            |
|                   |        |        |              |
|                   |        |        |              |
|                   |        |        | 2            |
|                   |        |        |              |
|                   |        |        |              |
|                   |        |        | 1            |
|                   |        |        |              |
|                   |        |        |              |



### Supporting Literacy

Parents and carers can support their child's literacy by encouraging them to regularly read and listen to podcasts for pleasure, and then by discussing them. Teachers across English, Film Studies, History, Geography and Science have been trained in discursive **Reciprocal Reading** strategies to develop stronger skills in reading for meaning.

Parents can support fluency in writing by encouraging students to undertake touch typing practice on the **Touch Type Read & Spell** platform.

### Supporting Numeracy

Parents can help students' numeracy by discussing everyday problems that require numeracy to solve them. Parents can encourage students to complete **Sparx Maths** homework, which adapts tasks to the students current ability and pace of working. If a student gets stuck, they should watch the instructional video, pausing at each step to apply it to the problem. Some students benefit from having complex worded questions read out to them. Asking students questions: 'what would you do next?' is more helpful than providing answers.

Students should not Google, use AI or receive too much help as the work set will quickly become inaccessible. If you think this has happened, or if your child is struggling with Maths, contact your child's Personal Tutor so that we can work on resetting the algorithm and look at additional support.

There is an Independent practice function on Sparx that students can use to improve areas of weakness and revise.

### Supporting Digital Wisdom

We teach, collaborate and communicate via **Google**; all students have their own **Chromebook**. Homework is set on **Google Classrooms**. Subjects develop online research, academic integrity, word processing, presenting and spreadsheet skills as appropriate. Parents can help by ensuring students' Chromebooks are charged overnight, ready for the day's lessons.

Computer Science, Digital Media and Music lessons teach coding in Python, use a range of visually creative, soundscape design and composition digital tools.

Online safety is explicitly taught in PSHE and Computer Science lessons and reinforced across subjects..

### Screen time & Wellbeing

RIC is phone free in the Lower School. Students put their phones in a Yondr pouch at the beginning of the day. We discourage computer games at break time in the summer months.



## **Supporting neurodiversity and SEND**

The breadth of our curriculum provides opportunities for neurodiverse students to excel academically, creatively, digitally, and in physical performance. The varied curriculum in Year 7 enables students to find what they love and play to their strengths.

Though we are not a special school, neurodiverse students make good progress here thanks to:

- small classes and individual tuition
- a flexible and common-sense approach to reasonable student requests, such as facilitating independent learning
- tailored programmes of study including the supportive curriculum in literacy and numeracy mentioned above
- access to digital tools to support creativity, literacy and numeracy mentioned above
- the prominence of Equality, Diversity & Inclusion in the curriculum and in extra-curricular provision (including studying diverse texts and influential people with protected characteristics) , which enables neurodiverse and disabled students to feel accepted and find role models

Support for neurodiverse students is planned to help them succeed and grow in independence, while ensuring that all students can learn well together. Therefore any adjustments made should not undermine the learning environment of other students who also may be

neurodiverse. We aim to provide strategies that build confidence and lasting skills, rather than short-term, unsustainable solutions students might come to depend on.

Our SENCOs are Leighton Bright and Ian Duxbury.

## **Stretch & challenge**

Academic streaming in English, Maths and Science enables students who are operating at a higher level to access more challenging texts and problems. As these lessons are timetabled concurrently there is the flexibility to move between groups as students improve. Our bespoke curriculum allows some students to take qualifications early with the agreement of subject specialists and the Head of Lower School.

Offering a broader-than-usual range of creative subjects, including a Digital Media, Film and Regenerative Design enables students to find strengths and be challenged early.

Small class sizes allow us to both stretch the most able and ensure all can access learning. Strategies can include setting tasks with different levels of challenge and support and using questioning to extend or scaffold.

Peripatetic music lessons for Piano, Vocals, Drums, Bass and Guitar are offered and students can sit examinations for RSL music grades at the College as we are an approved centre.

A series of extra-curricular activities is offered that provide challenge, previously including Model UN, Duke of Edinburgh Award, Debating Society, Sports Leaders and Chess Club.



## ART & DESIGN

### Curriculum Intent

The Art & Design Curriculum aims for all students to experience a broad range of creative disciplines, developing the ability to independently experiment with materials and techniques. The visual arts are a key part of the cultural heritage of every student and are integral to their creative quality of life. As such, our curriculum enhances well being, social skills, self esteem, and crucially allows for self expression in a creative capsule that always welcomes personal opinion. Our curriculum celebrates diversity, studying creative expression throughout history and across cultures. We aim for students to treat art making as a visual mode of communication, developing analytical, critical and discursive skills which in turn contribute to improving literacy, enabling them to become effective visual communicators and the creative artists of the future.

Year 8:

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                     | Term 2                                                                                                                                                                                                                                                                                                                                                                      | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                 | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                           | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What do found objects and assemblage mean to Art practice?</b><br/>Students explore the artistic use of found objects &amp; create assemblage sculptures</p> <p><b>Skills:</b><br/>Observational drawing emphasising form and spatial relationships, mixed media, collage &amp; 3D construction, t of symbolic thinking, conceptual layering</p> <p><b>Research/stimuli:</b> Cubism, Joseph Beuys, Pablo Picasso, Georges Braque</p> | <p><b>How can I design a Future City?</b><br/>Students construct surreal cityscapes using observed and invented forms.</p> <p><b>Skills:</b><br/>2-point perspective drawing, clay and cardboard for 3D models, visual storytelling, collage, painting, analysis of urban vs. rural imagery</p> <p><b>Research/stimuli:</b><br/>Surrealism, René Magritte, David Alabo.</p> | <p><b>How can I explore the Human Form and Portraiture?</b><br/>Students use mirrors to observe &amp; record facial features via expressive mark-making focussing on anatomical structure.</p> <p><b>Skills:</b><br/>Drawing, self-portraiture, charcoal &amp; graphite shading, material pressure for expressive effect, gesture</p> <p><b>Research/stimuli:</b><br/>Figure artists: Rebecca Horn, Antony Gormley, Frank Auerbach</p> | <p><b>What is Realism?</b><br/>Students observe and depict the world realistically.</p> <p><b>Skills:</b><br/>Tonal ladders, shading, blending, proportion, observational drawing of natural forms, graphite, watercolour, colour pencil, pastel; transforming realistic drawing into imaginative compositions</p> <p><b>Research/stimuli:</b><br/>Fantastic Realists, Gustave Courbet, Jean-François Millet, Thomas Eakins.</p> | <p><b>How can I understand Climate Change through Art Practice?</b><br/>Students respond to environmental issues using abstraction, pattern &amp; colour theory.</p> <p><b>Skills:</b><br/>Critical analysis; printmaking &amp; collagraph plates; drawing from memory, landscapes, &amp; local maps; abstract form, colour symbolism, pattern</p> <p><b>Research/stimuli:</b> Visual Activism, abstract art, Hundertwasser, Olafur Eliasson, climate-conscious artistic practices</p> | <p><b>How can I explore Form and Space through Seascapes?</b><br/>Students explore the sea through abstraction, colour, and environmental narrative, researching environmental themes &amp; the impact of marine pollution</p> <p><b>Skills:</b><br/>Observational drawing; composition, light, &amp; colour mixing; collage, painting, mixed media</p> <p><b>Research/stimuli:</b> Poetry, St Ives artists, contemporary figures such as Mark Bradford and Tan Zi Xi</p> |



### ART & DESIGN - Assessment

Students are assessed according to RIC Art & Design levels. There are 4 key skills that are developed & assessed:

1. **Materials and Processes**- recognising and using a range of strategies to develop ideas that are personal, original and imaginative.
2. **Critical Engagement**- How Students critically engage with their own and other's work, identifying why ideas and meanings are subject to different interpretations and using their understanding to extend their thinking and practical work.
3. **Extend**- How students extend their ideas and sustain their investigation by responding to new possibilities and meanings.
4. **Communication**- How students communicate and collaborate their own ideas, insights and views.

These are developed and assessed through marking Key Stage 3 using the 'RIC levels', when we mark your child's work, we use RIC levels where 9 is high and 1 is low, this enables consistency of marking and maintains standards in the subject of Art & Design. For ease of understanding, students receive report cards: Exceeding, Meeting, Working towards or Working below age related expectation. We do expect students to be able to say what RIC level they are working at- rather we expect them to be able to comment on their own strengths and weaknesses within the Art and Design course and to be able to articulate what practical steps they can take to improve.

### Trips & outdoor learning

Gallery Visits: Aim to arrange a KS3 visit for supporting projects. Cultural Capital and ExtraCurricular/ What Careers involve the Arts/ Lunchtime Activities in the Art Department weekly schedule.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How can parents support?:</b>   | <b>Create a dedicated space for art</b> to inspire creativity, enabling engagement in school and in independent spaces.<br><b>Encourage Exploration</b> of different art forms (painting, drawing, sculpting, digital art) to broaden artistic horizons.<br><b>Collaborate on Projects</b> and <b>Celebrate Art</b> , praising effort and creativity, not just the end result.<br><b>Connect Art to Learning</b> , exploring links to other subjects like literature (illustrating stories), history (art based on historical periods) or science (observing and drawing natural elements).<br><b>Provide a personal sketchbook journal</b> separate from school to write, draw, doodle & documentation ideas and observations. |
| <b>Useful resources and links:</b> | <a href="#">National Society for Education in Art &amp; Design</a> (online)<br><a href="#">ART UK</a> ; V&A ( <a href="#">Young V&amp;A</a> ); <a href="#">Somerset House</a> ; <a href="#">Royal Academy of Arts</a> ; <a href="#">Barbican</a> ; <a href="#">National Gallery</a> ; <a href="#">Tate Modern</a> ; <a href="#">Tate Britain</a> ; <a href="#">Turner Contemporary</a> (Margate); <a href="#">INTRA Arts</a> Charity Organisation; <a href="#">Sun Pier House</a> Events & Art Workshops (both Rochester)                                                                                                                                                                                                       |



## COMPUTER SCIENCE

### Curriculum Intent

The Computer Science Curriculum builds on skills learnt in Year 7 to provide a solid foundation for further study in Computer Science. As we now live in a connected world where computers are ubiquitous, students develop a good understanding of coding skills and how computers work and where computer software is used across a variety of disciplines. Students also continue to develop algorithmic thinking skills, critical to being able to organise and structure solutions to problems.

### Year 8:

| Term 1                                                                                                                                                                                                                                                                                              | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Term 3                                                                                                                                                                                                                                                                                                                                       | Term 4                                                                                                                                                                                                                                                                                                                                                                                                    | Term 5                                                                                                                                                                                                                                                                                                                                                         | Term 6                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What is inside a modern computer?</b><br><br>Students open the lid on computer science, learning how the different components of a computer interact to make it work. We talk about key components such as the CPU, RAM and storage.<br><br>This will be assessed through a formal written test. | <b>How do I communicate ideas to a computer? Part 1 - Modular Programs</b><br><br>We review the core skills needed in programming in a high level language. We revisit the 20 most useful keywords in Python to explore exactly how the concept of structured programming works, using the conceptual constructs of: sequence, selection and iteration. We also look at how subroutines are used to create modular programs.<br><br>This will be assessed through a written programming test. | <b>How do I communicate ideas to a computer? Part 2 - The Challenges</b><br><br>We develop and extend our core skills in Python with a series of assessed programming challenges.<br><br>Students will be encouraged to code at home. Download the free editor/IDE for your computer from <a href="http://www.thonny.org">www.thonny.org</a> | <b>Why do ones and zeros make everything work?</b><br><br>We revisit in Year 8, the maths involved in computer communication - the ones and zeroes that make computers work and how they are used to represent not just numbers but character sets, images, sound and video.<br><br>This will be assessed through a formal written test checking students' understanding of binary and binary arithmetic. | <b>How do I make a simple robot?</b><br><br>A guided discovery project where students will solve complex problems using critical and computational thinking skills. For this module we will explore creative design possibilities using motors and actuators.<br><br>Progress is assessed this term via a) task based activities and b) a formal written test. | <b>How do I control a robot with code?</b><br><br>Students will extend their project work and program their creations to do their bidding Through a selection of different arrangements and using our knowledge of Python, we will control our Lego-based "Spike" robots.<br><br>This will be assessed via the completion of a built and coded robot. |



## COMPUTER SCIENCE - Assessment

Students are assessed according to RIC Computer Science levels. There are 4 key skills that are developed & assessed:

1. Understanding how the key components in a computer work together
2. Learning how to think computationally
3. Understanding how computers use a simple notation system (binary) to perform complex tasks
4. Appreciate how environment sensors and actuators can be used to automate tasks and provide useful data

These are developed and assessed through a combination of written tests, task-based assessments and in the latter two terms, practical project work.

We also aim to develop pupils' logical and computational thinking skills as part of their programming lessons in terms 2 and 3. We also aim to foster teamwork and leadership skills in terms 5 and 6, as pupils join a team to build and then develop their robotic projects. Computational ethics will also feature in our discussions on robots and AI as part of these guided learning and teamwork project tasks.

## Trips & outdoor learning

We may incorporate a trip to The National Museum of Computing in term 5.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How can parents support?:</b>   | Support keeping your child safe by monitoring their online activities and helping them to protect their identities when online. Ensure they are only using social media sites appropriate for their age and that their profiles are locked. In Year 7 we began programming in Python - therefore it is expected that students will continue to code creatively for at least an hour per week as homework this year. |
| <b>Useful resources and links:</b> | Download the Python editor: <a href="http://www.thonny.org">http://www.thonny.org</a>                                                                                                                                                                                                                                                                                                                               |



## DIGITAL MEDIA

### Curriculum Intent

The Digital Media Curriculum in year 8 builds on the skills developed in year 7, enhancing students' media literacy and media production skills, both audio and visual. We aim to improve students' digital literacy using current technology to undertake creative processes. We aim to develop students' abilities to coordinate and manage complex creative projects, fitting them for work in the digital world.

| Term 1                                                                                                                                                                                                                                                                                                                                                                                 | Term 2                                                                                                                                                                                                                                                                                                                                                                                                  | Term 3                                                                                                                                                                                                                                                                                                              | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 5                                                                                                                                                                                                                                                                                                                                                               | Term 6                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Animation &amp; 2D</b><br><br><b>What are the principles of animation?</b><br><br><b>What tools are most commonly used for 2D animation?</b><br><br><b>How do you create a third dimension in 2D media and games?</b><br><br><b>Content/skills:</b> Stop motion animation with DSLR camera and Apps (iPad)<br><br><b>Rotoscoping</b> (Ps + iPad)<br><br><b>Parallax effect</b> (Ps) | <b>Animation &amp; Sound</b><br><br><b>What are the tools for creative Storytelling?</b><br><br><b>How do you create a successful narrative?</b><br><br><b>Content/skills:</b> Tropes, Storyboards and Onionskins<br>From Photoshop sequencing in Premiere Pro<br>Find sound FX online<br><b>Animating and Exporting</b> to format Video, or .PSD or animated.GIF<br><br><b>Video editing to sound.</b> | <b>Propaganda 1</b><br>Techniques<br><br><b>What are the conventions of propaganda poster design?</b><br><br><b>Content/skills:</b><br><br><b>Media Literacy</b><br><br><b>Techniques and Design</b> – An Introduction, History and Poster design<br><br><b>Photography, Illustration and Adobe Creative Suite.</b> | <b>Propaganda 2</b><br>Campaigning and Advertising<br><br>"If you could design a viral social media post that everyone in your school would see, what message would you want to spread—and how would you make sure people believed and shared it? Would your strategy be different if you were living in the 1940s instead of today?"<br><br><b>Media Literacy, Techniques and Design</b> – Poster campaigns and Digital Media design<br><br><b>Photography / Video, Illustration and Adobe Creative Suite.</b> | <b>Radio drama</b><br>Narrative sounds and Sound(scape) design<br><br>If a picture is a thousand words, how many is a sound?<br><br><b>How do you create a cinematic experience,</b> without using a single picture?<br><br><b>Content/skills:</b><br><b>Writing a story</b><br>Sound recording, Sound effects design, Editing<br><br>Outdoor:<br>Recording ambience | Depending on progress and ability of cohort<br><br><b>Title sequence</b> (for TV or cinema) Compose and composite with Adobe Photoshop + Premiere<br><br>or<br><br>Multiple <b>Mini Projects</b><br>eg.<br>Google Doodle<br>3D photos<br>Planets<br>...<br><br><b>Content/skills:</b><br>Extra Tools for skillset |



## DIGITAL MEDIA - Assessment

Students are assessed according to RIC Digital Media levels. There are 3 key skills that are developed & assessed:

1. Understanding the media text.
2. Analysing the media texts.
3. Creating the media texts.

Assessment includes self-assessment through consideration of individual progress and peer assessment. Teachers will provide both formative and summative assessment. Students will be provided the opportunity to improve upon assessed tasks at any time. Key assessment pieces also receive a level which students will be able to see clearly in their books to enable students to see their own progress. Targets and suggestions for improvement will always be given, even when the highest grades have been achieved.

We also aim to develop pupils' writing, analytical and practical skills.

### Trips & outdoor learning

There may be the opportunity for students to undertake trips to relevant exhibitions, dependent on availability. Students undertake outdoor learning by recording ambience and sound effects in terms 2 and 5.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How can parents support?:</b>   | Great, but not essential: if students have their own digital camera or portable sound recorder to work with<br><b>Ask questions:</b> Exploration of the world around us is an important aspect ask: 'What are we pointing our microphones at? What are we placing in front of our camera lens?<br><b>Developing media literacy:</b> Why has this image been chosen? Why has this track been used here?<br><b>Ensure access only to age-appropriate content.</b> <a href="#">Commonsense media is an excellent resource.</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Useful resources and links:</b> | <b>Media Literacy:</b> <a href="#">Shoutout article</a> , <a href="#">Literacy trust resource</a> , <a href="#">BBC article</a> , <a href="#">Family tips</a><br><b>Creating Digital Media</b> <a href="#">also benefits from engagement off-screen.</a><br>Developing listening skills (eg. For podcasters, sound designers, etc) and the eye for detail (photography, nature, ..) becoming inquisitive/observant ... there are many facets to design and creativity.<br><b>Ensuring age-appropriate access:</b> <a href="#">Commonsense media</a><br>Visit together and find out what others (parents and teens) think about specific film, books, ... media and their age-appropriateness. It is surprising how well self-policing most youngsters are.<br><a href="#">Toolkit for parents</a> for supporting child wellbeing, especially for those with SEND from BBC bitesize - Two great short movies by young people on their ADHD and Autism. |

## DRAMA

### Curriculum Intent

The Drama Curriculum aims to enrich students' understanding of the performing arts industry. We aim to create confident performers and team players who are self-reflective. Students will be able to critique each other's performances enabling them to maximise the impact of performance experience for both the performer and the audience. Students will develop creative writing skills in script work. They will develop verbal and written analysis and evaluation skills enabling them to progress and develop in both performance and exam skills. They will develop a deep understanding of the Drama terminology needed for both explanatory and creative reasoning. There will be opportunities to attend theatre trips and to take part in workshops run by exterior theatre companies.

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Term 2                                                                                                                                                                                                                                                                                                                                                                    | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Term 6                                                                                                                                                                                                                                                                 |
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| <p><b>How do we explore a full length play?</b></p> <p><b>Key foci:</b> Confidence; Understanding of status within a play script. Links between Drama and wider issues.</p> <p><b>Introduction to the text</b><br/>Reading the play as a group, discussions surrounding Remembrance Day, Recreating key scenes</p> <p><b>White Poppies</b><br/>Recreating short scenes from the play as well as working with Off the Text improvisation techniques to deepen the understanding of the play and the characters; Studying play structure</p> | <p><b>How do we create a character using movement &amp; voice?</b></p> <p>Using scripted extracts to develop a sense of character, we explore theatre arts such as costume, set and sound design in relation to a text.</p> <p><b>Skills:</b><br/>Stage presence<br/>Stage awareness<br/>Creative thinking</p> <p><b>Suggested text:</b><br/><i>A Christmas Carol</i></p> | <p><b>What is different about historical drama?</b></p> <p><b>Key foci:</b> Confidence; Understanding of Shakespeare &amp; his work<br/>The historical period, Shakespearean language.</p> <p><b>Introduction to the text</b><br/>Reading the play as a group; Recreating key scenes from the play; Exploring themes &amp; creating improvisations that link to a modern day audience.</p> <p><b>Macbeth</b><br/>Exploring Macbeth students will look at key scenes - looking at language as well as characterisation<br/>Exploring themes of the play.</p> | <p><b>How do we use a play text to explore gangs and bullying?</b></p> <p><b>Key foci:</b> Confidence; Group work; Discussions<br/>Social issues; Social media.</p> <p><b>Introduction to issue based texts</b><br/>How can we use drama to confront social issues?</p> <p><b>The Terrible Fate of Humpty Dumpty</b><br/>Explore the use of Off the Text improvisation; Hot Seating a character; Role on the wall to explore the inner life of characters.</p> | <p><b>What is Commedia Dell'Arte?</b></p> <p><b>Key foci:</b> Confidence; Understanding of comedic styles &amp; character; Improvisation - being spontaneous; Stylised dramatic actions.</p> <p><b>Introduction to Comedy</b><br/>Explore elements of comedy: Improvisational comedy; Slap Stick; Satire; Parody.</p> <p><b>Introduction to Commedia Dell'Arte</b><br/>Explore what makes comedy - Build confidence through spontaneous improvisations such as Alphabetic improvisations in pairs. Looking at Stock comedic characters<br/>Looking at comedic physicality</p> | <p><b>How do we stage a full production?</b></p> <p>Full play<br/>Original characters<br/>Drama terminology implemented<br/>Creative thinking<br/>Dramatic use of body and voice<br/>Stage presence<br/>Understanding choral speaking and transitions<br/>Teamwork</p> |



## **DRAMA - Assessment**

Students are assessed according to RIC Drama levels. There are key skills that are developed & assessed:

1. Performance
2. Characterisation
3. Adaptability of performance
4. Collaborative working

We also aim to develop confidence and team working within the classroom.

These are developed and assessed through assessed performances and written reflections. Students will complete various tasks including observing others work and critiquing their own and others use of techniques. Students will produce written work reflecting on both student and professional performances. A short performance of script at the end of the term in which students get the opportunity to evaluate each other's work.

### **Trips & outdoor learning**

We offer a wide range of Trips to theatres to see various Plays and Musicals

Full School Production

Mini showcases

|                                    |                                                                                                                                                                                                                                               |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How can parents support?:</b>   | Exposure to live theatre<br>Reciprocal reading of texts and scripts<br>Support with home learning and ideas                                                                                                                                   |
| <b>Useful resources and links:</b> | <a href="https://www.nationaltheatre.org.uk/home/">https://www.nationaltheatre.org.uk/home/</a><br><a href="https://www.lamda.ac.uk/">https://www.lamda.ac.uk/</a><br><a href="https://shakespeare.mit.edu/">https://shakespeare.mit.edu/</a> |



## ENGLISH

### Curriculum Intent

The English Curriculum builds on skills learnt in Year 7 to ensure that students read easily, fluently and with good understanding, habitually reading widely and often, for both pleasure and information, gaining an appreciation of our rich and varied literary heritage. We aim that students acquire a wide vocabulary, an understanding of grammar and of linguistic conventions for reading, writing and speech. We enable students to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We discuss in order to learn, enabling students to explain clearly their understanding and ideas. We aim for competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Year 8:

| Autumn-Winter                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                | Winter-Spring                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                            | Spring-Summer                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                        | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                             | Term 4                                                                                                                                                                                                                                                                                                     | Term 5                                                                                                                                                                                                                                                                                                                                                                                                | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>How is phonology used for effect in varied texts?</b><br/>and/or<br/><b>How are rebellion &amp; individualism presented in different genres, forms and times?</b></p> <p><b>Possible texts:</b> pre-1914 poetry &amp; media: Metaphysical Poetry., <i>The Highwayman</i> by Alfred Noyles.</p> <p><b>Possible tasks:</b> spells, annotations, character descriptions, radio transcripts, articles, letters, essays, Pirate Project.</p> | <p><b>What are the features of effective journalism?</b><br/>and/or<br/><b>How are poetic conventions employed to present character?</b></p> <p><b>Possible texts:</b> media &amp; post-1914 poetry: Duffy &amp; Armitage poetry, 'Old Possum's Book of Practical Cats' by TS Eliot, Teen Magazines or The Music Machine</p> <p><b>Possible tasks:</b> letters, job applications, articles, questionnaires, poetry, comprehension, essays.</p> | <p><b>How do writers use language &amp; structure to present plot, characters &amp; themes?</b></p> <p><b>Possible texts:</b><br/>Post-1914 prose: <i>Holes</i>, Louis Sachar, <i>Roll of Thunder, Hear My Cry</i>, Mildred Taylor, <i>The Outsiders</i>, SE Hinton</p> <p><b>Possible tasks:</b> letters, summaries, stories, descriptions, character profiles, reading comprehension tests, leaflets, alternative endings, debates, reviews.</p> | <p><b>How does Shakespeare present the cultural values of his time in his portrayal of tragedy?</b></p> <p><b>Possible texts:</b><br/>Pre-1914 drama: <i>Macbeth</i>, <i>Hamlet</i></p> <p><b>Possible tasks:</b><br/>character descriptions, summaries, eulogies, leaflets, debates, extended essays.</p> | <p><b>How is the work of dramatists communicated effectively through performance?</b></p> <p><b>Possible texts:</b> Post-1914 drama: <i>Pygmalion</i>, George Bernard Shaw, <i>Educating Rita</i>, Willy Russell, <i>Our Day Out</i>, Willy Russell</p> <p><b>Possible tasks:</b><br/>summaries, character maps, annotations, timelines, songs, casting/staging notes, essays, devised epilogues.</p> | <p><b>How do writers use language to convey plot, character &amp; theme?</b><br/>and/or<br/><b>What are the features of effective fiction &amp; non-fiction writing?</b></p> <p><b>Possible texts:</b><br/>Pre-1914 prose: <i>The Island of Dr Moreau</i>, HG Wells, <i>Dr Jekyll and Mr Hyde</i>, RL Stevenson</p> <p><b>Possible tasks:</b><br/>leaflets, director's notes, tension charts, eulogies, diary entries, letters, survival guides, speeches.</p> |



### ENGLISH - Assessment:

Students are assessed according to RIC English levels. There are three key skills that are developed & assessed:

1. Spoken Language
2. Reading
3. Writing

These skills are developed and assessed continuously: Each unit has at least one summative assessment task (selected at the teacher's discretion) and several formative assessments leading up to and following on from this. Assessment includes self, peer and teacher evaluation and continuous verbal and written feedback.

### Trips & outdoor learning

Trips often include joint English & Drama theatre performances dependent upon what is available, for example in previous years we have seen *Pig Heart Boy* and *A Christmas Carol*. Outdoor learning takes place on an ad hoc basis in the summer, often involving reading groups.

|                                    |                                                                                                                                                                                                                                                           |
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| <b>How can parents support?:</b>   | Encourage and support reading for pleasure daily.<br>Adopt reciprocal reading approaches with children.<br>Makes literature available in the house - normalise reading.                                                                                   |
| <b>Useful resources and links:</b> | <a href="https://shakespeare.mit.edu/">https://shakespeare.mit.edu/</a><br><a href="https://www.bbc.co.uk/sounds/brand/p0f9sz77">https://www.bbc.co.uk/sounds/brand/p0f9sz77</a><br><a href="https://www.sparknotes.com/">https://www.sparknotes.com/</a> |

## FILM STUDIES

### Curriculum Intent

The Film Studies curriculum is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of film by studying a variety of films from around the world with options to explore filmmaking to enhance their understanding of both the creative process and provide an informed filmmaker's perspective on their own study of film.

| Term 1                                                                                                                                                                                                                                                                                                        | Term 2                                                                                                                                                                                                                                                                      | Term 3                                                                                                                                                                                                                                                                                                                                               | Term 4                                                                                                                                                                                                                                                                                                                     | Term 5                                                                                                                                                                                                                                                                                                 | Term 6                                                                                                                                                                                                                                                |
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| <p><b>What is British Cinema?</b></p> <p><b>Possible texts:</b><br/>British Cinema over time</p> <p><b>Skills:</b> Research, analysis using film form (editing, mise-en-scene,, sound, cinematography) &amp; key elements of film.</p> <p><b>Tasks:</b> create a presentation about British film history.</p> | <p><b>What is context &amp; representation?</b></p> <p><b>Possible texts:</b><br/>British film: <i>Bend it Like Beckham</i> (2002)</p> <p><b>Skills:</b> Analysis using film form, Developing analytical &amp; written skills in studying context &amp; representation.</p> | <p><b>What are the codes and conventions of documentary film?</b></p> <p><b>Possible texts:</b><br/>Documentary film &amp; television: <i>Spellbound</i> (2001)</p> <p><b>Skills:</b><br/>Codes and conventions of documentary film &amp; television, documentary modes and genre conventions, storyboarding, written analysis using a scaffold.</p> | <p><b>How can we use the codes and conventions of documentary film in our own production?</b></p> <p><b>Skills:</b> Elements of film form, creative and technological skills</p> <p><b>Task:</b> Create a short documentary film. Write, film and edit a moving image documentary and written review - using scaffold.</p> | <p><b>What is genre?</b></p> <p><b>What is teen film?</b></p> <p><b>Possible texts:</b> Teen film: <i>Clueless</i> (1995)</p> <p><b>Skills:</b> Analysis using elements of film form: codes and conventions of a teen film.</p> <p>Developing analytical and written skills in studying film genre</p> | <p><b>What is context?</b></p> <p><b>What is representation?</b></p> <p><b>Skills:</b><br/>Codes and conventions of teen film.</p> <p>Study of film form.</p> <p>Developing analytical and written skills in studying context and representation.</p> |



## FILM STUDIES - Assessment

Students are assessed according to RIC Film Studies levels. There are 3 key skills which are developed & assessed:

1. Demonstrate knowledge and understanding of elements of film.
2. Apply knowledge and understanding of elements of film, including to analyse and evaluate own work and other films.
3. Apply knowledge and understanding of elements of film to the production of a genre-based film or screenplay.

These are developed and assessed through a variety of set texts.

We also aim to develop pupils' collaborative and leadership skills.

### **Trips & outdoor learning**

Trips to see additional films, the British Film Institute for additional learning, and visiting speakers from the film industry.

|                                    |                                                                                                                                                                                                                                                                                                                                                              |
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| <b>How can parents support?:</b>   | <b>Encourage use of key vocabulary in Film Studies.</b><br><b>Watch the films on the curriculum at home and encourage conversation about cinematography, mise-en-scene, genre, narrative, editing and sound.</b><br><b>Watch TV programmes and films at home or the cinema.</b><br><b>Encourage the reading of film reviews in magazines such as Empire.</b> |
| <b>Useful resources and links:</b> | <a href="http://www.studiobinder.com">www.studiobinder.com</a><br><a href="http://www.empireonline.com">www.empireonline.com</a>                                                                                                                                                                                                                             |

## FRENCH

The curriculum aims not only to develop language proficiency but also to promote inclusivity, diversity, and sustainability. Students are encouraged to explore the diverse cultures and identities within French-speaking communities, fostering empathy and understanding. Cultural exchanges and discussions on topics such as social justice, equality, and environmental sustainability are integrated into the curriculum to broaden students' perspectives and encourage critical thinking. Through language learning, students gain insight into global issues and are empowered to become responsible global citizens.

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                        | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                              | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Term 6                                                                                                                                                                |
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| <p><b>Où passes-tu tes vacances?</b><br/>Talking about school holidays</p> <p><b>Skills:</b> <u>Pronunciation:</u> <a href="#">liaison</a><br/>Pronunciation of <a href="#">gn, en</a> and <a href="#">gn</a> and <a href="#">-ai</a> and <a href="#">-é</a>.<br/>Reading skills: Using context and logic<br/>Decoding: looking for clues and applying logic<br/>Recognising verbs in the perfect tense<br/>Listening, Translation French&gt; English and English&gt; French.</p> | <p><b>Que fais-tu pour Noël?</b><br/>Talking about festivals &amp; celebrations.</p> <p><b>Skills:</b> Pronunciation of <a href="#">-ai</a> and <a href="#">-é</a>, cognates<br/>Asking 'yes' / 'no' questions<br/>Reading skills: Using context and logic<br/>Using <i>on</i> to mean 'we'<br/>Silent consonants at the end of words<br/>Register (being polite)<br/>Using prediction when listening<br/>Checking your work for accuracy</p> | <p><b>Quels sont tes loisirs?</b><br/>Talking about leisure activities.</p> <p><b>Skills:</b> Deducing meaning in unfamiliar vocabulary<br/>Pronunciation: <a href="#">é</a>, <a href="#">in</a>, <a href="#">eu</a>, <a href="#">è</a>, <a href="#">tion</a>, <a href="#">-qu</a>-<br/>The 24-hour clock<br/>Dealing with synonyms<br/>Irregular past participles (<i>bu, lu, vu</i>)<br/>Looking up perfect tense verbs<br/>Using connectives</p> | <p><b>Où habites-tu?</b><br/>Talking about where you live.</p> <p><b>Skills:</b> Pronunciation: silent consonants, <i>eu</i> and <i>ou</i>; silent letters: <i>x, t, s, ent</i><br/>Looking up nouns in the dictionary or online<br/>Listening to spot and transcribe infinitives and nouns<br/>Using grammatical knowledge while reading<br/>Using varied reading strategies to decode<br/>Taking notes while listening<br/>Writing in detail<br/>Combining present and past tenses</p> | <p><b>Tu fais du sport?</b><br/>Talking about sports.</p> <p><b>Skills:</b> Spotting synonyms in reading<br/>Pronunciation: <a href="#">cognates</a>: <i>th</i> and <i>tion</i>, <a href="#">liaison</a><br/>Saying years in French<br/>Using the verb <i>trouver</i><br/>Taking notes in French while listening<br/>Translating from French into English (using reading strategies/ making sure translation sounds natural)<br/>Using <i>depuis</i> (to mean 'for'/'since')<br/>Translating present tense into English<br/>Listening</p> | <p><b>Tu peux me parler de toi?</b><br/>Revision and assessment.<br/>A toi! pages 126-135</p> <p><b>Assessment:</b> end of year assessment<br/>Reading + Speaking</p> |



## FRENCH - Assessment

Students are assessed according to RIC Modern Foreign Languages levels. There are four key skills that are developed & assessed:

1. Listening
2. Speaking
3. Reading
4. Writing - including translation

These are developed and assessed through the year, two per term using end-of-unit test papers. There is also teacher observation of oral presentation and role-play, peer and self assessment. In the Summer term there is an end-of-year exam for which the students are expected to revise.

We also aim to develop pupils' teamwork and problem solving skills. Collaborative language learning activities, such as group projects, pair work, and interactive games, require students to communicate and cooperate effectively with their peers. Learning a new language challenges the brain, improving memory, concentration, and problem-solving skills.

### Trips and outdoor learning

Outdoor learning: using the garden for a treasure hunt.

Local trip to Jackson Recreational park to play boules and have a French picnic.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>How can parents support?:</b>   | Remind their children to do their weekly homework, and help them by helping them to learn their vocabulary (there will be a short test every week).<br>They can also discuss the importance of learning a modern language with their children, the personal and social benefits. Encourage and be interested in what the children learn every week in French. Parents can also take their children to French restaurants and encourage them to understand the menu, or go on holiday to a French-speaking country, if there is an opportunity.                                                                                                          |
| <b>Useful resources and links:</b> | <b>Students' <a href="#">Shared Drive</a></b><br><b>Pearson <a href="#">ActiveLearn</a> / <a href="#">ActiveHub</a></b><br>RIC students have an account with ActiveLearn/ActiveHub, they can login using their school email address and password to access resources to support their learning with the exact vocabulary and skills taught in lessons.<br><b><a href="#">BBC Bitesize KS3 - French</a></b> helpful video clips with clear explanations of phonics, grammar and topics.<br><b>Dynamo 2 Second Edition textbook</b><br>Used by the students in school.<br><b>Dynamo 2 Workbook 2A</b><br>Used for homework and further independent study. |



## GEOGRAPHY

### Curriculum Intent

The Geography Curriculum builds on the knowledge and skills from year 7, enabling students to develop their understanding of geographical processes and patterns, physical and human, and learn new concepts. Our students will build on their geographical understanding, for example in 'Mapping festivals' students apply cartographic skills learnt in year 7. Students will continue to develop their knowledge and understanding of local actions and global impacts, the importance of sustainability for global health, and use creativity and innovation to suggest and investigate solutions to these issues.

| Term 1                                                                                                                                                                            | Term 2                                                                                                                                                                                                | Term 3                                                                                                                                                                                                                      | Term 4                                                                                                                                                                                                                           | Term 5                                                                                                                                                                                                                    | Term 6                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Why do so few live in the Sahara desert and Siberia?</b><br><br>Latitude, altitude, drought, tundra, permafrost, global currents (wind and oceans), adaptation, sustainability | <b>Why are there differences in the level of development globally?</b><br><br>Development, inequalities, sustainability, governance, poverty, NGO's, IGO's, global trade, globalization, exploitation | <b>Could China become the most powerful country in the world?</b><br><br>Globalization, capitalism, communism,trade, One Child Policy, aging population, Special Economic Zone, environmental impacts of hyperglobalization | <b>How effectively can we prevent the impacts of climate change?</b><br><br>Climate, enhanced greenhouse effect, ozone layer, carbon cycle, photosynthesis, adaptation, mitigation, feedback loops, sustainability, inequalities | <b>Can mass gatherings and festivals be sustainable and safe?</b><br><br>Physical, human and environmental geography location factors, grid references, map symbols, scale, flood risk, carrying capacity, sustainability | <b>Is it sustainable to extend our life expectancy?</b><br><br>Life expectancy, aging population, birth rate, death rate, government policy, religion, healthy diet development indicators, sustainability |
| <b>Skills:</b> Processes, consequences, sequencing, climate graphs and metrological maps interpretation, data analysis, patterns and trends and classification.                   |                                                                                                                                                                                                       | <b>Skill:</b> Using data, graphical representation, explaining the role of political systems, mapping impacts of climate led natural disasters, identifying bias in media representation, source analysis.                  |                                                                                                                                                                                                                                  | <b>Skill:</b> Identifying the factors, classifying impacts, Venn diagrams, land use analysis.                                                                                                                             |                                                                                                                                                                                                            |
|                                                                                                                                                                                   | <b>Skills:</b> Local effects- global impacts making connections, synoptic thinking linking mechanisms and impacts of globalisation and opening economic markets, identifying regional disparities.    |                                                                                                                                                                                                                             | <b>Skill:</b> Assessing sustainability and responsible action                                                                                                                                                                    |                                                                                                                                                                                                                           |                                                                                                                                                                                                            |
| <b>Skill:</b> Cartographic skill, atlas skill, decision making and application of key vocabulary, Extended writing and evaluating strategies to address global issues.            |                                                                                                                                                                                                       |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                                                                                                            |



## GEOGRAPHY - Assessment

Students are assessed according to RIC Geography levels. There are 6 key skills that are developed & assessed:

1. Contextual world knowledge
2. Geographical understanding
3. Skill & applied enquiry
4. Communication and sources

We also aim to develop pupils' collaboration and reflective learning skills through various team work activities and self assessment tasks. These are developed and assessed through the use of an end of term formal test for each unit and an end of year test. In addition, students complete one piece of assessed classwork per term. Furthermore, students' homework and verbal contribution throughout the lesson and classwork is also taken into consideration to provide a more holistic assessment of their working grade.

### Trips, outdoor and extra curricular learning

Likely trips throughout the year include visits to Natural History Museum and local zoo, the Fenn Bell. There is also the opportunity for localised field work activity for the topics Live Forever and Mapping Festivals to Chatham and Rochester as part of decision making exercise for the location of a localised festival and analysing how a local economic environment supports healthy living. The year 8 curriculum provides links to extra curricular learning through learning basic Chinese mandarin language, appreciation of culture through the arts, and development of numeracy skills in regards to handling data, identifying trends, graphical creation and data manipulation.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>How can parents support?:</b>   | <b>Watch or read the news</b> discussing natural disasters and political developments. Use the “5 W’s” to aid discussion (What has happened? Where has it happened? Why did it happen? Who is affected? When did it happen?)<br><b>Locate</b> using online tools such as <a href="#">globe</a> and maps and a compass to encourage your child to navigate<br><b>Discuss</b> learning in lessons and homework, and how it connects to their home and the wider world.<br><b>Visit</b> museums, woodlands, towns and cities. Encourage your child to research further- why is this area significant? What processes are happening here? Take photographs, field sketches, annotate them, . |
| <b>Useful resources and links:</b> | <b>Locating places:</b> <a href="#">Globe Game</a> ; <a href="#">World Geography Games</a> ; <a href="#">Geoguessr</a> ; <a href="#">Wordle</a><br><b>Consolidating learning and revision:</b> <a href="#">BBC bitesize</a> ; <a href="#">Seneca learning</a><br><b>Strengthening skills:</b> <a href="#">Ordnance Survey Mapzone</a> ; <a href="#">BBC bitesize revision</a> ; <a href="#">GeographyPods map skills</a>                                                                                                                                                                                                                                                                 |

## HISTORY

## Curriculum Intent

The Year 8 curriculum has been designed to provide students with an understanding of the radical changes that shaped Britain, Europe and the world in the Early Modern Era. A balance between events specific to Britain and a global perspective has been struck to immerse students in diverse histories, particularly emphasising the impact of European interactions with the wider world. The study of historical injustices, both as specific examples and enduring patterns, empowers students to engage with the complex social challenges these still present and consider how effective and compassionate change can be achieved. Engagement with sources from throughout the period of study equips students with the skills to critically evaluate, discern bias, and make informed decisions.

| Term 1                                                                                                                                                                                                                                                                     | Term 2                                                                                                                                                                                                                                                                                                        | Term 3                                                                                                                                                                                                                                                                                | Term 4                                                                                                                                                                                                                                                                                                    | Term 5                                                                                                                                                                                                                                                                                                        | Term 6                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What was England like in the Middle Ages?</b> <ul style="list-style-type: none"> <li>- Feudalism and life in the Middle Ages</li> <li>- The Black Death, beliefs and responses</li> <li>- The Peasants' Revolt and its consequences for feudalism in England</li> </ul> | <b>What was the Renaissance and why did it lead to an Age of 'Discovery'?</b> <ul style="list-style-type: none"> <li>- Discoveries and ideas of the Renaissance</li> <li>- The voyages of European explorers</li> <li>- Indigenous American societies</li> <li>- Expansion of European colonialism</li> </ul> | <b>Why did some people start to 'protest' against the Church?</b> <ul style="list-style-type: none"> <li>- The power of the Mediaeval Church</li> <li>- The Tudor dynasty</li> <li>- Origins of the Protestant Reformation</li> <li>- Impact of the Reformation on England</li> </ul> | <b>Why did the King and Parliament fight a Civil War?</b> <ul style="list-style-type: none"> <li>- Origins of the conflict</li> <li>- Character of Charles I</li> <li>- Why Parliament won the Civil War</li> <li>- Why Charles I was executed</li> <li>- Oliver Cromwell and the Protectorate</li> </ul> | <b>What was the transatlantic slave trade and how was it abolished?</b> <ul style="list-style-type: none"> <li>- Origins of transatlantic slave-trade</li> <li>- Experience and resistance of enslaved people</li> <li>- Growth of abolitionism</li> <li>- The American Civil War and emancipation</li> </ul> | <b>How did the Industrial Revolution change the world?</b> <ul style="list-style-type: none"> <li>- The Scientific Revolution and changing understanding of nature, medicine etc.</li> <li>- The Agricultural Revolution and origins of the Industrial Revolution</li> <li>- Key technological breakthroughs</li> <li>- Impact of the Industrial Revolution</li> </ul> |



## HISTORY - Assessment

Students are assessed according to RIC History levels. There are three key skills that are developed & assessed:

1. Ability to recall, select, organise and deploy knowledge
2. Ability to construct historical explanations using an understanding of cause and consequence, chance and continuity, similarity and difference, and the motives, emotions, intentions and beliefs of people in the past
3. Ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

We also aim to develop pupils':

- Literacy (speaking, listening, reading, writing), including extended answers written under examination conditions.
- Digital literacy, where appropriate through exercises such as independent research tasks
- Positive socialisation through dialogue in class discussions.
- Independence and resilience through regular homework, with a focus on independent reading and comprehension.

These are developed and assessed through informal feedback in lessons, marked work in exercise books accompanied by individualised feedback tasks, and termly formal assessments that check students' long term recall as well as their skills of analysis and explanation.

## Trips & outdoor learning

Visit to Sandwich Medieval Society for workshops on life in the Middle Ages.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>How can parents support?:</b>   | <b>Encourage interest in current events-</b> discuss current events in the news and how they connect to history. Encourage your child to research these events further. ( <a href="#">BBC Newsround</a> )<br><br><b>Visit historical locations-</b> such as castles, museums and battlefields. ( <a href="#">English Heritage</a> )<br><br><b>Help with keywords-</b> using quizzes and flashcards to help memorise keywords and facts. ( <a href="#">Flash Card Generator</a> ) |
| <b>Useful resources and links:</b> | <a href="#">BBC Bitesize</a> - for general reading and revision materials<br><a href="#">Blooket</a> - for knowledge quizzes<br><a href="#">HomeschoolHistory</a> - short videos on relevant historical topics                                                                                                                                                                                                                                                                   |



## MATHEMATICS

### Curriculum Intent

The Mathematics Curriculum builds on skills learnt in Year 7 to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The year 8 curriculum below is subject to change depending on a number of factors. These can include not teaching as many lessons due to students attending events such as trips, college activities, and attending talks by outside speakers and staff changing during the course of the academic year.

| Term 1                                                                                                                                                                                                                                                                                                                                                                                               | Term 2                                                                                                                                                                                                                                                                                        | Term 3                                                                                                                                                                                                                                                                                                                                                                    | Term 4                                                                                                                                                                                                                                                                                                     | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Term 6                                                                                                                                                                             |
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| <p><b>How many kinds of numbers are there?</b></p> <p><b>Number:</b> Calculations, including negative numbers<br/>Powers, roots &amp; brackets, Multiples &amp; factors</p> <p><b>How many smarties will fit in Wembley Stadium?</b></p> <p><b>Area &amp; volume:</b> Area of triangles, parallelograms &amp; trapeziums; Volume of cubes &amp; cuboids, Nets</p> <p><b>Extension:</b> Packaging</p> | <p>Surface area of cubes and cuboids</p> <p><b>Why do we need graphs &amp; charts?</b></p> <p><b>Statistics:</b> Pie charts, scatter graphs and stem &amp; leaf diagrams; Using tables<br/>Comparing data<br/>Misleading graphs</p> <p><b>Extension:</b> Fairtrade chocolate - pie charts</p> | <p><b>Why are letters important in maths?</b></p> <p><b>Algebra:</b> Algebraic powers; Expressions &amp; brackets; Factorising; Solving one &amp; two step equations</p> <p><b>What would you prefer? 1000 Thai baht or 1000 Moroccan dirhams?</b></p> <p><b>Real life graphs</b><br/>Conversion, distance time &amp; line graphs.</p> <p><b>Extension:</b> ice cream</p> | <p>Real-life and curved graphs</p> <p><b>How many parallel lines would you find in your house?</b></p> <p><b>Lines and angles</b><br/>Quadrilaterals<br/>Alternate angles<br/>Angles in parallel lines<br/>Exterior &amp; interior angles</p> <p><b>Extension:</b> Deforestation - interpreting graphs</p> | <p><b>What is the easier way to square 2.5?</b></p> <p><b>Calculating with fractions</b><br/>Ordering fractions; Adding, subtracting, multiplying &amp; dividing; Calculating with mixed numbers</p> <p><b>If you get a 50% pay rise &amp; then a 50% decrease, are you better off than before?</b></p> <p><b>Percentages, decimals &amp; fractions:</b> Converting between fractions, decimals &amp; percentages</p> <p><b>Extension:</b> murder mystery</p> | <p>Writing percentages<br/>Percentages of amounts</p> <p><b>Extension:</b> Design a park</p> <p>Revision for end of year assessment</p> <p><b>Trip:</b> Trip to Bletchley Park</p> |



## MATHEMATICS - Assessment

Students are assessed according to RIC Mathematics levels. There are three key skills that are developed & assessed:

1. Develop fluency
2. Reason mathematically
3. Solve problems

These are developed and assessed through self/peer assessment, half termly assessments, regular homework tasks and termly enrichment/sustainability tasks. The enrichment/sustainability tasks relate maths to the real world, so that students understand the importance of mathematics outside the classroom. We also aim to develop students' curiosity and their ability to apply their mathematics knowledge in other subjects.

### Sparx Maths homework:

Students are set a total of 1 hour of Maths homework per week on the Sparx Maths online platform in line with Cambridge University's research on the most effective practice. Mathematics skills were disproportionately affected by Covid and Sparx Maths helps us to close this gap. Students should complete 100% of tasks set, which are personalised to their current level. If they get stuck, students can follow the steps in the platform's videos and speak to teachers in lessons or at lunch ahead of the deadline. Students should not use AI or find answers online as this will result in the tasks set becoming inaccessible. Students can also undertake Sparx XP Boost and Target to do extra tasks for revision.

### Trips & outdoor learning & extracurricular

Outdoor learning is weather dependent and can include finding shapes and parallel lines around the campus in terms 1 and 4. A trip to Bletchley Park occurs in June. The day includes the rare opportunity for students to use a genuine Enigma machine as well as encountering a range of historical codes and ciphers, as they work together to decipher messages in order to solve a puzzle. UKMT Junior challenge takes place in April

### CatchUp Numeracy

These support sessions are run by our teaching assistant in structured one-to-one interventions for learners whose numeracy levels are lower than the expected level at the start of year 8 and take place in two 15 minute sessions per week during form times and other lessons. Research shows that students on this programme achieve more than double the progress of typically developing learners. These support sessions are aimed at our pupils who may have missed some of their primary education or due to their maths ability being slightly lower than where they should be at the start of year 8.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>How can parents support?:</b>   | <b>Sparx Maths</b> - ensure that students complete all their homework every week on time, undertaking 'XP Boost' and 'Target' sections for stretch and challenge. <b>Discuss</b> the maths that you use in your job and in everyday life. <b>Equipment:</b> ensure that your child is fully equipped for every Maths lesson including a blue/black pen, pencil, ruler, protractor, pair of compasses and a scientific calculator. |
| <b>Useful resources and links:</b> | <a href="#">BBC bitesize maths</a><br><a href="#">Corbett maths</a>                                                                                                                                                                                                                                                                                                                                                               |



## MUSIC

### Curriculum Intent

The Music curriculum builds on skills learnt in Year 7 to develop more advanced musical understanding of music theory and production, improve creative and analytical skills and explore the historical and cultural significance of diverse musical genres, including blues, rock, EDM, and Caribbean music. Students continue to develop technical proficiency in production, instrument and vocal performance, and they develop creativity in composition and improvisation, including in collaboration in group performance and composition. We aim to encourage self-expression and offer experiences such as live performances, cultural trips, and hands-on workshops to deepen students' engagement and appreciation of music.

Year 8:

| Term 1                                                                                                                                                                                                                                                                             | Term 2                                                                                                                                                                                                                                                                   | Term 3                                                                                                                                                                                                                                                                                              | Term 4                                                                                                                                                                                                                                                                  | Term 5                                                                                                                                                                                                                                           | Term 6                                                                                                                                                                                                                                                                                                              |
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| <b>How does a deeper understanding of music theory unlock creativity?</b><br><br>Advanced musical elements: complex rhythms, modulations, scales. Apply theory to analyse & compose.<br><br><b>Project</b><br><br>Analyze and compose a piece using advanced theoretical concepts. | <b>How can advanced production techniques elevate musical projects?</b><br><br>Advanced production techniques: effects chains, multi-track recording, advanced mixing methods<br><br><b>Project</b><br><br>Collaboratively produce a song employing advanced techniques. | <b>What makes blues and rock n roll timeless &amp; influential?</b><br><br>Exploration of origins, cultural contexts, defining elements e.g. 12-bar blues structure, pentatonic scales, rhythm styles.<br><br><b>Project</b><br><br>Compose or perform a song in a traditional blues or rock style. | <b>How has technology shaped the evolution of EDM?</b><br><br>Study of EDM's history, key sub-genres, and production styles. Students create original EDM tracks using digital tools and synths.<br><br><b>Project</b><br><br>Create a track in a chosen EDM sub-genre. | <b>How does music create identity and atmosphere in visual media?</b><br><br>Analysis of famous theme tunes and their role in storytelling.<br><br><b>Project</b><br><br>Write and produce an original theme tune tailored to a specific genre.. | <b>How does the music of the Caribbean reflect its cultural and historical roots?</b><br><br>Examination of genres like reggae, calypso, and ska, alongside cultural and historical influences.<br><br><b>Project</b><br><br>Compose a piece influenced by traditional Caribbean rhythms, instrumentation & styles. |



### MUSIC - Assessment

Students are assessed according to RIC Music levels. There are four key skills that are developed & assessed:

1. Appraising
2. Communicating
3. Composing
4. Evaluating

These are developed and assessed through self, peer and teacher assessment as well as the use of the Teaching Gadget online learning platform.

We also aim to develop music technology proficiency using Digital Audio Workstations for recording, sequencing, mixing, and applying effects and cross-disciplinary skills including problem-solving, presentation and research and adaptability: adjusting to various musical genres and approaches, from classical orchestral arrangements to contemporary band setups.

### Peripatetic lessons

We offer a range of instrumental lessons that compliment our main curriculum, including vocals, drums, piano, guitar, bass, ukulele and 1:1 theory tuition delivered by expert practitioners. At present, 20% of students take advantage of this offer.

### Trips and outdoor learning:

Students can participate in performances, workshops, school concerts, ensembles, band formation, and trips, such as visits to live blues/rock venues, EDM festivals, or cultural exhibitions. Our new outdoor stage gives students a location for performance practice between lessons. Trips change year on year according to availability but could include attending live performances of blues or rock bands, exploring electronic music festivals or production studios, participating in cultural events featuring Caribbean music or visiting a TV production studio to learn about music in the media.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How can parents support?:</b>   | <b>Encourage regular practice</b> - support weekly instrument practice, composing, or using BandLab..<br><b>Listen and discuss music together</b> - discussing elements such as mood, instrumentation, and structure<br><b>Ask about their termly projects</b> and encourage reflection using key vocabulary like <i>ostinato</i> , <i>timbre</i> , <i>harmony</i> , and <i>sequencing</i> .<br><b>Promote use of learning platforms</b> like Teaching Gadget and encourage your child to complete any set tasks or explorations.<br><b>Enrol for instrumental lessons</b> if viable. Practice routines can be supported at home through encouragement and structured time.<br><b>Attend performances</b> - to boost confidence and show interest in your child's musical journey.                                                    |
| <b>Useful resources and links:</b> | <a href="#">BBC Bitesize KS3 Music</a> Useful for revision, understanding music theory, and exploring styles and context.<br><a href="#">Classic FM for Kids</a> Great for exploring orchestral music and classical traditions.<br><a href="#">ABRSM Music Theory Resources</a> Ideal for students preparing for instrumental grades or wishing to strengthen theory knowledge.<br><a href="#">BandLab for Education</a> A beginner-friendly online Digital Audio Workstation that can be used at home to support composition work.<br><a href="#">National Youth Orchestra (NYO) Inspire Programme</a> Encourages engagement with orchestral music and workshops across the UK.<br><a href="#">Musical Futures</a> A resource bank for popular and contemporary music teaching methods, aligning with our band and technology focus. |



## PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)

### Curriculum Intent

The PSHE Curriculum aims to stimulate deep thinking and discussion among KS3 students, guiding them through an exploration of how their personal choices impact not only their own lives but also the wider community and world. It aligns with the PSHE Association's learning objectives by promoting a holistic approach to education that prepares students for the complexities of adult life fostering their development as informed, responsible and proactive individuals.

### Year 8:

| Term 1                                                                                                                                                                                                                                                                                                                                                     | Term 2                                                                                                                                                                                                                                                                                | Term 3                                                                                                                                                                                                                                                                                                                                     | Term 4                                                                                                                                                                                                                          | Term 5                                                                                                                                                                                                                                                                   | Term 6                                                                                                                                                                                                                                                                     |
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| Navigating School, Self and Society                                                                                                                                                                                                                                                                                                                        | Careers                                                                                                                                                                                                                                                                               | Understanding the Law                                                                                                                                                                                                                                                                                                                      | Being physically and emotionally safe                                                                                                                                                                                           | Relationships and sex education                                                                                                                                                                                                                                          | Online Safety                                                                                                                                                                                                                                                              |
| <p><b>How can we be a supportive community?</b><br/>Identity, community<br/>Bias, Stereotypes<br/>Discrimination, the protected characteristics<br/>Values, Constructive disagreement<br/>Diverse and Supportive communities<br/>Understanding Drugs<br/>Nicotine</p> <p><b>Assessed task:</b><br/><br/>Understand positive contributions to community</p> | <p><b>What are my interests?</b><br/>Job Applications - Superhero CV<br/>Challenges and reards of work<br/>Creating the life you want<br/>What does success mean to me<br/>Careers and the Climate</p> <p><b>Assessed task:</b><br/><br/>Understand how to create an effective CV</p> | <p><b>What are threatening behaviours?</b><br/>What is stop &amp; search?<br/>What does the law say about possession of drugs?<br/>How can I deal with friends using drugs and alcohol?<br/>What is money laundering?<br/>How do I deal with unplanned encounters?</p> <p><b>Assessed task:</b><br/><br/>How to make informed choices.</p> | <p><b>How can I care for my physical health?</b><br/>Dental Hygiene<br/>Healthy Eating<br/>Body Image<br/>Health education<br/>First Aid - Basic First Aid</p> <p><b>Assessed task:</b><br/><br/>Understand basic first aid</p> | <p>Relationship Values<br/>Influences on Relationship<br/>Expectations<br/>Sexual Orientation &amp; Gender Identity<br/>Consent – Avoiding Assumptions<br/>Introduction to Contraception</p> <p><b>Assessed task:</b><br/><br/>Understand the importance of consent.</p> | <p><b>Are we responsible with social media?</b><br/><br/><b>What are my algorithms?</b><br/><br/><b>What is Phishing and Hacking?</b><br/><br/><b>What are deep fakes?</b><br/><br/><b>Assessed task:</b><br/><br/>Understand how to be responsible with social media.</p> |



## **PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) - Assessment**

Students are assessed according to RIC PSHE levels on the following criteria:

1. Knowledge & understanding of the content
2. Application of skills and content learnt to self
3. Application of skills and content learnt to others

Like other subjects, PSHE outcomes will be reported home in half termly report cards as 'Exceeding', 'Meeting', 'Working towards' or 'Working below' the expected level. A grade of 'exceeding' results from students independently applying knowledge and skills to their own and others' situations. Working towards and working below will indicate the student has some gaps in knowledge and understanding or struggles in varying degrees to apply it to similar or new situations.

### **Trips and visiting speakers:**

Holyroyd Howe, caterers, provide a workshop

A bystander assembly provided by 'Talk Consent'

|                                    |                                                                                                                                                                                                                                    |
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| <b>How can parents support?:</b>   | <ul style="list-style-type: none"><li>- Discuss news items (TV, radio, online)</li><li>- Discuss future careers and pathways</li><li>- Discuss their experiences and explore the world around them and how they view it.</li></ul> |
| <b>Useful resources and links:</b> | Student Support Website: <a href="https://sites.google.com/rochester-college.org.uk/student-support/home">https://sites.google.com/rochester-college.org.uk/student-support/home</a>                                               |



## SCIENCE

### Curriculum Intent

The Science Curriculum builds on skills learnt in Year 7 continuing to promote a love of learning by teaching fundamental knowledge and skills alongside real life applications and scenarios. This approach not only aims to engage students but also allows them to link what they are learning in the classroom to what they see in other subjects and in the real world.

Year 8:

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Term 6                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>What is energy?</b> (Energy)</p> <p><b>Are plastics solving problems or creating them?</b><br/>(Polymers &amp; Sustainability)</p> <p><b>Content:</b> Energy stores &amp; transfers; Developing mathematical skills through energy calculations; Energy resources ; Atoms &amp; bonding; Formation of polymers; Natural vs Synthetic polymers<br/>Life Cycle Assessments</p> <p><b>Practicals:</b> Calculating the kinetic &amp; potential energy: toy car on ramp, in a spring<br/>Thermal energy transfer<br/>Magnetic field lines;<br/>Making polymers</p> | <p><b>What are pathogens?</b><br/>(Health &amp; Disease)</p> <p><b>How similar are we to each other and other organisms?</b><br/>(Variation, Adaptation and Evolution)</p> <p><b>Content:</b> Types of pathogens; Chemical &amp; physical defences<br/>The immune system; Vaccines; Variation ;<br/>Adaptation; Natural selection ; Selective breeding</p> <p><b>Practicals:</b> Growing bacteria from a range of surfaces</p> | <p><b>Are all reactions the same?</b><br/>(Chemical Reactions)</p> <p><b>How do we light up our world?</b><br/>(Electricity)</p> <p><b>Content:</b> Reactions of metals Acids, Alkalis &amp; Neutralisation;<br/>Reactivity series &amp; displacement reactions;<br/>Circuit symbols;<br/>Current, potential difference &amp; resistance;<br/>Series &amp; Parallel Circuits</p> <p><b>Practicals:</b> Reactivity of metals &amp; acid; alkali metals reacting &amp; water; metals &amp; salt solutions; series &amp; parallel circuits; length of wire &amp; resistance.</p> | <p><b>How can reactions in the cells of organisms impact our planet?</b><br/>(Photosynthesis &amp; Respiration)</p> <p><b>What might it sound like on other planets?</b><br/>(Waves)</p> <p><b>Content:</b> Leaf structure &amp; transpiration; Rate of photosynthesis;<br/>Aerobic &amp; Anaerobic Respiration; Longitudinal &amp; Transverse Waves;<br/>Sound &amp; the ear<br/>Reflection &amp; Refraction<br/>The electromagnetic spectrum</p> <p><b>Practicals:</b> light intensity &amp; photosynthesis; temperature &amp; respiration in dough; wave speed; refraction</p> | <p><b>How does a balloon stay inflated?</b><br/>(Pressure &amp; Density)</p> <p><b>Are humans the biggest threat to our atmosphere?</b><br/>(The atmosphere)</p> <p><b>Content:</b> Pressure, temperature, the particle model<br/>Pressure &amp; force; Density;<br/>Our atmosphere over time;<br/>Carbon cycle; Combustion &amp; other carbon producing processes; Global warming &amp; climate change; Water cycle<br/>Water treatment</p> <p><b>Practicals:</b> Pressure: vacuum pump &amp; bell jar<br/>Density of regular objects;<br/>Density of irregular objects</p> | <p><b>How are our senses linked to our reactions?</b><br/>(Senses)</p> <p><b>Why observe space?</b><br/>(Space &amp; Magnetism)</p> <p><b>Content:</b><br/>Hearing &amp; the ear;<br/>Nervous system;<br/>Reaction time<br/>Sight &amp; the eye<br/>Our solar system, observing space<br/>Magnetism &amp; electromagnetism</p> <p><b>Practical Science:</b><br/>Reaction time;<br/>Making polymers from potatoes</p> |



## SCIENCE - Assessment

Students are assessed according to RIC Science levels. There are four key skills that are developed & assessed:

1. Scientific knowledge and understanding, specifically embedding the fundamental concepts in Chemistry, Biology and Physics.
2. Experimental and practical skills including planning, execution and evaluation of practical investigations
3. Mathematical skills in science including performing calculations and analysing data
4. Scientific literacy, teaching students to communicate scientific ideas clearly using appropriate scientific terminology

These are developed and assessed through half termly assessments, regular quizzes set for homework and practical work. The homework quizzes aim to assess student understanding of the topics covered in lessons as well as develop key scientific skills. We also aim to develop pupils' scientific curiosity and independent research skills.

### Trips & Outdoor Learning:

There is the potential for a collaborative trip with sustainability to look at water sources, rivers and streams, to collect samples to analyse. Students have the opportunity to determine the kinetic energy and gravitational potential energy of objects in the garden. They observe organisms in the garden to analyse their adaptations. Outdoor activities and trips are subject to change due to weather conditions, although we will endeavor to reschedule planned outdoor activities if they cannot go ahead this may not always be possible.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>How can parents support?:</b>   | <b>Encourage and remind students to complete their quiz homework tasks:</b> up to three quizzes a term on scientific skills & content posted on Google classroom, parents can encourage students to complete them before the due date.<br><b>Guide online revision to resources for the correct key stage (key stage 3):</b> The topics covered in year 7 are often also covered at GCSE in more detail. Resources can vary in complexity depending on the key stage they are written for, so do check that the resources their child has found are suitable for their age group/ability.<br><b>Ask your child about their science lessons:</b> including what practicals they have carried out.<br><b>Ensure your child is prepared:</b> with a pen, pencil, ruler and scientific calculator to use in their science lessons. |
| <b>Useful resources and links:</b> | <a href="#">BBC Bitesize - KS3 Biology</a><br><a href="#">BBC Bitesize - KS3 Chemistry</a><br><a href="#">BBC Bitesize - KS3 Physics</a><br><a href="#">Seneca Learning</a> RIC students have an account with Seneca, they can login using their school email address and password to access resources to support their learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## SPORT

### Curriculum Intent

The Sport Curriculum builds on skills learnt in Year 7 to promote an active and healthy lifestyle, encouraging resilience, inclusivity, flexibility and growth. Students will access a variety of team and individual sports that foster meaningful connections with their peers through teamwork and collaboration. Our programme of study reflects the Medway Secondary School Games offer, supporting their wider development, skills and attributes. This approach aims to allow all students access to a level of competition appropriate to their capability, promoting confidence and enjoyment.

### Year 8: Resilience

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                     | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                 | Term 3                                                                                                                                                                                                                                                                                                                                                                               | Term 4                                                                                                                                                                                                                                                                                                  | Term 5                                                                                                                                                                                                                                                                                                                                                                                     | Term 6                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>How can effective communication and teamwork improve performance?</b></p> <p><b>Applying</b> knowledge to team sports.</p> <p>Honing previous skills, developing game understanding, teamwork &amp; sportsmanship. Understanding of basic rules, effectively communicating with teammates, improving physical fitness via drills &amp; matches.</p> <p><b>Possible sports:</b> 'invasion sports': basketball, netball, football.</p> | <p><b>How can you develop the skills and strategies needed to play individual sports effectively?</b></p> <p><b>Applying</b> skills, techniques &amp; strategies in individual sports.</p> <p>Improving physical abilities, tactics, &amp; personal performance. Fostering independence, resilience, &amp; self-reflection.</p> <p><b>Possible sports:</b> 'net &amp; wall sports': tennis, badminton, volleyball.</p> | <p><b>Why is tactical awareness important in sport?</b></p> <p><b>Applying</b> knowledge &amp; understanding of a tactical throwing sport.</p> <p>Throwing techniques, tactical awareness, decision making, teamwork &amp; game strategies, communication &amp; sportsmanship.</p> <p><b>Possible sports:</b> 'tactical throwing sports': quidditch, ultimate frisbee, handball.</p> | <p><b>What is fitness?</b></p> <p>Promoting fitness, health &amp; personal well-being.</p> <p>Students lead on their fitness to create a plan to apply their personal fitness goal.</p> <p><b>Activities</b> may include fitness circuits, flexibility exercises, and strength training activities.</p> | <p><b>Why should we set ourselves goals?</b></p> <p><b>Applying</b> knowledge of goal setting to track &amp; field events.</p> <p>Focusing on a component of fitness in which they want to develop further e.g. strength, speed &amp; endurance.</p> <p>Goal setting for personal achievement.</p> <p><b>Activities</b> may include sprinting relays, jumping drills, throwing events.</p> | <p><b>How does effective communication &amp; strategy impact your performance?</b></p> <p><b>Apply</b> skills, techniques &amp; strategies in striking &amp; fielding games.</p> <p>Improving ability to <b>apply</b> strategy within a team to outwit opponents.</p> <p><b>Activities</b> may include rounders, kickball, softball.</p> <p>Possible Trips: Medway schools Rounder's competition.</p> |



## **SPORT - Assessment**

Students are assessed according to RIC Sport levels. There are 3 key skills that are developed & assessed:

1. Understanding rules, strategies and concepts of sport
2. Performing the skill or sport
3. Evaluating own and others performance

These are developed and assessed through continuous observation of skill development and participation in drills. Peer and self assessment of performance during games and activities.

We also aim to develop pupils' communication, teamwork and leadership skills through the Young Leaders Award. This award is undertaken by Year 7 students in Sport lessons and gives them the opportunity to develop soft skills they can practice within lessons by leading small groups in the warm up or drill sections of the lesson.

### **Extracurricular activities & trips:**

We are part of the Medway Secondary School Games partnership which gives our students opportunities to compete against local Medway schools in a number of events across multiple sports. We also provide coaching. Extracurricular clubs take place at the College and at other local facilities within the Medway area and include Netball and Badminton Club.

Possible Trips include watching Netball at the Copperbox, representing the College in Netball fixtures against other local schools and the Medway schools athletics competition in the summer.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>How can parents support?:</b>   | Ensure your child has the correct clothing and footwear for sport. Encourage and promote a positive attitude towards sport by showing interest and celebrating effort as well as achievement. Practising simple skills at home by getting outside to throw, catch or run your local park run together. Reinforce the importance of teamwork, fair play and respect for others. |
| <b>Useful resources and links:</b> | Find a parkrun near you <a href="https://www.parkrun.com/">https://www.parkrun.com/</a>                                                                                                                                                                                                                                                                                        |



## SUSTAINABILITY & REGENERATIVE DESIGN

### Curriculum Intent

The Sustainability Curriculum builds on regenerative design skills learnt in Year 7 to furnish students with the skills and design frameworks to regenerate themselves, their communities and planet. Maximising opportunities for fieldwork, we foster in our students a love for the Kent countryside so that they advocate for and protect it, and the planet, for generations to come. Curriculum content is student-led as they identify problems and craft solutions for the College and its environs. Projects change year on year as we become more sustainable.

### Year 8: Soil & Waste

| Autumn-Winter                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  | Winter-Spring                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                     | Spring-Summer                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                |
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| Harvest, Plant & Restore                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                  | Restore, Plant & Grow                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                     | Plant & Grow                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                |
| <b>Why is soil essential for life?</b><br>Soil components, Soil testing, pH, particle size<br><br><b>How do we make good compost?</b><br>Micro-organisms<br><br><b>What are the principles of regenerative design?</b><br><br><b>Student-led design: Soil Regeneration Zone</b> -survey & analyse<br><br><b>Outdoors:</b> Harvesting & preserving | <b>How does nature recycle waste?</b><br>Scavengers, decomposers, fungi & symbiotic relationships<br><br><b>How does nitrogen cycle?</b> Crop rotation<br><br>Design & build our <b>Soil Regeneration Zone</b> composting system including human maintenance system<br><br>Master composter training<br><br><b>Possible Trip:</b> Abbey Physic Garden, Faversham | <b>How have humans degraded the soil?</b><br>Deforestation, erosion, pollution, compaction, overuse of fertilisers & pesticides<br><br><b>How can we improve soil structure?</b> Trees, roots & maintaining our hedgerow<br><br><b>Soil Regeneration Zone</b> - planting design<br><br><b>Outdoors:</b> Planting trees from the Woodland Trust | <b>How can we design out waste?</b><br>Biodegradable<br>Circular economy: Refuse, Reduce, Reuse, Repair, Recycle<br>School waste audit<br><br><b>How can we create a circular economy?</b><br>Ending kitchen waste at RIC<br><br><b>Possible speaker:</b><br>Clive Maple from Hubba UK<br><br><b>Soil Regeneration Zone</b> implement planting plan | <b>How can we reduce consumption?</b><br>Needs vs wants, false needs, 8 forms of capital, the permaculture cup of tea<br><br><b>Design to reduce consumption in College</b><br><br><b>Possible Trip:</b> ancient woodland in bluebell season (Ranscombe Farm, Northwood Hill)<br><br><b>Soil Regeneration Zone</b> plant & maintain | <b>How can we improve global soils?</b><br>Composting, crop rotation, nitrogen fixers, cover crops, rewilding, sustainable farming practices<br><br><b>Possible Trip:</b> Woodsell, Faversham (sustainable farming, ancient woodland) or Blean/Natural History Museum ( impact of bison on soil quality)<br><br><b>Soil Regeneration Zone</b> plant & maintain |



## SUSTAINABILITY & REGENERATIVE DESIGN - Assessment

Students are assessed according to RIC Sustainability levels. There are four key skills that are developed & assessed:

Knowledge & understanding of the natural world  
Observational skills and field study  
Research and data collection & use  
Communication, advocacy and actions

These are developed and assessed through regenerative design projects as well as quizzes, half termly tests, projects that include photography, art and data collection and through teacher observation of students in the field. There is an end of year exam in Sustainability sat in test conditions in the Summer term for which students are expected to revise.

We also aim to develop pupils teamwork and leadership skills

### Trips & outdoor learning

Trips and outdoor learning for Year 8 focus on seeing Nature in action, with her elegant circular economy. Visits to locations with permaculture ethics and regenerative farming practices provide inspiration for the students' own designs. The timing of topics, trips & outdoor activities is subject to change due to availability of providers and the weather. There will usually be between 3 trips in Sustainability per year, with no more than one trip per half term. Parents will always be informed of trips & conservation activities by email in advance. Students should dress appropriately for the weather on days that they have sustainability lessons as they are likely to work outdoors in the gardens. Outdoor boots can be stored in our potting shed.

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| <b>How can parents support?:</b>   | Spend time together outside in nature looking for patterns and the workings of natural systems. Observe with all the senses. Discuss natural systems and how they work. Do the gardening together.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Useful resources and links:</b> | Revision materials for tests will be posted on the Sustainability Google Classroom.<br><b>The Kent Wildlife Trust</b> has activities and sites to visit as well as local environmental campaigns <a href="https://www.kentwildlifetrust.org.uk/">https://www.kentwildlifetrust.org.uk/</a><br><b>Plantlife</b> runs the Ranscombe Farm Nature Reserve nearby <a href="https://www.plantlife.org.uk/">https://www.plantlife.org.uk/</a><br><b>The Woodland Trust</b> <a href="https://www.woodlandtrust.org.uk">https://www.woodlandtrust.org.uk</a><br><b>Woodsell, Faversham</b> - rewilding project <a href="https://woodsell.org/">https://woodsell.org/</a><br><b>The Permaculture Association</b> outlines regenerative design frameworks <a href="https://www.permaculture.org.uk/">https://www.permaculture.org.uk/</a> |