



**Blessed Robert Sutton**  
**Catholic Voluntary Academy**

**Year 8**

**Parental Guide for  
the year ahead**



'Academic excellence, spiritual development  
and social awareness through Christ.'



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust





Dear Parents / Carers,

We hope this curriculum guide provides you with a one stop shop with everything you need to know for the year ahead.

Alongside this booklet we are delighted to share with you our new website—

**[www.robertsutton.srscmat.co.uk](http://www.robertsutton.srscmat.co.uk)**

The collaboration and relationships between students, parents and school is key to our success as a learning community. Communication is central to these relationships, which is why my colleagues and I will always be available to discuss the education and personal development of your child. As part of this commitment I will personally make it a priority to send an update to parents every week—this can be found on our new website; and our school Twitter feed and website can also help keep you up-to-date with all the latest news from the school.

As the new Headteacher of BRS in this pack I have also enclosed a copy of our Strategic plan for your information.

**Mission statement** – To inspire and support all students to achieve exceptional success - academic excellence, spiritual development and social awareness through Christ.

**Vision** – An Excellent Education for all – so that that each student **‘should have life and live it to the full.’**

**Values** Our Catholic Values, which permeate all areas of the school community, are central to all we do. They underpin a highly ambitious vision towards an excellent education for all.

We want everyone to thrive in our caring community: the Sutton way (our moral code) encourages all children to fulfil their aspirations, making full use of the talents bestowed upon them. Central to The Sutton Way are the values of Love, Respect, Hope, Kindness and Resilience.

It is a privilege to lead this wonderful community and I welcome you to come and visit our school for a BRS in Action tour.

So far on the return to school as a school leadership team we could not have hoped for a better response from students who have settled back quickly into life at BRS, behaving extremely well and demonstrating the school values in their interactions with others. Please encourage your children to take advantage of the extracurricular enrichment opportunities available to them as part of their Sutton Experience. Whilst the academic outcomes our young people achieve at the end of Year 11 are vitally important, so is the wider personal development that comes from an excellent all round education. I would also take this opportunity to encourage parents/carers to get in touch with school immediately should there be anything that you think we could do to further support your children to be successful. In the first instance this should be via the Year Leader or the ‘BRS Feedback Tab’ on the website.

I look forward to working with you in the months and years ahead.

With kindest wishes,

Laura O’Leary

[loleary@brs.srscmat.co.uk](mailto:loleary@brs.srscmat.co.uk)



## YEAR 8 CURRICULUM OFFER, 2021-22

At Blessed Robert Sutton, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. As a result, students are timetabled across a wide range of subjects in 55 minute periods as per the timetable below:

| Subject  | Number of Periods |
|--|-------------------|
| English  | 7                 |
| Maths  | 7                 |
| RE   | 5                 |
| Art  | 3                 |
| Art Textiles / Food Technology / Design & Technology | 3 (on rotation)   |
| Geography  | 3                 |
| History  | 3                 |
| Character  | 1                 |
| Music  | 1                 |
| Drama  | 1                 |
| PE   | 4                 |
| Modern Foreign Languages                             | 4                 |
| Computer Science                                     | 2                 |
| Science  | 6                 |

### The Sutton Experience

Students also have timetabled: one Literacy lesson to support their literacy; a weekly Character lesson; and a daily 20 minute Tutor Time Reading Session with their tutor followed by an afternoon session focussed on the theme of the day. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.



To provide students with a bespoke place of learning, our new library and wellbeing hub is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment, there is a prep breakfast club for all students before school from 8.00am; after school there are homework clubs and enrichment clubs running daily.



We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage. As a result of this rich curriculum offer, we expect our students to become lovers of learning by the end of Key Stage 3 so that they are ready to embark on the next stage of their curriculum journey as they begin their GCSE studies in Year 9.



'Academic excellence, spiritual development and social awareness through Christ.'



### Key contacts

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

| <b>Year Leader:</b> Mrs A McDowall<br><b>amcdowall@brs.srscmat.co.uk</b><br><b>Pastoral Support:</b> Mrs Tarry, Mrs Smith and Mrs Rowe |                             |
|--|-----------------------------|
| <b>Form Tutor</b>  | <b>Email Address</b>        |
| <b>8.1</b> Miss A Gibson   | agibson@brs.srscmat.co.uk   |
| <b>8.2</b> Mr C Packwood   | cpackwood@brs.srscmat.co.uk |
| <b>8.3</b> Miss H Crowther   | hcrowther@brs.srscmat.co.uk |
| <b>8.4</b> Mrs E Goddard   | egoddard@brs.srscmat.co.uk  |



# THE SUTTON EXPERIENCE

## SUTTON EXPERIENCE EXTRA-CURRICULAR OFFER, 2021 - 22

There are a wide range of extra-curricular activities for students to engage with whilst at Robert Sutton, these will run before school, after school and during lunchtimes.

### Monday

**Lunchtime**

- TRAMPOLINING** (A105) - Gym
- BASKETBALL** (A105) - Sportshall
- LEGO (VR7-9)** (A105) - Wellbeing Hub
- SILENT STUDY** (A105) - A105

**Afterschool**

- GIRLS FOOTBALL** (Astro) - Astro

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### Tuesday

**Lunchtime**

- CHIEFS CLUB** (A107) - A107
- MATIS CLUB** (A205) - A205
- PUZZLE CLUB** (Wellbeing Hub) - Wellbeing Hub
- GREEN AMBASSADORS** (Careers Hub) - Careers Hub
- TRAMPOLINING** (Gym) - Gym
- SILENT STUDY** (A105) - A105

**Afterschool**

- ORATORIA** (Main Hall) - Main Hall
- CHOIR** (B205) - B205
- BOYS FOOTBALL** (Astro) - Astro
- GOLDIE CATCH UP** (B207) - B207
- FOOTIE MATHS** (A204) - A204

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### Wednesday

**Lunchtime**

- WARHAMMER** (B109) - B109
- DT CLUB** (B102) - B102
- CRAFTING** (Wellbeing Hub) - Wellbeing Hub
- WELLBEING CLUB** (Wellbeing Hub) - Wellbeing Hub
- BOOK CLUB** (Library) - Library
- BASKETBALL** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105

**Afterschool**

- DJ E** (Wk 1 B202) - Wk 1 B202
- BOYHOISE** (Gym) - Gym
- NETBALL** (Sportshall) - Sportshall
- ART FOR CHANGE** (A106) - A106

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### Thursday

**Lunchtime**

- DRAMA CLUB** (A114) - A114
- GREEN FINGERS** (Sherwin Behaviour & Support Hub) - Sherwin Behaviour & Support Hub
- NETBALL** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105

**Afterschool**

- DEBATING CLUB** (A112) - A112
- ARTISTS LET'S GO** (B103) - B103

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### Friday

**Lunchtime**

- TRADITIONAL GAMING** (Wellbeing Hub) - Wellbeing Hub
- BADMINTON** (Sportshall) - Sportshall
- SILENT STUDY** (A105) - A105
- EUROPE** (A104) - A104

**Afterschool**

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## YEAR 8 CURRICULUM OFFER, 2021-22

### ART



| SUBJECT           | Art & Textiles                                 |
|-------------------|--|
| Curriculum Leader | Miss H Crowther<br>hcrowther@brs.srscmat.co.uk |

We propose a forward-looking Art curriculum that fosters a broad range of modes of thinking, including visual perception and visual awareness. That embraces the historic, the contemporary and the future; and signposts to potential further and higher education, career choices and opportunities within the visual arts, creative and cultural industries.

| Year 8                | Autumn Term   | Spring Term  | Summer Term  |
|-----------------------|---|--|--|
| What we teach and why | <p><b>Food</b></p> <p>To develop understanding of observational techniques explored in yr7. To develop confidence in a wider range of media, moving into 3D sculpture and form. Review skills and techniques for pencil observation from yr7. Define <b>tone</b> and its uses when creating a drawing. Define <b>macro</b> and its use in photography. Identify the 3 main watercolour techniques and describe their effect. Review and develop colour theory from year 7. Analyse the work of Joel Penkman. Understand the construction techniques and decorative techniques for cardboard. Apply understanding of the construction and decorative techniques of cardboard to design a 3D biscuit outcome. Design and create a 3D biscuit outcome.</p> <p><b>Art History—Art from other cultures</b></p> <p>To develop students understanding of Art from a variety of different cultures. It is important students understand a wide range of Artists and artwork from around the world. Identifying forms of <b>African Art</b> and how it has changed through time. Understand the work of <b>Contemporary African Artists</b> and design their own <b>African mask</b> showing understanding of the key symbolism and meaning behind imagery. Identify the similarities and differences between <b>Hindu Art</b> and <b>Christian Art</b>. Design their own piece of <b>Indian puppetry</b> or <b>Rangoli Art</b>, using key features of these styles. Identify different forms of <b>Islamic Art</b> and where it is found in the world. Identify <b>shapes</b> and <b>symmetry</b> used in <b>Islamic Art</b>. Apply understanding of <b>Islamic Art</b> to create their own design. Explore wider career options and evaluate the career of a <b>prop designer</b>.</p> | <p><b>Portraiture</b></p> <p>The aim of this unit is develop students confidence in portraiture and develop understanding of proportion and its importance in drawing. They also have the opportunity to experiment with alternative portrait drawing approaches. Create a 'half portrait' observation showing initial skills of <b>proportion</b>. Analyse the influence <b>historical portrait</b> artists have had on a modern day illustrator. Explore alternative approaches to portrait drawing through <b>continuous line</b>. Apply knowledge and understanding of the <b>grid method</b> and identify benefits of using the <b>grid method</b>. Be able to identify <b>proportional</b> errors. Develop understanding of illustrative portrait techniques through Lawerta artist response and Luke Dixon, and identify illustrator Lawerta's style and be able to describe key features. Develop understanding of <b>colour theory</b>. Apply understanding of proportion and tonal shading of the face</p> <p><b>Art History—Portraits</b></p> <p>To give students the opportunity and support learning in practical art lesson they will explore portraiture in a deeper way, understanding how and why artists created portraits of a particular style or meaning. Identify key portraits throughout history, explaining how these styles changed. Define Cubism and explain key characteristics of Cubist portraits. Describe how Cubist portraits are different from traditional masterpieces. Analyse key characteristics of Leonardo Da Vinci's portraits.</p> | <p><b>Under the Sea</b></p> <p>In this unit students will be experimenting with mixed media and developing their creative independence through creating their own compositions. With the opportunity to develop their 3D skills from term 1. This unit also explores environmental issues and how Art can help reduce plastic waste and raise awareness. Students will also have the opportunity to work at a larger scale of A3. Be able to define <b>compositions</b> and identify different types of <b>compositional</b> approaches. Create a <b>compositional</b> layered fish drawing. Identify different <b>biro techniques</b> and demonstrate how to darken and lighten <b>biro techniques</b>. Explain the impact of <b>plastic</b> on the <b>environment</b> and how to reduce this. Analyse the work of Sayuri and present an independent artist research page on Sayuri. Develop understanding of <b>3D form</b> to create a plastic jellyfish body, using a variety of techniques to create tentacles on a 3D jellyfish. Develop <b>observational</b> skills to create a large scale sea urchin <b>final piece</b>.</p> <p><b>Art History—Impressionism</b></p> <p>To develop students wider understanding of Art techniques and approaches, focusing on the work of famous Impressionist painters. Define Impressionism and identify its key characteristics (explored in Spring Term Art History portraits). Identify the brief history of impressionism and describe its influences. Describe the work of Edgar Degas and create your own piece inspired by his techniques. Describe the key characteristics of Claude Monet's work and how his work is impressionist. Define post-impressionism and describe the key themes and ideas. Analyse the work and style of Vincent Van Gogh.</p> |





DESIGN TECHNOLOGY

| SUBJECT           | DESIGN TECHNOLOGY                             |
|-------------------|---|
| Curriculum Leader | Mrs J Langston<br>jlangston@brs.srscmat.co.uk |

| Year 8                | Product Design rotation   | Food and Nutrition rotation  | Textiles rotation   |
|-----------------------|---|--|---|
| What we teach and why | <p><u>Why?</u></p> <p>Pupils will be re-introduced to this area of the curriculum that they experience in Y7. They will continue to look at the traditional materials and see how these can be used to achieve a solution to a problem and by so doing will start to make decisions during the designing stage of how to solve a design problem. By doing this they will be re-introduced to the constraints that apply to each of the materials and also look at new constraints. Pupils will use new resources, equipment and machines and decide the most appropriate. This skill will develop their iterative ability. Alongside this they will have full health and safety training on all the new tools and machines used.</p> <p><u>What we teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Analyse an existing product.</li> <li>Can identify the user requirements</li> <li>Able to write a detailed specification.</li> <li>Can produce a meaningful evaluation of outcomes.</li> <li>Understand the need to see how a product may need to be redesigned for use in a different context.</li> <li>Understand how iterative design can help on development of an outcome.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Sketch a variety of designs to solve a design problem.</li> <li>Fully develop designs using the specification as a guideline.</li> <li>Can measure, mark and cut out all the parts of the sweet dispenser with accuracy.</li> <li>Can cut out all parts for the sweet dispenser and then fabricate them to achieve a good standard.</li> <li>Can develop design through iterative methods during the making to improve its final outcome.</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>Understands how jigs can help the production of consistent product and add to the safe working procedure.</li> <li>Understands the health and safety requirements when using a belt sander.</li> <li>Understands the need of a cutting mat and</li> </ul> | <p><u>Why?</u></p> <p>Pupils will further develop the skills they learnt in year 7, working as a team member in the Kitchen environment in a safe and hygienic manner, building upon their life skills and knowledge on healthy eating and a balanced diet. This will enable them to gain a better understanding the impact an unhealthy diet can have on long term health. Pupils will work with a range of key ingredients and broaden the range of products they can make independently that form a healthy balanced diet. Continuing to develop their learning about social and moral issues surrounding food and the choices we make that impact the environment while learning about food provenance and where our food comes from.</p> <p><u>What we teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Able to describe the importance of food hygiene and safety with reference to the 4 C's</li> <li>Explain what seasonality is and how it effects the price of products.</li> <li>Identify and describe where some foods come from and the processing involved from farm to fork.</li> <li>Understand what protein foods are, what they are made up of and vegetarian alternatives.</li> <li>Be able to describe the process of making bread including the science behind the process.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Show confidence and work independently to complete more complex technical skills such as pasta making.</li> <li>Able to set up for practical's without prompts.</li> <li>Use the bridge and claw without being prompted.</li> <li>Can slice, dice, simmer, use the oven and hob with minimal help for the teacher.</li> <li>Work in a tidy and efficient manner.</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>Know what the high risk food is and give examples.</li> <li>Know the basic food hygiene rules and apply them in lessons.</li> <li>Can safely use the grill, hob and oven.</li> </ul> | <p><u>Why?</u></p> <p>Pupils will re-visit basic hand stitching and textiles techniques from year 7. Building on their knowledge by moving into 3D design and skills. To broaden students understanding of textiles materials and technologies they will look at smart and modern materials. Develop students confidence using speciality equipment like the sewing machines. Year 8 lessons will build on foundation knowledge and skills of the subject with varying degrees of challenge to ensure progress is made for all. Pupils will gain a coherent knowledge and understanding based on: National Curriculum/ GCSE assessment objectives and personal qualities of a successful Textiles student.</p> <p><u>What we teach</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Name the key safety points when using the sewing machine</li> <li>Identify smart and modern fabrics and describe their properties</li> <li>Understand the use of a visual mind map when designing</li> <li>Describe how collage can inspire and design. Compare a designers work to others</li> <li>Understand the use of a seam allowance and how it is applied when pattern making</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Create a consistent Back Stitch</li> <li>Thread and set up the sewing machine</li> <li>Use collage to produce design ideas inspired by the work of Cecile Perra</li> <li>Transfer an image and embellish with hand embroidery and machine stitch</li> <li>Create a 3D monster product using pattern making and hand &amp; machine stitch</li> </ul> <p><u>Safety</u></p> <ul style="list-style-type: none"> <li>Name the key safety points in the Textiles room and identify potential hazards</li> <li>can collect, use, and return Textiles equipment safely</li> <li>can use the basic functions of the Sewing Machine safely</li> </ul> |





## YEAR 8 CURRICULUM OFFER, 2021-22



### ENGLISH

| SUBJECT           | ENGLISH  |
|-------------------|--|
| Curriculum Leader | Miss B Robinson<br>brobinson@brs.srscmat.co.uk |

| Year 8                       | Autumn Term  | Spring Term   | Summer Term   |
|------------------------------|--|---|---|
| <b>What we teach and why</b> | <p>All Year 8 classes begin by studying a modern novel in order to build on the skills developed Year 7, and to promote cohesion in the group – studying a novel is a great way to hook students into the new year of learning, and bring them together as a group. Reading and writing skills are taught holistically through the unit of work, allowing students the opportunity to work both creatively and analytically, and to hone skills formed in Year 7. Study will focus on exploration of the modern issues presented in each text such as refugees, racism and homelessness, as well as considering a writer's ideas and intentions. Novels studied differ in each group to allow for differentiation in text accessibility.</p> | <p>The next unit of work is based on the Shakespearean tragedy 'Othello'. A real emphasis on developing an understanding of contextual ideas and perspectives underpins this unit of work, looking at patriarchy and the role of women in the Jacobean era. Application of social paradigms in order to explain and analyse texts in more detail drives students' understanding and work around the play.</p> | <p>The final unit of Year 8 is 'Poetry and Place'. This topic allows students to explore how writers present places in poetry, and to create their own descriptive work, using carefully crafted language to depict place and sustain atmosphere in writing. This unit also offers an interesting and exciting mini project called 'Friary Island', in which students apply their understanding of travel writing from studying texts in order to create their own holiday destination, which allows them to springboard into further creative writing tasks, and non-fiction persuasive writing.</p> |





## YEAR 8 CURRICULUM OFFER, 2021-22



### GEOGRAPHY

| SUBJECT           | DESIGN TECHNOLOGY                                 |
|-------------------|---|
| Curriculum Leader | Mr E Davies-Tagg<br>edaviestagg@brs.srscmat.co.uk |

| Year 8                       | Autumn Term  | Spring Term   | Summer Term   |
|------------------------------|--|---|---|
| <b>What we teach and why</b> | In Year 8 pupils will continue to develop their geographical knowledge and skills with an initial enquiry into global development and the differences between High-Income Countries and Low-Income Countries in 'How is the development gap contributing to world poverty?' Pupils will then experience the wonders of glaciation and the water cycle, and the associated hazards in 'From Ice to Air: How does the Water Cycle shape the world we live in?' | Pupils will then consider the effects of Global Warming and Climate change on our weather in 'Why is it always raining in Britain?' before assessing the impact of urbanisation on our need to be more sustainable in 'How can we make sustainable cities of the future?' | Pupils will conclude the year by studying the processes and landforms that occur on the British coastline and assess 'How can we protect the coastline?' before finishing the year with an enquiry into food, water and energy security 'How can we improve food, water and energy security?' |



## YEAR 8 CURRICULUM OFFER, 2021-22



### HISTORY

| SUBJECT           | HISTORY   |
|-------------------|---|
| Curriculum Leader | Mr E Davies-Tagg<br>edaviestagg@brs.srscmat.co.uk |

| Year 8                       | Autumn Term   | Spring Term  | Summer Term   |
|------------------------------|---|--|---|
| <b>What we teach and why</b> | <p>In Year 8 pupils' key enquiry shall be: 'How did Britain change after the Reformation?'</p> <p>In Year 8 pupils will recap the significance of the Catholic Church to the Middle Ages and consider the significance of the reign of Henry VIII in changing the status quo by studying 'What were the causes and consequences of the Reformation?' Pupils will then assess the impact of the Reformation by considering 'How did Britain change during the reign of the Stuarts?'</p> | <p>Pupil's will then develop their understanding of Britain's role in the wider world (How far did the early British Empire develop the Transatlantic slave trade?). Before assessing how the Industrial Revolution saw great social and political change in Britain (How did British society develop as a result of the Industrial Revolution?)</p> | <p>To conclude the year, pupils will consider 'How far were monarchs to blame for the American and French revolutions?' before concluding the year by assessing 'How far did Britain's moral compass guide her path to hegemony?' which shall assess the controversial aspects of the British Empire during the 19th Century and the changing nature of European politics prior to WW1.</p> |



## YEAR 8 CURRICULUM OFFER, 2021-22



### MATHS

| SUBJECT           | MATHS   |
|-------------------|---|
| Curriculum Leader | Mrs R Schofield<br>rschofield@brs.srscmat.co.uk |

### Year 7 catch up units-Autumn term

| Week 1   | Week 2 | Week 3 | Week 4                         | Week 5 | Week 6 | Week 7                  | Week 8 | Week 9               | Week 10 | Week 11                 | Week 12 |
|--|--------|--------|--------------------------------|--------|--------|-------------------------|--------|----------------------|---------|-------------------------|---------|
| Lines and Angles                                     |        |        |                                |        |        | Reasoning with Number   |        |                      |         |                         |         |
| Constructing, measuring and using geometric notation |        |        | Developing geometric reasoning |        |        | Developing number sense |        | Sets and probability |         | Prime numbers and proof |         |

|        | Week 1                                | Week 2                | Week 3                       | Week 4                             | Week 5                       | Week 6                         | Week 7                    | Week 8 | Week 9              | Week 10              | Week 11              | Week 12 |
|--------|---------------------------------------|-----------------------|------------------------------|------------------------------------|------------------------------|--------------------------------|---------------------------|--------|---------------------|----------------------|----------------------|---------|
| Autumn | Proportional Reasoning                |                       |                              |                                    |                              |                                | Representations           |        |                     |                      |                      |         |
|        | Ratio and scale                       | Multiplicative change |                              | Multiplying and dividing fractions |                              | Working in the Cartesian plane |                           |        | Representing data   |                      | Tables & Probability |         |
| Spring | Algebraic techniques                  |                       |                              |                                    |                              |                                | Developing Number         |        |                     |                      |                      |         |
|        | Brackets, equations and inequalities  |                       |                              |                                    | Sequences                    | Indices                        | Fractions and percentages |        | Standard index form |                      | Number sense         |         |
| Summer | Developing Geometry                   |                       |                              |                                    |                              |                                | Reasoning with Data       |        |                     |                      |                      |         |
|        | Angles in parallel lines and polygons |                       | Area of trapezia and circles |                                    | Line symmetry and reflection |                                | The data handling cycle   |        |                     | Measures of location |                      |         |





## YEAR 8 CURRICULUM OFFER, 2021-22

### MFL

| SUBJECT           | MFL   |
|-------------------|---|
| Curriculum Leader | Mrs J Whiteford<br>jwhiteford@brs.srscmat.co.uk |

### Accès Studio Rationale

Throughout the first term and possibly longer students will work from Accès Studio, which covers the most common areas of vocabulary and introduces basic grammar principles which some may have visited in KS2. This course provides consolidation as well as catch up for those who may not have studied French. Students move on to the Studio 1 course which covers national curriculum levels 1-5 and offers fully integrated grammar explanations and ensures logical and rigorous progression and assessment. Topics covered include:

|   |   |   |
|---|---|---|
| <b>Studio 2 red and green</b><br><br><b><u>Year 8</u></b> | Television, cinema, technology<br><br>A week in Paris, transport, places of interest<br><br>About personality and friendships<br><br>Describing your home<br><br>The carnival<br><br>Ambition, talent and aspirations<br><br><b><i>The French speaking world</i></b><br><br><b><i>The French Revolution</i></b> | Talk about television, films, reading ir and er verbs<br><br>Talk and write about the internet (aller and faire)<br><br>Communicate in past tense (perfect tense)<br><br>Use 3 tenses<br><br>Understand where French is spoken globally<br><br><i>Understand a history of the Revolution.</i> |
|   |   |   |

Students are given the opportunity to learn in a variety of ways. They work individually, with partners, in groups, on the computer and via digital resources. Each student has access to a digital homework platform, which both reinforces and prepares for class work.

Students explore cultural aspects of francophone countries around the world and are encouraged to research the way people live in these communities and draw comparisons with their own lifestyle in England. Lessons are designed not just to support the learning of the language, but also to develop effective linguists, with a set of skills and habits, which will support them in the learning of any language.



## KEY STAGE 3 CURRICULUM OFFER, 2021-22



### PE

| SUBJECT           | PE  |
|-------------------|---|
| Curriculum Leader | Mrs E Goddard<br>egoddard@brs.srscmat.co.uk |

#### Year 7

Introduce new core skills and activities to our students to foster connection and engagement.

#### Year 8

Build on core skills, developing quality, selection and application in both a competitive and non-competitive environment.

#### Year 9

Develop core skills by selecting and applying their applications in various scenarios, as well as establishing links with more advanced skills.





## YEAR 8 CURRICULUM OFFER, 2021-22



RE

| SUBJECT           | RE  |
|-------------------|---|
| Curriculum Leader | Mrs L Taberner<br>ltaberner@brs.srscmat.co.uk |

| Year 8                       | Autumn Term  | Spring Term   | Summer Term   |
|------------------------------|--|---|---|
| <b>What we teach and why</b> | Our Year 8 curriculum builds on scriptural knowledge from Year 7 and students will apply this to the topics studied in Year 8. These topics include the compatibility and religion and science and the problem of evil and suffering. We aim to develop student understanding of the doctrines of the Catholic Church and how they manifest in modern day society. | Through the study of stewardship, environmental issues, healthy relationships and the use of technology, students are able to think critically and analytically about modern day issues that pose challenges for religious believers. Students are able to apply theological and philosophical concepts from previous units to such topics and evaluate from a religious and non-religious perspective. | We aim to provide a culturally rich and diverse curriculum through the study of religious artwork and sculptures drawing on cross-curricular links and student talents and interests. We aim for students to be culturally and religiously diverse through the study of Islam in the modern world, including battling stereotypes such as Islamophobia. |



## YEAR 8 CURRICULUM OFFER, 2021-22



### SCIENCE

| SUBJECT           | SCIENCE                                  |
|-------------------|--|
| Curriculum Leader | Miss H James<br>hjames@brs.srscmat.co.uk |

| Year 8                              | Autumn Term  | Spring Term   | Summer Term   |
|-------------------------------------|--|---|---|
| <p><b>What we teach and why</b></p> | <p>In science we follow the AQA KS3 Specification. There are 10 Core Science Topics which are broken in two parts A and B. Part B builds on knowledge from part A. We aim to create an equal balance between biology, chemistry and physics topic across the year.</p> <p><b>Teaching Topics:</b></p> <p><u>Genes part A: Variation</u>. Students are expected to graph data relating to variation and explain how it may lead to survival of a species</p> <p><u>Genes part A: human reproduction</u>. Students are expected to relate advice to pregnant women to ideas about transfer of substances to the embryo</p> <p><u>Forces Part B: Contact Forces</u>. Students are expected to explain the effect of frictional or drag forces on a moving and stationary object</p> <p><u>Forces Part B: Pressure</u>. Students are expected to explain how pressure from your foot onto the ground varies with different footwear</p> <p><u>Matter part B: Periodic Table</u>. Students are expected to sort elements using chemical data and relate this to their position in the periodic table</p> <p><u>Earth Part A: Earth Structure</u>. Students are expected to model the processes that are responsible for rock formation and link these to the rock cycle</p> <p><b>Capital Culture Curriculum:</b></p> <p>This term students will complete 2 Science Big Idea units.</p> | <p><b>Teaching Topics:</b></p> <p><u>Matter part B: Elements</u>. Students are expected to compare the properties of elements with the properties of a compound formed from them</p> <p><u>Earth part A: Universe</u>. Students are expected to relate observation of changing day length to an appropriate model of the solar system</p> <p><u>Electromagnets part A: Electromagnets</u>. Students are expected to explain how electromagnet design can influence its effectiveness</p> <p><u>Electromagnets part A: Magnets</u>. Students are expected to explore and explain the magnetic field pattern around different types or combinations of magnets</p> <p><u>Organisms Part B: Breathing</u>. Students are expected to investigate a claim linking height to lung volume</p> <p><u>Organisms part B: Digestion</u>. Students are expected to evaluate how well a model represents key features of the digestive system</p> <p><u>Energy part A: Energy Cost</u>. Students are expected to compare the running costs of fluorescent and filament light bulbs</p> <p><b>Capital Culture Curriculum:</b></p> <p>This term students will complete 1 Science Big Idea unit.</p> <p><b>Science Skills:</b></p> <p>This term the students will complete a unit on presenting data. They will look at the various methods data can be presented and analysed.</p> | <p><b>Teaching Topics:</b></p> <p><u>Energy Part A: Energy Transfer</u>. Students are expected to explain the energy transfers in a hand-crank torch</p> <p><u>Energy Part B: Work</u>. Students are expected to explain how an electric motor raising a weight is doing work</p> <p><u>Energy Part B: Heating and cooling</u>. Students are expected to Explain how heat is lost through conduction, convection and radiation</p> <p><b>Capital Culture Curriculum:</b></p> <p>This term students will complete 1 Science Big Idea unit. This is a large unit where students are actively challenged to think whether science is always correct. They unit is called Science in the News and it challenges their thinking about Science.</p> <p><b>Science Skills:</b></p> <p>This term the students will complete a unit on using all the science skills they have practiced. They will plan an investigation looking at what affects heart rate in an individual. The students will complete the investigation, present the data they collected, analyse the data and evaluate their practical activity.</p> <p><b>Knowledge Recall:</b></p> <p>During this unit students will recall and practice skills learnt across the previous terms. This will culminate in the students sitting an End of Year progress Review. Once this has been completed the students will have any misconceptions identified challenged and corrected before moving onto Year 9</p> |



## The Blessed Robert Sutton Learning Journey





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