



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.

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 website; and our school Twitter feed and website can also help keep you up-to-date with all the latest news from the school.

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 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



YEAR 8 CURRICULUM OFFER, 2023-24

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

The Sutton Experience

Students also have timetabled: two Lexia lessons 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 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 10.



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



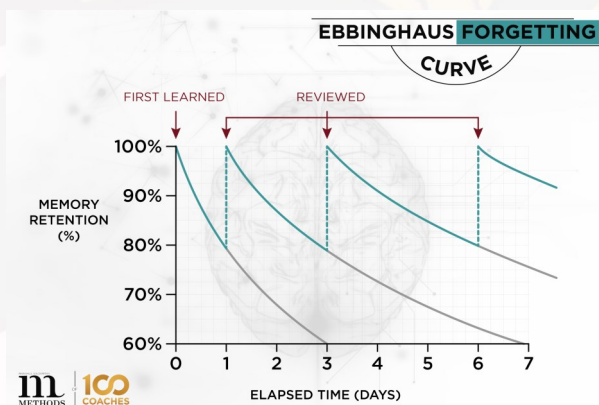
Key Contacts

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

Year Leader: Miss K Meredith kmeredith@brs.srscmat.co.uk	
Pastoral Support: Mrs Tarry, Mrs Smith and Mrs Rowe	
Form Tutor	Email Address
8.1 Miss F Toms	ftoms@brs.srscmat.co.uk
8.2 Mr W Gee	wgee@brs.srscmat.co.uk
8.3 Mr D Turner	dturner@brs.srscmat.co.uk
8.4 Mr H Mills	hmills@brs.srscmat.co.uk

Knowledge Organisers

As a school we support our pupils in ensuring they are knowing and remembering more. The latest educational research has shown the significant benefits of retrieval practice (retrieving knowledge from long term memory) in ensuring pupils make consistent academic progress. All departments have constructed Knowledge Organisers personalised to our KS3 Curriculum to enable pupils to recap and revise the core knowledge they need to succeed in their lessons and later life.



Cognitive Science has proven that pupils retain more knowledge by spacing their retrieval. Some helpful activities could include: quizzing, flash cards, retrieval clocks, character/key individual profiles, look, cover, write, check.



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THE SUTTON EXPERIENCE

EXTRA-CURRICULAR OFFER, 2023-24

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

- Year 7 & 8 Book Club RA/SD Library
- All Years Silent Study A106
- All Years Basketball Sports Hall
- All Years Trampoline Gym

Library Open to All Students

Afterschool

Tuesday

Lunchtime

- All Years Chess Club WG A107
- All Years Dance GYM
- All Years Hair & Beauty Careers Hub
- All Years Silent Study A106
- Year 7 & 8 Girls Football Sports Hall
- Yr10 & Yr11 Further Maths AMD

Library Open to All Students

Afterschool

- Yr7, 8 & 9 Football PH Asho
- PREP+ A105
- LEXIA A106
- All Years Production Rehearsal AMD Hall

Wednesday

Lunchtime

- All Years Silent Study A106
- All Years Computing A105
- All Years Dog Club HE A101
- All Years Table Tennis JD Sports Hall
- Enterprise Club Careers Hub
- All Years Key Stage 4 Book Club RA/SD Library
- All Years Chaplaincy Team A201

Library Open to All Students

Afterschool

- Fuzz Club A203
- PREP+ A105
- LEXIA A106
- All Years Science WOW B206

Thursday

Lunchtime

- All Years Drama WH GYM
- All Years Silent Study A106
- All Year Netball EG Sports Hall
- French Club All Years A112
- Spanish Club All Years A111

Library Open to All Students

Afterschool

- All Years Science Club B206
- PREP+ A105
- LEXIA A106
- All Years Rugby Field
- All Years Production Rehearsal AMD Hall

Friday

Lunchtime

- All Years Badminton RW Sports Hall
- All Years Silent Study A106
- Board Games PLH Library

Library Open to All Students

Afterschool

- PREP+ A105
- LEXIA A106

Prep Sessions

Pupils can access staff support in A105 (computer room in Sutton block) during the following school times:

- 8am – 8:25am: Monday – Friday
- 10:40-11am: Monday – Friday
- 12:50-1:30pm: Monday – Friday

These sessions are for pupils to complete homework, revision or additional Lexia practice.

As well as this we also offer our Prep+ sessions from 3-4pm Tuesday-Friday. Pupils can either book a weekly slot/s or as and when they need to.

To book a regular slot please contact Mrs Kucharik:
nkucharik@brs.srsmat.co.uk

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YEAR 8 CURRICULUM OFFER, 2023-24

SUBJECT	Art & Textiles
Curriculum Leader	Mrs J Langston jlangston@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.

	Unit 1	Unit 2	Unit 3
What we teach and why	<p style="text-align: center;">Food</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 tone and its uses when creating a drawing. Define macro 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 style="text-align: center;">Art History—Art from other cultures</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 African Art and how it has changed through time. Understand the work of Contemporary African Artists and design their own African mask showing understanding of the key symbolism and meaning behind imagery. Identify the similarities and differences between Hindu Art and Christian Art. Design their own piece of Indian puppetry or Rangoli Art, using key features of these styles. Identify different forms of Islamic Art and where it is found in the world. Identify shapes and symmetry used in Islamic Art. Apply understanding of Islamic Art to create their own design .Explore wider career options and evaluate the career of a prop designer.</p>	<p style="text-align: center;">Portraiture</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 proportion. Analyse the influence historical portrait artists have had on a modern day illustrator. Explore alternative approaches to portrait drawing through continuous line. Apply knowledge and understanding of the grid method and identify benefits of using the grid method. Be able to identify proportional 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 colour theory through monochromatic painting. Apply understanding of proportion and tonal shading of the face</p> <p style="text-align: center;">Art History—Portraits</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 style="text-align: center;">Under the Sea</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 compositions and Identify different types of compositional approaches. Create a compositional layered fish drawing. Identify different biro techniques and demonstrate how to darken and lighten biro techniques. Explain the impact of plastic on the environment and how to reduce this. Analyse the work of Sayuri and present an independent artist research page on Sayuri. Develop understanding of 3D form to create a plastic jellyfish body, using a variety of techniques to create tentacles on a 3D jellyfish. Develop observational skills to create a large scale sea urchin final piece.</p> <p style="text-align: center;">Art History—Impressionism</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>



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SUBJECT	Computer Science
Curriculum Leader	Mrs J Langston jlangston@brs.srscmat.co.uk

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Unit 1: Media—Vector graphics</u></p> <p>This unit offers learners the opportunity to design graphics using vector graphic editing software. By the end of the unit learners will have produced an illustration, a logo, or some icons using vector graphics. The lessons are tailored to Inkscape (inkscape.org), which is open source and cross-platform, but the resources should be readily adaptable to any vector graphics editor.</p> <p>Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, learners will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own.</p> <p><u>Unit 2: Layers of computing systems</u></p> <p>This unit takes learners on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.</p> <p>The aim is to provide a concise overview of how computing systems operate, conveying the essentials and abstracting away the technical details. The last lessons cover two interesting contemporary topics: artificial intelligence and open source software. These are linked back to the content of the unit, helping learners to both broaden their knowledge and focus on the topics addressed in the unit.</p>	<p><u>Unit 3: Developing for the web</u></p> <p>In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.</p> <p><u>Unit 4: Turtle programming and Algorithms</u></p> <p>Key learning that will take place in this unit - Understanding computational thinking including:</p> <ul style="list-style-type: none"> • Abstraction • Decomposition • Algorithmic thinking <p>Learners will look at examples of algorithms, including how to use iteration and selection to achieve specific tasks.</p> <p>Learners will construct their own algorithms to create geometric shapes</p> <p>By the end of this unit, learners will be able to demonstrate simple algorithms using loops and selection. They will be able to detect and correct errors i.e. debugging in algorithms. They will construct solutions that use repetition and solve problems through decomposition. Learners will end the unit by demonstrating their ability to use logical reasoning to predict outputs showing an awareness to inputs.</p>	<p><u>Unit 5: Introduction to Python programming</u></p> <p>This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.</p> <p>A range of pedagogical tools is employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples.</p> <p><u>Unit 6: Representations: From clay to silicon</u></p> <p>This unit conveys essential knowledge relating to binary representations. The activities gradually introduce learners to binary digits and how they can be used to represent text and numbers.</p>



YEAR 8 CURRICULUM OFFER, 2023-24



SUBJECT	Design Technology
Curriculum Leader	Mrs J Langston jlangston@brs.srscmat.co.uk

	Product Design Rotation	Food and Nutrition Rotation	Textiles Rotation
What we teach and why	<p>Why?</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>What we teach</p> <p>Knowledge</p> <ul style="list-style-type: none"> Analyse an existing product. Can identify the user requirements Able to write a detailed specification. Can produce a meaningful evaluation of outcomes. Understand the need to see how a product may need to be redesigned for use in a different context. Understand how iterative design can help on development of an outcome. <p>Skills</p> <ul style="list-style-type: none"> Sketch a variety of designs to solve a design problem. Fully develop designs using the specification as a guideline. Can measure, mark and cut out all the parts of the sweet dispenser with accuracy. Can cut out all parts for the sweet dispenser and then fabricate them to achieve a good standard. Can develop design through iterative methods during the making to improve its final outcome. <p>Safety</p> <ul style="list-style-type: none"> Understands how jigs can help the production of consistent product and add to the safe working procedure. Understands the health and safety requirements when using a belt sander. Understands the need of a cutting mat and safety when using a craft knife. 	<p>Why?</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 of 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>What we teach</p> <p>Knowledge</p> <ul style="list-style-type: none"> Able to describe the importance of food hygiene and safety with reference to the 4 C's Explain what seasonality is and how it effects the price of products. Identify and describe where some foods come from and the processing involved from farm to fork. Understand what protein foods are, what they are made up of and vegetarian alternatives. Be able to describe the process of making bread including the science behind the process. <p>Skills</p> <ul style="list-style-type: none"> Show confidence and work independently to complete more complex technical skills such as pasta making. Able to set up for practical's without prompts. Use the bridge and claw without being prompted. Can slice, dice, simmer, use the oven and hob with minimal help from the teacher. Work in a tidy and efficient manner. <p>Safety</p> <ul style="list-style-type: none"> Know what the high risk food is and give examples. Know the basic food hygiene rules and apply them in lessons. Can safely use the grill, hob and oven. 	<p>Why?</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 higher level 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>What we teach</p> <p>Knowledge</p> <ul style="list-style-type: none"> Name the key safety points when using the sewing machine Identify and describe the properties of different fabrics including smart and modern fabrics Understand the use of a design brief and using a visual mind map when designing Recognise different presser foot set-ups on the sewing machine and understand their uses Understand the use of a seam allowance and how it is applied when pattern making <p>Skills</p> <ul style="list-style-type: none"> Use dyes and inks to colour fabrics Thread and set up the sewing machine Monoprint an image and embellish with hand embroidery and machine stitch Use applique and machine embroidery to create features Use digital skills to create a repeat pattern Create a 3D monster product using pattern making and hand/machine stitch <p>Safety</p> <ul style="list-style-type: none"> Name the key safety points in the Textiles room and identify potential hazards Be able to collect, use, and return Textiles equipment safely Ability to set up use the basic functions of the Sewing Machine safety

YEAR 8 CURRICULUM OFFER, 2023-24



SUBJECT	English
Curriculum Leader	Mr M Ratchford mratchford@brs.srscmat.co.uk

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>All Year 8 classes begin by studying a modern novel in order to build on the skills developed in 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 Shakespearian comedy 'A Midsummer Night's Dream'. 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, 2023-24



SUBJECT	Geography
Curriculum Leader	Mr E Davies-Tagg edaviestagg@brs.srscmat.co.uk

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>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 'Why is there a development gap and how can we reduce it?'</p> <p>Pupils will then experience the wonders of the water cycle, and the associated hazards in 'How does water shape the world we live in?'</p>	<p>Pupils will then consider the impact of urbanisation on our need to be more sustainable in 'What are the opportunities and challenges of globalization and urbanisation?'</p>	<p>Pupils will conclude the year by studying the physical and human geography of Africa in 'Africa; a continent of contrasts?'</p>



YEAR 8 CURRICULUM OFFER, 2023-24



SUBJECT	History
Curriculum Leader	Mr E Davies-Tagg edaviestagg@brs.srscmat.co.uk

	Autumn Term	Spring Term	Summer Term
What we teach and why	<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 stable was Britain from 1603-1837?' which shall develop their understanding of the issues facing Britain from the reigns of the Stuarts to the reigns of the Georgians.</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, 2023-24

SUBJECT	Maths
Curriculum Leader	Miss R Schofield 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	



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YEAR 8 CURRICULUM OFFER, 2023-24

SUBJECT	MFL—French
Curriculum Leader	Ms A Coons acoons@brs.srscmat.co.uk

Students are finishing Studio 1 and moving onto the Studio 2 book which delves into some French culture as well as going deeper into some topics they will already be familiar with.

Year 8	Television, cinema, technology	Talk about television, films, reading ir and er verbs
Studio 1 & 2	A week in Paris, transport, places of interest	Talk and write about the internet (aller and faire)
Hobbies	About personality and friendships	Communicate in past tense (perfect tense)
My area	Describing your home	Use 3 tenses
Holidays	The carnival	Understand where French is spoken globally
	Ambition, talent and aspirations	Learn how to describe a photo in French / do dictation.
	<i>The French speaking world</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.





YEAR 8 CURRICULUM OFFER, 2023-24

SUBJECT	MFL—Spanish
Curriculum Leader	Ms A Coons acoons@brs.srscmat.co.uk

Students are now on the Viva 2 book which will introduce them to new topics and vocabulary as well as dive deeper into ones they are already familiar with.

Viva 1 Module 4 & 5	Mi familia y mis amigos / Mi ciudad	Family and friends / My town
Viva 2 Module 1	Mis vacaciones	Talking about holidays in the past tense
Viva 2 Module 2	Todo sobre mi vida	Talking about what you like including TV and music
Viva 2 Module 3	A comer	Talking about food, mealtimes, ordering and parties
Viva 2 Module 4		Talking about going out, getting ready, clothes etc. and learning how to talk about a photo in Spanish and dictation

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. In year 8 and 9 students will prepare and learn a number of extended writings for both oral and written assessment.

Students explore cultural aspects of Spanish speaking 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, 2023-24

SUBJECT	PE
Curriculum Leader	Mrs E Goddard egoddard@brs.srscmat.co.uk

We aim to provide a broad and balanced curriculum that is ambitious for all students. We strive to develop physical, mental and social well being throughout each lesson. Ultimately ensuring that lifelong enjoyment and participation in physical activity is achieved. Our ambition is that they are confident performers in a range of areas.

Year 7

Students build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students are encouraged to take part in inter-form activities as well as lunchtime and afterschool clubs.

Year 8

Students build on core skills, developing quality, selection and application in both a competitive and non-competitive environment. They understand what makes a performance effective and how to apply these principles to their own and others' work. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students start to take on more of a leadership role within the lessons and can apply to become a Young Ambassador to work with the school Sport Partnership, supporting primary school events.

Year 9

Students tackle more complex and demanding physical activities. They get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. They develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Boys and Girls are taught in single sex groups. Boys will be taught football, rugby, badminton, dance, trampolining, OAA, handball, cricket and athletics. Girls are taught netball, handball, badminton, dance, trampolining, OAA, rounders and athletics. Students start to lead individual warm ups and cool downs within lessons. Students on the Young Ambassador programme take on further opportunities developing leadership skills internally and externally through our feeder primary schools.



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YEAR 8 CURRICULUM OFFER, 2023-24

SUBJECT	Performing Arts
Curriculum Leader	Mrs. Wilson lwilson@brs.srscmat.co.uk

	Unit 1	Unit 2	Unit 3
Drama	<p>Melodrama and Pantomime</p> <p>The first unit of year 8 moves on to looking at specific drama through time and how it develops. This unit is split into 2 with pantomime and melodrama links being made from both drama history and techniques point of view.</p>	<p>War Horse</p> <p>This unit begins to add further techniques and skills to pupils drama abilities. The use of physical theatre to tell stories will allow pupils to further enhance their story telling techniques. The use of history and literature will build into the key knowledge of the unit</p>	<p>Soap Operas</p> <p>Devising storylines is the key element of this unit linked with key techniques of the genre. Pupils will be linking through skills from all previous units along with new knowledge.</p>
Music	<p>Jazz and Blues</p> <p>Building from keyboard skills pupils will now work on the key elements of jazz and blues, extending the chords used and developing walking bases and improvisation sections. All of this will also be linked to the history of blues.</p>	<p>Horror Music</p> <p>This unit will look more at composing music but builds on chords and walking bases to add harmony to developing melodic techniques linked to horror genre.</p>	<p>World Music</p> <p>Further look at different cultural techniques, links to African drumming styles (also touched upon in Blues) and built on further. Development of rhythm patterns will be added to the skills learnt for developing melody and harmony.</p>



YEAR 8 CURRICULUM OFFER, 2023-24



SUBJECT	RE
Curriculum Leader	Mrs L Taberner ltaberner@brs.srscmat.co.uk

	Autumn Term	Spring Term	Summer Term
What we teach and why	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 of 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.





SCIENCE

SUBJECT	SCIENCE
Curriculum Leader	Mrs H A Warsop hwarsop@brs.srscmat.co.uk

	Autumn Term	Spring Term	Summer Term
What we teach and why	<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>Half-Term 1</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>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>Half-Term 2</p> <p><u>Electromagnets part A:</u> Electromagnets. 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>Half-Term 3</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><u>Reactions Part B: Chemical Energy.</u> Students are expected to investigate phenomenon that relies on an exothermic and endothermic reaction</p> <p><u>Reaction Part B: Types of Reactions.</u> Students are expected to investigate changes in mass for chemical and physical processes</p> <p>Half-Term 4</p> <p><u>Genes Part B: Evolution.</u> Students are expected to review the evidence for theories about how a particular species went extinct</p> <p><u>Genes part B: Inheritance.</u> Students are expected to model the inheritance of a species trait and explore the variation in the offspring produced</p> <p><u>Earth Part B: Climate.</u> Students are expected to investigate the contributions that natural and human chemical processes make to our carbon dioxide emissions</p> <p><u>Earth part B: Earth Resources.</u> Students are expected to predict the method used for extracting metals based on their position in the reactivity series</p>	<p>Half-Term 5</p> <p><u>Ecosystems Part B: Respiration.</u> Students are expected to use data from investigating fermentation with yeast to explore respiration</p> <p><u>Ecosystems Part B: Photosynthesis.</u> Students are expected to use lab tests on variegated leaves to show that chlorophyll is essential for photosynthesis</p> <p><u>Wave Part B: Wave Effects.</u> Students are expected to relate the impact of different types of waves on living cells to their frequency and the energy carried by the wave</p> <p><u>Wave part B: Wave Properties.</u> Students are expected to use the wave mode to explain observations of the reflections, absorption and transmission of waves</p> <p>Half-term 6</p> <p><u>Knowledge Recall / Misconception Correction:</u> 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> <p>Science Skills: Throughout the year and across all the units the students will develop their How Science Works Skills (planning investigations; carrying them out; analysing data; evaluating) in preparation for Required Practical's at KS4. To support this each year at KS3 we dedicate some time to a specific skill set.</p>



Character



CHARACTER



Learning Journey



St Ralph Sherwin
Catholic Multi Academy Trust





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and social awareness through Christ.'



**St Ralph
Sherwin**
Catholic Multi Academy Trust