



Key Stage 3 Curriculum Booklet 2024/25

Year 8

Contents

● Welcome	
● Work Related Learning (WRL)	
● Tutorial Periods	
● Inclusion	
● Literacy	
● Numeracy	
● Reporting to Parents	
● English	
● Maths	
● Science	
● Humanities	
□ Geography	
□ History	
□ Philosophy + Religion	
● MFL – French, German, Spanish	
● Computing and Information Technology (IT)	
● Dance	
● Design & Technology	
● Drama	
● Music	
● Physical Education	
● Personal Social Health and Economic Education (PSHEE)	
● Visual Arts	

Key Stage 3 - Year 8 Curriculum Booklet

Welcome to the Year 8 Curriculum Booklet.

This booklet is designed to provide parents and carers with:

1. details of course content for Year 8 curriculum in Key Stage 3
2. details of essential and wider reading for each of the courses, including revision guides
3. details of websites that can be used by students to consolidate their progress over the course of Year 8
4. details of assessment points in the year with links to the Cotham Virtual Learning Environment (VLE)

This booklet is not an exhaustive list of what each Curriculum area does. Instead it is intended to act as a guide to support parents and carers with details of each of the courses to allow them to support their child during the course of Year 8.

Assessments during Year 8.

Students will be assessed throughout the course of the year using informal class assessments. A formal End of Year exam will also take place in the year. An Assessment calendar is sent out to the parents of Year 8 at the start of the year and this provides a summary of the class assessments that will take place during Year 8 in each subject area over the course of the year. Please refer to this so that you can support your child in preparing for these informal class assessments and formal end of year assessments.

Courses

Students at Cotham School study a broad and balanced curriculum at Key Stage 3 (KS3). The number of lessons per fortnight (over a 2 week cycle of 5 lessons per day or 50 lessons over the fortnight) is shown below.

Subject	Year 7	Year 8	Year 9
English Language and English Literature	9	8	8
Mathematics	7	7	7
Physical Education (Core PE)	4	4	4
Personal, Social, Health Education	2	1	1
Science	6	6	7
Modern Foreign Languages	4	5	5
Geography	2	3	3
History	2	3	3
Philosophy and Religion	3	2	2
Art and Design	2	2	2
Design Technology / Food	2	2	2
Computing	1	2	2
Drama	2	2	2
Dance (students can opt to do dance within their Core PE lessons in Year 9)	2	1	0
Music	2	2	2
Total:	50	50	50

The curriculum is designed to enable every student to achieve their very best and to develop independent learning skills. The KS3 curriculum is a broad and balanced curriculum, suitable for students of all abilities and is academically rigorous. This offer will provide an excellent preparation for all students for a wide variety of subject choices at GCSE level and beyond.

I hope that this document will give students and parents an overview of the curriculum that is on offer in Year 8 at Cotham School. The aim is to show that we have a broad and balanced curriculum which meets all statutory requirements and provides enriched learning for the students.

If you have concerns about your son/daughter in a particular subject area it is important to contact the subject teacher in the first instance. This can be followed up by contacting the Faculty Team Leader if necessary. The names of the teachers are available on the website with details of their role in school. Alternatively, you can contact the school by email which will be forwarded to the relevant member of staff. Issues regarding behaviour in class should also be raised with the relevant teacher. Behaviour issues outside the classroom should be addressed to the form tutor or the relevant Learning Coordinator.

Please take time to read the booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning and there are also some excellent resources suggested to supplement their studies. An explanation of reporting is also included in order to clarify our system of assessment and the information which you will receive from us.

May I take this opportunity to wish the students every success in Year 8 at Cotham School.

Mr Christopher Reed
Deputy Headteacher

Cotham Futures

The school is committed to providing a comprehensive careers education and work-related programme for students of all year groups and aims to achieve the national Gatsby Benchmarks. Careers education is delivered in Years 7, 8 and 9 via tutor-led sessions. We have a highly qualified Professional Careers Adviser who gives impartial 1:1 information, advice and guidance to students. Enterprise activities and projects delivered by Cotham School business partners are provided via a collapsed timetable day. These projects equip students with the employability and enterprise skills needed for success in the world of work. There are virtual activities during National Careers Week in March and in Year 8 students are involved in activities to broaden their skills and build self awareness.

Tutorial Periods

There are 9 tutor groups in Year 8. Each tutor group has 27 students.

The tutor stays with the tutor group, as they move up through the school from Year 7 to 11. The tutor is the first port of call for parents and carers and will provide pastoral and academic support. The tutor team is led by the Learning Coordinator and their Year Team Assistant, who manages the tutorial programme and supports the tutors to monitor academic progress, behaviour, attendance, punctuality, uniform and wellbeing for each student.

The theme of Year 8 is 'taking responsibility' and many of the topics build on or reinforce work completed in Year 7. Year 8s are given the responsibility of leading school tours, providing support to our school receptionist, supporting Open Evening and leading assemblies. They are encouraged to take a more active lead in extracurricular activities and the cooperative forum. National anti-bullying week enables us to revisit this topic; annual events such as Black History Month and National Poetry Day are also celebrated again in Year 8. Literacy skills are developed through reading the Tutor Reading Programme. Numeracy Skills are celebrated through the annual Countdown competition and Pi Day. Study skills include work on speaking and listening, meeting deadlines, homework and students also devise strategies to boost confidence. Students are given opportunities to discuss current affairs, explore prejudice, think about peer pressure, complete some activities around drugs and take part in charity fundraising. Further work related learning activities also take place throughout the year.

Students register with their tutor every morning as part of their daily 20 minute long tutor time session with their tutors. The tutor sessions are allocated to one assembly per week, two sessions for a tutor reading programme (which aims to broaden students' vocabulary and cultural capital), one session dedicated to sharing important notices, and a further session for tutors to get to know their tutees and to support them with attendance, behaviour and learning. Throughout the week, tutors use this time to also support with personal organisation and homework.

Assemblies are weekly and used for reflection on a range of Spiritual, Moral, Social or Cultural (SMSC) issues, led by a range of staff, students and outside speakers, as well as focusing on student success, tutor group challenges and year group issues.

Each tutor group is also in a house. The house system encourages inter-house competition between four houses across Years 7 to 11. Students are encouraged to get achievement points for the house and their tutor group. There are three house days per year, where trophies are awarded to the house with the most achievement points for Academic Achievement, PE, Performing Arts and Science, Technology and Maths. Individual Achievement Reports are sent home to parents and carers.

Homework: Formal homework is rarely set by tutors. However, on occasions, students may be asked to complete activities started in tutorial sessions or asked to prepare for an activity such as the Year 7 show and tell.

Enrichment Activities: A range of enrichment activities and extracurricular activities are offered every year. We would encourage every student to take advantage of these opportunities; go to the school website to see the activities on offer.

How you can support your child: The best way to encourage and support your child is to ensure that they have all their equipment and books with them every day – including their lanyard (personal identification card), planner and a reading book. Check their planner regularly to ensure that they are completing homework and sign the planner weekly to show that you are doing this. Provide your child with somewhere quiet to complete their homework and ensure they have a memory stick for bringing computer work to and from school. Encourage your child to take up extra-curricular activities and contact your child's tutor if you have any concerns about your child's attitude to school or progress in school. It is also very important that your child attends school every day and is punctual for school; your child should be on site by 8.25 am each morning and in their tutor base by 8.30am.

Please ensure you know what your child is doing online and encourage your child to switch off all electronic devices 1 hour before going to sleep. Your child will be physically tired during the first few terms and it is important for your child to get adequate sleep and eat properly. Sweets are not permitted on site. Your child can get a free breakfast at school each day from 8.10 am

Key Stage 3 has a homework club in the library, every day after school.

[Educational Inclusion at Cotham School](#)

At Cotham we strive to provide an inclusive education for all of our students.

To help us achieve this we have dedicated SEND and Inclusion Teams who provide support for students' learning needs as well as behavioural and emotional needs.

Learning Support

What is learning support?

For many reasons, some students may need more help than other students in the class in order to help them achieve their full potential.

How do we know what is needed?

Students who are experiencing difficulties may be highlighted by their previous school, a subject teacher, parent/carer or even the student themselves. We make an assessment of the student's needs by talking to staff, parents, the student and, if appropriate, using a variety of tests.

Student Learning Plan

Some students may be given a Learning Plan. This outlines the student's needs and information for the classroom teacher on how to support that student's learning. The Learning Plan is reviewed with the student, parents/carers and the SEND team on a regular basis.

What provision is in place?

Learning support at Cotham is led by the Special Educational Needs and Disabilities Coordinator (SENDCo). In addition there are two Deputy SENDCos (one for Years 7-8 and one for Years 9-11), nine higher level teaching assistants and eight learning support assistants. It is based in the B corridor, a purpose built facility in the heart of the school, which is designed to be a supportive and motivating

learning environment. The area is well resourced to support students at all levels including a wide range of books, activities and ICT.

Who gets extra help?

Support is offered to the students who have fallen the furthest behind. Typically these might be:

- Students who are working below their age related expectations
- Students whose difficulty with numeracy, reading and or spelling is such that they will need more support than they could be given in a mainstream class. Some of these students may have a specific learning difficulty (such as dyslexia or dyscalculia)
- Students who have a disability

Some of these students are already identified as needing extra support through an Education & Health Care Plan (EHCP).

The Special Educational Needs and Disabilities Record

Students who have been identified as needing extra support are placed on the school's Special Educational Needs and Disabilities Record. The register highlights the child's level of need or disability and ensures that all staff are kept aware of each child's type of need.

Levels of Need

Wave 1: These students have a low level of need and are supported by adapted provision within their mainstream lessons

Wave 2: Students at this level receive direct help from the school. Typically this might involve working in a small group with an HLTA once or twice a week

Wave 3: Students at this level receive highly personalised interventions/adaptations, may have an EHCP and, in addition to school based support, receive regular help from an outside agency

Should you feel that your child may require additional support, please contact Gabrielle Telford (SENDCo, Years 9 to 11), Laurie Knowles-Smith (Deputy SENDCo Years 7 and 8) to discuss their needs. We aim to ensure that our support will enable your child to be successful and happy at Cotham.

Literacy

Year 8

Literacy skills are promoted across the curriculum and via numerous initiatives. These include some specific to Years 7, 8 and 9, such as the Tutor Reading Programme which expands students' vocabulary and exposes them to challenging and diverse texts.

Students who require additional support with reading are withdrawn from some lessons to receive small-group support, depending on whether they need support with the decoding of words or with understanding and interpreting what they read.

Whole-School

Whole-school literacy initiatives include Word of the Week, which aims to develop the range of students' vocabulary. We also explicitly encourage students to use appropriate academic language for each subject, in both talk and writing, with our *Oracy* initiative.

Students who require additional support with reading, writing and/or oracy are withdrawn from some lessons to receive small-group support.

Numeracy

Our Key Stage 3 Numeracy programme is designed to equip students with the skills they need to deal with the numerical challenges they will encounter throughout their life. Students will be faced with mathematical problems to solve not only in maths lessons but in the majority of the subjects they study.

Support in Year 8

Support in Year 8 mirrors the structure in Year 7. A student's attainment in mathematics will be used to determine entry to the groups.

Group 1: Students identified as significantly below the age related expectation in mathematics

These students will take an additional assessment to establish an accurate level. Parents will be contacted to receive advice on how to support their child at home. The students will be placed in a smaller mathematics set which may also be supported by an HLTA. Additionally, students in this group are likely to be withdrawn from other subjects and receive targeted numeracy support in small groups. Students will be regularly assessed and continue to receive support throughout Years 8 and 9 until such time as they demonstrate that they have been able to catch up with their peers.

Group 2: Students identified as 'working towards' the age related expectation in mathematics

Parents will be contacted to receive advice on how to support their child at home. The students will be placed in a smaller mathematics set which may be supported by an HLTA. Students will be invited to support sessions and take part in an additional programme of home study. Students will be regularly assessed and continue to receive the support until such time as they demonstrate that they have been able to catch up with their peers.

Reporting to Parents

Monitoring Sheets and Examination Results: Monitoring sheets are sent home twice a year for each year group. They provide a Current Attainment grade for each subject*.

The monitoring sheets also give grades for Engagement with Learning and Quality of Work. The grades are 1/2/3 or 4.

*Examination results may be on monitoring sheets or issued separately depending on the timing of the examinations.

**See the guidance below on interpreting the monitoring sheet.

Parents' Evening: This is an important evening where parents can make appointments to meet with subject teachers to discuss individual student progress and attainment.

Tutor Reports: Tutor reports are sent home at the end of the academic year and contain written comments by the tutor giving an overview of attainment and wider contribution to school life.

An attendance sheet for the whole year goes home with the tutor report, along with the achievement record.

Parents are encouraged to contact form tutors, subject teachers, Learning Coordinators and the Inclusion team by email or telephone if there are any specific concerns.

Guidance on interpreting Monitoring Sheets

Current Attainment in each subject will be judged as either:

Exceeding	Exceeding the expected standard for a student of their age
Working at	Working at the expected standard for a student of their age
Working towards	Working towards the expected standard for a student of their age (not yet at the expected standard)
Working below	Working below the expected standard for a student of their age (the student is working significantly below the expected standard)

Engagement with Learning in each subject will be judged as either:

1	Works both independently and in group tasks. Makes a consistent and positive contribution to lessons. Seeks challenge and perseveres. Asks questions to extend their thinking. Exemplary behaviour in all lessons, requires no reminder to stay on task.
2	Responds positively to challenging activities. Completes all work set to a good standard. Answers questions and occasionally asks questions to extend their learning. Comes prepared for lessons. Good behaviour in the majority of lessons, responds immediately to reminders to stay on task. Consistently good focus.
3	Responds positively to most activities. Completes all of the work set, some of this being completed to a good standard. Answers questions when asked but does not ask questions to extend their learning. Comes prepared for the majority of lessons. Good behaviour in the majority of lessons, requires a reminder to stay on task. Demonstrates capacity for good focus but this is not seen in the majority of lessons.
4	Contributes little in lessons. Unfocused / passive in their learning. Does not complete work set to a good standard. Does not always come prepared for the lesson Poor behaviour in lessons, requires regular reminders to stay on task.

Quality of Work in each subject will be judged as either:


1	All class and homework is completed to the best possible standard for that student. Work completed is beyond what was set or expected. Meets all deadlines. Reviews own progress, acts on the feedback given to them to improve their learning.
2	All class and homework completed to the best possible standard for that student. Meets deadlines. Takes action based on feedback
3	Most class and homework completed to the best possible standard for that student. Some class and homeworks have been rushed or completed to a standard below that expected of the student. Completes work, but does not meet deadlines. Requires reminders to take action based on feedback.
4	Class and homework completed to a poor standard for the level of ability of the student. Regularly hands in incomplete homework, or does not complete homework. Sometimes attempts to act on feedback, needs reminders / prompts to rectify errors or learn from mistakes


SUBJECT	English
<p>Year 8 Course Outline</p>	<p>There are a range of units in Year 8 that assess your child's writing skills and your child's ability to analyse texts (such as commenting on a writer's use of language for effect) as well as speaking and listening. We seek to develop and encourage your child's creativity during this year.</p> <p>Unit 1: The Gothic Tradition. Students will develop their understanding of the Gothic genre by recognising typical conventions of setting, plot, structure & characters in existing models such as Dracula, Frankenstein, Woman in Black, and Yellow Wallpaper then incorporating Gothic features in their own creative writing.</p> <p>Unit 2: Space Invaders. Students will follow an imaging narrative of an apocalypse where the human race starts again on a fictional planet. The focus is on writing persuasively in a variety of forms and adapting writing for a variety of audiences. They will explore rhetorical devices in existing models such as Martin Luther King, Queen Elizabeth I battle speech in order to extend their rhetorical skills.</p> <p>Unit 3: Radical Thinkers. Students will be introduced to a range of radical literary voices such as Thomas Paine and Percy Shelley before moving on to study <i>Hamilton: A Musical</i> by Lin-Manuel Miranda. Students will learn to evaluate characters and ideas, while supporting their opinions with a range of evidence. They will consider the power of language to change society and write creatively about things they themselves would wish to change.</p> <p>Unit 4: 'Revolver' by Marcus Sedgwick. Students will read the novel set in the Arctic Circle during the gold rush. They will learn about context and use what they read to inform creative writing about cold places, greed and the desperation that sends people in search of enormous wealth-even as they face danger or failure. They will focus on characterisation, tension and symbols, and the novel's sense of right and wrong.</p>
<p>Assessment</p>	<p>Each unit has two practices. The end of unit practice will be a fully teacher marked piece the other will either be self or peer marked.</p> <p>In addition, your child will be formally assessed in advance of the 2 assessment points.</p>
<p>Year 8 Tests</p>	<p>Assessments will be completed at the end of each unit, each unit lasts 10 weeks.</p> <p>We always give students time in lessons to prepare for their assessments and students are aware of the skills we are assessing for each unit.</p> <p>Please find further information on our Year 8 assessments on the English KS3 VLE, under KS3 > Year 8 > KS3 Curriculum. http://cothamschoolenglish.weebly.com/</p>
<p>Additional Resources and supporting activities</p>	<p>CGP books provide a range of workbooks to support students with their literacy skills. These can be easily obtained online.</p> <ul style="list-style-type: none"> ● CGP Key Stage Three Spelling, Punctuation & Grammar (The Workbook) ISBN 978 1 84762 408 6 ● KS3 English Workbook (with answers) ISBN 978 1 84762 258 7


	<p>Useful websites:</p> <ul style="list-style-type: none"> • BBC Bitesize can give helpful overviews of texts and assist with literacy skills. • No Fear Shakespeare (Sparknotes) provides summaries and modern translations of Shakespeare texts.
<p>Essential Reading</p>	<p>Students should be reading for pleasure at home. Please find a link to some suggested texts: https://docs.google.com/document/d/1-T5tJ1MsUApkbsHimhbRqLrb6-TSACil_BKoitYTM/edit</p>
<p>Wider Reading</p>	<p>It would be helpful if students could research contextual factors (what life was like when the texts were written and what the writer's purpose might be). At GCSE level, students are expected to apply contextual information into their interpretation of their English Literature texts.</p> <p>Entire plays/extracts from other Shakespeare texts could also be read, or texts from the same genres that we study in class (for example, gothic and dystopian texts).</p> <p>Above all, we encourage students to pursue their own wider reading for enjoyment- it is the single most effective investment they can make in their own education- improving comprehension, spelling, vocabulary, ability to understand other people-their lives and relationships.</p>

SUBJECT	MATHEMATICS
<p>Year 8 Course Outline</p>	<p>Mathematics in Year 8 is taught in four/five classes (on each side of the year) which are set by ability.</p> <p>Term 1 (Chapters 1-3)</p> <ul style="list-style-type: none"> ● Whole numbers and decimals ● Measures, perimeter and area ● Expressions and formulae <p>Term 2 (Chapters 4-7)</p> <ul style="list-style-type: none"> ● Fractions decimals and percentages ● Angles and 2D shapes ● Graphs ● Mental Calculations <p>Term 3 (Chapters 8-10)</p> <ul style="list-style-type: none"> ● Collecting and representing data ● Transformations ● Equations <p>Term 4 (Chapters 10-12)</p> <ul style="list-style-type: none"> ● Equations ● Written and calculator methods ● Constructions <p>Term 5 (Chapters 13-15)</p> <ul style="list-style-type: none"> ● Sequences ● 3D Shapes ● Ratio and Proportion <p>Term 6 (Chapters 15-16)</p> <ul style="list-style-type: none"> ● Ratio and proportion ● Probability ● Revision
<p>Assessment</p>	<p>Homework</p> <p>Homework is set weekly for all students. All homework will be on Sparxmaths which is an online maths platform. Homeworks will follow the learning that is happening in class, with opportunities for retrieval and consolidation each week. Students will</p>

	<p>answer questions which are marked automatically so that they have instant feedback. Each question has an associated video to support students if they get stuck. The platform can also be used for independent learning and revision ahead of assessments.</p>
<p>Year 8 Tests</p>	<p>All students in KS3 undertake formal Assessments during the course of the year. Dates for these assessments can be found in the Assessment calendar. These assessments provide evidence for student tracking and movement between ability groups. Prior to each assessment, students are provided with revision lists which can be accessed via the Assessment Calendar.</p>
<p>Additional Resources and supporting activities</p>	<p>Textbook: Students will be following a textbook within their lessons and they can withdraw a copy of the textbook from the library to use at home. Students can also access this textbook online via Kerboodle. The textbook and online version will support you with a number of examples of the type of work undertaken so that you can support your child at home. This is also in the form of a video via the online version.</p> <p>If you want extra questions for your son or daughter then we would recommend purchasing the accompanying homework book. This can be purchased here however, please clarify with their teacher which one to purchase.</p> <div data-bbox="368 869 1114 1256" data-label="Image"> <p>The image shows three MyMaths textbooks for Key Stage 3. The first book is yellow with a large number '1' and a green circle containing a white letter 'A'. The second book is blue with a large number '2' and an orange circle containing a white letter 'B'. The third book is pink with a large number '3' and a purple circle containing a white letter 'C'. All books have the MyMaths logo and 'OXFORD' at the bottom.</p> </div> <p>Equipment: Ensure that your child always has the right equipment for lessons (pen / pencil / ruler / rubber / compass / protractor / calculator). Calculators should be scientific and students should buy their own so that they have the opportunity to ensure that they know how to use all of the functions on it.</p> <p>Websites: The following websites will be useful in supporting learning and revision.</p> <div data-bbox="368 1518 799 1666" data-label="Image"> <p>The logo for MyMaths.co.uk, featuring a circular icon with colored dots and the text 'MyMaths.co.uk'.</p> </div> <div data-bbox="895 1534 1386 1666" data-label="Image"> <p>The logo for SPARX MATHS, with 'SPARX' in white on a blue background and 'MATHS' in white on a white background.</p> </div> <p>https://sparxmaths.com/ - online learning platform used for weekly homework and independent study. The difficulty of questions builds in line with students' learning, and there are video tutorials for every question to ensure students are fully supported. Students can access this using their school google log in.</p> <p>www.mymaths.co.uk – used by school for online homework and contains lots of teaching powerpoints, useful revision activities. Username: cotham Password: mathsissthebest</p>

	<p>www.kerboodle.co.uk - the online version of school textbook. Students can access this using their school google log in.</p>
Essential Reading	<p>All groups follow a scheme of work supported by the MyMaths for KS3 textbooks. Students can withdraw a textbook from the library which is full of modelled examples. The program is enhanced by periodic rich Mathematical activities consistent with the new Key Stage 3 curriculum and Functional Maths activities, the purpose of which is to accelerate learning by delivering mathematics in a stimulating, challenging and enriching environment.</p>
Wider Reading	<p>As a school we enter a handful of students to the UK Maths challenge. This provides an opportunity for our students to compete against the best in the country. You can find a number of paper questions to stretch and challenge your son/daughter's mathematical reasoning:</p> <p>https://www.ukmt.org.uk/individual-competitions/junior-challenge/</p> <div style="display: flex; align-items: center; justify-content: center;">  past </div>
Additional info	<p>Students are encouraged to develop their personal thinking skills and reflect on the ways in which Maths is encountered in everyday life.</p>

SUBJECT	Science
<p>Year 8 Course Outline</p> 	<p><u>The following chapters will be covered over the course of Year 8:</u></p> <ul style="list-style-type: none"> • Biology 2.3, Adaptation and Inheritance • Physics 2.3 Motion & pressure • Biology 1.2 Structure and Function of Body Systems • Chemistry 1.4 Acids and Alkalis • Chemistry 2.3 Metals & acids • Chemistry 2.4 The Earth • Physics 2.2 Energy • Physics 2.1 Electricity & Magnetism • Biology 2.1 Health & lifestyle & Aerobic and Anaerobic Respiration <p>Each chapter will last around 3 weeks and there will be regular learning checks throughout each topic.</p> <p>The textbooks that the students will be using in class is the Activate 1 & 2 textbooks (this is also available online from the Kerboodle website)</p>
<p>Assessment</p>	<p><u>Homework</u></p> <p>Each student will be set a task on Seneca once per week to complete. Seneca is an online learning platform which quizzes them on knowledge learnt in class.</p> <p><u>Lesson assessment</u></p> <p>Each chapter will be assessed with regular quizzing using scientific recall questions. These will ensure students have a good grounding of scientific knowledge for their exams.</p> <p>Keywords for each chapter can be found in the Kerboodle book (available online from the Kerboodle website, see link below). Definitions for keywords are in the glossary.</p>
<p>Year 8 Tests</p>	<p>Students will sit 3 exams throughout the year assessing learning of topics complete up to that point in Year 7 and Year 8. Further information regarding dates and revision checklists can be found in the Assessment Calendar for year 8.</p>
<p>Additional Resources and supporting activities</p>	<p>Each student has a Kerboodle login (https://www.kerboodle.com/users/login). On this website there is a digital copy of the textbook used in lessons. Sometimes homework will also be set on Kerboodle in the form of quizzes.</p> <p>The SAM Learning website has a number of great revision and practice resources to use. Your child will be given a unique login by the school.</p> <p>BBC bitesize (http://www.bbc.co.uk/education/subjects/zng4d2p) has lots of information and revision activities available.</p>

<p>Essential Reading</p>	<p>The Kerboodle textbook from the website link above. I would recommend the Science CGP revision guide for KS3 students (ISBN 978 1 84146 230 1), these can also be purchased from wisePAY</p>	<p>CGP also</p> 
<p>Wider Reading</p>	<p>BBC bitesize (http://www.bbc.co.uk/education/levels/z4kw2hv) is a great tool to use.</p> <p>BBC iplayer has some fascinating documentaries from Brian Cox and David Attenborough about the natural world.</p> <p>For other resources and links please follow the link to the Science department website: http://cothamschoolscience.weebly.com/</p>	
<p>Additional info</p>	<p>All students study all 3 sciences up to GCSE. In addition to the content and assessments described above students also take part in lots of exciting experiments in the well equipped labs. Every science classroom has its own lab space and this forms an integral part of the lessons. Many students choose to study Biology, Chemistry and / or Physics at A level, or the more practical BTEC in Applied science, and many pursue it at University.</p>	

SUBJECT	Geography
Year 8 Course Outline	<p><u>What are the causes and consequences of our warming planet?</u></p> <ul style="list-style-type: none"> • Know what global warming is • Know the effects of global warming for the world • Understand how climate change can be managed <p><u>What is development and what are the misconceptions about Africa?</u></p> <ul style="list-style-type: none"> • Can define different development indicators • Can define the difference between short term and long term aid • Can use a named example of how aid has been used to help a country develop <p><u>What is China like?</u></p> <ul style="list-style-type: none"> • Can explain the physical landscape of China • Can explain the population of China and where the people are distributed • Can evaluate the advantages and disadvantages of the Three Gorges Dam <p><u>Why are there earthquakes and volcanoes?</u></p> <ul style="list-style-type: none"> • Can describe the causes of a tectonic hazard event • Can explain the impact of the event on the human and physical environment • Can explain how the event was responded to - short and long term management <p><u>What is glaciation and how are coasts formed?</u></p> <ul style="list-style-type: none"> • Can define glaciation • How are our landscapes in the UK shaped by erosion, transport and deposition processes? • How can these areas be managed to cope with tourism demand
Assessment	<p>Progress is measured by in class assessments, usually at the end of each unit of work/term, and the exam set for each year group.</p> <p>Some assessment will take place mid module for the bigger units of work.</p> <p>Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written.</p> <p>Revision lists and content for the exam will be shared via Google Classroom</p>
Year 8 Assessments	<p>Term 1 - <u>What are the causes and consequences of our warming planet?</u></p> <p>There will be a short test with structured questions after lesson 7. This test will be out of 18 marks</p> <p>Term 2 - <u>What is development and what are the misconceptions about Africa?</u></p> <p>Students will be assessed in the exam on defining development indicators, aid (short term and long term) and a named country that has received aid and the benefits.</p> <p>Year 8 exam - usually completed at the end of February (Global Warming and</p>

	<p>Development)</p> <p>Term 4/5 - <u>Why are there earthquakes and volcanoes?</u></p> <p>After lesson 8 in the sequence students will be investigating a real life natural hazard event (ideally a tectonic disaster). They will write a report on the causes, impacts and responses/management to the event. They should look at short term and long term solutions to natural disaster events like a tsunami/earthquake/volcano.</p> <p>Term 6 - <u>What is glaciation and how are coasts formed?</u></p> <p>There will be a short test with structured questions after lesson 7. This test will be out of 18 marks</p>
Additional Resources and supporting activities	<p>Resources will be provided on Google Classroom. This will be added to and continually populated.</p> <p>Deadlines and research tasks to assist with the assessments will be set through Google classroom</p>
Essential Reading	<p>There is not a single textbook for KS3 Geography.</p> <p>Essential reading lists will be provided on the KS3 page on the VLE with reading links and documentaries. These will have links to other pages or websites to assist.</p>
Wider Reading	<p>A copy of wider reading for Geography can be found here: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z</p> <p>Explore Google Earth and online maps - many students still lack a general basic locational knowledge of the planet.</p>
Additional info	<p>Geography is extremely popular at GCSE. More than 200 are in our Year 10 and Year 11 cohorts. The new AQA GCSE is now being taught in Year 10 and 11</p> <p>Uptake at A Level is healthy and we have at least 2 classes across the centre at Cotham + RGS. Geography is a facilitating subject and helps support applications for university places. Geography (along with Psychology) graduates make up the most employable group of graduates in the UK.</p> <p>Geography VLE link:https://cothamschoolhumanities.weebly.com/</p> <p>Humanities Clinic:</p> <p>Mr Lloyd runs a Humanities clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p> <p>VLE link: https://cothamschoolhumanities.weebly.com/</p> <p>Stretch and Challenge Tasks for Geography: https://drive.google.com/drive/folders/1oiZLbeey0SEY024HQmG_Ddao4z8LPY3Z</p> <p>Revision Websites</p>

	<p>https://www.gcsepod.com/</p>
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<https://senecalearning.com/en-GB/>

SUBJECT	History
Year 8 Course Outline	<p><u>Topic 1: The English Reformation</u></p> <ul style="list-style-type: none"> ● Who were the two sides in the Wars of the Roses? ● What happened to the Princes in the tower? ● How did Henry VIII deal with his problems? ● What is a protestant? ● Why did Henry break from Rome? ● How bloody was Bloody Mary? ● What was Elizabeth's religious settlement? ● Who should Elizabeth marry? ● Why was England able to beat the Spanish Armada? ● How did Elizabeth use portraits as propaganda? <p><u>Topic 2: The Cases and Consequences of the English Civil War</u></p> <ul style="list-style-type: none"> ● How did the UK become united? ● What can you remember about the 5th November? ● Were the Gunpowder plotters framed? ● Can you make better decisions than Charles I? ● What were the main events of the English Civil War? ● What happened at the trial of Charles I? ● What type of ruler was Oliver Cromwell? ● Does Oliver Cromwell deserve his reputation? <p><u>Topic 3: Britain as the first Industrial Nation</u></p> <ul style="list-style-type: none"> ● Why did the population of Britain explode upwards? ● How did agricultural farming improve? ● When did the domestic system get replaced by factories? ● What was life like for children in the industrial revolution? ● How did transport change? ● Why was coal so important? ● What is Cholera and what effect did it have on towns? ● What did people try to do to improve public health? ● What can local sources of information from Arnos Vale tell us about public health in Bristol? ● Who was Jack the Ripper? ● Was Jack the Ripper a social reformer? <p><u>Topic 4: Power and the People</u></p> <ul style="list-style-type: none"> ● What are rotten boroughs ● Why were there riots in Queens Square in 1831? ● What were the Chartists fighting for? ● Who were the Suffragettes and Suffragists? ● What happened at the Derby, 1913? ● How did Britain gain an empire? ● Why did Britain want an empire?

	<ul style="list-style-type: none"> • Why did India call for independence? • What was the impact of Indian independence? • What were the experiences of the Windrush generation? • What happened in the Bristol Bus Boycott? • What was the impact of the Bristol Bus boycott? • Bristol, a city of protest?
Assessment	<p>Progress is measured by in class assessments, usually at the end of each term, and the exam set for each year group. There are folders with mark schemes and power points with useful hints and tips on the History VLE under curriculum.</p> <p>VLE link to History resources:</p> <p>http://cothamschoolhumanities.weebly.com/resources1.html</p> <p>In Year 8 students have to answer an essay question on “Why did Henry VIII leave the Roman Catholic Church?”, answer a source based assessment on how Elizabeth shows power through her portraits, an exam question reflecting the format of the History GCSE exam on an aspect of History they have studied since the start of Year 8, a significance essay question on “What was the most significant development during the Industrial Revolution?” and finally a paired project on how Bristol has changed from 43 A.D – 2000 A.D</p>
Year 8 Tests	<p style="text-align: center;"><u>Assessment Point 1:</u></p> <p>An essay to be done in class on the question: “Why did Henry leave the Roman Catholic Church by 1533?”</p> <p>Revision Resources:</p> <p>http://www.bbc.co.uk/education/topics/zynp34j http://cothamschoolhumanities.weebly.com/history.html</p> <p>Completed at the end of September.</p> <p style="text-align: center;"><u>Assessment Point 2:</u></p> <p>A source based assessment on “How did Elizabeth show her power through her portraits?”</p> <p>Revision Resources:</p> <p>http://www.bbc.co.uk/education/topics/zynp34j http://cothamschoolhumanities.weebly.com/history.html</p> <p>Completed at the end of November</p> <p style="text-align: center;"><u>Assessment Point 3:</u></p> <p>Year 8 Exam.</p> <p>Revision Resources:</p> <p>http://www.bbc.co.uk/education/topics/zynp34j http://www.bbc.co.uk/education/topics/zynp34j http://www.bbc.co.uk/education/topics/zjd82hv http://cothamschoolhumanities.weebly.com/history.html</p> <p>Completed at the end of February.</p> <p style="text-align: center;"><u>Assessment Point 4:</u></p> <p>How useful are sources for learning about Child employment in the Industrial Revolution?</p> <p>http://www.bbc.co.uk/education/topics/zm7qtfr http://cothamschoolhumanities.weebly.com/history.html</p> <p>Completed at the end of April</p> <p style="text-align: center;"><u>Assessment Point 5:</u></p>

	<p>A research project looking at the most significant protest movement in Bristol</p>
<p>Additional Resources</p>	<p>History VLE link: http://cothamschoolhumanities.weebly.com/history1.html</p> <p>History Clinic:</p> <p>Mr Lloyd runs History clinic every Wednesday lunch and after school. This is for students from all key stages to come along to get additional help with assessment preparation, additional assessment feedback and help with homework</p> <p>VLE link:</p> <p>http://cothamschoolhumanities.weebly.com/history-clinic.html</p> <p>Stretch and Challenge Tasks for History:</p> <p>http://cothamschoolhumanities.weebly.com/stretch-and-challenge.html</p> <p>Revision Websites</p> <p>https://www.gcsepod.com/</p> <p>Seneca - Homework & Revision Platform (senecalearning.com)</p> <p>Useful Research Websites for H/W:</p> <p>http://www.bbc.co.uk/history</p> <p>http://johndclare.net/</p> <p>http://www.historylearningsite.co.uk/</p> <p>Cotham YouTube Channel:</p> <p>http://cothamschoolhumanities.weebly.com/youtube.html</p> <p>Cotham Pinterest Page:</p> <p>https://uk.pinterest.com/cothamhistory/</p>
<p>Essential Reading</p>	<p>KS3 History by Aaron Wilkes: Invasion, Plague & Murder Student Book (1066-1485)</p> <p>Aaron Wilkes, James Ball</p> <p>ISBN: 9781850083443</p> <p>KS3 History by Aaron Wilkes: Renaissance, Revolution & Reformation Student Book (1485-1750) (Paperback)</p> <p>Aaron Wilkes, James Ball</p> <p>ISBN: 9781850083450</p> <p>KS3 History by Aaron Wilkes: Industry, Reform & Empire Student Book (1750-1900) (Paperback)</p> <p>Aaron Wilkes, James Ball</p>

	<p>ISBN: 9781850083467</p> <p>KS3 History by Aaron Wilkes: Technology, War & Identities Student Book (After 1900) (Paperback)</p> <p>Aaron Wilkes, James Ball</p> <p>ISBN: 9781850083474</p> <p>Reference versions of these books are available in Cotham School library</p>
<p>Wider Reading</p>	<p>Horrible Histories books</p> <p>BBC History magazine catalogue available from the library and the History department</p> <p>Historical Fiction book list available in the Cotham School library</p> <p>VLE link to the catalogues:</p> <p>https://drive.google.com/drive/folders/0BwtIB3i22YS1c09DLWlrdG9URm8</p>
<p>Additional Information on Cotham History</p>	<p>Enrichment Activities:</p> <p>In their spare time students can choose to visit the S.S. Great Britain to explore Britain's Industrial heritage. The enrichment provision we offer is always under review and may be subject to change.</p> <p>VLE link to History trips and trip forms:</p> <p>http://cothamschoolhumanities.weebly.com/trips.html</p> <p>Additional Enrichment Opportunities in Bristol:</p> <p>Bristol City Museum, Georgian House, Red Lodge, M-Shed, S.S. Great Britain, Cabot Tower, St Mary Redcliffe, Bristol Cathedral, Tyntesfield and many more.</p> <p>Homework:</p> <p>Homework is set once a fortnight and care has been taken to design tasks that engage students and inspire them to consolidate work in the classroom as well as to explore topics beyond the time available with our History curriculum. Tasks tend to either build on learning from lessons or encourage some preliminary study to inform on a lesson to come. We aim to have homework tasks marked and returned within the fortnight.</p>

SUBJECT	Philosophy + Religion
<p>Year 8 Course Outline</p>	<p>Topic 1: : The Abrahamic faiths: Would the world be a better place if everyone followed Abrahamic teachings?</p> <ul style="list-style-type: none"> - History of the Abrahamic faiths spanning from Adam to the final Islamic prophet. - Understanding of the divergences in the different belief systems - Understanding of the similarities between the systems - including the interconnected thread of Abrahamic relation to God. - Explain the different approaches to practicing the Abrahamic faiths (Orthodox / reform Judaism, Literalist / non-literalist Christians, Sunni / Shi'a Muslims) - Consideration of how these faiths may have or currently shape moral values in society. <p>Topic 2: What is religion?</p> <ul style="list-style-type: none"> - What are the defining features of a religion? - Should there be a set of characteristics defining a religion? - Is the word "Cult" a better alternative for new world religions? - Does anyone have the right to tell someone they aren't a religion? <p>Topic 3: Do we need religion?</p> <ul style="list-style-type: none"> - Are people becoming less religious, or differently religious? - Studying religion from a psychological + sociological perspective. - Where can atheists find meaning and purpose? - If religion is a comfort blanket, should we get rid of it? - Has science replaced religion? <p>In Year 8, to be working at our expected standard you need to show that you can:</p> <ul style="list-style-type: none"> ● Use examples and evidence to illustrate and support your points, using PEE to structure your argument. ● Point out similarities and differences between beliefs and practices. ● Use source material.
<p>Assessment</p>	<p>At least two of the units above will include an essay-style assessment. Your teacher will use your essay to let you know how close to the expected standard you are (working at, exceeding etc.) and to let you know what your next steps need to be. Your teacher will give you two weeks' notice to prepare, but if you have been revising weekly from the knowledge organiser as per our home learning requirement then this should not involve any extra work for you. This assessment will also have a multiple choice element; you are expected to achieve 80%+ in this to demonstrate that you have been using the Knowledge Organiser to revise regularly (see Home Learning, below).</p> <p>All units will also include a shorter multiple choice test to make sure you are aware of any gaps in your knowledge before the formal assessments.</p> <p>Once a year you will sit an exam that tests you on your knowledge of all work covered so far. The exam will be multiple choice. You will need to use all the knowledge organisers you've been given so far that academic year to prepare for it. The timing of this exam is determined by the whole school calendar; you will be given at least one month's notice by your teacher.</p>

<p>Home learning</p>	<p>For each unit, you will be given a paper copy of a Knowledge Organiser and a Homework Grid. The knowledge organiser contains all of the key information you will learn in the unit. It will also include links to useful online resources. The homework grid is a selection of specific tasks that will help to extend and consolidate your learning.</p> <p>You are expected to use the knowledge organiser to do 20-30 minutes of revision each week. Tasks to be completed from the homework grid are optional. Your teacher will set specific deadlines for you to write into your planner if necessary.</p> <p>The knowledge organisers and homework grids are also set as assignments on Google Classroom so that you can download spare copies.</p> <p>Useful websites</p>
<p>Essential Reading</p>	<p>'Religions to Inspire' textbook series (edited by Steve Clarke) 'Living Faiths' textbook series (edited by Janet Dyson)</p>
<p>Wider Reading</p>	<p>Sophie's World - Jostein Gaarder The Philosophy Files - Stephen Law The Three Questions - Jon Muth Children's Book of Philosophy - Sarah Tomley The Shack - Paul Young</p>

SUBJECT	Personal, Social, Health and Economic Education
Year 8 Course Outline	<p>Unit 1: Identity and Relationships</p> <ul style="list-style-type: none"> ● What is identity? ● How can we prevent discrimination? ● What does race mean? ● What does gender mean? ● What does disability mean? <p>Unit 2: Family Relationships</p> <ul style="list-style-type: none"> ● What is the purpose of family? ● Is it important to get married? ● What makes a good parent or carer? ● What to do when there is a problem at home. ● What to do if there is abuse at home. <p>Unit 3: British Parliament</p> <ul style="list-style-type: none"> ● Why are there two Houses of Parliament? ● Who are the main political parties? ● How does an idea become a law? ● How can I become an MP? ● What is parliament doing about the environment?
Assessment	<p>Progress is measured by in class assessments, usually at the end of each unit of work/term. There is no formal end of year assessment for Year 8s.</p> <p>Students are always provided with the structure of the assessment, mark schemes and feedback sheets through Google Classroom in advance of these assessments being written.</p> <p>Revision lists and content for the exam will be shared via Google Classroom</p>
Additional Resources and supporting activities	<p>Interesting articles and related activities will be shared via Google classroom.</p>
Essential Reading	<p>It is recommended that students regularly access appropriate current affairs via the BBC website (eg Newsround) or via information sites listed on the PSHEE VLE.</p>

Wider Reading	https://www.kooth.com/ https://www.childline.org.uk/ https://www.youngminds.org.uk/young-person/coping-with-life/friends/ https://www.avonfire.gov.uk/safety-advice http://www.talktofrank.com/. https://www.bullying.co.uk/
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SUBJECT	GERMAN
<p>Year 8 Course Outline</p>	<p>Year 8 students have 5 German lessons a fortnight. Our course is based on the following topics with grammar progression and phonics development.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 - Revision of Year 7 units 1 and 2 - Introductions and family</p> <p>Term 2 - Unit 2 - Hobbies</p> <p>Term 3 - Unit 3 - Where people live</p> <p>Term 4 - Unit 4 - Identity and Relationships/ describing others</p> <p>Term 5 - Unit 5 - Travel and tourism</p> <p>Term 6 - Unit 6 - Media: Films, TV and books.</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar. Phonics are developed and practised. Topics mirror AQA GCSE content so that students can develop core vocabulary.</p>
<p>Assessment</p>	<p>Homework</p> <p>Teachers set weekly spelling tests.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week. Vocabulary can be practised on Quizlet.</p> <p>Quizlet links can be found here:</p> <p>https://quizlet.com/join/tBdZbfWs3</p> <p>Additional homework is set on languagesonline</p> <p>https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html#gsc.tab=0</p>
<p>Year 8 Tests</p>	<p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>Speaking</p> <p>Writing & Reading</p> <p>Listening</p>
<p>Additional Resources and supporting activities</p>	<p>BBC Bitesize is also an excellent resource.</p> <p>https://www.bbc.co.uk/bitesize/subjects/zcj2tfr</p>
<p>Essential Reading</p>	<p>Some recommended revision guides (available on amazon etc. or suppliers website https://www.cgpbooks.co.uk/Student/books_ks3_german.book_DHW33)</p> <p>CGP German Revision Guide £4.95</p>

	<p>ISBN: 978 1 84146 840 2</p> <p>CGP KS3 German Workbook with Answers £4.95</p> <p>ISBN: 978 1 84146 849 5</p>
Wider Reading	<p>Anything you can get your hands on in German! The library has a small selection of books in German. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with German subtitles so you can learn as you watch!</p>
	<p>There are many opportunities at Cotham for those who love languages! Currently, there is a Year 9 trip to the Black Forest in Germany.</p>

SUBJECT	FRENCH
<p>Year 8 Course Outline</p>	<p>Year 8 students have 5 French lessons a fortnight. Our course is based on the following topics with grammar progression and phonics development.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 - Revision of Year 7 units 1 and 2 - Introductions and family</p> <p>Term 2 - Unit 2 - Hobbies</p> <p>Term 3 - Unit 3 - Where people live</p> <p>Term 4 - Unit 4 - Identity and Relationships/ describing others</p> <p>Term 5 - Unit 5 - Travel and tourism</p> <p>Term 6 - Unit 6 - Media: Films, TV and books.</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar. Phonics are developed and practised. Topics mirror AQA GCSE content so that students can develop core vocabulary.</p>
<p>Assessment</p>	<p>Homework</p> <p>Teachers set weekly spelling tests.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week. Vocabulary can be practised on Quizlet.</p> <p>Quizlet links can be found here:</p> <p>Additional homework is set on languagesonline</p>
<p>Year 8 Tests</p>	<p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>There are 2 main assessments throughout the year based on the topics studied and they cover the 4 skill areas.</p>
<p>Additional Resources and supporting activities</p>	<p>Go to www.cothamschoolmfl.weebly.com to access vocabulary lists and see examples of students' exemplar homework.</p> <p>BBC Bitesize is also an excellent resource.</p> <p>https://www.bbc.co.uk/bitesize/subjects/zgdqxn</p>

Essential Reading	<p>Some recommended revision guides (available on amazon etc. or suppliers website https://www.cgpbooks.co.uk/Student/books_ks3_languages.book_FHW32)</p> <p>CGP French Revision Guide £5.95</p> <p>ISBN: 978 184 146 839 6</p>
Wider Reading	<p>Anything you can get your hands on in French. The library has a small selection of books in French. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films/ TV programmes with French subtitles so you can learn as you watch. Netflix also has a foreign film section.</p>
	<p>There are many opportunities at Cotham for those who love languages. In the future, there will be a Year 8 trip to the Opal Coast in France .</p>

SUBJECT	SPANISH
Year 8 Course Outline	<p>Year 8 students have 5 Spanish lessons a fortnight. Our course is based on the following topics with grammar progression and phonics development.</p> <p>The topic areas covered are as follows;</p> <p>Term 1 - Unit 1 - Revision of Year 7 units 1 and 2 - Introductions and family</p> <p>Term 2 - Unit 2 - Hobbies</p> <p>Term 3 - Unit 3 - Where people live</p> <p>Term 4 - Unit 4 - Identity and Relationships/ describing others</p> <p>Term 5 - Unit 5 - Travel and tourism</p> <p>Term 6 - Unit 6 - Media: Films, TV and books.</p> <p>Students are assessed on 6 main areas; listening, reading, writing, speaking, vocabulary and grammar. Phonics are developed and practised. Topics mirror AQA GCSE content so that students can develop core vocabulary.</p>
Assessment	<p>Homework</p> <p>Teachers set weekly spelling tests.</p> <p>All KS3 students are given vocabulary lists, which are usually tested each week.</p> <p>Vocab is set on Quizlet.com</p> <p>Additional homework is set on Seneca</p> <p>Vocabulary lists can be found on the following link. www.cothamschoolmfl.weebly.com</p>
Year 8 Tests	<p>Exams are based on the topics taught during the term and students should use their corresponding vocabulary sheets and classwork for support.</p> <p>There are 2 main assessments throughout the year based on the topics studied and they cover the 4 skill areas.</p>
Additional Resources and supporting activities	<p>Go to www.cothamschoolmfl.weebly.com to access vocabulary lists and see examples of students' exemplar homework.</p> <p>BBC Bitesize is also an excellent resource.</p>
Essential Reading	<p>Some recommended revision guides (available on amazon etc. or suppliers website https://www.cgpbooks.co.uk/Student/books_ks3_languages.book_FHW32)</p> <p>CGP Spanish Revision Guide £5.95</p>

Wider Reading	Anything you can get your hands on in Spanish. The library has a small selection of books in Spanish. Choosing to read one of these instead of an English book will enhance your vocabulary. Choose films / TV programmes and series with Spanish subtitles so you can learn as you watch. Netflix also has a foreign film section.
	There are many opportunities at Cotham for those who love languages. There are plans afoot for trips to Spain in the future.

SUBJECT	Computing and IT
Year 8 Course Outline	<p>Online Programme of Study and Lessons</p> <p>Full programme of study and lessons for all years are available on the link below, just select the relevant year group and topic from the drop down menus at the top of the page: http://cotham-computingit.weebly.com/</p> <p>Term 1 - Spreadsheet Modelling - Gangsta Zoo</p> <p>Student learn how to use spreadsheets to model real world scenarios.</p> <p><i>LO: Year 8 Information Technology 1</i></p> <p>Term 2 - Gamemaker Programming</p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Gamemaker.</p> <p><i>LO: Year 8 Programming 1</i></p> <p>Term 3 - Business Skills Exam</p> <p>Students learn how to combine a number of digital applications to fulfill a exam brief.</p> <p><i>LO: Year 8 Information Technology 2</i></p> <p>Term 4 - Image Editing</p> <p>Students learn about to create and manipulate a digital product (image) using Photoshop.</p> <p><i>LO: Year 8 Information Technology 3</i></p> <p>Term 5 - Construct 2 Programming</p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Construct 2.</p> <p><i>LO: Year 8 Programming 2</i></p> <p>Term 6 - Tech of the Future Presentation</p> <p>Students learn how to program solutions to computational thinking problems using the three constructs of programming in Scratch.</p> <p><i>LO: Year 8 Information Technology 4</i></p>
Assessment	<p>More information available here: http://cotham-computingit.weebly.com/ks3---assessment-strands.html</p> <p>End of Topic Assessments</p> <p>Each topic is assessed in one of two ways:</p> <p>1. Project Work</p> <p>The cumulative work for the whole topic is looked at and assessed. This may take the form of: several individual pieces of work or a completed digital product that has been worked on throughout the topic.</p>

	<p>2. End of Topic Assessment A one assessment takes place at the end of the topic. The score from this is used as the end of topic grading.</p> <p>In Lesson Tasks</p> <p>Each topic of work uses a LEARN, SHOWCASE, EXCEL task structure. The structure is designed to:</p> <ul style="list-style-type: none"> • Walk students through the learning of the topics core skills and knowledge with the LEARN tasks • Provide opportunities for students to demonstrate their learning through the showcase tasks • Stretch high achieving students through independent learning and discovery. <p>The more SHOWCASE and EXCEL tasks the students complete the higher their grading will be.</p>
Year 8 Tests	<p>Assessment Dates</p> <p>(all dates are subject to change if needed)</p> <p>Term 1 - Spreadsheets</p> <p>Term 2 - Gamemaker Programing</p> <p>Term 3 - Exam</p> <p>Term 5 - Image Editing</p> <p>Term 6 - Construct 2 Programming</p> <p>Dates for assessments can be found in the Assessment calendar. Prior to each assessment, students are provided with assessment preparation resources which can be accessed via the Assessment Calendar.</p>
Additional Resources and supporting activities	<p>Department Homepage</p> <p>http://cotham-computingit.weebly.com/</p> <p>All lessons and additional resources are stored here</p> <p>Further Information on KS3 Assessment Strands</p> <p>http://cotham-computingit.weebly.com/ks3---assessment-strands.html</p> <p>Low Cost Computers Council Scheme</p> <p>Looking for a low cost computer that can be used at home to support your children with school work? Computers to buy for as little as £50.</p> <p>http://www.bristolcomputerreuse.org/</p>
Wider Reading	<p>http://www.bbc.co.uk/news/technology</p>
Additional info	<p>Enrichment Activities:</p> <p>We run a range of Cyber events and activities with Cyber Discovery an ongoing competition. Keep an eye on Google Classroom and the weekly newsletter for</p>

	opportunities throughout the year.
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SUBJECT	Design and Technology including Food Science
<p>Year 8 Course Outline</p>	<p>Students experience three main challenging projects delivered by specialist teachers these will include a ‘Wooden Storage Box’ design task, ‘Board Game’ and the Food Science and Nutrition module. Students will spend half the year on DT and/or Food switching after February half term.</p> <p>During their study students will gain a knowledge and understanding of the Core Technical Principles of Design & Technology. Students will also make a number of food dishes and learn the key principles of nutrition and healthy eating, food safety and hygiene.</p> <p>Wooden storage box. A plan and make project with a focus on Timber and man made boards. Students plan using scale and technical part drawings a small wooden storage box. Students then manufacture their planned design using a choice of traditional wood joints and methods from plywood sheets and pine softwood before applying a protective finish with Danish oil.</p> <p>Board game. Students create a small portable board game using a range of papers and boards, exploring different graphic communication techniques, including the use of computer aided design (CAD) and computer aided manufacture (CAM) with options to create playing pieces using a laser cutter or high-tech 3D printing with biodegradable plastic.</p> <p>Food Science . Students will make the following dishes, Moroccan Couscous cous, Mac n cheese, Tear n share Bread, Soup, Bobotie, Dutch Apple Cake.</p> <p>Students develop knowledge from Year 7 to include the scientific process of ‘All in one’ sauce making, heat transfer, bread making, knife skills, safe handling of meat. Nutritional knowledge is examined in greater depth to include macronutrients Carbohydrates, Fibre (Non Starch Polysaccharides, micronutrients Vitamin B/D and Calcium.</p>
<p>Assessment</p>	<p>All products which students make will be assessed and marked against set descriptors. Students will engage in this process by evaluating their own progress and evaluating the food products made against sensory descriptors. Students will also be assessed on the knowledge of the materials and processes used at the end of each project and this will be in the format of multiple choice questions.</p> <p>Homework</p> <p>Homeworks will be set fortnightly and will include Google Quizzes, keyword definition tasks.</p>
<p>Year 8 Tests</p>	<p>Testing for Design & Technology takes place during Year 8 examination week and takes the form of a 45 minute Google Form based on multiple choice responses. Questions will be based on tools and equipment used, materials and properties, safe working practices, food science and nutrition.</p>
<p>Additional Resources and supporting</p>	<p>http://www.technologystudent.com/ is a fantastic resource for revision and all things Design & Technology based. There is a wealth of information split into the specialisms taught throughout KS3 at Cotham and they make a perfect foundation of</p>

<p>activities</p>	<p>knowledge for further study at GCSE and beyond.</p> <p>Students are eligible to download a personal copy of Autodesk Inventor for use at home should they have a powerful enough computer available. Details, registration and downloads are available from http://www.autodesk.com/education/ students should sign up for an account with their Cotham email address to qualify for a free licence.</p> <p>Students have access to the online GCSE Food textbook.</p> <p>www.illuminate.digital/eduqasfood</p> <p>Student Username: SCOTHAM4</p> <p>Student Password: STUDENT4</p> <p>Students are encouraged to engage in designing and making at home; students can achieve house points by showing us their creations.</p>
<p>Essential Notes</p>	<p>Please advise the school of any medical dietary or allergen need in advance so this can be recorded in school - so that risk assessments can be put into place.</p>

SUBJECT	Dance
<p>Year 8 Course Outline</p>	<p>Term 1: Performance</p> <p>Students experience a variety of different styles of Dance before choosing one and rehearsing a short dance to demonstrate their understanding of that style and the relevant performance skills.</p> <p>Term 1 and 2</p> <p>Using the professional work <i>Emancipation of Expressionism</i> as a starting point, students demonstrate their understanding of choreography, performance and self-appreciation. They will be examined on both practical and written work</p> <p>Term 3 and 4</p> <p>Using a variety of stimuli students will continue to develop their understanding and application of choreographic devices including spatial design, contact work and abstracting everyday movements.</p> <p>Term 5 and 6</p> <p>Describing and analysing the professional works <i>Nutcracker!</i> by Matthew Bourne and <i>West Side Story</i> choreographed by Jerome Robbins with a focus on character, movement components and setting. Students will present their understanding through written and practical work.</p>
<p>Assessment</p>	<p>Each term is assessed in line with the termly focus. This may take place in the form of a final performance, on-going teacher assessment throughout lessons, written class work and/or homework. Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one.</p> <p>All assessment performances will be recorded and stored safely, all written will be placed in class folders. Written feedback from teachers, peers and self-review is also placed here.</p>
<p>Year 8 Assessments</p>	<p>In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year, at the point the exam takes place.</p>
<p>Additional Resources and supporting activities</p>	<p>There are a number of dance clubs and companies that students can join. These vary depending on the time of year- the information will be available in the Dance Department and via the weekly bulletin.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>
<p>What can parents/ carers do to support</p>	<p>Ensure they have their Dance uniform for every lesson. This is a Cotham Dance t-shirt (available from Harris Sports) and black trackies/ shorts/ leggings.</p>

students	<p>Ask to see their work. Rehearsing outside of lessons will increase progress.</p> <p>Support with research for any written homework.</p> <p>Encourage them to partake in the dance companies within school.</p>
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SUBJECT	Drama
Year 8 Course Outline	<ol style="list-style-type: none"> 1. language of Drama 2: A unit which develops your knowledge and understanding of 3 areas of Drama: Focus & commitment, Clarity, Expression through voice & body 2. Practitioners One - Konstantin Stanislavski: You will learn the basic elements of Stanislavski's system and how to apply them to a performance text 3. Ensemble Performance: Through completing this unit, you will gain knowledge and understanding of co-operative group work and the exploration of 'ensemble' 4. Page to Stage 2: A scripted unit aimed at allowing you to develop your understanding of taking a character and plot from 'page to stage' 5. Staging Shakespeare 2: Using the original text, students develop their understanding of both performance and production techniques, 6. Devised Group Performance: Using a short story as the stimulus, you will develop your own original devised performance using the skills learnt across the year..
Assessment	<p>Assessment takes the form of practical exploration, in-class performance, written and verbal reflection, and extended written exam. There is a formal assessment attached to each unit of work.</p>
Year 8 Tests	<p>In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year, at the point the exam takes place.</p>
Additional Resources and supporting activities	<p>All resources are sent through via google classroom Quizlet has lists of keywords for each term and a breakdown of each termly homework</p> <p>Activities currently on offer include: a whole school summer show, The Shakespeare in Schools Festival, CUE Bristol Youth Theatre, and a Year 8 performance group.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>
Essential Reading	<p>Blue Remembered Hills by Dennis Potter Macbeth by William Shakespeare</p> <p>Students Performing Arts Workbook contains all the information required to support students through Dance, Drama and Music. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms.</p>
Wider Reading	<p>The more performances students are introduced to, the more they will develop their skills. Useful websites such as www.stageworks.co.uk or the national theatre's official website offer a wide range of activities and ideas to develop performance and audience skills.</p> <p>Bristol is a great city for theatre and performance with The Tobacco Factory and</p>

	Bristol Old Vic offering a wide selection of plays and workshops.
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SUBJECT	Music
Year 8 Course Outline	<p>In Year 8 students continue to build on skills acquired in Year 7 but have more freedom to experiment and pursue their own musical interests. Units of work include:</p> <ul style="list-style-type: none"> ● Chords ● Dance Music ● Gamelan ● Experimental Music ● Reggae ● Video Game Music <p>Students have the opportunity to experience music making through playing acoustic instruments or can choose to use ICT for some topics and will be introduced to Logic Pro X sequencing software in our Mac suites. For some units students may be asked to perform in front of the class, and those students who play an instrument will be encouraged to use it in appropriate units of work.</p>
Assessment	<p>For each unit of work students practical work will be assessed which will take the form of either a performance or composition.</p> <p>Students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>In a variety of topics students will complete a listening test in which they identify the musical features of the genre they are studying, and apply their knowledge of the specialist area.</p>
Year 8 Tests	<p>In addition to this, students will also complete vocabulary tests incorporating keywords from across performing arts.</p> <p>The exam will take place during the whole school exam fortnight. The students will sit a single performing Arts exam broken into three sections: Dance, Drama, and Music. The exam content covers all units taught across the academic year, at the point the exam takes place.</p>
Additional Resources and supporting activities	<p>To support your child in their musical development providing them access to a basic keyboard instrument will support much of their classroom work. Encourage any child that plays an instrument to join the appropriate musical ensemble so they can learn through performing music with other musicians.</p> <p>There are various extra-curricular activities that support learning and further develop students musical skills as they progress through KS3.</p> <p>There are regular opportunities for these groups to perform in concerts throughout the year.</p> <p>Enrichment Activities are reviewed every year and are open to change.</p>
Essential Reading	<p>Students Performing Arts Workbook contains all the information required to support students through Music. This includes an overview of each unit of work and the vocabulary and definitions they are to learn. The resources for each unit of work are also made available via Google Classrooms. Resources include worksheets,</p>

	PowerPoints and some film footage demonstrating how to perform keyboard parts.
Wider Reading	<ul style="list-style-type: none"> • Pearson Publishing - Opus Student Books 1, 2 and 3 • Encourage students to listen to music around the unit of work they are studying.
Additional info	<p>At Key Stage 3 Music is taught to mixed ability groups by specialist music teachers. The key stage 3 curriculum covers a broad range of topics through which students develop performance, composition and listening skills. The topics span a range of music genres and students will experience working in different groupings as well as develop ICT skills depending on the topic. Assessment for learning is at the heart of each unit of work and each unit is differentiated so students can access the work at different levels, regardless of their prior music experience. Those students that play a musical instrument will have the opportunity to use it in some of their lessons.</p>

SUBJECT	Physical Education
Year 8 Course Outline	<p>In Year 8 students are stretched and challenged to develop the skills they've learned in Year 7. This is achieved through units of work that explore how the key processes fit together to allow for greater success in increasingly demanding activities.</p> <p>The girls tackle this through:</p> <ul style="list-style-type: none"> ● Outwitting opponents units of work in invasion games and rounders. ● Accurate replication unit of work in gymnastics/parkour. ● Identifying and solving problems in OAA (orienteering and team building) ● Performing at maximum levels unit of work in athletics. <p>The boys tackle this through:</p> <ul style="list-style-type: none"> ● Outwitting opponents units of work in invasion games and cricket. ● Accurate replication unit of work in parkour. ● Identifying and solving problems in OAA (orienteering and team building) ● Performing at maximum levels unit of work in athletics.
Assessment	<p>The PE curriculum aims to develop students' competence and confidence to take part in a range of physical activities that can then become part of their lifestyle, both in and out of school. During the Key Stage they will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. The curriculum encourages them to take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that we offer, it is expected that students will learn how to be effective in competitive, creative and challenging situations.</p> <p>Students are taught in single sex groups with two boys groups and two girls groups timetabled together. These groups are mixed ability and are continually reviewed over the key stage with the aim of having every student working in an environment in which they feel comfortable and can achieve their potential.</p> <p>Each unit of work throughout the Key Stage lasts for a term and students are assessed in the progress they make against the Cogs of Learning. There are six cogs which include; Cognitive, Creative, Health & Fitness, Physical, Personal & Social. The cogs have been incorporated into our PE curriculum so that every student has the opportunity to develop their physical, mental & social skills, which we believe helps to promote lifelong learning & involvement in Physical Activity. There are two formal assessments during the year where pupils are given a grade during a "moderation lesson"</p>
Year 8 Tests	No formal test in PE. Assessment is continuous throughout the year
Additional Resources and supporting activities	All resources are uploaded to the PE Google Classroom group pages. These will include videos of students performance to allow them to give feedback to improve either their own or each-others work.
Essential Reading	No textbook required for PE, however we do expect students to be keeping up to date with current issues in sport, either by reading newspapers, magazines and website (such as BBC sport) and/or listening to the radio (Radio 5 live) or various

	sports related podcasts.
Wider Reading	<p>There are numerous opportunities for students to engage in PE outside of curriculum time during Key Stage 3. Each year group has a specific lunchtime when they are able to come into the sports hall and take part in an activity, which changes each term. In addition, the boys and girls in each year group have one after school club each term they can join in order to develop their interests further and represent Cotham in the various Bristol Schools competitions if they so desire.</p> <p>Girls clubs:</p> <ul style="list-style-type: none"> ● Netball, table tennis/badminton and health & fitness in the autumn term. ● Football, health & fitness and basketball in the spring term. ● Athletics, tennis and rounder's in the summer term. <p>Boys clubs:</p> <ul style="list-style-type: none"> ● Rugby, table tennis/badminton and basketball in the autumn term. ● Football and basketball in the spring term. ● Athletics, Tennis and cricket in the summer term. ● There are also fixtures in cross-country, sports hall athletics, badminton and swimming at various points in the year, which are advertised to both the boys and girls. <p>The department also runs a ski trip each year for students, which gives them a fantastic opportunity to experience physical activity in a completely different environment.</p>
Additional info	<p>It is essential for the progress of students in PE that they are correctly equipped for every lesson and you can support your child by helping them with this organisation. It is excellent for students to get involved in some of the many excellent sports clubs from around the city to further develop their enthusiasm for the subject. We have a range of strong club links that we can share with students when an interest is expressed. It can also be very inspirational for students to have the opportunity to watch high level sporting performances when the opportunities arise.</p>

SUBJECT	Visual Arts
Year 8 Course Outline	<p>During Year 8, students learn about portraiture, Zoomorphic art, Street Art and the use of science and nature within Art in our 'Bugs' project. They develop their confidence in experimenting with different materials and techniques.</p> <p>Themes</p> <ul style="list-style-type: none"> ● Portraiture ● Zoomorphic ● Bugs ● Street Art <p>Artists</p> <p>Charlotte Karen, Laura Makabresku, Christopher Marley, Damian Hirst, Banksy, Chris Ofili</p> <p>Key skills</p> <p>Observational drawing, design proces, proportion, portraiture, mark-making, shape, composition, photography, negative space, analysing artists and their work, pattern, pen and ink, printmaking, multi-media work, textiles and 3D construction.</p>
Homework	<p>Within each project, students will analyse Artist's images to develop a visual literacy, written analysis to develop a depth of understanding and an Art vocabulary and refinement and exploration of skills learnt in class to improve the quality of outcomes.</p>
Assessment	<p>Classwork and homework is assessed together using learning objectives linked to the key skills. The assessment is recorded in the front of sketchbooks.</p> <p>Students are given verbal feedback throughout lessons either to the class, to groups or one-to-one.</p> <p>Students are encouraged to constantly reflect on their own work to enable them to develop their ideas and skills. Written self and peer reflection is completed and attached to relevant pages in their sketchbooks.</p> <p>Students have one lesson each year where they work under exam conditions. The exam task is a piece of work that allows them to put into practice the skills they have developed over the term/year.</p>
Additional resources and supporting activities	<p>Art club for all students runs one lunchtime a week (and remotely at present)</p> <p>Competitions run throughout the year.</p> <p>Students' work is recorded and posted regularly on the department Instagram site @cotham_visual_arts</p>
How parents/carers can support students	<ul style="list-style-type: none"> ● Talk to your son/daughter about their art projects; it is helpful for them to discuss their ideas. ● Support with research for the written homework task: look at internet sites together; visit galleries; browse books.

	<ul style="list-style-type: none"> ● Check they have all the materials they need: from paints to embroidery thread. It is helpful to have basic materials at home. The school can support with this. ● Practice different art and craft techniques with them at home so they develop their confidence using materials; encourage them to take risks and try things out. ● Encourage them to attend the Friday art club. ● Visit Art galleries and exhibitions for inspiration.
Useful websites	https://uk.pinterest.com/ http://www.art2day.co.uk/ http://www.tate.org.uk/ https://www.vam.ac.uk/ https://www.nationalgallery.org.uk/ https://www.saatchiart.com/ http://www.studentartguide.com
Galleries and museums in Bristol (most are free entry)	https://www.bristolmuseums.org.uk/bristol-museum-and-art-gallery/ http://www.arnolfini.org.uk/ http://www.spikeisland.org.uk/ http://www.rwa.org.uk/