The Cherwell School

Guide to your Child's Year 8 Progress Review PR5

July 2020

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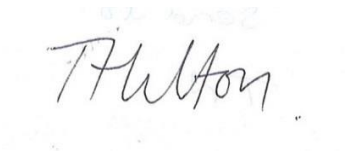
Dear Parents and Carers

At The Cherwell School, we are committed to providing a learning experience of the best possible quality. This booklet will provide you with an outline of the core content of our curriculum which has been taught since PR3 was entered in January.

The information provided here is designed to provide you with a richer sense of what the students have actually learnt, and make it easier to interpret the levels, bands or grades used to describe student achievement. We hope that, by gaining a sense of what the students are actually learning, along with a preview into what is coming next, you will be better equipped to support your children in their learning.

We believe that it is healthier and more useful for students to understand their learning in terms of what they have learnt to understand and to do, rather than focusing simply on the score or grade. This Progress Review point might therefore be an opportunity to talk to your child about the content of what they've learnt, and to reflect on their growing bank of skills and knowledge as they progress through their education at The Cherwell School.

Yours sincerely



Tom Hilton

Assistant Headteacher – Curriculum and Faculties

SUBJECT: Year 8 ENGLISH

Since January in Year 8 English students have covered the following topics:

- Naturalistic Writing
- A range of poetry focusing on relationships

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- The key features of a range of poems.
- The role of imagery, language choice and form in shaping meaning in poetry.
- Understand the conventions of explanation writing.
- Identify the subject, verb and other in writing and understand how we use this to punctuate clauses accurately.

CORE SKILLS

Speaking and Listening

- How to present in a formal setting (July).
- How to structure a presentation.
- How to be an active listener and ask questions.

Reading

- Understand and explain how poets use language, structure and poetic devices.
- Know how to write analytical paragraphs with a focus on the big ideas.
- Connect poems and write comparatively.

Writing

- How to use the features of explanation writing.
- How to use plans to structure writing.
- How to use feedback to improve work.
- How to write in accurate and varied sentences.

How has the learning been assessed?

The knowledge and skills the students have gained have been assessed through:

Reading: A comprehension test focused on poetic techniques and ideas in poetry
A comparative essay on two poems about relationships with parents.
Writing: A short biographical piece about a significant person in their life.
Speaking: A presentation on their reading project (July).

What will students learn next year?

Topics will include:

- *Animal Farm* by George Orwell
- Understanding of the history of rhetoric – specifically Ethos, Logos and Pathos and the five canons.
- *Macbeth* by William Shakespeare.
- *Romantic Poetry.*

SUBJECT: Year 8 MATHEMATICS

- In Mathematics lessons since January, a wide range and variety of topics have been covered. For the purposes of this document, we will summarise these topics via teaching group.

What have the students been taught to understand and be able to do?

Classes taught by Ms Felbrick (Spanish side), Mr Shah, Mr Darby and Ms Overbeck

- Decimal multipliers for percentages and reverse percentage problems.
- Fraction, Decimal and percentage equivalence and comparison.
- Platting graphs and equations of straight lines, gradients and intercepts, real life graphs.
- Constructing and interpreting graphs and charts, scatter graphs, calculating averages from graphs and charts.
- Linear sequences, ratio and proportion.
- Probability, including relative frequency and estimation, mutual exclusivity and compound events.

Classes taught by Mr Nollett, Mr Jamieson, Mrs Fogden and Mr Majithia

- Percentages of amounts with and without a calculator, percentage increase and decrease.
- Fraction, decimal and percentage equivalence and comparison.
- Plotting graphs and equations of straight lines. Gradients and intercepts, real life graphs.
- Constructing and interpreting graphs and charts, scatter graphs, calculating averages from graphs and charts.
- Linear sequences and proportion.
- Probability, including relative frequency and estimation.

Classes taught by Mrs Kelbrick (German side), Ms Knowles, Mr Nollett and Mrs Thomas

- Percentages of amounts with and without a calculator.
- The equivalence of fractions, percentages and decimals. Addition and subtraction of fractions.
- Plotting coordinates and graphs of linear functions.
- Using a protractor and compasses.
- Constructing graphs, charts and two way tables.
- Sequences, the form transformations.
- BIDMAS, ratio and proportion.

How has the learning been assessed?

Student learning in Maths has been assessed in two main ways:

- Regular teacher, peer and self-assessment of performance in classwork, homework and class discussion.
- Tests taken at the end of each term as well as low stakes assessment during the term, which provide a snapshot of student understanding of new learning up to this point.

SUBJECT: Year 8 SCIENCE

In Science lessons since January, Year 8 have completed the following:

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- What's in food and why it is important; which foods provide a balanced diet; what happens to food in the digestive system; what digestive enzymes do; where the products of digestion are used.
- How cells use food molecules absorbed after digestion; how the oxygen needed for respiration reach the tissues of the body; what happens to oxygen when it reaches the cells; the role of the lungs; the differences in inhaled and exhaled air; Aerobic and anaerobic respiration in plants and other animals.
- The difference between heat and temperature; the particle theory of matter; how heat is transferred by conduction, convection and radiation; what happens when substances change state; how to reduce energy waste.
- The effect of magnets including how to make a magnet; what a magnetic field is and how it acts; how electricity makes magnets; how electromagnets work.
- Definitions of elements, compounds and mixtures, oxidation (combustions), thermal decomposition, making compounds, periodic table.
- Sedimentary, igneous and metamorphic rock, weathering and erosion, rock cycle.
- Types of microbe, pathogens, use of microbes, food chains and webs, pyramids of biomass, sampling.
- Transverse and longitudinal waves, reflection, primary and secondary colours, seeing colour transparent, translucent and opaque materials, dangers of sound, musical instruments, pitch and frequency, how sound travels, how the ear works, noise.

CORE SKILLS

- Recall scientific content that they have been taught.
- Describe scientific processes and data by saying what happens.
- Explain scientific processes and data by saying why something happens.
- Comprehend using an unfamiliar situation to apply their knowledge.
- Analyse using data in science.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through level-assessed tasks and two module tests containing questions requiring skills such as recall, description, explanation and analysis. All students have completed a test in each of the following:

- Food & Digestion and Respiration & Breathing.
- Heating & Cooling and Magnetism.
- Elements, compounds and mixtures, Rock cycle.
- All students have also completed an End of Year Assessment in the following topics: Respiration and Digestion, Magnets and Electromagnets, and elements, compounds and mixtures.

What will students learn next year?

Students will cover a wide range of topics, building up towards GCSE work in the latter part of the year. Early units will include:
Physic: Electricity and Energy and Gravity and Space.
Chemistry: Reactions of Metals and Compounds and Patters of Reactivity
Biology: Fit and Healthy and Plants and Photosynthesis.

SUBJECT: Year 8 ART

In Art lessons since January, Year 8 have completed work from the following units:

- Portraiture; Painting; 3D work; Printmaking

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- How to produce a successful print.
- How to develop and make a sculpture using various materials.
- Mixing colours in a variety of media.
- Recording observations using a variety of media and materials.
- Critical analysis: Knowledge necessary to evaluate and analyse the work of another artist and relate if to their own work.

CORE SKILLS

- Recording – Sketching, proportion, shading, blending, painting.
- Making – how to make a sculpture using a range of materials.
- Refine and improve their work by making sure they become proficient with the materials/techniques they are working with.
- Developing ideas through to a final piece.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through the marking of sketchbook work including homework. Their final piece and case studies.

- The accuracy of their outcomes and the progress they have made within these pieces as they refine them.
- A case study on a relevant artist that uses some of these techniques in their work.

What will students learn next year?

Various topics will be covered, including:

- Painting and drawing.
- Further 3D, pattern and printmaking.
- Further studies of the work of important and influential artists, including Terry Frosts and William Morris.

SUBJECT: Year 8 COMPUTING

In Computing lessons since January, Year 8 have completed the following units:

- Animations.
- Programming in Python.

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- The history of animations.
- Key terminology for animations and media products.
- Programming constructs – sequence and selection.
- Key terminology for basic programming constructs.

CORE SKILLS

- How to create a simple animation to meet a purpose in industry-standard software.
- Programming a "chat-bot" with user interaction and responses to users.

How has the learning been assessed?

Python programming is assessed with an online assessment mainly made up of multiple-choice questions about the core knowledge and terminology.

Final animations are assessed by the teachers – assessing software skills use and understanding and quality of final product.

What will students learn next year?

Topics will include:

In Computer Science

- Programming construct iteration (count and conditions controlled loops).
- Data representation (units, numbers, images and characters).
- Computational logic

In Creative Media

- Understanding client requirements and target audience.
- Creating digital graphics and websites.

SUBJECT: Year 8 DRAMA

- Unit 1: Dramatic.
- Unit 2: Physical Theatre.
- Script Anthology.
- Devising (using Grimm's Tales).

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

By the end of Unit 1, students will have coved how dramatic tension contributes to audience engagement and how to create tension through using acting skills and theatrical techniques.
By the end of Unit 2, students will have covered the basic concepts relating to the theatre style known as Physical Theatre and the techniques and conventions associated with that style.
By the end of Unit 3, students will can covered interpretation of script extracts for performance through the use of appropriate acting skills, interactions, and use of performance space as suggested by the script.
By the end of Unit 4, students will have covered the characteristics of naturalistic and non-naturalistic acting.

CORE SKILLS

Unit 1 – The use of tension levels, soundscapes, the study of proxemics and the use of different types of dramatic tension to engage an audience.
Unit 2 – Choreography for Physical Theatre, use of gestural and pedestrian movement, basic contact work and communicating meaning through movement.
Unit 3 – Physical and vocal acting skills, proxemics, use of subtext and the communication of character intentions, use of performance space and interactions with others, action and reaction.
Unit 4 – Multiroling, characterisation, using acting and theatre techniques and strategies to create effective devised drama pieces.

How has the learning been assessed?

Assessment of student knowledge, understanding and skills are conducted twice per unit, one as an Interim Assessment in the form of a factual recall test and the other as an end of unit teacher assessed performance.

What will students learn next year?

Topics will include:

- Mask work.
- Stage combat.
- Script work.
- Devising.

SUBJECT: Year 8 DESIGN TECHNOLOGY

In DT lessons since January, Year 8 have studied two from the following topics:

Students rotate in combine groups and complete projects from the following: creating a fabric skills book; healthy eating and cooking skills; box frame, timber project; designing a metal tea light holder; electronic moisture sensor; pop-up paper engineered graphic book.

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- Existing products and approaches.
- Key terminology and concepts.
- Drawing and modelling techniques.
- Different materials, their properties, uses and provenance.
- The advantages and disadvantages of different techniques for working with materials.

CORE SKILLS

- Drawing communication.
- Designing Products.
- Planning and sequencing manufacture.
- Operation of tools, machines.
- Evaluating.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed throughout each of their projects. Students have been assessed on a piece of written work per half term, and a test at the end of the rotation. Teachers then give an overall making and communication mark.

What will students learn next year?

Students will continue with two more rotations in the year, completing the remaining rotations they have yet to been taught from the following:

Creating a fabric skills book, healthy eating and cooking skills, box frame timber project, design a metal tea light holder, electronic moisture sensor, and pop up paper engineered graphic book.

SUBJECT: Year 8 FRENCH

In French lessons since January, Year 8 have completed the following units:

- Personal information, physical appearance, favourite objects
- Personality, family, school subjects, friends
- School, home and animals

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

Introducing yourself; Greeting people; Saying how old you are; Saying when your birthday is; Describing what you have in your school bag; Describing my classroom; Talking about hobbies; Expressing opinions and describing colours; Gender and number; Articles; Adjectives and agreements; Describing pets; Talking about your family; Describing your home; Talking about food and drink; Listing countries and nationalities; Describing the weather; Expressing possession; Verbs in present tense.

CORE SKILLS

- Listening for gist and detail.
- Reading for gist and detail.
- Writing and Speaking.
- Pronunciation.
- Memorization.
- Sentence-building.
- Making links (cognates/ semi-cognates).
- Creativity, Performance, Autonomy.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Vocabulary tests and class work activities.
- End of term speaking, listening, reading and writing assessments.

What will students learn next year?

In the next two terms, students will:

- They will describe their town and arrange meetings.
- They will talk about their free time and hobbies.
- They will learn to talk about food.

There will be a focus on developing vocabulary and grammar at an appropriate level.

SUBJECT: Year 8 GEOGRAPHY

In Geography lessons since January, Year 8 have completed the following units:

- Volcanoes.
- Populations and migrations.
- Italy.
- Local Environment Project.

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- The conditions of the tropical rainforest biome and how humans use them.
- The causes and effects of population change and migrations.
- The conditions of the polar environment and how humans use them.

CORE SKILLS

- Interpreting data from a range of graphs, including pie, bar and line graphs.
- Analysing information from sophisticated figures including climate graphs and choropleth maps.
- Reading a range of maps to locate places and identify spatial patterns.
- Explain the causes of geographical processes and evaluate the effects of change.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- Classwork including regular knowledge quizzes and recap questions.
- Verbal contributions.
- A multiple choice mid-unit assessment.
- An end of unit assessment using multiple choice questions and extended responses.

What will students learn next year?

Topics will include:

- The causes and effects of development and globalization.
- The causes and effects of tectonic processes.
- The concepts of sustainability and how human impact on the environment can be managed.
- The processes and features of river landscapes.

SUBJECT: Year 8 GERMAN

In German lessons since January, Year 8 have completed the following units of Stimmt 2:

- Unit 3: Food, drink and health living
- Unit 4: School trips and festivals

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- **Unit 3 – Bleiv gesund** learning to talk about healthy living, learning typical German foods and using the imperative.
- **Unit 4 – Klassenreisen Machen spaB** talk about a school trip and find out about some typical festivals in German speaking countries.

CORE SKILLS

- Pronunciation
- Memorisation
- Sentence-building
- Making links (cognates/ semi-cognates)
- Creativity, Performance, Autonomy

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Vocabulary tests and class work activities.
- End of unit assessments, which include speaking and/or writing skills, Listening and reading comprehension.
- End of year assessment.

What will students learn next year?

Topics will include:

- Role models.
- Music.
- Childhood ambitions (using all three tenses – past, present and future).
- Fairy tales in German.

SUBJECT: Year 8 HISTORY

In History lessons since January, Year 8 have completed the following units:

- The Industrial Revolution: Did the benefits outweigh the problems?
- The story of Black America: Slavery to Civil Rights

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- The Industrial Revolution: working conditions, scientific change, social and political change
- The story of Black America: Transatlantic slave trade, plantations, US civil war, Segregation, the civil rights campaign.

CORE SKILLS

- Examine historical evidence in close detail to draw inferences about the past.
- Use the provenance of historical sources to assess and compare their value.
- Identify and explain reasons for differing historical events.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Class work, including regular knowledge quizzes
- Verbal contributions.
- A written assessment on the Industrial Revolution.

What will students learn next year?

Topics will include:

- The development of women's rights in the UK up to 1918.
- The Great War: 1914 – 1918.
- The Second World War: 1939 – 1945.
- The Holocaust: 1933 – 1945.

SUBJECT: Year 8 MUSIC

In Music lessons since January, Year 8 have completed the following units:

- Gamelan
- Blues
- Music for Adverts
- Music for Cartoons

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- Score reading including the use of chords.
- The stylistic features of Reggae, Calypso gamelan and Blues.
- Theme and Variation structure including the use of retrograde, diminution and augmentation as well as the use of the minor scale.
- Understanding the techniques used in the music of adverts and cartoons.

CORE SKILLS

- Maintaining an offbeat or syncopated rhythm/chord sequence/melodic.
- Playing a piece of music fluently with accuracy and expression.
- Composing a set of variations to a given theme.
- Being able to maintain a part within an ensemble.
- Being able to improvise on a blues scale.
- Being able to recognize the different techniques within cartoon and adverts and then composing their own piece of advert music.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through various performances, compositions and listening tests. Students have:

- Performed a Raggae; a gamelan composition and a 12 bar Blues melody with chords.
- Composed and performed a set of Theme and Variations.
- Composed music to fit with an advert or cartoon.

What will students learn next year?

- Cover Versions – including their own performances of a cover version of their choice.
- African Drumming and the use of the Djembe.
- Film Music – including the compositions of a piece of film music to fit a selected film clip.

SUBJECT: Year 8 PE

In Physical Education lessons since January, Year 8 have completed the following:

- 2 Invasion games- including Football, Rugby, Basketball and Netball
- Dance
- Gymnastics

What have the students been taught to understand and be able to do?

KNOWLEDGE

Invasion Games:

- Use a variety of rules for each game and know some of the signals.
- To identify a strength and area of development for yourself or another.
- To be able to make correct decisions about whether to pass, dribble or shoot in competitive game situations. Suggest possible tactics and explain why you would use them.
- To know all of the positions.

Gymnastics/Dance:

- To be able to think about using different group formations.
- To understand how to alter performances and create interest.
- To identify a strength and area of development for yourself or another.

SKILLS

Invasion Games:

- To develop ball control using hands/feet.
- To be able to send and receive a ball with accuracy and precision.
- To use key skills to dodge/move around an opponent in order to maintain an attack.
- To be able to use key skills to block/tackle in order to defend.

Gymnastics/Dance:

- To choreograph a routine by using a variety of body movements and techniques.
- To demonstrate a handstand or headstand with support.
- To hold a balance demonstrating body tension and control.
- Demonstrate a range of movement patterns and link them together (kick, turn and leap).

CHARACTER

All areas of activity:

- To be able to organise large groups quickly and effectively
- To develop motivation of others by using positive peer feedback.
- To demonstrate resilience.
- To be able to win and lose graciously.

How has the learning been assessed?

The knowledge, skills and character of each student is assessed at three points during a five week unit of work.

- Teacher Observation – formatively throughout the unit of work.
- Peer assessment e.g. watching and analysing performance in a dance lesson.
- Self assessment e.g. interpreting their performance in a basketball shooting lesson.
- Use of ICT e.g. watching performance and making comparisons between themselves and a perfect model.

What will students learn next year?

In the next few terms students will participate in:

- OAA (Outdoor Adventure Activities)
- Basketball/Fitness/Dance/Rugby/Football (depending on their what their group has already participated in)
- Athletics
- Striking and fielding games – Rounders / Cricket / Softball

SUBJECT: Year 8 RELIGIOUS STUDIES

In Religious Studies lessons so far, Year 8 have completed the following:

- Indigenous spirituality as a source of beliefs and guidance on practices with a focus on the First Australian Dreamtime and Christianity.
- Beliefs and practices focusing on a case study of LGBT (Lesbian, Gay, Bisexual and Transgender) and religious issues.
- Currently undertaking a unit on Philosophy of Religion, examining the arguments for the existence of God.

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- Examining the beliefs and practices of key figures such as Martin Luther King, Gandhi, Nelson Mandela and Elizabeth Fry.
- Enquiring into why people are sometimes unable to put their beliefs into practice.
- Case study of LGBT history and issues with emphasis on the UK.
- Investigating a range of religious responses to LGBT issues.
- Analogies as a way of talking about God.
- The Design Argument.
- The argument from natural selection (evolution)
- Miracles
- Religious experiences.

CORE SKILLS

- Enquire into and analyse belief systems and world views.
- Enquire into and analyse how beliefs can be put into practice in a contemporary community.
- Express and explain their own opinion/arguments.
- Support their arguments with reasons and/or evidence.
- Reflect on, evaluate and discuss their own experiences and knowledge.

How has the learning been assessed?

The knowledge and skills the students have gained have been assessed through a two-part assessment on Beliefs and Practices in which students had to answer the following questions:
Section 1: Learning About Religions.
Short answer and multiple choice questions on Beliefs and Practices.
Section 2: Beliefs and Practices
Respond to the statement 'Beliefs and practices are unaffected by changes in society over time' using learnt knowledge and a reasoned, support personal response.

A two-part assessment on arguments for the existence of God in which students had to answer the following questions:

Section 1: Learning About Religions.
Short answer and multiple choice questions on the arguments of the existence of God.
Section 2: Beliefs and Practices
Respond to the statement 'There is sufficient evidence to prove the existence of God' using learnt knowledge and a reasoned, supported personal response.

What will students learn next year?

Students will begin the GCSE Citizenship course next year, completing an advocacy project on a cause of their choice.

SUBJECT: Year 8 SPANISH

In Spanish lessons since January, Year 8 have completed Units 3 and 4 of the textbook VIVA 2:

- Unit 3: A Comer (food).
- Unit 4: ¿Qué hacemos (Plans with Friends).

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- **Unit 3 – A Comer (Food):** likes and dislikes, different types of food, adjectives to describe foods, ordering food at a café/restaurant.

- **Unit 4 – ¿Qué hacemos (plans with friends):** making plans to go out, daily routine and getting ready to go out, clothes, describing clothes, describing what I and others are wearing; talking about sporting events using 3 tenses.

CORE SKILLS

- Listening for gist and detail.
- Reading for gist and detail.
- Writing and Speaking.
- Pronunciation.
- Memorization.
- Paragraph-building.
- Making links (cognates/ semi-cognates).
- Creativity, Performance, Autonomy.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Vocabulary tests and class work activities.
- End of unit speaking, listening, reading assessments.
- End of year listening, reading and translation/writing assessments.

What will students learn next year?

Topics will include:

- Talking about ourselves and hobbies.
- The world of work.
- Healthy lifestyles.
- Charity work and taking action for a better world.