

The Cherwell School

Guide to your Child's Year 8 Progress Review



February 2019

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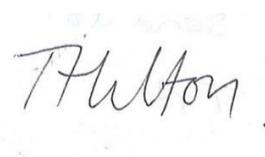
Dear Parents and Carers

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.

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

A handwritten signature in black ink, appearing to read 'Tom Hilton', is positioned above the printed name.

Tom Hilton

Assistant Headteacher – Curriculum and Faculties

SUBJECT: Year 8 ENGLISH

So far in Year 8 English, students have covered the following topics:

- *Of Mice and Men* by John Steinbeck
- Naturalistic descriptive writing

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

CORE KNOWLEDGE

- An understanding of the plot and key features of *Of Mice and Men* by John Steinbeck.
- An understanding of different opinions regarding a text and how to support this with evidence.
- An understanding of the key conventions of Steinbeck's naturalistic writing style and an ability to adapt writing to match this style.
- An understanding of a range of imaginative and grammatical techniques for creative writing and how these can shape meaning.
- An understanding of the impact and effect of a range of sentence structures and lengths.

CORE SKILLS

Speaking and Listening

- To speak confidently.
- To use non-verbal skills in presentations.
- To emphasise key points in speech.

Reading

- How to read a text for meaning.
- Understand and analyse language choice.
- Infer and deduce meaning and interpret language.
- How to link a text to context and explain its significance.

Writing

- How to deepen, explore and innovate a piece of creative writing.
- How to adapt the features of creative writing.
- How to use plans to structure writing.
- Using feedback to re draft work.

How has the learning been assessed?

Student knowledge and skill has been assessed through:

- A comprehension test focused on the context, language and structure of *Of Mice and Men*.
- An essay on ideas of isolation in Steinbeck's *Of Mice and Men*.
- A piece of naturalistic writing.

What is coming up next?

Students will study poetry by a range of poets from the literary heritage and canon. The focus of the unit is on poetic form and technique and how these can be used to heighten meaning within poetry.

In the final term of the year, students will complete a short reading project on a text of their teacher's choice. Choices have included *Wonder* by R.J Palacio, *Private Peaceful* by Michael Morpurgo, *Roll of Thunder, Hear My Cry* by Mildred D. Taylor and *Skellig* by David Almond.

Students will then deliver a formal presentation on an element of this text.

SUBJECT: Year 8 MATHEMATICS

- In Mathematics lessons so far, 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, Ms Overbeck, Mr Shah and Mr Darby/Mrs Fogden

- Finding the prime factor decomposition. Finding the highest common factor and lowest common multiple including using the prime factor decomposition.
- Calculations with powers and roots including algebraic terms.
- Converting between fractions, decimals and percentages, finding fractions of an amount and expressing one number as a percentage/fraction of another number.
- Using the formula for the area of a trapezium and parallelogram and compound shapes. Converting between units of area.
- Solving one and two-step equations, rearranging formulae and solving inequalities including representing answers on a number line.
- Using non-calculator and calculator methods to find any percentage of an amount and perform percentage increases and decreases including with decimal multipliers. Calculating what percentage change has taken place and calculating reverse percentages to find the original amount.
- Construction techniques for different types of triangle.
- Transformations of shapes including rotation, reflection and enlargement.

Classes taught by Mrs Fogden, Mr Nollett (Spanish side), Mr Jamieson and Mrs Thomas (German side)

- Finding the prime factor decomposition. Finding the highest common factor and lowest common multiple including using the prime factor decomposition.
- Calculations with powers and roots.
- Converting between fractions, decimals and percentages, finding fractions of an amount and expressing one number as a percentage/fraction of another number.
- Using the formula for the area of compound shapes. Converting between units of area.
- Solving one and two-step equations, rearranging formulae and solving inequalities including representing answers on a number line.
- Using non-calculator and calculator methods to find any percentage of an amount.
- Construction techniques for different types of triangle.
- Transformations of shapes including rotation, reflection and enlargement.

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

- Finding factors and multiples and the prime factor decomposition.
- Finding the highest common factor and lowest common multiple.
- Calculations with powers.
- Converting between fractions, decimals and percentages, finding fractions of an amount and expressing one number as a percentage/fraction of another number.
- Using the formula for the area of a rectangles and triangles to find the area of compound shapes. Converting between units of area.
- Solving one step equations and gathering like terms.
- Using non-calculator and calculator methods to find any percentage of an amount.
- Construction techniques for different types of triangle.
- Telling the time with analogue and digital 24 hour clocks and reading timetables to be able to plan journeys.

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.
- A test taken at the end of every term along with regular low stakes class assessments.

What is coming up next?

Graph theory, statistical representations, forms of average and probability.

SUBJECT: Year 8 SCIENCE

In Science lessons so far, Year 8 have completed the following units:

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.

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:

- Food & Digestion and Respiration & Breathing
- Heating & Cooling and Magnetism

What is coming up next?

Science lessons in Year 8 from this point will include focus on the following topics:

- Electricity and Magnetism; Waves

SUBJECT: Year 8 ART

In Art lessons so far, 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 an accurate portrait drawing.
- How to use tone effectively.
- Colour mixing and the properties of water colour paint.
- How to produce a print.
- How to make a sculpture based on a portrait.

CORE SKILLS

- Produce an accurate drawing of a portrait from a photograph and a self portrait.
- Produce a print using a portrait as the starting point.
- Use a variety of materials to make a sculpture – clay, card, paper maché.
- How to mix colours using the colour wheel.
- How to evaluate and analyse the work of another artist and relate it to their own work.

How has the learning been assessed?

- The accuracy of their observational drawings and the progress they have made within these drawings.
- The quality of their portraits which would include accuracy, tone, colour mixing where appropriate.
- A case study on a relevant artist that uses some of these techniques in their work.

What is coming up next?

In Art lessons from this point, students will study:

- Portrait Construction in 3D.
- Measured drawing.

SUBJECT: Year 8 COMPUTING

In Computing lessons so far, Year 8 have completed the following units:

- Creating Animations
- Databases
- Ongoing project – Google Website

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

CORE KNOWLEDGE

- Understanding sequencing of images using a timeline.
- Understanding databases and how they are used in real life situations.
- Understanding the need for accuracy of data.
- Interrogating data.
- Learning key terminology across all units.

CORE SKILLS

- Using skills to create a final product aimed at a particular audience and for a particular purpose.
- Using resources to independently gain more skills in different software.
- Designing layout and formatting of websites.
- Developing simple animations to meet a purpose.
- Entering and searching for data within a database and presenting the data in a professional way.

How has the learning been assessed?

All practical work is assessed through an online portfolio of work which includes:

- Researching and saving information and images appropriately.
- Working with peers and giving and receiving feedback.
- Creating effective queries and professional looking reports within a database.
- Designing, storyboarding and creating an animation that meets a specific purpose.

End of unit tests are used to assess understanding of key terminology and definitions and include some practical exercises in timed conditions.

What is coming up next?

- Throughout the year we will be delivering one-off enhancement lessons dedicated to learning new skills to improve the showcase websites. It is expected that the students use the resources that are provided in these lessons to independently work on their website. This will be assessed at the end of the year.
- Python turtle – Students will be taught some basic programming commands, using the software 'Python'. Students will be able to program the computer to create shapes and patterns.
- HTML – learning the basic language that forms the backbone of all websites.
- Defining hardware and software; specifically looking at input and output devices.

SUBJECT: Year 8 DRAMA

KS3 Drama is taught through four 9 week units per year. Unit 1: Dramatic Tension - Students learn how to create engaging drama through the study of dramatic tension. Unit 2: Physical Theatre – Students study the key skills of this theatre style which has influenced much of the contemporary theatre now seen.

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

CORE KNOWLEDGE

Unit 1: Types of Dramatic Tension; States-of-tension; Soundscape; Climax & Anti-climax; Cliff-hanger; Proxemics.

Unit 2: Creating physical imagery; Stylised movement; Use of unison and canon; Mime; Choreographed movement.

CORE SKILLS

- Use of physical and vocal acting skills to create tension.
- Use of space and interactions to create tension.
- Use of physical theatre devising techniques.
- Use of stylised movement.

How has the learning been assessed?

Students basic knowledge and understanding is assessed by four assessment methods:

- A simple interim vocabulary test conducted on week 6 of the 9-week unit.
- Student participation in discussions and Q & A sessions throughout the unit.
- Teacher-observations of how students demonstrate their knowledge and understanding during practical work.
- Student performances are assessed based on the key skills covered in the unit.

What is coming up next?

Unit 3: Anthology – The study and interpretation of script extracts, with a particular focus on the development of physical and vocal acting skills learnt in year 7. Students will also learn about use of space and interacting with other actors in character.

Unit 4: Devising – Using Grimm’s Tales as a stimulus, students develop their knowledge and understanding of intermediate theatre-making techniques to create their own versions of these well-known tales.

SUBJECT: Year 8 DESIGN TECHNOLOGY

In DT lessons in Year 8 so far, students 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 is coming up next?

Students will continue with two more rotations in the year, completing the remaining rotations they have yet to be 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 so far, 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 is coming up next?

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 so far, Year 8 have completed the following units:

- Tropical Rainforests
- Sustainable Rainforests

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

CORE KNOWLEDGE

Knowledge of places

- The geographical locations of tropical rainforests.
- The climate of tropical rainforest regions.
- Physical structure of the rainforests.
- Lifestyle of the Kayapo tribes people in the Amazon rainforest.

Explaining processes

- Plant and animal adaptations to the rainforest environment.
- Threats to the tropical rainforests including causes of deforestation.

Evaluating perspectives

- Alternative viewpoints on deforestation: tribes, developers and sustainable development in the rainforests, for example eco-tourism in Costa Rica

CORE SKILLS

- Complete climate graphs for the tropical rainforest regions.
- Map the global distribution of the world's rainforests.
- Describe geographic locations.
- Examine deforestation data for a range of different tropical regions.
- Interpret and describe patterns and trends in a range of graphs.
- Complete independent research with a focus on plant and animal adaptations.
- Evaluate alternative viewpoints about deforestation.

How has the learning been assessed?

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

- Creating keyword lists and definitions of key terms.
- Independent research about the adaptations of rainforest animals.
- Interpreting climate graphs.
- Extended writing of a diary entry of a Kayapo tribesperson.
- End of unit assessment on the future of the tropical rainforest environments.

What is coming up next?

In Geography lessons during the second half of Year 8, students will learn about:

- Volcanoes, understanding their physical geography and impact upon people and environments around them
- Populations, and how they grow and adapt
- A case study of the human and physical geography of Italy

SUBJECT: Year 8 GERMAN

In German lessons so far, Year 8 have completed the following units:

- Unit 1: Holidays
- Unit 2: Media

What have the students been taught to understand and be able to do?	
<p style="text-align: center;">CORE KNOWLEDGE</p> <ul style="list-style-type: none">• Topic specific vocabulary: comparing places then and now; what you did on holiday; how you travelled; talking about the weather.• Media: film preferences; programmes you watch; reading preferences; discussing screen time.• Grammar: introduction to past tense	<p style="text-align: center;">CORE SKILLS</p> <ul style="list-style-type: none">• Pronunciation• Memorisation• Sentence-building• Making links (cognates/ semi-cognates)• Creativity, Performance, Autonomy
How has the learning been assessed?	
Assessments of Units 1 and 2: Listening and reading comprehension to including speaking and writing tasks.	
What is coming up next?	
Over the next two terms students will be: <ul style="list-style-type: none">• learning to talk about healthy living, learning about typical German foods and using the imperative.• learning how to talk about a school trip and finding out about some typical festivals in German speaking countries.	

SUBJECT: Year 8 HISTORY

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

- Britain: Democracy through Time
- The Development of the British Empire

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

CORE KNOWLEDGE

- The key turning points in the development of democracy from Magna Carta in 1215 to the Great Reform Acts of the 19th centuries.
- The motives and consequences of the British colonisation of parts of the Americas, India, Australia and beyond.

CORE SKILLS

- Identify changes and continuities through history by tracing key themes across a long time period.
- Examine historical events in a way that recognises the diverse ways the past has been experienced by different people.
- Use accurate contextual knowledge to explain the strengths and limitations of a particular interpretation of an historical event.

How has the learning been assessed?

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

1. Written assessments on democracy through time and the British Empire.
2. Class work/ Homework/Verbal contributions.

What is coming up next?

Learning in History over the second half of the year will focus on the following questions:

- Industrialisation in the 19th century.
- The Story of Black America: Slavery to Civil Rights.

SUBJECT: Year 8 MUSIC

In Music lessons so far, Year 8 have completed the following units:

- Theme and Variation
- Blues

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

CORE KNOWLEDGE

- Score reading including scales and chords.
- The stylistic features of Blues Music.
- Theme and Variation structure.
- Different methods used to compose a variation based on a theme.

CORE SKILLS

- Playing a 12 bar blues chord pattern with a walking bass.
- Improvising on a blues scale.
- Playing a piece fluently with accuracy and expression.
- Composing different variations based on a musical theme.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through Performance and Composition, listening and appraising. Students have:

- Performed a Blues piece based on the 12 bar blues.
- Composed and performed a set of Theme and Variations .
- Taken two interim tests based on the keywords from the given glossaries.

What is coming up next?

In the second half of Year 8, students will cover content including the following:

- Learning about the context of Gamelan Music and its place and use in traditional Indonesian Music.
- They will learn the key terms from this genre, as well as the 2 scales of the pelog and slendro.
- They will learn the techniques and structure of the Gamelan and will compose their own Gamelan style piece.
- Learning about Reggae and Caribbean Music by listening to the various features of this genre.
- Performing their own Reggae style piece for assessment at the end of the unit.

SUBJECT: Year 8 PE

In Physical Education lessons so far, 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	SKILLS	CHARACTER
<p>Invasion Games:</p> <ul style="list-style-type: none"> • 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. <p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> • 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. 	<p>Invasion Games:</p> <ul style="list-style-type: none"> • 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. <p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> • 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). 	<p>All areas of activity:</p> <ul style="list-style-type: none"> • 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 is coming up next?

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.

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

CORE KNOWLEDGE

A study of the Aboriginal Australian Culture and Spirituality. This includes:

- Creation stories and messages from The Dreamtime.
- Beliefs and practices of the First Australians.
- Colonialism and Christianity
- The Stolen Generations.

CORE SKILLS

- Enquire into and analyse belief systems and world views.
- Enquire into and analyse how beliefs can be put into practice in past and contemporary communities.
- 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?

A two part assessment on how people see the world in which students had to answer the following questions:

Section 1: The Dreamtime

- Short answer and multiple choice questions on The Dreamtime and the beliefs and practices of the First Australians.

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, supported personal response.

What is coming up next?

In RS lessons, Year 8 will focus on:

- Religious and secular sources of authority as source of beliefs and guidance on practices with a focus on Christian and Islamic responses to the LGBT+ community.
- Moving on toward philosophical arguments for the existence of God as a source of beliefs and guidance on practices with a focus on Christianity and Islam.

SUBJECT: Year 8 SPANISH

In Spanish lessons so far, Year 8 have completed UNITS 1 and 2 of the textbook VIVA 2:

- Unit 1: Mis vacaciones
- Unit 2: Todo sobre mi vida

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

CORE KNOWLEDGE

- **Unit 1 - Mis vacaciones** (my holidays): Talking about past holidays – where you went, what you did and how it was (giving opinions in the past). Introduction of the preterite (past) tense.
- **Unit 2 – Todo sobre mi vida (all about my life)**: revising the present tense to talk about your mobile phone, what kind of music and TV you like, and further practice of the past tense to talk about what you did yesterday.

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 term speaking, listening, reading and writing assessments.

What is coming up next?

Unit 3: 'A comer' (food) likes and dislikes, different types of food, adjectives to describe foods, ordering food at a cafe/restaurant, noun/adjective agreement, using the future tense to talk about buying food for a party; using 3 tenses together to give an account of a party.

Unit 4: '¿Qué hacemos': 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.