



Bishop Challoner
Catholic School

Year 8 Curriculum Calendar 2025-26

	YEAR LEADERS	TUTOR GROUP	FORM TUTOR
Year 8	Ms Gunning (HOY) Mr Cowie (DHOY)	St Ignatius	Ms Morales Velazquez
		St Martin de Porres	Ms Charter/Mr Sanders
		St Maximillian Kolbe	Mr Arreythe/Ms Grant
		St Josephine Bakhita	Ms Rahman
		St Katherine Drexel	Ms Jama/Ms Byrne
		St Teresa of Kolkata	Mr Eugene

At Bishop Challoner, we deliver a broad and balanced curriculum, providing pupils with the education they need to succeed in later life. At our school, we aim to inspire pupils through our curriculum, and encourage them to seek the paths they desire for their future careers. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem. Through the design of our curriculum, we seek to educate the whole person as made in the image and likeness of God. We strive to develop the spiritual, moral, social and learning attitudes of our pupils so that they may become the best that they can and live the best possible life.

Regular testing and assessment is integral to the curriculum with full reports sent to parents/guardians annually. Parents/guardians will be encouraged to co-operate with the school by monitoring their child's work and activities, by frequent inspection of the homework diary and by attending meetings arranged for the purpose of discussing student's progress.

The curriculum is designed to provide access and opportunity for all pupils who attend the school. Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers
- Taking measures to ensure pupils with SEND are not discriminated against in any way
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education

SEND

We believe that your child's learning needs will first be met through the high quality teaching delivered by her/his subject teacher. Children with Special Educational Needs are taught alongside other pupils. Some subjects are set according to ability whilst others are taught in mixed-ability groups. Lessons are 'differentiated' so that different pupils may have adjusted work or different goals set for each lesson. We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions.

We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the subject teachers and form tutor. If your child has a Statement of special educational need or an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review. Our SENCO is Ms A Alonso. You can contact her via reception.

More Able

We have a large number of more able students, with whom we work and monitor closely to best support their needs and future aspirations. These students are identified within the first term, and teachers are encouraged to be aware of subject specific abilities as well as overall academic achievement. We ensure they are stretched and challenged within each of their subjects, and work closely with a link colleague in every faculty to ensure this is carried out across the school. We also ensure that elements of challenge are incorporated into every lesson so that more able pupils are stretched at all times.

PSHE

As a Catholic School, the foundation of PSHE is based on our motto, “Christ at the Centre”. We believe as a School community, that Christ is at the centre of our lives and all that we do. According to John 10:10, Jesus said, I have come so you might have life”. It is our hope that through PSHE we can develop the qualities and attributes needed to bring about the life that Jesus promised to all our students.

Our planned programme is designed to help them adequately navigate and address the many difficult moral, social and health-related issues that arise in their lives and in the society they live in. It is our intention that PSHE will support the development of the young men and women in our school, enabling them to live confident healthy, independent lives as individuals within society. In addition to this, the PSHE programme promotes fundamental British Values, which are taught implicitly in lessons and throughout all key stages.

The key 3 areas covered throughout the PSHE programme are:

1. Health and Wellbeing – Loving ourselves
Ephesians 2:10; ‘For we are his workmanship’
2. Relationships – Loving others
John 13:34; ‘Love one another’
3. Living in the Wider World – Loving the world
Genesis 2:15; ‘Take care of it’

The delivery of the lessons is aimed to be interactive, dynamic, practical, and easily adaptable to different learning styles. Pupils are encouraged to be expressive with their thoughts and be engaged with their learning.

Timings of the School Day

Time	Activity	Duration
8:30 – 8:50	Line-up / Registration	20 mins
8:50 – 9:50	Period 1	1 hour
9:50 – 10:50	Period 2	1 hour
10:50 – 11:10	Break / Line-up	20 mins
11:10 – 12:10	Period 3	1 hour
12:10 – 13:10	Period 4	1 hour
13:10 – 13:50	Lunch / Line-up	40 mins
13:50 – 14:50	Period 5	1 hour
14:50 – 15:05	Line-up / Dismissal	15 mins

Year 8 Art & Design

At Key Stage 3 students are taught to develop their creativity and ideas, becoming confident and proficient in a variety of techniques and Art mediums. Students will also develop knowledge and a critical understanding of art and design practitioners to inform their work. Our curriculum enables students to develop their emotional expression through art to further enhance their personal, social, emotional, and moral development. The curriculum focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Students should also gain some understanding of how art & design shape our history and contribute to the culture, creativity and wealth of our nation.

Head of Department – Miss K Skinner kskinner@bishop.towerhamlets.sch.uk
Lessons per 2-week cycle: 2
How is the course taught? The Key Stage 3 curriculum is taught over three years and is centred around developing students core skills within Art & Design. Students are introduced to a wide range of art and design practitioners' work, both historical and contemporary. In Year 7 & 8 students are introduced to the Formal Elements of Art, which are Line, Tone, Colour, Pattern, Shape and Form (the building blocks of art and design). These key areas are then revisited In Year 9 to enable students to continue to build and develop their skillset in preparation for GCSE and A Level Art.
How are students grouped? Students are taught in mixed ability classes.
How are students assessed? Assessment (Grades A-E) given on specific tasks completed for classwork and homework within students' sketchbooks.

Homework:

Homework is set twice every half term and is predominantly based on analysing artist's work that links to the topic that students are learning within class at that time.

Homework is set on Satchel One, and hard copies of resources are given to students for practical tasks.

Textbooks and Materials provided and needed:

Sketchbooks and Art materials are provided by the department.

Students will need to bring their own pen, pencil, pencil sharpener, ruler and eraser

Year 8 Art & Design Course Description

Autumn Term 1- Ancient Egyptians

- Learn how the Ancient Egyptians represented their identity in the afterlife.
- Develop skills in design by creating a composition for a cartouche, incorporating symbol used by the ancient Egyptians and symbols that can be used to represent someone's identity.
- Develop skills in clay work by learning the process of creating a clay cartouche.

Autumn Term 2- Ancient Egyptians

- To create a cartouche design and clay tile incorporating symbols that can represent students' identities.
- Further develop skills in painting by mixing and applying colours to a clay cartouche.

Spring Term 1- Ancient Egyptians

- Know what an Egyptian sarcophagus was used for and how the ancient Egyptians represented their identities within a sarcophagus.
- Develop skills in designing and making a three-dimensional Egyptian Sarcophagus.

Spring Term 2- Music & Art

- To learn what an onomatopoeic word is through looking at how the artist Roy Lichtenstein's interprets sound within his work.
- To learn how to create a range of illustrations that can be used to represent an onomatopoeic word.

Summer Term 1- Music & Art

- To learn how the artist Wassily Kandinsky interprets sound within his work, compared to Lichtenstein.
- To learn the process of creating a one-point perspective design in the style of Kandinsky's work.

Summer Term 2-Typography

- To learn about different styles of Typography and illustrative lettering designs.
- To learn how to create a range of illustrative letters that describe the meaning of a word.

Year 8 Computing

Head of Faculty – Miss A Ahmed
Lessons per fortnight cycle: 2
How is the course taught? The course is taught across three academic years. Students revisit concepts from year 7 at the start of some lessons as short activities. In the first half term students grasp theoretical concepts of computers and understand how they work. They will watch videos and be expected to remember acronyms of computer parts whilst developing their literacy and numeracy skills to solve computational problems.
How are students grouped? Students are grouped in mixed ability classes.
How are students assessed? Students are assessed: • Through low stakes homework quizzes online • End of topic tests at the end of each unit • Grade Indicator exams
Homework: Homework is set once a fortnight via Satchel One based on retrieval of content taught in lessons. Students receive a homework booklet for each term.
Textbooks and Materials provided and needed: Students will have access to all Microsoft Office Applications via RM Unify. Lesson resources can be found on Google Classroom. Students are encouraged to download Python at home.

Year 8 Computing Course Description

Autumn Term Understanding Computers • What is a computer? Input, process, output storage • Working between binary and denary • Binary addition • ASCII codes • Fetch, decode execute cycle

- RAM and unit nomenclature
- Storage media and CDs

Spring Term

Programming using the Python Text Editor

- Introduction to the text editor and basic python syntax to display text
- Data types and variables
- Input and output using variables
- Selection using IF, ELSE
- Multiple selection using ELSE IF
- Iteration using WHILE
- Iteration using FOR
- Subroutines

Summer Term

Digital Literacy - Graphics

- Introduction to Vector graphics
- Introduction to Bitmap graphics
- Comparing bitmap and vector graphics
- Creating vector graphics: line, fill, text, colour, shapes
- Editing bitmap graphics: removing backgrounds, layers, filters, crop, manipulating pixels
- Planning the creation of a digital poster
- Creating a digital poster using graphical bitmap and vector tools

Year 8 Dance

The intent of the dance department at Bishop Challoner is to stimulate an awareness and enjoyment of dance and promote understanding of Dance as an art form. Our aim is to develop basic, intermediate and advanced performance skills so that the body can be seen as a versatile instrument capable of expressing a variety of moods, ideas and feelings through movement. We aim to develop choreographic skills helping students gain an understanding of choreographic devices, structuring dances and the way in which to communicate with an audience through movement.

Head of Subject – Ms C Charter
Lessons per 2 week cycle : 2 lessons per fortnight for half of the academic year.
How is the course taught? Students will develop their technical, physical, expressive and mental performance skills through warm ups and set performance phrases. Students will learn to choreograph dance using a variety of different stimuli and music styles.
How are students grouped? Students are taught in form groups
How are students assessed? Students use self and peer assessment in every lesson. They are formally assessed at the end of each unit of work using ABCDE.
Homework: Practical hw: practising dances learnt in class. Students are given the opportunity to use the dance studio to rehearse in at lunchtimes.

Year 8 Dance Course Description

Autumn Term 1

Physical Theatre

- Accuracy of timing when performing set actions in unison and canon.
- Linking actions in a travelling sequence.
- Using gestures in choreography.
- Performing gestures in unison.
- Sustaining a performance with complete focus.
- Peer and self-assessment using ipads.

Autumn Term 2

Swansong: Narrative choreography.

Skills taught:

- How to portray the idea of interrogation through movement.
- Understanding what a political prisoner is.
- Portraying character through movement.
- Using body percussion in choreography.
- Telling a narrative through movement.
- Selecting appropriate actions and dynamics to show the narrative.
- Using a prop.
- Performing with focus and energy.
- Peer and self-assessment using ipads.

Spring Term 1

Fela

Skills taught:

- Understanding how Fela used metaphor in his choreography intent.
- Accuracy of actions and dynamics
- Responding to lyrics in performance
- Understanding of unison and canon.
- Creating action phrases.
- Understanding the cultural context of Fela, in particular the soldier metaphor.
- Performing with focus and energy.
- Peer and self-assessment using ipads.

Year 8 Drama

The Drama curriculum has been designed with three key concepts at its core – **devising** Drama, **performing** Drama and **responding** to Drama. The acquisition of knowledge that supports students' understanding and masterful practice of these concepts in Drama is cumulative as students explore the origins of drama, the various structures of a piece of drama and a plethora of dramatic texts at all key stages.

In year 8, students consolidate their understanding of performing from a text by studying contemporary and traditional texts that introduce students to new dramatic strategies such as narration, choral work and breaking the 4th wall. This also links to the course of study in Y8 English. Consequently, by the end of Y8 students have a baseline understanding of how a play is structured and begin applying this knowledge to their own devised pieces based on a variety of stimuli.

Head of Department – Ms Ferry Mferry@bishop.towerhamlets.sch.uk
Lessons 1 per week
How is the course taught? The course is taught across three half-terms through guided analysis and interpretation of texts focusing on character development and plot. This exploration supports the students' practical preparations for performing from a script – a key concept within the Drama curriculum.
How are students grouped? Students study Drama in their tutor group.
How are students assessed? • Vocab tests • Peer/self evaluations • Half-termly 'final performance'
Homework: Can be line learning. Bringing in costumes, props, building sets or going to the theatre and writing a live theatre review.
Textbooks and Materials provided and needed: Students are provided with the materials needed to access the course for example, extracts from literary texts.

Y8 Drama Course Description

Half-Term 1 – *Macbeth* by William Shakespeare

Students will:

1. Know how to use a space to engage an audience.
2. Know how to use the stage space when using key dramatic conventions typical of Shakespeare's plays.
3. Know how to interpret Shakespeare's language through interpretation and analysis. Collaboration through rehearsal.
4. Analyse character, plot and themes within a play in order to perform from a text convincingly.

Half-Term 2 – *The Curious incident of the dog in the night time*-By Simon Stephens

Students will

1. Know how to comparatively analyse a contemporary play with a historical play focusing on plot, form and structure.
2. Know how to review a performance using subject-specific terminology Collaboration through rehearsal.
3. Develop their skillset of dramatic conventions such as cross-cutting, monologue and still image.
4. Strengthen their ability to collaborate through rehearsal.

Half-Term 3 – *Devising from a stimuli*

Students will

1. Generate ideas from a stimuli.
2. Communicate ideas and shape them into a piece of drama for a live audience.
3. Know the qualities of an exposition, rising action, climax, falling action and denouement.
4. Analyse and evaluate the process of devising.
5. Students will refine how to provide effective feedback to one another using subject-specific terminology.

Design & Technology Year 8

Key Stage 3 will focus on refining the skills learned in primary school and to provide a solid foundation of knowledge that will fully prepare our pupils for the requirements of the GCSE course. At year 8, pupils will build upon the hand tools and machines, processes and manufacturing techniques needed to manufacture a range of products. They will also explore the iterative design process and enhance their problem-solving skills/abilities through a variety of approaches

There is no carousel arrangement structure at KS3. Pupils will be taught by the same teacher throughout the year. This will enable pupils to enjoy every opportunity that the department has to offer and allow them to be fully informed on their option choices. It will also allow for good teacher, parent, and pupil relationships to build. This will also benefit assessment, as more accurate monitoring and reporting can take place.

Head of Faculty – Mr A Frederick (Afrederick@bishop.towerhamlets.sch.uk)
Lessons per 2 week cycle :4
How is the course taught? The core skills and knowledge will be taught and revisited through focused tasks: • Making (Practical) skills • Evaluating • Design (Graphic) skills • Technical knowledge • Technology in society (Past, current and in the future)
How are students grouped? Students are grouped in mixed ability classes
How are students assessed? Students are assessed: • Reflection tasks • Practical tasks • Homework • End of topic test • Grade indicator exams

- Questioning
- Formative assessment

Homework:

Homework is set at least every two weeks.

Textbooks and Materials provided and needed:

- Exploring food and nutrition for KS3
- Pocket sized revision guide – Design and Technology
- Design and Technology 2nd edition
- Timber, metal based materials and polymers

Design & Technology Year 8 Course Description

Autumn 1- Graphics content to be covered

- Freehand drawing
- Rendering techniques
- Materials and their working properties- card
- Isometric drawing
- Perspective drawing
- Orthographic drawings
- Nets/ Die cutting

Technology in society

- Design influences
- Social and cultural influences
- Sustainability
- What influences the production of new products?

Autumn Term 2- Food content to be covered

- Food, nutrition and health
- Food choice
- Food commodities
- Staple foods
- Food labelling
- Sensory analysis

Technology in society

- Raw materials are being converted to edible foods
- Reduced diseases, improved safety and quality, variety, less cost, less wastage
- Growing demand for food around the world

Spring Term 1- Textiles content to be covered

- Materials and their working properties- textiles (woven, knitted, and non-woven fabrics)
- Smart and interactive textiles
- Pattern design
- The design process
- Sources and origins of textiles
- Up cycling

Technology in society

- The work of others
- Designers/ companies
- Impact of textile manufacture on the environment
- Social and cultural issues (use of textiles around the world)

Spring Term 2- Resistant Materials content to be covered

- Material properties
- Factors that influence the selection of material and components
- Sources and origins of woods, Plastics and Metals
- Modelling
- Marking out techniques
- Advance hand tool techniques

- Box and frame joints
- Finishing techniques

Technology in society

- Technology push and market pull
- Planned obsolescence
- Energy sources
- Sustainability

Summer Term 1- CAD/CAM content to be covered

- 2D Design
- Google sketch up
- Advantages and disadvantages of CAD/CAM
- Electronic systems
- Electronic components

Technology in society

- How ICT has impacted Design and Technology

Summer Term 2- Systems and control content to be covered

- Mechanical systems
- Levers/ linkages
- Electrical systems

Year 8 English

Year 8 English is an introduction to the skills and concepts which students will build on each year as they progress towards their GCSE courses in English Language and English Literature. Students are provided with a variety of literary and non-literary texts to study. Learning focuses on key ideas such as linguistic and literary devices, writers' intentions as well as developing students' writing skills in both academic and imaginative writing. Emphasis is placed on a variety of teaching styles including group work and paired work. Pupils are assessed each term on their reading, writing, speaking and listening skills.

Head of Faculty – Ms S Ali
Lessons per 2 week cycle : 8
How is the course taught? The course is taught over one academic year with 6 units (roughly one per half term) where they cover a range of text types e.g. poetry, novels, short stories, non-fiction texts etc. Students are introduced to both language and literature terminology and texts to develop a foundation to prepare them for KS4.
How are students grouped? Students are groups in mixed ability classes with one literacy set to help those in need of extra support.
How are students assessed? Students are assessed: • Through end of unit assessments • Homework • Consistent marking in line with the marking policy of the school • Low stake quizzes • AFL strategies and questioning in lesson.
Homework: Homework is set every two weeks. Each unit taught has a booklet to compliment the learning of the topic, focusing on retrieval, consolidation, research and creativity. Homework is set via Satchel One and each booklet is expected to be complete by the end of each unit.
Textbooks and Materials provided and needed: The department has collaborated to create a scheme of work for each unit taught that covers all of the assessment without levels objectives, Rosenshine's principals and the framework set out by the DoE. Homework booklets have also been designed specifically for each of these units.

Year 8 English Course Description

Autumn Term 1 – Romeo and Juliet

- Students build on their knowledge and understanding of Shakespearean terminology and language.
- More in depth analysis is practiced and students study an entire play to ensure they can access the language in the next few years when studying Shakespeare plays.
- Context surrounding the plays is introduced so that students build up knowledge of Shakespeare's era.
- Assessment is analytical literature essay from an extract in the play.

Autumn Term 2 – Dystopian Genre

- Prepares students for the creative writing element that they will need for future examinations.
- Students focus on elements of genre and key terminology to build on understanding of different genres of writing.
- Assessment is a creative writing story in the style of the Dystopian genre.

Spring Term 1 – Call of the Wild

- By exposing year 8 to 19th century texts, they begin to develop the skills required to engage with such literary texts that they will study in later years.
- Explores key themes / conventions / historical context / characters / extracts from the novel.
- Continue to understand and develop knowledge of language techniques / analytical techniques.
- Assessment is analytical literature essay from an extract in the novel.

Spring Term 2 – Travel Writing

- Introduced to different styles of writing, students study an anthology of non-fiction.
- This introduces new styles of texts, builds on their prior knowledge of key terminology and introduces new ideas and styles of writing.
- By exposing year 8 to 19th century texts, they begin to develop the skills required to engage with such literary texts that they will study in later years.
- Assessment is a creative writing article on the importance of travel.

Summer Term 1 – Protest Poetry

- Students are introduced to different forms of poems from a range of different perspectives in society.
- Students build on their knowledge about historical and societal events and draw on their own opinions and compare with the opinions of the poets' they are studying.
- Assessment is comparative analytical literature essay of two poems in the anthology.

Summer Term 2 – Coraline

- Begin with gothic genre study to recap on previous learning in Year 7.
- Explores key themes / conventions / historical context / characters / extracts from the novel.
- Continue to understand and develop knowledge of language techniques / analytical techniques.
 - Built in opportunities for transactional and literary writing so students practise frequently.
 - Assessment is analytical literature essay of an extract of the novel.

Year 8 French

More than 220 million people speak French on all the five continents; it is the second most widely learned language after English and the sixth most widely spoken language in the world. French is also both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.

We believe languages should be accessible for all students and this curriculum has been developed to help students of all abilities progress and develop a passion for languages, thorough culturally engaging content.

Head of Faculty – Mrs S Cuino- scuino@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 3
How is the course taught? Year 8 follows an ambitious and bespoke curriculum plan which enables students to maximise their progress so that they are ready to move on to their next step in the language acquisition process. Lessons aim to broaden students' perception of languages and engage students in cultural aspects of French, such as celebrations and traditions. Students are also taught about the importance of learning a language and the use of languages in the workplace. Progress is tracked through formal and informal assessment tasks, such as end of module assessments and homework assignments. Teacher feedback guides students' next steps so that students can improve their work and set targets for future learning.
How are students grouped? Students are taught in form groups
How are students assessed? Students are assessed through: • Low- stake assessment tasks • Homework • Mid-term diagnostic assessments • End of module assessments • End of year exams
Homework: Homework is set based on retrieval of content in lesson: vocabulary quizzes, grammar and translation, vocabulary building tasks, cultural tasks, reading, listening, and writing tasks.

Homework is set via Go4 schools with accompanying resources.

Textbooks and Materials provided and needed:

The French department has developed most of the teaching and assessment resources from the Dynamo 1 and 2 textbooks, additionally, new bespoke units have also been designed to give a more tailored approach to meet students' needs. Students will be provided with revision resources and extension tasks that will enable them to take control of their learning in manageable steps.

Year 8 French Course Description

Autumn Term 1- En ville

- Talking about places in town
- Understanding prices in French
- Saying where I go at the weekend
- Inviting someone out
- Using the verb *aller* and *vouloir*
- Phonics

Autumn Term 2 En ville

- Ordering drinks and snacks
- Planning activities in Paris
- Using the near future tense
- Using *tu* and *vous* forms of the verbs
- Using *Si* + weather sentences
- Using 2 tenses together
- Phonics

Spring Term 1 Vive les vacances

- Talking about school holidays
- Saying what you did on holiday
- Describing a festival- *Le Mardi Gras*
- Revision of *être* and *avoir*
- Using the perfect tense of regular –er verbs
- Phonicss

Spring Term 2 Vive les vacances

- Describing a visit to a theme park
- Using the perfect tense of irregular verbs
- Saying where you went and how
- Using the perfect tense of verbs that take *être*
- Using two/three tenses together
- Revision
- Phonics

Summer Term 1- À loisir

- Talking about TV programmes
- Talking about digital technology
- Arranging going to the cinema
- Buying cinema tickets
- Forming and answering questions
- Phonics

Summer Term 2 À loisir /Le monde est petit

- Talking about leisure activities
- Talking about where you live/the weather
- Talk about your daily routine
- Using *pouvoir* + infinitive
- Using reflexive verbs
- Revision
- Phonics

Year 8 Geography

The KS3 Geography national curriculum aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in a range of geographical skills.

Our curriculum at Bishop Challoner further aims to create global citizens who appreciate the world in which they live and understand the ever-evolving nature of Geography as an academic discipline.

Head of Faculty – Ms L Griffiths lgriffiths@bishop.towerhamlets.sch.uk

Head of Department – Ms F Abidi fabidi@bishop.towerhamlets.sch.uk

Lessons per 2 week cycle : 3

How is the course taught?

The Geography Department follow the KS3 National Curriculum to ensure our lessons offer breadth and depth of key geographical concepts and places across three years of study. The Geography curriculum has been carefully planned to ensure units consider our specific demography and diversity. Aspiring Asia helps students to revisit human and physical concepts learnt previously in the curriculum, while other units throughout the year develop their geographical understanding of human, physical, environmental disciplines. Career choices have been integrated regularly to ensure all students are exposed to a variety of relevant careers throughout their Geographical journey.

The KS3 curriculum has been designed with explicit links to KS4 where KS3 assessment Criteria develop skills that can be utilised across later learning within Geography and across the curriculum. Students are given clear strategies for answering extended writing tasks and data analysis questions through sentence starters, model answers and acronyms such as PEEL, TEA and CLOCC to help them remember how to structure answers.

How are students grouped?

Students are grouped in mixed ability classes and taught within their form groups.

How are students assessed?

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Mid year and end of year exams

Homework:

Homework is set every two weeks and based on retrieval of content taught in lesson or extended writing and literacy tasks. Homework is set via Go4Schools.

Textbooks and Materials provided and needed:

The department works from Geog.1, 2 & 3 textbooks and students will have access to these in class when required. Students will also have use of updated World Atlases and OS Maps to develop and improve their geographical skills throughout the year.

The Geography department will provide revision resources at the end of each unit and prior to end of unit assessments and end of year examinations.

Year 8 Geography Course Description

Autumn Term 1**Topic 1 – Plate Tectonics**

Students delve into the Earth's interior and learn about its tectonic plates and their movements, and discover how volcanoes, earthquakes and tsunamis are formed. They consider the social, economic and environmental impacts (SEEP) of tectonic hazards and explore a range of management strategies.

Autumn Term 2**Topic 2 – Population and Migration**

A human geography based unit studying our rapidly changing world. This unit explores the impacts (SEEP) of a rapidly growing world population and strategies for managing the disparities between countries. Students will begin to consider the reasons for and impacts of migration at different scales.

Spring Term 1**Topic 3 – Dynamic Coasts: How are our coastlines changing?**

Key physical processes are taught during this unit through the use of key geographical skills (OS maps, satellite imagery, GIS). Students can apply previously learnt skills to help them understand how our coastlines are changing. Students consider key players in the management of our coastlines and how certain pressures might be set to change in the future.

Spring Term 2**Topic 4 – Aspiring Asia**

This topic encompasses physical, human and environmental aspects of the continent of Asia while interweaving elements from a historical perspective to further understand development theory

Key themes will explore Asia by way of its human, physical and environmental geography through the use of in depth case studies and location knowledge.

Summer Term 1**Topic 5 – Frozen Planet**

This unit introduces students to past environmental changes, the impact human activities have on biomes whilst assessing the importance of habitats and adaptations of flora and fauna and the effectiveness of international agreements in sustainability.

Students explore the poles, previous ice ages and locations of cold environments. This topic involves a focus on adaptations of animals. Students also learn about the continent of Antarctica, focussing on the Antarctic Treaty and sustainable tourism.

Summer Term 2**Topic 6 – Factfulness**

Factfulness is a unit based on Hans Rosling's Factfulness; a book about the world and how to better understand it. Students will be challenged to consider what they already know or think about the world, and address common misconceptions using data. Students will be introduced to the 'gap instinct' to consider how we can control the gap instinct to avoid dividing the world into two. Students will be encouraged to look at the world as a 'possibilist' to see the positive side and negate our negativity instinct.

Year 8 History

History is a subject that encourages students to explore and question the world around them. Through the use of enquiry, pupils are introduced to key historical concepts such as Evidence, Change and Continuity, Historical Significance, Cause and Consequence, Interpretations and Similarity and Difference. These provide pupils with key skills which can be used across numerous subjects throughout their secondary journey. It also provides them with an understanding of how the world around them was shaped and formed, be that socially, politically or geographically, following a chronological framework.

Head of Faculty – Ms L Griffiths - lgriffiths@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 3
How is the course taught? This is the second year of study across KS3 and focuses on topics such as the Mughal and Tudor dynasties, the British Empire, progress towards democracy, the fight for racial equality in America and Britain and the impact of the Industrial Revolution. Students are encouraged to develop extended pieces of writing throughout the course with the support of sentence starters, model answers and acronyms such as PEEL. Lessons and homework challenge students to develop their historical knowledge by researching and asking their own questions about the past.
How are students grouped? Students are groups in mixed ability classes.
How are students assessed? Students are assessed: • Through low stakes quizzes in class • Homework • End of topic tests at the end of each unit • End of Year Assessments
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Satchel One
Textbooks and Materials provided and needed: All textbooks and resources are provided within lessons.

Year 8 History Course Description

Autumn Term 1

Enquiry Question: Mughals Vs. Tudors – how similar were the two dynasties?

Conceptual focus: Similarity and difference

A comparison between two powerful dynasties including a look at how they grew, their peak and legacies. Can two dynasties from the same period be compared?

Autumn Term 2

Enquiry Question: What was the main cause for the crumbling of the British empire?

Conceptual focus: Causation

An enquiry, which investigates the main causes of the collapse of the British empire. It looks at the impacts of Britain on various countries.

Spring Term 1

Enquiry Question: How far was there progress towards democracy for different groups – specifically women?

Conceptual focus: Change and continuity

How Democracy has grown in Britain, from the first parliaments to the expansion of voting, to women's suffrage – a look at how Democracy in this country has changed to what we have today.

Spring Term 2

Enquiry Question: What was the most significant event in the fight for racial equality in America and Britain?

Conceptual focus: Significance

An investigation into slavery – starting with a focus on African Empires, followed by the fight for civil rights within America.

Summer Term 1

Enquiry Question: Was the Industrial Revolution really 'disastrous and terrible'?

Conceptual focus: Interpretation

How did the industrial revolution impact on different people differently? Examples include how the growth of machines impacted on workers and factory owners differently etc. Students will look at how this has been interpreted throughout history.

Summer Term 2

The final weeks of the term will be dedicated to revision of prior learning in preparation for end of year grade indicator exams.

Year 8 Maths

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Head of Faculty – Ms D Hegarty dhegarty@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 6
How is the course taught? The course is taught in a way that ensures our students have the opportunity to: 1. become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately; 2. reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language; 3. solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions; 4. communicate, justify, argue and prove using mathematical vocabulary; 5. develop their character, including resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment.
How are students grouped? Students are grouped in sets according to mathematical ability.
How are students assessed? Students' progress is tracked using the National Curriculum assessment objectives. Formative assessment is used to evaluate learning throughout the unit. In 2022/23 there are three formal assessment points, one at the end of Autumn term, one during the March exam week and one during the

July exam week. Students will be given at least three pieces of assessed homework each half term, provided there are no assessments during that term.

Homework:

Students are assessed:

- Through low stakes quizzes in class
- Homework
- End of topic tests at the end of each unit
- Grade Indicator exams

Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework is set via Edulink and resources can be found on Google Classroom.

Textbooks and Materials provided and needed:

The department has access to the Collins Connect textbooks.

Students are given a username to Mathswatch where they are able to watch videos and complete questions based on the topics they are learning.

Personalised learning checklists with Mathswatch clip numbers are issued at the start of each half term to encourage independent study.

Year 8 Maths Course Description

Autumn Term 1

Ratio

- Reduce a ratio to its simplest form including with different units
- Divide into a ratio when given the difference
- Solve problems involving ratios (e.g. comparison, scaling, mixing, concentrations...)
- Solve direct proportion problems

Sequences and Algebra

- Arithmetic and Geometric Sequences
- Finding the n th Term of a linear sequence

Autumn Term 2

Algebra

- Simplifying algebraic expressions
- Substitution
- Expanding single and double brackets
- Factorising
- Solving equations: one and two steps
- Solving linear inequalities
- Forming and solving equations

Graphs

- Coordinates in all four quadrants
- Find the coordinates of a midpoint
- Plot using table of values
- Interpreting gradients
- Using $y = mx + c$ to interpret graphs
- Identify equation of a linear graph
- Use the form $y = mx + c$ to identify parallel lines

Spring Term 1

Area

- *To find the area of rectangles, triangles and trapezia (Recap)*
- *To find the area of compound shapes (Recap)*
- To be able to calculate the circumference of a circle
- To calculate exactly with pi to find the area and circumference of circles
- To be able to calculate the area and perimeter of semi circles and quarter circles
- To recognise and complete the nets of 3D shapes
- Calculate the volume and surface area of cuboids and solve problems involving these
- Calculate the volume of prisms and solve problems involving these
- Calculate the surface area of prisms

Spring Term 2

Area and Volume

- To recognise and complete the nets of 3D shapes
- Calculate the surface area of prisms
- Calculate the volume of prisms
- Solve problems involving surface area and volume
- Compound measures – answer problems involving density and speed

Summer Term 1

Probability and Statistics

- Know the definition of a population, census and sample
- Know what a biased sample is
- Be able to use the probability scale
- Be able to find the probability of an event
- Know what mutually exclusive events are
- Know the difference between experimental and theoretical probability
- Be able to list outcomes
- Be able to represent information in a two-way table and find probabilities from this
- Be able to construct sample space diagrams and find probabilities from them
- Be able to place sets in a Venn Diagram
- Be able to complete a frequency tree

Summer Term 2

Accurate drawings

- Be able to draw circles
- Be able to construct triangles using a compass, protractor and ruler
- Be able to make accurate scale drawings
- Be able to find the bearing of two points on a map

Year 8 Music

The Music Department ensures that all pupils are included in musical learning regardless of prior learning. All schemes of work within the Music Department are skills based. These are centred on a specific sequence that encourage pupils' development of Performance, Composition and Appraisal of Music. The Music Department runs with the saying 'Practice Makes Perfect'. This phrase builds resilience in learning and ensures pupils understand the benefit of working towards achievement. Each unit of work requires pupils to learn a new skill and to practice it to make it better. Modelling this behaviour allows pupils to not only grow through the curriculum but spiritually, morally and socially.

Head of Department: Fiona Donaldson
Lessons per 2 week cycle : Once a Week
How is the course taught? Music is a practical course and is taught through performance and composition skills. Pupils develop instrumental skills throughout year 8 and build on their compositional skills learnt in Year 7.
How are students grouped? Students are taught in forms for Music. When completing group tasks, the teacher will choose the groups.
How are students assessed? Music is a modular course throughout Key Stage 3. At the end of each unit, pupils will either perform individually or as a group, or hand in a composition. Each half term a new unit begins.
Homework: Homework as per school policy.
Textbooks and Materials provided and needed: N/A

Year 8 Music Course Description

Autumn Term 1

Ukulele

Pupils learn what a chord is and how to play 4 major chords on the Ukulele. Pupils work in groups to create their own cover of a song.

Autumn Term 2

Keyboard Skills 2

Pupils learn how to read bass clef notation and build on treble clef reading from Year 7. Pupils learn how to play sharps and flats on the keyboard.

Spring Term 1

Film Music

Pupils learn about important film music composers and pupils learn how composers in the industry compose music that fits action on the screen.

Spring Term 2

Programme Music

Pupils build on knowledge of how music tells a story from Year 7. Pupils learn about famous programmatic composers and learn how to compose a piece of music that tells a story.

Summer Term 1

Song Writing 2

Pupils build on prior knowledge of chords and learn how to compose a pop song which uses typical chords.

Summer Term 2

Blues Music

Pupils learn where Blues Music originated and how it developed over time. Pupils learn how to perform the 12 Bar Blues, a walking bass and how to compose a melody using the blues scale.

Year 8 Physical Education (PE)

Head of Faculty
Lessons per 2 week cycle : 4 (1 double lesson, 2 single lessons)
How is the course taught? • All activities are selected to ensure that we teach all subject content on the national curriculum as well as meet the aims. Our schemes of work are designed to challenge students across a broad range of physical activities and be active for sustained periods of time in every lesson. • In year 8 we develop core skills and teach advanced skills then in year 9 the advanced skills are developed in to decision making and tactical awareness including rules and regulations. Eg. Invasion game – basketball – shooting: Y7 Core skills – lay-up with dominant hand, Y8 advanced skills – lay-up with non-dominant hand and reverse lay-up, Y9 – euro step/ selection of correct shot to outwit opponents within the rules of the sport. • In year 7 all students complete the first half term in forms as baseline assessment to identify practical ability, knowledge and understanding from KS2. • The curriculum is taught in arbitrary order due to facility clashes. All students in each year group will cover the same physical activities throughout the year just in different orders. • All physical activities (excluding fitness) can be assessed at GCSE/BTEC/VCERT whilst still providing a varied curriculum for those who choose not to continue into KS4 examinable PE. • Theory is taught through practical throughout KS3 which links directly to the GCSE/BTEC/VCERT curriculums.
How are students grouped? Students are grouped in to ability sets. The sets are created from the initial baseline assessment in Y7 then adjusted accordingly throughout KS£ if necessary.
How are students assessed? • Sport specific core task assessment • Low stakes questioning in class • End of year theory exam
Homework: One piece of homework will be set per half term. This homework is based on the theoretical content the students will be learning in lesson.
Textbooks and Materials provided and needed: Online resources are set on satchel one. Extra-curricular clubs are offered for the majority of classes on our school curriculum.

Year 8 Physical Education Course Description

Physical education at Bishop Challoner aims to:

- To develop competence in core skills to excel in a broad range of physical activities
- Students are physically active for sustained periods of time
- To engage in competitive sports and activities
- To implement basic tactics and strategies
- To understand basic rules and regulations
- To lead healthy, active lives.
- To acquire theoretical knowledge from elements of the applied anatomy and physiology and physical training topics at GCSE/BTEC

Year 8

Athletics

Badminton

Football

Basketball

Tag Rugby

Softball

Cricket

Field Hockey

Table Tennis

Netball

Invasion games (football, basketball, Tag rugby, netball) – Passing, dribbling, shooting, footwork (movement) attack, defence

Striking and Fielding (Softball, Cricket)- Precision, control, throwing, catching, batting

Athletics – Runs, jumps, throws

Net Games (Badminton, Table Tennis) - Grip, stance, movement, serves, attacking and defensive shots

Extra-Curricular – sports which are not taught within the curriculum are offered within extra-curriculum clubs (trampoline, Fitness)

Year 8 Religious Education (RE)

As a Catholic School, Religious Education is a core subject and central to our school ethos. The KS3 course is authentic to the Catholic faith, rigorous and engaging, allowing students of all backgrounds to be fully immersed in the curriculum in an inclusive way. The subject also encourages students to develop their critical thinking and evaluative skills as they form their own arguments around common and divergent views within Catholic Christianity. Throughout the course there is time allowed for spiritual reflection including opportunities to reflect on personal beliefs and how these teachings impact students personally.

Head of Faculty – Mrs E Englefield eenglefield@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 5
How is the course taught? The KS3 RE course is taught across three academic years. The students study Catholic Christianity alongside other world religions so they are ready to engage with the GCSE curriculum when they reach Year 10. In Year 8 students study units on Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden. To the ends of the Earth and Sikhism. Students develop their literacy, oracy and research skills through extended writing, research projects, presentations and group work. Formative assessment is used to evaluate learning throughout the unit. There are two formal assessment points, one mid-unit which takes many forms such as essay questions, speeches, letters or presentations and one end of unit assessment which is always written and is essay-based.
How are students grouped? Students are taught in their form groups
How are students assessed? RE uses a range of methods to assess students including: • Quizzes in class and on Satchel1 • Homework • Mid-term assessments • End of Unit assessments
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson. Homework can include research, extended writing and questions. Homework is set via Satchel1 and resources are given in class.

Textbooks and Materials provided and needed:

All material needed is provided.

Religious Education**Course Description**

As a Catholic School, Religious Education is a core subject and central to our school ethos. The KS3 course is authentic to the Catholic faith, rigorous and engaging, allowing students of all backgrounds to be fully immersed in the curriculum in an inclusive way. The subject also encourages students to develop their critical thinking and evaluative skills as they form their own arguments around common and divergent views within Catholic Christianity. Throughout the course there is time allowed for spiritual reflection including opportunities to reflect on personal beliefs and how these teachings impact students personally.

Autumn Term 1**Creation and Covenant**

- Know the account of the Fall in Genesis 3
- Describe the difference between original sin & personal sin
- Explain what it means to be created in the image of God
- Describe the rite of baptism and explain its origins, meanings, and effects
- Know the story of Moses and explain the importance of the Israelites' escape from Egypt
- Understand the meaning of the Decalogue and explain why binding commitments are a necessary part of covenants
- Make links between the greatest commandment and the decalogue
- Consider ways in which you could live up to the challenges presented by the Ten Commandments
- Offer an interpretation of Michelangelo and Reni's artwork and consider how effectively the artists convey Catholic beliefs and teachings
- Describe what is meant by 'conscience' and explain how someone can inform their conscience
- To investigate the life of Desmond T Doss and Sophia Scholl

Autumn Term 2**Prophecy and Promise**

- What is a prophetic text?
- Why do prophecies contain calls to repentance and to care for the poor?
- Why do prophecies criticise external religion?
- Why do prophecies make warnings and promises?
- How are images and parables used in prophecies?
- Why do prophecies talk about a faithful few?
- How do prophecies show God as a judge of all nations?
- Why is John the Baptist important?
- How are lay people called to be witnesses of Christ?
- How is Advent connected to prophecy?
- Artistic Expression Option: How do Christmas carols reflect prophetic messages?
- Lived Religion Option: Who was St Óscar Romero?

Spring Term 1

Galilee to Jerusalem

- How should we read scripture?
- What is the Kingdom of God?
- How did Jesus treat marginalised people?
- How did Jesus reach out to gentiles and women?
- What are parables and what do Jesus' parables teach about eschatology?
- What were the miracles of Jesus?
- What did Jesus' miracles over sickness reveal?
- How does Jesus' ministry call us to enter the Kingdom?
- What is the Anointing of the Sick?
- Ethical Option: How are Catholics called to help in the refugee crisis?
- Lived Religion Option: How did Father Damien of Molokai serve others?

Spring Term 2

Desert to Garden

- Why do we suffer and is there a meaning to suffering?
- Why is Jesus called the suffering servant?
- Why did God allow Jesus to suffer?
- How do Christians prepare during Lent?
- What is the Easter Triduum?
- What is the Sacrament of Reconciliation and why is it important?
- Ethical Option: Why does God allow suffering?
- Artistic Expression Option: How is the Crucifixion shown through art?
- Lived Religion Option: Who are Margaret and Barry Mizen?

Summer Term 1

To The Ends of the Earth

- What does the Bible say about the Resurrection?
- What is the significance of the empty tomb?
- How did the disciples react to the Resurrection?
- What is the central truth of Christian faith?
- Do humans have a soul?
- What happens at the end of human life?
- What are Catholic funeral rites?
- Lived Religion Option: How do Christian funeral traditions differ?

Summer Term 2

Dialogue and Encounter – Sikhism

- What is the purpose of religious dialogue?
- Introduction to Sikhism
- Guru Nanak and his teachings
- The Khalsa
- The 5K's of Sikhism
- Sikh beliefs about God
- Sikh beliefs about humans
- Amritsar 1919
- Karma and Reincarnation

Year 8 Science

In science, we want our students to be resilient, life-long learners with an inquisitive mind-set and curiosity about the world around them. Science is a subject dedicated to explaining the natural world. The KS3 curriculum has been created to allow all students to;

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics
- develop understanding of the nature, processes, and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Head of Faculty Science – Mr. M. Larkin
Lessons per 2-week cycle: 6 Lessons
How is the course taught? Physics, Biology and Chemistry are taught as a series of topics that are sequenced together to build upon the 10 Big Ideas in Science to prepare students for further study. Science combines theory with practical experiential learning and many of the topics are investigated by demonstrations and/or student experiments.
How are students grouped? Students are grouped in mixed ability classes.
How are students assessed? Students are assessed: • Through low stakes quizzes in class • Homework • End of topic tests at the end of 2 topics • Grade Indicator exams
Homework: Homework is set every two weeks and based on retrieval of content taught in lesson or practise exam questions. Homework will be given in class and be available on Satchel One.
Textbooks and Materials provided and needed: Students will work from the following textbooks: • Oxford KS3 Science Activate 1 Student Book • Oxford KS3 Science Activate 2 Student Book • CGP KS3 Science Study Guide Students may wish to purchase a revision guide to aid their learning.

Year 8 Science Course Description

Autumn Term 1

- **Topic 1: Intro-Science Level 2:** Students will learn the Science laboratory rules, hazard symbols and health & safety routines. Recall how to record and present data in different formats and analyse and evaluate data
- **Topic 2: Pure & Impure substances:** Students will learn how to identify pure and impure substances, as well as practise separation techniques to separate different substances.
- **Topic 3: Chemical Reactions:** Students will learn about chemical reactions, understanding concepts like combustion, thermal decomposition, conservation of mass, and temperature changes. They'll explore exothermic and endothermic reactions and study bond energies for a deeper grasp of energy transitions in chemistry.

Autumn Term 2

- **Topic 4: Acids & Alkalis:** Students will learn about acids and alkalis, using indicators and pH scales for measurement, and engage in practical neutralisation activities. They will also explore acid strength, the process of making salts, and the practical creation of copper sulphate crystals.
- **Topic 5: Metals & Acids:** Students will learn about the interactions of metals with acids, oxygen, and water, along with understanding metal displacement reactions through practical experiments. They will also explore methods of extracting metals, and delve into the properties and uses of ceramics, composites, and polymers.
- **Topic 6: Energy, Force and Power:** Students will use their understanding of energy to calculate power and work done, as well as apply conservation of energy to simple machines.

Spring Term 1

- **Topic 7: Organisation:** Students will learn about the levels of organisation within biological systems, including the process of gas exchange and the mechanics of breathing. They'll conduct a practical exercise measuring lung volume and explore the structure and function of the skeleton. The course concludes with a study of body movement, focusing on the roles of joints and muscles.

Spring Term 2

- **Topic 8: Health & Digestion:** Students will learn about different nutrients, their identification through food tests, and practical measures of food testing. They will explore the impact of an unhealthy diet and understand the workings of the digestive system, including the role of bacteria and enzymes in digestion, supplemented by practical enzyme experiments. The course will also cover the effects of smoking, drugs, and alcohol on the human body.

Summer Term 1

- **Topic 9: Electricity & Magnetism:** Students will learn about the fundamentals of electricity and magnetism, starting from the concept of charging, through to understanding circuits, current, and potential difference. They'll delve into the intricacies of series and parallel circuits, engage in practical circuit experiments, and explore resistance. The module also covers magnets, magnetic fields, and the application of electromagnets.

Summer Term 2

- **Topic 10: Earth & Atmospheric Science:** Students will learn about various rock types, including sedimentary, igneous, and metamorphic rocks, and the cycles they undergo, such as the rock and carbon cycles. They'll explore the Earth and its atmosphere, delving into the history and evolution of our atmosphere, which will provide a stretch and challenge. The course will also cover contemporary issues like climate change, recycling, and atmospheric pollutants.

Year 8 Spanish

Spanish is the second most spoken language spoken by native speakers in the world, equating to more than 400 million people in 21 countries. It is also considered one of the easiest languages to learn as it is mostly phonetic, and its pronunciation is relatively straightforward. According to the British Council, Spanish speaking countries are having an ever-increasing presence in the global market, and therefore work and business opportunities deriving from Spanish language knowledge is becoming more prevalent than ever.

We believe languages should be accessible for all students and this curriculum has been developed to help students of all abilities progress and develop a passion for languages, thorough culturally engaging content.

Head of Faculty: Mrs S Cuino- scuino@bishop.towerhamlets.sch.uk
Lessons per 2 week cycle : 3 lessons
How is the course taught? Year 8 follows an ambitious and bespoke curriculum plan which enables students to maximise their progress so that they are ready to move on to their next step in the language acquisition process. Lessons aim to broaden students' perception of languages and engage students in cultural aspects of French, such as celebrations and traditions. Students are also taught about the importance of learning a language and the use of languages in the workplace. Progress is tracked through formal and informal assessment tasks, such as end of module assessments and homework assignments. Teacher feedback guides students' next steps so that students can improve their work and set targets for future learning.
How are students grouped? Students are taught in form groups
How are students assessed? Students are assessed through: • Low- stake assessment tasks • Homework • Mid-term diagnostic assessments • End of module assessments • End of year exams
Homework: Homework is set based on retrieval of content in lesson: vocabulary quizzes, grammar and translation, vocabulary building tasks, cultural tasks, reading, listening, and writing tasks. Homework is set via Go4 schools with accompanying resources.

Textbooks and Materials provided and needed:

The MFL department has developed most of the teaching and assessment resources from the Viva 1 and 2 textbooks, additionally, new bespoke units have also been designed to give a more tailored approach to meet students' needs. Students will be provided with revision resources and extension tasks that will enable them to take control of their learning in manageable steps.

Year 8 Spanish Course Description

Autumn Term- 1 Mi ciudad

- Describing your town or village
- Telling the time in Spanish
- Ordering in a café
- Using the verb *querer*
- Using the verb *ir*
- Using 'a', 'some' and 'many' in Spanish
- Phonics

Autumn Term 2- Mi ciudad

- Saying what you are going to do at the weekend
- Understanding people describing their town
- Using the near future tense
- Using 2 tenses together
- Revision
- Phonics

Spring Term 1- Mis vacaciones

- Talking about a past holiday
- Using the preterite of *ir*
- Saying what you did on holiday
- Using the preterite of regular *-ar* verbs
- Describing the last day on holiday
- Using the preterite of *-er* and *-ir* verbs
- Learning about Carnival celebrations
- Phonics

Spring Term 2- Mis vacaciones

- Saying what your holiday was like
- Using the preterite of *ser*
- Giving a presentation about holidays
- Making sentences interesting
- Revising the present tense
- Using 2 tenses together
- Revision

- Phonics

Summer Term 1- Todo sobre mi vida

- Saying what type of music you like
- Talking about TV programmes
- Saying what you use your phone for
- Using the comparative in Spanish
- Using the present and preterite
- Using negatives
- Expressing opinions
- Phonics

Summer Term 2- Todo sobre mi vida / A comer

- Saying what they did yesterday
- Using the present and the preterite
- Saying what food they like
- Using a wider range of opinions
- Describing mealtimes
- Using negatives
- Using cognates and near cognates
- Ordering a meal
- Revision
- Phonics