ISLEWORTH & SYON SCHOOL
FINIS CORONAT OPUS

CURRICULUM OVERVIEW YEAR 8 - 2026-27

Curriculum Overview

Aims

- All students make exceptional progress through high levels of engagement, challenge and enjoyment.
- All students are encouraged to develop their talents and fulfil their potential through curricular and extra-curricular opportunities

Principles

- All students access a broad and balanced curriculum that builds knowledge and skills across subjects.
- There is a clear focus on the continued development of literacy and numeracy.
- Key Stage 3 develops the foundations established in Key Stage 2 and prepares students for future success at Key Stage 4.
- The curriculum helps students develop the knowledge, skills and attributes needed for future careers and the wider world.

Assessment

- Day-to-day assessment in lessons is central to supporting student progress.
- End-of-unit and termly assessments are specifically designed to be accessible, build confidence and support success in future public examinations.
- Students receive regular feedback on their progress, with formal reports shared with parents/carers each term.

Curriculum Allocation (25-Period Week)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
YEAR 8																								
En				Ma			Sc			PE		RE	MFL		Hi		Gg		Cs		Ar	Dr	Mu	Tech

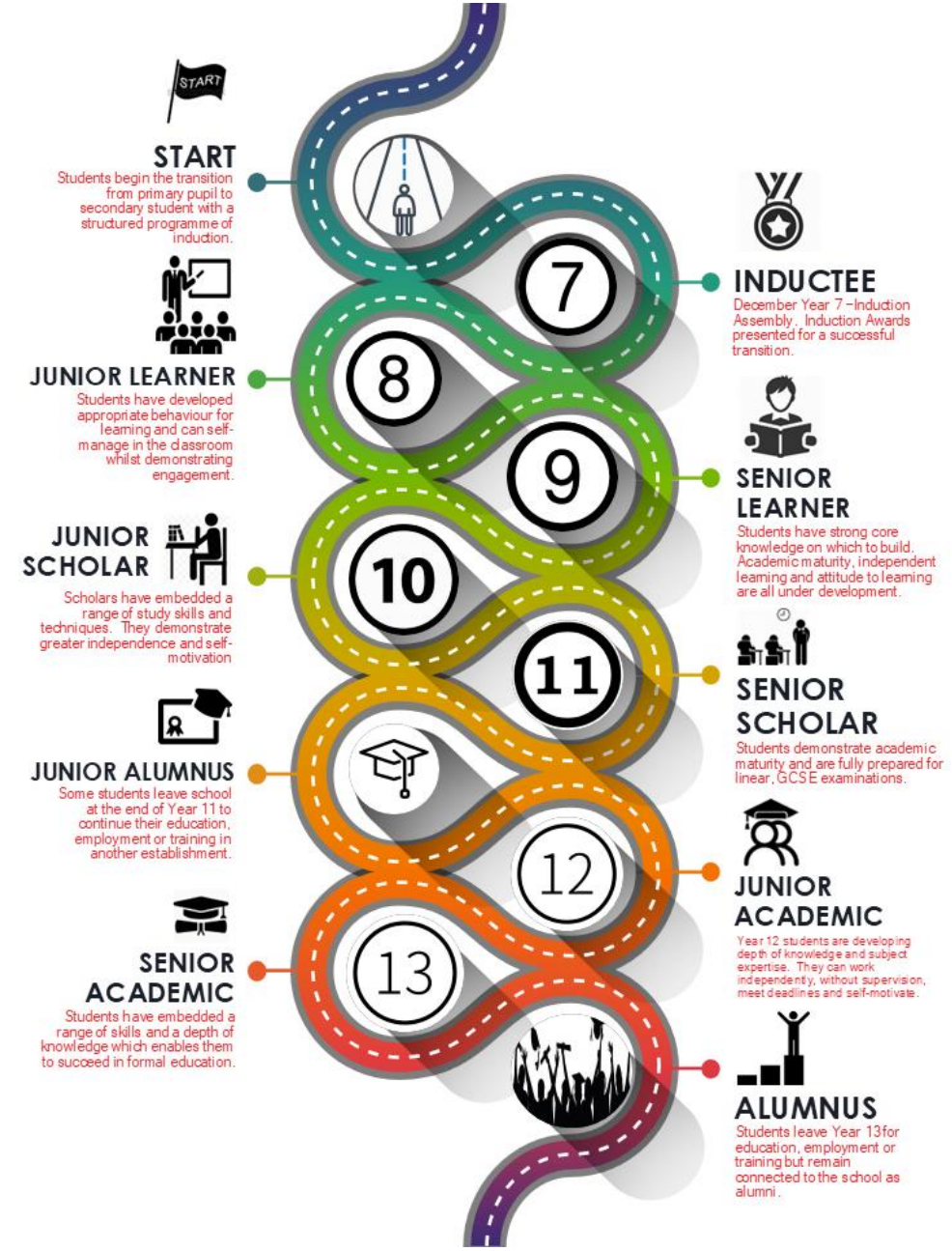
Personal, Social, Heath and Economic Education (PSHE)

PSHE education plays a vital role in preparing young people for a successful life in 21st century Britain. The subject does this by developing the knowledge, skills and confidence needed for students to make informed decisions, assess and manage risk, build healthy relationships, and respond positively to the opportunities as well as challenges which young people will encounter, both, now and in the future. In Year 8, students receive two 20 minute PHSE sessions during Study Support each week; these sessions are delivered by form tutors. Additional expert input occurs through, both, school assemblies (Year and House) and specialist drop-down events. Some of these events involve the use of accredited external agencies.

Groups and Sets

All students are taught in carefully planned mixed ability groups. The only exception is mathematics where there are two top sets and the rest are mixed ability (this is regularly reviewed).

Isleworth & Syon Way



Homework

Homework plays an important role in developing independence and supporting learning. At Isleworth & Syon, homework is based around Reading, Revision, Research and Retention.
All homework is recorded on PARS and can be viewed through INSIGHT. Parents/carers are encouraged to check INSIGHT regularly with their son/ward to review homework, deadlines and completion.

Homework is usually set weekly, although this varies by subject. All Year 7 students are expected to read for at least 20 minutes each evening. PE homework focuses on regular participation in a sports club or physical activity.
Completing homework to a high standard and by the deadline contributes positively towards a student's Independent Learning grade.

Careers and Employability

In Year 8, students will be supported to:

- determine the key factors leading to job satisfaction and examine key job groups;
- define their dream job and consider the demands of the current labour market;
- be challenged on stereotypes and misconceptions based on the workplace;
- complete enterprise and design challenges where they will demonstrate an array of soft skills;
- meet and hear from at least two external speakers.
- complete personality quizzes on UNIFROG which help identify careers and subjects which may suit them in the future

The majority of these employability opportunities will be provided through Personal, Social, Health and Economic Education (PSHE) within study support as well as via enrichment days.

Careers and Enterprise Education is also part of and included in a pupil's standard lessons, linking curriculum to real world career paths. Subject teachers are asked to signpost and highlight employment opportunities as well as challenge employability stereotypes.

Extra-Curricular

At Isleworth & Syon we are proud of the range of extra-curricular activities we offer our students. We believe these help them to develop as individuals, broaden their horizons and allow them to contribute fully to the school community.
Scan the QR code to the current offer.

Year 8 Curriculum Overview Subject-by-Subject

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
ENGLISH						
Aims	To foster a love of reading, develop reading literature skills and be able to write to narrate, persuade and describe. To develop knowledge and cultural capital towards KS4 and beyond. One lesson a week is purely focused on reading.					
Extra-curricular	Debate mate, author visits, writing competitions, Poetry by Heart competition, Reading Ambassadors, World Book Day activities, film club, watching school productions.					
Curriculum	**Characterisation Through Time** • Beowulf: Dragonslayer • Introduction to Chaucer • Introduction to Shakespeare • Introduction to Dickens • Romantic Poetry • 20th and 21st century fiction		**Justice** • Drama: *The Tempest* • Non-fiction reading related to the themes in *The Tempest*		**The Detective Genre** • Introduction and extracts from 19th century detective stories • Novel: *Trash*	
Assessment	Assessment: Knowledge, Understanding and Application		Assessment: Knowledge, Understanding and Application Assessment: Speaking & Listening		End of Year 8 Examination: Knowledge, Understanding and Application	
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Weekly homework tasks can be found in the English Homework Documents folder on Student SharePoint and include reading, writing and knowledge-based activities.					
MATHEMATICS						
Aims	To ensure that students have an understanding of the fundamentals of numeracy, algebra, probability and geometry whilst instilling a love of problem solving.					
Extra-curricular	KS3 Maths Homework club; Maths Challenge club and top achieving students will be invited to take part in the UK Junior Mathematics Challenge.					
Curriculum	**Ratio**: Simplifying & sharing **Proportion**: Ratio, increase & decrease **Interpreting Data**: Charts & graphs	**Plotting and Sketching Graphs**: Using y=mx+c **Transformations**: Complete & Interpret	**Number Properties 2**: Powers, types of number & sets **Collecting and Interpreting Data**: Data project	**Circles**: Parts & circumference and area calculations **Plotting and Solving Inequalities**: Using balancing method	**Shape:** Symmetry & congruence **Construction:** Triangles **Probability**: Single events & tree diagrams	**Financial Literacy:** Interest rates & income tax
Assessment	Topic feedback forms	Topic feedback forms and end of term paper	Topic feedback forms	Topic feedback forms and end of term paper	Topic feedback forms	Topic feedback forms and end of year assessment

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Homework	Weekly Dr Frost tasks, related to work in class. Your username is your full school email address (xx@isleowrthsyon.org) and your password is set by you. Reset log-in here.					
SCIENCE						
Aims	To build on Year 7 scientific concepts, scientific techniques and skills					
Extra-curricular	Homework tasks linked to research and broader knowledge. Any external links to curriculum are included within lessons. End of year cultural capital sequence of lessons. Opportunity to watch a true science-based film on film night and HPL's may get invited to a lunch time problem solving club.					
Curriculum	Taught on rotation: **Biology 3** **Balanced diet** • Digestion • Respiration	**Chemistry 3** **Periodic table** • Compounds and mixtures • Properties of metals and non-metals	**Physics 1** **Magnets** • Gravity • Pressure	Taught on rotation: **Biology 4** **Reproduction and pregnancy** • Muscles • Skeleton • Breathing	**Chemistry 4** **Reactions of acids** • Conservation of mass • Chemical and physical changes	**Physics 4** **Circuits** • Electromagnets
Assessment	Each module has the following formative assessment elements: experimental skill; extended writing, math skills and application of knowledge with a summative test paper testing 3 skill areas: Knowledge, application and data.					
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources here: • Home Learning booklets, with weekly tasks these can be found here.					
ART						
Aims	To provide the opportunity for students to explore, discover and express themselves based on their surroundings through art and design. To develop an understanding of the disciplines of art and design.					
Extra-curricular	Exploration of art and design from different times and cultures relating to project themes.					
Curriculum	**Natural form – William Kentridge** • Shape • Structure • Tone • Texture • object	**Natural form – 3D Jenny Ward and Henry Moore** • Sculpture • Structure • Form • process • clay	**Printmaking – William Morris** • Printmaking • Relief • Design • Repetition • Motif • Unity	**Printmaking - contemporary practise** • Add Fuel • Block design • Geometric shapes • Contemporary art	**Street art and graffiti** • Context • Purpose • Tag • Banksy	**Street art and graffiti - processes** • Shepard Fairey • Shamsia Hassani • Text • Meaning • Stencil
Assessment	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Tasks linked to Personal Learning Checklists (PLCs), supporting the development of key knowledge and skills.					
COMPUTING						
Aims	To allow students to become digitally literate and to expose them to key skills in areas of information technology and computer science.					
Extra-curricular	We also empower pupils to apply their skills and knowledge to the wider curriculum and acknowledge links between subjects, such as the use of coordinates in programming and their connections with maths and geography, as well as links with design technology and art. We briefly explore some of the history of the development of programming.					
Curriculum	**Developing for the web** Using HTML and CSS to create web pages.	**Developing Vector graphics** Creating vector graphics through objects, layering and path manipulation.	**Computer systems and data science** Exploring the fundamental binary building blocks that make up computer systems and how they are evolving for developments such as AI	**Data Representation: text and numbers** Representing numbers and text using binary digits.	**Mobile app development** Using event-driven programming to create an online gaming app.	**Introduction to Python programming** Applying the programming constructs of sequence, selection, and iteration in Python.
Assessment	Fortnightly homework End of topic test	Fortnightly homework End of topic test	Fortnightly homework End of topic test	Fortnightly homework End of topic test	Fortnightly homework End of topic test	Fortnightly homework End of topic test
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Tasks completed via Sam Learning, linked to current areas of study. Centre ID: TW7IS. Username: Students email, Password: Set by student. Link: "Forgot Password"					
DRAMA						
Aims	• Inspire – To allow all students to explore their own creativity, to give them a greater sense of confidence and wonder. • Cultivate - To develop skills needed in the wider world, such as working collaboratively. To nurture a love of live performance though looking at diverse theatre and drama • Celebrate – To allow all our students to be seen and heard achieving in front of an audience					
Extra-curricular	Year 7/8 drama club, Tech Crew, Winter Concert, Whole school production, Summer Arts Festival.					
Curriculum	**Melodrama** Exploring the tropes and techniques associated with the genre of melodrama and its influence on modern performance styles.	**2) Thematic exploration** Applied theatre scheme in which students explore a contemporary issue through a relevant play text	**3) Frantic Assembly** Exploring the work of physical theatre company *Frantic Assembly.*	**4) Shakespeare's clowns** Exploring comedy extracts from Shakespeare to celebrate some of his most funny scenes	**5) Darkwood Manor** Exploring immersive drama and creation of tension through an extended scheme in which the class take a journey to the famous Darkwood Manor	
Assessment	Making – Continuous assessment of rehearsal Performing – A final group performance of a melodrama	Making – Continuous assessment of rehearsal Responding – A written response to the work of the half term	Making – Continuous assessment of rehearsal Responding – A written response to the work of the half term	Making – Continuous assessment of rehearsal Performing - A final group performance in a physical style	Making – Continuous assessment of rehearsal Performing – A final group performance in the style	

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
						Technical – A mark given for work over Year 7 on non-acting roles such as prop making, set design etc.
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Written tasks can be found in the Drama Year 8 folder on Student SharePoint and includes creative, research and revision activities linked to current topics of study.					
GEOGRAPHY						
Aims	To develop a deeper understanding of fieldwork and other important global issues. Students will make connections between the human and physical world, and the effect changes can have on the equilibrium between the two.					
Extra-curricular	Fieldwork investigation around school and fieldwork visits in the local area.					
Curriculum	**Coasts** Investigation into the physical and human geography at the coast. Including erosional process and formation of distinct coastal features	**Global development** Investigation into the different measure of development, the impact of levels of development and solutions to reduce the global development gap	**Climatic hazards** Focusing on drought and cause, impact and solutions to one of the world's most dangerous climatic hazards.	**Resource management** In depth look at global resource availability, the energy mix of select countries and importance of renewable & non-renewable energy solutions	**Biomes** The location of biomes and the human and physical interactions within them. Local area fieldwork	**End-of-Year Revision** Development of key revision skills
Assessment	Knowledge & explanation	Knowledge, explanation, case study & geographical skills	Knowledge, explanation, case study & geographical skills	Knowledge, explanation, case study & geographical skills	Geographical skills & decision making	End-of-Year assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Tasks set on pink paper, handed out in lesson. If students were not in the lesson, it can be accessed in the SharePoint folder here.					
HISTORY						
Aims	To develop a moral understanding of events in history and how events have impacted modern day society.					
Extra-curricular	Reinforcing of SMSC, wider learning week, external talks,					
Curriculum	**Why did the 17th Century start with a bang?** To analyse the relationship between Tudor and Stuart monarchs and religion in England	**How did the Mughal Empire rise and fall?** To analyse the successes and failures of the Mughal Empire	**How did enslavement impact the world and experiences of the enslaved?** To analyse the development of enslavement and the	**What were the similarities and differences of the Colonial experience?** To analyse the impact of the British Empire on different colonies.	**How has migration to the UK developed?** To analyse the reasons for and impacts of the change and grow in migration to the UK	**What were the causes of the First World War** Analysing the causes of the First World War looking through the lense

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
			treatment of the enslaved as well as the economic impacts and legacy in Europe			of Militarism, Alliances, Imperialism and Militarism
Assessment	Evidence and explanation-based assessment	Source-based assessment	Evidence and explanation-based assessment	Interpretations	Evidence and explanation-based assessment	End of year assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Tasks set on blue paper, handed out in lesson. If students were not in the lesson, it can be accessed in the SharePoint folder here.					
MFL						
Aims	To foster a love of language learning and to enable students to communicate in a foreign language at a more developed level.					
Extra-curricular	Cinema club, cultural day trips, foreign language days, trips to Northern France and also to Spain, pen-pal exchanges with French and Spanish schools.					
Curriculum	**Spanish (Sp)**: •Describing events in the past and present •Comparing past experiences •Talking about what people and places are like now vs in general. •Comparing what you and someone else ('we') do •Describing what people do (at home) •Asking what people can and must do **French (Fr)**: •Asking how to say and write new words in French •Distinguishing between being and having •Talking about jobs •Talking about what, when, where and why you celebrate •Talking about how people celebrate •What happens and doesn't happen	**Sp**: •Describing events in the past and present (at school) •Describing events in the past and present (free time activities) •Describing how people feel in the present (feelings and emotions) •Describing future plans •Talking about what people do (work) **Fr**: •Talking about what you are doing today vs what you did yesterday •Sharing past experiences •People and places in the past •Asking about what happened in the past •Talking about what you do in your free time and where you do it •Talking about parts and wholes	**Sp**: •Describing what people do (technology and social networks) •Describing what different people did in the past (Free time activities) •Talking about the environment •Saying what you do for others •Routines and daily life **Fr**: •Talking about nouns you can't count •What is it like? •Saying what you do or did in a typical day •Talking about what groups of people do •Formal and informal situations: Talking to people you do and don't know	**Sp**; •Describing a series of events (Narration) •Talking about giving and receiving (Birthdays) •Describing how things make people feel •Giving opinions about school **Fr**: •Talking about what you and others do at school •Talking about what you are doing this week and what you do every week •What is it like? Describing things •Talking about what you can, must, will and want to do	**Sp**: •Visiting a Spanish speaking city •Describing family members •Describing how people feel •Comparing things •Describing what people do and did (sport) •Comparing where people go and went **Fr**: •What is it like? Comparing things •Talking about how groups of people do things •Comparing how people do things •Communicating in other languages	Revision of all modules

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Assessment	Speaking	Reading and listening	Writing	Reading and listening	Speaking	Writing
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Weekly Quizlet tasks, related to work in class. You must log in using your school Quizlet name.					
MUSIC						
Aims	Pupils should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions. They should listen with increasing discrimination and awareness to inform their practice as musicians and use technologies appropriately and appreciate a wider range of musical contexts and styles.					
Extra-curricular	Music Technology Club, KS3 Music Makers Club, I&S Music Events Crew; Battle of the Bands, Winter Concert, Summer Arts Festival, School Production Band.					
Curriculum	**Melody & Ostinato**	**Film Music**	**The Blues**	**Music for Space**	**Riff and Rock Music**	**All About The Bass**
Assessment	**Performing (P) –** Ensemble skills when performing minimalist music. **Composing (C) –** Group composition demonstrating awareness of changes in texture and dynamics. **Listening (L) –** Identifying orchestral families and describing elements of music.	**P –** Leitmotifs from 'Star Wars'. **C –** Leitmotifs and their orchestration. **L –** Identifying changes in musical texture and instrumentation.	**P –** 12 bar blues chord progression or bassline **C –** AAB structured lyrics and instrumental fills. **L –** Comparison of a song in 'country' and 'city' blues style.	**P –** Rhythms written in 5/4 including triplet quavers. **C-** Sequenced composition for orchestral instruments that includes the ostinato from 'Mars' by Holst. **L –** Describing dynamics, tempo and instrumentation in 20th century orchestral music.	**P –** Riffs from the 1950's to the 2000s. **C –** Riffs with syncopated rhythms. **L –** Detailed descriptions of the melodic and rhythm features of riffs.	**P –** Bass lines, riffs and ostinatos **C-** Bass riff and chords in a range of styles **L –** Identifying bass clef notation and low-pitched instruments which typically perform bass parts in an arrangement.
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: - Self-marking knowledge quizzes, these are posted on Music Teams pages. Music-making challenges for independent study skills development.					
PHYSICAL EDUCATION						
Aims	To build the quality of performance, as well as introducing aspects of student leadership.					
Extra-curricular	Multiple sports clubs, including rugby, football, basketball, badminton, athletics and table tennis. Students compete in Inter-House competitions in our major games (rugby, football, cricket) and athletics.					
PE Curriculum	Students will follow a half-termly rotation of the following areas: • **Badminton** - students will build upon their skill level and look at how these can be improved for a performance gain. In addition, the tactical differences between singles and doubles badminton will begin to be explored. • **Table Tennis** - students will learn a range of different shots and apply them in competitive situations. In addition, tactical strategies will be explored in order to outwit opponents.					

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	• **Gymnasticsl** - students will have an opportunity to learn, create and perform more advanced gymnastic routines, including vaulting. • **Outdoor Adventurous Activity** - students will enhance their communication skills, as well as continue to develop leadership attributes, including leading their own activities within sessions • **Athletics** - Students will continue experience and develop in a full-range of athletic events, both track and field, before having the opportunity to compete at our Track & Field Championships as part of a House competition.					
Games Curriculum	**Rugby** - Students will continue to develop the basic skills of rugby, but also look into technical and tactical aspects of the game.		**Football** - Students will continue to develop their skills, and will be able to identify different tactical decisions that can be made, and explain the impact of these on performance. **Basketball** - Students will continue to develop their skills, and also look in more detail at different rules and regulations in the sport.		**Cricket** - Students will develop a range of batting, bowling and fielding skills, as well as have a number of leadership opportunities within drills and games.	
Assessment	Assessed in the following areas in PE activities: physical competence, technical/tactical, lifestyle/mindset.					
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Regular participation, ideally in a range of clubs and/or activities. The school extra-curricular clubs are here.					
RELIGIOUS EDUCATION						
Aims	Students will be able to reflect on core debates regarding morality and different debates and arguments on existential issues. Across the course of the year, they will also be studying core features of major world faiths.					
Extra-curricular	Project involving overseeing holistic look at different world faiths, external talks, consistent engagement with SMSC.					
Curriculum	**Does God exist?** Students will reflect on key themes such as pain and suffering, miracles. They will be looking at key terms such as Theist, Agnostic, Atheist and different arguments given for the existence of God.	**Life of Jesus** Students will look at history and origins of Christianity as well as parables within Bible. **Examples:** Understanding different Jewish groups in region at time e.g. Sadducees and Zealots Parables of the Good Samaritan	**Islam** Students will look at history and origins of Islam as well as religious practices and belief sets. **Examples:** 5 pillars of Islam Beliefs on afterlife	**Sikhism** Students will look at history and origins of Sikhism as well as religious practices and belief sets. **Examples:** Guru Nanak and the founding of Sikhi Development of practices, the Khalsa and 5 K's	**Hinduism** Students will look at history and origins of Hinduism as well as religious practices and belief sets. **Examples:** Ramayana and influence on beliefs	**World faiths project** Students will look at history and origins of different world faiths as well as religious practices and belief sets. They will then compile a presentation based upon the research conducted. **Examples:** Buddhism, Judaism, Jainism, Humanism, Shinto
Assessment	Knowledge and Explanation assessment + judgement	Knowledge and Explanation assessment + judgement	Knowledge and Explanation assessment + judgement	Knowledge and Explanation assessment + judgement	Knowledge and Explanation assessment + judgement	Presentation based assessment
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Tasks set on yellow paper, handed out in lesson. If students were not in the lesson, it can be accessed in the SharePoint folder here.					

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
TECHNOLOGY						
Aims	Students will further develop their understanding of how to manipulate a variety of materials in order to engineer a variety of fully functioning products. They will be introduced to embedded control using microcontrollers, and a range of various electronic input and output devices. Through user-centred investigations students explore various social, moral and ethical issues. Pupils also consider the impact of modern technologies on society.					
Extra-curricular	Woodworking / toy making club; Food Technology club					
Curriculum	***What's the difference between on-board and off-board components?*** • How can I safely set up a soldering station? • How are PCB's made? • What do resistors do? • How many types of switch are there? • Is that an input or an output? • What will I use to provide power? • How can I make my music play louder?	***What is a microcontroller?*** • Why are products easy to control nowadays? • What is the Internet of Things? • Can I program an LED to turn? • Can I program a circuit to play a tune? • Can I program a circuit to function within a musical box? • Why isn't my circuit working?	***How can I design an eye-catching product?*** • What are the key features of a design brief? • How can we learn from existing products to improve product functionality? • What are the key features of a design specification? • How can I present a range of well-presented 2D design ideas? • What is an orthographic drawing? • How can I produce an engineering drawing of my idea? • How can I model my idea? • Can I enhance my idea	***Can I construct a timber carcase?*** • Where does timber come from? • How can materials be permanently joined? • How can I assemble a rigid container? • How can we mass produce products? • What finishes can I apply to timber? • How can I accurately mark out on wood?	***Can I assemble a high-quality product?*** • What does a plan of making look like? • Can I effectively use CAD? • What are the properties of acrylic? • How can I temporarily join materials together? • Can I complete and test my project? • Can I evaluate my project effectively?	***How can I produce high quality presentation drawings of my design ideas?*** • Can I learn how to draw using one point perspective? • Can I produce a one-point perspective drawing of my musical box? • Can I learn how to draw using 2-point perspective? • Can I produce a 2-point perspective drawing of my musical box? • Can I identify the 6 Rs?
Assessment	Musical Night Light- Designing, Evaluating and Making Skills.			Musical Night Light- Designing, Evaluating, Making and Technical Knowledge		
Homework	Regular tasks linked to classroom learning. Homework, deadlines and completion information can be viewed through INSIGHT and are supported by the resources below: • Fortnightly design, evaluation and technical knowledge tasks, accessed through the Year 8 folder on Student SharePoint.					

Year 8 Curriculum Assessment Areas

SUBJECT	AREA 1	AREA 2	AREA 3	AREA 4
English	Knowledge & Application	Writing	SPAG	Speaking and Listening
Mathematics	Numeracy	Algebra	Shape and Space	Data Handling
Science	Practical Skills	Data Analysis	Scientific Knowledge	Application of Knowledge
Art	Drawing Skills	Media Experimentation	Artist Research	Presentation Skills
Computing	Computer Science	IT	Digital literacy	N/A
Drama	Making	Performing	Responding	Technical
French	Speaking	Listening	Reading	Writing
Geography	Knowledge	Explanation	Case study application	Geographical Skills
History	Knowledge	Explanation	Use of Sources	Interpretation
Music	Listening	Performing	Composing	Contextual Understanding
PE	Physical competence	Tactics and Strategies	Lifestyle and Mind-set	Evaluate and Improve
RE	Knowledge	Explanation	N/A	N/A
Spanish	Speaking	Listening	Reading	Writing
Technology	Designing	Making	Evaluating	Technical knowledge

How Can Parents/Carers Support Their Son/Ward During Year 8?

We ask parent/carers to support the school in developing good routines for their son/ward from the beginning. These are key aspects where good support will bring help high levels of success:

- Embedding the initial focus on organisational skills and developing increased independence in order to get students 'KS4-ready'.
- Good punctuality is essential, we use the mantra of 'no minutes lost' to encourage students to get to school on time and move between lessons quickly and efficiently.
- Being organised is extremely important. We ask parents/carers to check INSIGHT with your son/ward at least once a week. This provides a clear overview of homework tasks, deadlines and completion status, helping students develop the routines and organisational skills required for success at secondary school.
- It is the student's responsibility to come to school fully equipped, we ask parent/guardians to monitor/spot check student bags regularly to ensure they are ready for learning the next day. This should include checking basic equipment (pencil case containing two pens pencil, ruler, rubber, sharpener and scientific calculator), a reading book, PE/Games kit if required that day and that he has packed his lunch/there is sufficient money on his account if eating in the school canteen.
- The school will mostly communicate electronically via email. We ask that parent/carers to check their accounts regularly and respond in a timely fashion if the school requests feedback, for example, to confirm attendance at a parent's evenings.

The Importance of Reading

Reading is important because it underpins and supports progress across all areas of the curriculum. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who do not, but they also develop a broader and more sophisticated vocabulary, have increased general knowledge, and gain a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

As an Isleworth & Syon student, your son/ward is expected to read for a minimum of 20 minutes every evening and to have a reading book in his bag every day at school. We aim to foster a love of reading in our students and celebrate reading in school through our dedicated Year 8 library lessons, our use of the online Accelerated Reader programme and through author visits and workshops. The Isleworth & Syon Reading Ambassadors scheme offers avid readers the opportunity to act as leaders and role models both within school and in the wider community.

Reporting Attitude to Learning

For each report, along with achievement data, students will be graded for two aspects of each student's Attitude to Learning: Engagement and Independent Learning. Below are the criteria used by teachers for these grades; they are always printed on each report for parents/carers and students to refer to.

ATTITUDE TO LEARNING: ENGAGEMENT

1	Outstanding participation, always displaying a desire to learn, enthusiastic in all activities and displaying curiosity and leadership.
2	Good participation, attentive and often enthusiastic and can display curiosity and leadership.
3	Generally passive participation, often needs prompting to contribute and complete the activities.
4	Poor participation, a highly passive learner who often needs reminders to engage in the activities.

ATTITUDE TO LEARNING: INDEPENDENT LEARNING

1	Outstanding evidence of homework and independent practice.
2	Good evidence of homework and independent practice.
3	Requires improvement in relation to homework and independent practice.
4	Serious concern in relation to homework and independent practice.

Notes

Notes



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