



ISLEWORTH &
SYON SCHOOL
FINIS CORONAT OPUS

CURRICULUM OVERVIEW: YEAR 8



Curriculum Overview

Aims

- All students make exceptional progress with high levels of enjoyment and engagement.
- All students have opportunities to fulfil their potential, through curricular and extra-curricular opportunities.

Principles

- All students can access a broad and balanced curriculum.
- There is a clear focus on literacy and numeracy development.
- Key Stage 3 builds on the work done at Key Stage 2 and provides the foundations for success in the Key Stage 4 curriculum and extra-curricular opportunities.
- The curriculum provides stepping stones to prepare young people for future careers and the world of work.

Assessment

- Day-to-day in-lesson assessment is the cornerstone of student progress.
- End-of-unit and termly assessments are specifically designed to be accessible, build confidence and support success in future public examinations.
- Assessments are reported to students regularly and to parents/carers termly.

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
PSHE - all week/year through tutor (10 minutes morning, 20 minutes afternoon); assemblies (one per week, year/house alternate); daily 'Thought for the Day'.																								

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).



Progress and Preparation Activities (PPA)

Traditional homework is described as Progress and Preparation Activities (PPA). PPA plays a vital role in ensuring that students make rapid progress and realise their academic potential. PPA is defined as any work that takes place outside lesson time.

PPA focuses on reading, revision, research and re-drafting. Activities are set once a week, whilst sometimes additional tasks are set in some subject areas. All PPA can be viewed via Insight. For Physical Education (PE), PPA is to attend a weekly physical club.

Reading for 20 minutes every evening is a compulsory activity. Teachers of English track reading using the Accelerated Reading programme. Students are also expected to read across a range of genres, especially fiction as this has been proven to raise academic achievement.

The majority of PPA is self- or peer-assessed; teachers dedicate lesson time in order to facilitate this process within the classroom. Students receive an Independent Learning grade each report. The completion rate of high quality PPA within the set deadline will be reflected by this grade. See the final page for full details.

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; and
- meet and hear from at least two external speakers.

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

We encourage all students to attend other opportunities offered, as well as clubs and events not linked with school. Our extensive extra-curricular opportunities are posted each half term on the website

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.					
Cultural Capital opportunities	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 <ul style="list-style-type: none">Beowulf: DragonslayerIntroduction to ChaucerIntroduction to ShakespeareIntroduction to DickensRomantic Poetry20th and 21st century fiction		Justice <ul style="list-style-type: none">Drama study: The TempestNon-fiction reading		The Detective Genre <ul style="list-style-type: none">Introduction and extracts from 19th century storiesNovel study: Trash	
Assessment	Assessment: Knowledge, Understanding and Application		Assessment: Knowledge, Understanding and Application Assessment: Speaking & Listening		End of Year 8 Examination: Knowledge, Understanding and Application	
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.					
Cultural Capital opportunities	KS3 Maths PPA 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
SCIENCE						
Aims	To develop on Year 7 scientific concepts, scientific techniques and skills					
Cultural Capital opportunities	PPA tasks linked to research and broader knowledge. All students visit Natural History Museum during Wider Learning Week.					
Curriculum	Taught on rotation: Biology 3 Balanced diet <ul style="list-style-type: none">DigestionRespiration	Chemistry 3 Periodic table <ul style="list-style-type: none">Compounds and mixturesProperties of metals and non-metals	Physics 1 Magnets <ul style="list-style-type: none">GravityPressure	Taught on rotation: Biology 4 Reproduction and pregnancy <ul style="list-style-type: none">MusclesSkeletonBreathing	Chemistry 4 Reactions of acids <ul style="list-style-type: none">Conservation of massChemical and physical changes	Physics 4 Circuits <ul style="list-style-type: none">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.					
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.					
Cultural Capital opportunities	Exploration of art and design from different times and cultures relating to project themes.					
Curriculum	The human form Drawing a mannequin <ul style="list-style-type: none">shapeformscaleproportion	Exploring media and composition Design a composition <ul style="list-style-type: none">croppingfocal pointA2 oil pastel of a mannequin	Portraiture <ul style="list-style-type: none">Drawing the facial featuresPortrait drawinggrid method	Portraiture <ul style="list-style-type: none">Research portrait artistsCreate artist research page!Using oil pastels/paint create a portrait	Abstract art <ul style="list-style-type: none">Explore art movements and timeline - Realism to Abstract art!Create abstract art from still-life	Observational drawing Still life objects applying abstract colour and pattern
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

COMPUTING

Aims	To allow students to become digitally literate and to expose them to key skills in areas of information technology and computer science.					
Cultural Capital opportunities	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	Multimedia <ul style="list-style-type: none"> Analysing interactive websites Designing a multimedia product Implementing a multimedia product Evaluation 	Sequencing <ul style="list-style-type: none"> Creating images using instructions through LOGO Fractals Linking text-based programming with visual programming 	Web development <ul style="list-style-type: none"> HTML CSS Design Creating a web form 	Sound editing <ul style="list-style-type: none"> Digitizing sound Jobs in the sound industry Designing, creating and evaluating a radio advert Exporting and compressing sound files 	Data representation <ul style="list-style-type: none"> Binary to Decimal conversion Flowcharts and Decomposition ASCII and Unicode Image representation 	Python programming/Microbits <ul style="list-style-type: none"> Sequencing Variables Selection Iteration Networking
Assessment	<ul style="list-style-type: none"> Multimedia project Fortnightly PPA 	<ul style="list-style-type: none"> Fortnightly PPA End of topic assessment 	<ul style="list-style-type: none"> Website project Fortnightly PPA End of topic test 	<ul style="list-style-type: none"> Radio advert project Fortnightly PPA End of topic test 	<ul style="list-style-type: none"> Binary Converter program project Fortnightly PPA End of topic test 	<ul style="list-style-type: none"> Fortnightly PPA End of topic test

DRAMA

Aims	<ul style="list-style-type: none"> Learners develop: The ability to work cooperatively and independently with their peers in rehearsal and performance. Develop vocal and physical skills through a broad range of performance opportunities. Develop knowledge of drama and theatre through being introduced to key genres and style. Develop oracy and fluency both through performance and evaluating peers. 				
Cultural Capital opportunities	Year 7 & 8 Drama club, Winter Concert, Tech Crew, School production, Drama and Music Showcase, Summer Arts Festival.				
Curriculum	Melodrama Exploration of key performance conventions of Victorian melodrama	Being 13 Using applied drama to explore the issues related to becoming a teenager	Darkwood Manor Immersive theatre unit exploring conventions of horror.	Shakespeare Practical exploration of Shakespeare using Twelfth Night	Migration Exploration of what it means to arrive in a new country, developing a character
Assessment	<ul style="list-style-type: none"> Continuous assessment of rehearsal Melodrama performance 	<ul style="list-style-type: none"> Continuous assessment of rehearsal 	<ul style="list-style-type: none"> Continuous assessment of rehearsal Evaluation of performance Devised finale performance 	<ul style="list-style-type: none"> Continuous assessment of rehearsal 	<ul style="list-style-type: none"> Original monologue Monologue performance

GEOGRAPHY

Aims	To develop a deeper understanding of fieldwork and other important global issues.					
Cultural Capital opportunities	Fieldwork investigation, ski trip, WE Day.					
Curriculum	Middle East Investigation into the physical and human geography of the middle east.	Rivers How does a rivers profile change as it moves from mouth to source including landforms and processes.	Going Global Investigation into globalisation around the globe and the factors that have influenced the spread of globalisation.	Urbanisation challenges in London Investigation into the challenges that London faces following urbanisation and how they are combatting them.	Children Around the World How does development affect the lives of children around the world?	End-of-Year Revision Development of key revision skills
Assessment	8 - mark question Evaluation of a case study	Short, long and content-based question.	Short, long and case study skill-based questions	Short, long and case study skill-based questions	Short, long and case study-based questions	End-of-Year assessment

HISTORY

Aims	To develop a moral understanding of events in history and how events have impacted modern day society.					
Cultural Capital opportunities	Reinforcing of SMSC, wider learning week, external talks, Ypres trip					
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 treatment of the enslaved as well as the economic impacts and legacy in Europe	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	How were migrants treated? To analyse the treatment of migrants and the development of multiculturalism in the UK
Assessment	Evidence and explanation-based assessment	Source-based assessment	Evidence and explanation-based assessment	Interpretations	Evidence and explanation-based assessment	End of year assessment

MFL						
Aims	To foster a love of language learning and to enable students to communicate in a foreign language at a more developed level.					
Cultural Capital opportunities	Cinema club, Karaoke Club, trip to Northern France, trips to the British Film Institute foreign language days, pen-pal exchanges with French and Spanish schools.					
Curriculum	Spanish (Sp): Describing past holidays, activities and opinions. (Past tense - preterite-) French (Fr): Every day spare time activities: mobile phones, music, TV programs (Present and past tenses)	Sp: Every day spare time activities: mobile phones, music, TV programs (Present and past tenses) Fr: A visit to Paris, city attractions and opinions in past tense. Past tense (passé composé)	Sp: Food; meals at home, ordering in a restaurant and party food. (Future and present tenses) Fr: Family members, passions, preferences, clothes. Agree and disagree with opinions. (Present, past and future)	Sp: Meeting up with friends, inviting and giving excuses; getting ready to go out, clothes. Complex opinions. (Present: reflexive verbs; near future tenses) Fr: Describing homes and meals. Prepositions and quantities (Three tenses together)	Sp: Description of homes, city attractions, giving directions. (Impersonal: one can...) Fr: Talents, more complex opinions. Modal verbs (je dois...), future (je voudrais..)	Revision of all modules
Assessment	Speaking	Reading and listening	Writing	Reading and listening	Speaking	Reading, listening, writing
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.					
Cultural Capital opportunities	Music Technology Club, I&S Big Band, I&S Vocal Crew, Battle of the Bands, Winter Concert, Summer Arts Festival, School Production Band.					
Curriculum	Ostinato	Space Music	The Blues	All About the Bass	Riff and the Development of Rock Music	Film Music
Assessment	Performing (P) - Ensemble skills when performing minimalist music. Composing (C) - Group composition demonstrating awareness of changes in texture and dynamics.	P - Rhythms written in 5/4 including triplet quavers. C - Sequenced composition for orchestral instruments that includes the ostinato from 'Mars' by Holst.	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 - 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.	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 - Leitmotifs from 'Star Wars'. C - Leitmotifs and their orchestration. L - Identifying changes in musical texture and instrumentation.

	Listening (L) – Identifying orchestral families and describing elements of music.	L - Describing dynamics, tempo and instrumentation in 20 th century orchestral music.				
PHYSICAL EDUCATION						
Aims	To build the quality of performance, as well as introducing aspects of student leadership.					
Cultural Capital opportunities	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	<p>Students will follow a half-termly rotation of the following areas:</p> <ul style="list-style-type: none">• 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.• Gymnastics - 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.					

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.					
Cultural Capital opportunities	Lunchtime STEM club, robotics club, woodworking / toy making club					
Curriculum	<i>What's the difference between on-board and off-board components?</i> <ul style="list-style-type: none"> 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? 	<i>What is a microcontroller?</i> <ul style="list-style-type: none"> 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? 	<i>How can I design an eye-catching product?</i> <ul style="list-style-type: none"> 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 	<i>Can I construct a timber carcase?</i> <ul style="list-style-type: none"> 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? 	<i>Can I assemble a high-quality product?</i> <ul style="list-style-type: none"> 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? 	<i>How can I produce high quality presentation drawings of my design ideas?</i> <ul style="list-style-type: none"> 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 Box - Designing, Evaluating and Making Skills.			Musical Box - Designing, Evaluating, Making and Technical Knowledge		

Year 8 Curriculum Assessment Areas

SUBJECT	AREA 1	AREA 2	AREA 3	AREA 4
English	Reading	Writing	SPAG	Speaking and Listening
Mathematics	Numeracy	Algebra	Shape and Measure	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	
Drama	Rehearsal	Performance	Drama knowledge and understanding	
French	Speaking	Listening	Reading	Writing
Geography	Knowledge	Explanation	Case study application	Geographical skills
History	Knowledge	Explanation	Use of sources	
Music	Listening	Performing	Composing	
PE	Physical competence	Lifestyle and Mind-set		
RE	Knowledge	Application		
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 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.
- Year 8 students need to develop good organisation in school and at home. We ask parents/carers to check Insight regularly, in order to support students meeting deadlines.
- It is the student's responsibility to come to school fully-equipped; we ask parent/carers to monitor/spot check student bags regularly to ensure they are ready for learning the next day. This should include checking basic equipment and PE/Games kit if required for that day, and that he has packed his lunch or 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.
- Towards the end of Year 8, students choose to increase curriculum time in a number of subjects as they go through a 'Mini-Options' process. This begins to prepare students for the transition from Junior to Senior Learners at KS3, and further towards Junior Scholars at KS4.

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 7 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 in relation to PPA, independent learning and personal organisation.
2	Good in relation to PPA, independent learning and personal organisation.
3	Requires improvement in relation to PPA, independent learning and personal organisation.
4	Serious concern in relation to PPA, independent learning and personal organisation.



Isleworth & Syon School

Ridgeway Road, Isleworth

Middlesex, TW7 5LJ

T: 020 8568 5791 • F: 020 8568 1939

school@isleworthsyon.org

 www.isleworthsyon.org

  /IsleworthSyon
