

Year 8 Curriculum Handbook

2025 -2026



Confident, Independent, Forward-Thinking

Introduction

We understand that, as parents and carers, it is important to you to know what your child is learning in school. This guide gives you a summary of the curriculum content your child will be learning each term in each subject, and what the key learning objectives will be throughout Year 8. It also provides you with information on the structure of homework in each subject, and what enrichment opportunities will be provided by the school in each subject. Finally, it provides suggestions, related to each subject area, for further study or enrichment you may wish your child to do at home.

If you require any further information or suggestions, please contact your child's subject teacher, who will be happy to help.

Contents:

- Curriculum Introduction and intent
- Year 8 Curriculum overview
- Art
- Business & Enterprise
- Computing
- Design & Technology
- Drama
- English
- Food Science & Technology
- French
- Geography
- History
- Maths
- Physical Education
- PSHCE
- Religious Studies
- Science
- Spanish

Curriculum Intent

Kents Hill Park School seeks to provide a rich, knowledge-led curriculum at every stage and phase of the pupils' academic journey. Our curriculum supports all learners and has the highest expectations of each and every pupil.

The curriculum supports our vision that pupils should know the best that has been thought and said. Importance is placed on knowledge being delivered in a well-sequenced, cumulative and coherent progression of learning. Our curriculum is mapped and structured, and we are clear with what we expect pupils to know at each stage of their learning.

Our curriculum is more than simply regurgitating knowledge and learning by rote. It is about connecting ideas, concepts and knowledge to allow our pupils to develop their confidence, independence and forward-thinking characteristics. We endeavour to enable our pupils to be:

Confident: in themselves, their abilities, their beliefs, and their place.

Independent: in thought, action, identity, belief and learning.

Forward-thinking: in outlook and attitude; always hopeful and ambitious of what they and others can do.

The all-through nature of our school further supports this process and pupils will learn and develop knowledge and skills as soon as they join us.

Literacy plays a key role in our curriculum. Increasing and developing the use and acquisition of a wider and deeper vocabulary is important across all subjects. Teachers model reading routines and expect pupils to use these every time text is read in the classroom. Pupils enjoy reading in the library and during Tutor Time reading.

To complement the school curriculum, we offer a range of enrichment and extra-curricular opportunities which aim to broaden pupils' learning experiences beyond the classroom and confines of the taught curriculum.

What is distinctive about our curriculum?

- Powerful, knowledge-rich subjects
- Additional time for pupils who need support with numeracy & literacy
- We are unashamedly academic, and as a result we want pupils to know a lot. We know that by knowing a lot in a variety of different subjects, our pupils can apply this knowledge to genuine creativity and critical thinking skills.

Key Stage 3 curriculum overview

At Kents Hill Park School pupils are given access to individual subject specialist teachers and specialist equipped classrooms and resources. The curriculum at Kents Hill Park School is designed to build effectively upon pupil progress at the primary stage and it is suitably challenging for all pupils.

The acquisition of knowledge and skills will be a key principle of the Year 8 curriculum. Pupils will be taught specific skills and knowledge in small steps with frequent review and practice in all subject areas. Homework will play a key role in supporting this review in the form of quizzes and skills practice.

We aim to provide an enjoyable and stimulating education which fosters confident, independent and forward-thinking pupils. We ensure that the planned curriculum is accessible to all and deliver subject matter appropriate to the ages and aptitudes of our pupils.

Underpinning the whole curriculum is a programme of study that helps to prepare pupils for adult life; this includes personal, social, citizenship and health education. This curriculum engenders a sense of responsibility and develops a clear understanding of fundamental British values.

Year 8 Curriculum Overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Artistic Movements- compare and contrast different periods from art history. Create artwork that reflects different artistic movements, exploring what has motivated or constrained artists throughout history.		Artistic Movements- compare and contrast different periods from art history. Create artwork that reflects different artistic movements, exploring what has motivated or constrained artists throughout history.		Artistic Movements- compare and contrast different periods from art history. Create artwork that reflects different artistic movements, exploring what has motivated or constrained artists throughout history.	
Business & Enterprise	Introduction to Business	Enterprise skills	Market research and target markets	Product and branding	Pricing and location	Promotional methods and presentational skills
Computing	Graphics	Python programming	Online Safety - CyberExplorers	Networks	Understanding Computers	Programming with Python
Design & Technology	Electronics – students consolidate the design process in detail, design and make a USB light using the 6Rs. Introduction to electronic theory.		Electronics – students consolidate the design process in detail, design and make a USB light using the 6Rs. Introduction to electronic theory.		Electronics – students consolidate the design process in detail, design and make a USB light using the 6Rs. Introduction to electronic theory.	
Drama	Back to Basics	Checkmate on Humanity	Riots and Protest	Heroes and Villains	Genres and Styles	Genres research and devising
English	Animal Farm	Animal Farm	Conflict	Conflict	Love Through the Ages	Love Through the Ages
Food Science & Technology	Seasonality. Re-cap hygiene. Basic skills. Cross-contamination continued. Ethical issues.		Seasonality. Re-cap hygiene. Basic skills. Cross-contamination continued. Ethical issues.		Seasonality. Re-cap hygiene. Basic skills. Cross-contamination continued. Ethical issues.	
French	En ville – In town Places in a town, giving directions, making future plans	Vive les vacances! My holidays	J’adore les fêtes - I love festivals	À loisir – Leisure time	Le monde est petit – Where we live and daily routine	Le sport en direct – sports, directions and illness
Geography	Prisoners of geography	Prisoners of geography	Development	Energy and climate change	Weather and climate	Extreme weather
History	The Age of Revolutions	The Industrial Revolution	Protest in the 1800s	World War I	World War I and II	World War II
Maths	Fractions and Percentages	Data and Algebraic Expressions and Equations	Algebraic Expressions and Equations and Angles	Reverse percentage, Ratio and Density	Circles and 3D Geometry	Statistics
PHSCRE	Being in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Physical Education	Girls – Hockey Boys – Badminton Mixed – Netball	G – Badminton B – Hockey M – Football	G – Handball B – Football M – Badminton	G – Basketball B – Handball M – Hockey	G – Athletics B – Rounders M – Rounders	G – Cricket B – Athletics M – Athletics
Religious Education	Hinduism	Hinduism	Sikhism	Sikhism	Animal Rights	Animal Rights
Science	Matter Organisation	Forces Waves (1 & 2)	Ecosystems	Electromagnets Reactions	Earth and the Universe	Energy
Spanish	Todo sobre mi vida – Technology and entertainment	Mis vacaciones – My holidays	¡A comer! – Food and drinks	¿Qué hacemos? – Daily routine and organising an outing	Operación verano – Our plans for the summer	Revision and cultural investigation.

Subject: **Art and Design**

Subject overview	Art & Design: Pupils will develop a knowledge and understanding of different artistic movements. They will learn what prompted different artist to work in certain ways and explore how the work of one artist influences others throughout history. Pupils will work in 2d and well as 3d to construct personal responses to artwork from different time periods bringing their own influences into their work.
Curriculum content	
First half term	The Artistic Movements unit begins by recapping colour theory using paint, giving pupils an opportunity to explore Neo-Dadaist art using secondary colours they have mixed themselves. Here pupils will be encouraged to use a 'continuous line' technique to create loose drawings. We will then look at Cubism and create 3d sculptures responding to the theme of 'screens'. Pupils will be encouraged to explore how differing viewpoints consider the impact of social media, gaming and increased online activity.
Second half term	Pupils will create a self-portrait in response to their chosen cubist artist before moving on to explore Fauvism and futurism. To end the project pupils will move on to looking at how light and photography can be used to explore portraiture looking at how chiaroscuro can be used to illuminate faces. We will return to the theme of 'digital screens' and explore how mobile phone screens light up facial features. Our photos will be manipulated using ICT and then developed using print making techniques.
Assessment	Artwork will be assessed at the end of the unit by pupils completing a timed piece of art. This should showcase their own personal style as well as incorporate the mixed media skills taught throughout this unit.
Homework Structure	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be completed in pupils sketch books. The homework will be based around skills learnt or relevant artists.
School based enrichment	There is an Art club to encourage pupils to develop and nurture their artistic talents.
Resources available for home-based study	Knowledge organisers and resources will be available on the VLE. Materials to support homework will be communicated vis Classcharts.
Further reading	Art room book shelf provides inspiration. Artist research will always support personal design development. 'Isms...Understanding art' by Stephen Little

Subject: **Business & Enterprise**

Subject overview	<p>Enterprise at Key Stage 3 introduces pupils to the world of business and entrepreneurship through engaging, practical learning experiences. This subject aims to inspire creativity, critical thinking, and innovation while equipping pupils with the skills required for future success in the workplace and wider society.</p> <p>Pupils will develop an understanding of entrepreneurial skills, including problem-solving, communication, teamwork, risk-taking, and decision-making. These competencies will be nurtured through real-life scenarios, enterprise challenges, and project-based activities that encourage initiative and self-direction.</p>
Curriculum content	
Autumn Term 1st Half	Introduction to Business Pupils will explore what a business is and the difference between goods and services. They will learn about the purpose of a business and how it aims to meet customer needs and wants. The topic also introduces the concept of entrepreneurship, highlighting the role of entrepreneurs in creating and developing businesses. Pupils will begin to understand how businesses operate and their importance in everyday life.
Autumn Term 2nd Half	Enterprise skills Pupils will learn how to generate business ideas and develop key Entrepreneurial skills such as creativity, teamwork, communication and problem-solving. They will explore the concepts of risk, reward, and profit, and understand how these influence business decisions. Through practical activities, pupils will have the opportunity to practise these skills and begin thinking like entrepreneurs.
Spring Term 1st Half	Market research and target market This unit focuses on how businesses identify and understand their target market by developing customer profiles. It covers key research methods, including primary research such as surveys and secondary research using internet research.
Spring Term 2nd Half	Product and branding Pupils will design a business name and logo, focusing on brand identity and visual impact. Pupils will also create a catchy slogan and design packaging that reflects the product's purpose and appeals to consumers to encourage creativity while emphasising the importance of branding.
Summer Term 1st Half	Pricing and location An introduction to a range of pricing strategies, such as cost-plus, competitive pricing, helping learners understand how businesses decide what to charge for their products. They will evaluate which strategy is most suitable for their own business idea and justify their choice. Pupils will explore the importance of business location, considering factors like cost, and competition, and how this influences success.
Summer term 2nd Half	Promotional methods and presentation skills Pupils will focus on how businesses promote their products or services using a range of promotional methods, including advertising, social media, and word of mouth. Learners will develop their presentation skills by preparing and delivering a pitch for their business idea, focusing on clear communication,

	persuasive language, and confident delivery. This will build both creativity and confidence in sharing ideas with others.
Assessment	<ul style="list-style-type: none"> • Multiple choice questions • Key term quizzes • Short answer questions • Case study questions • Presentations
Homework Structure	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work. Pupils will be set online quizzes and subject related reading to support the units of work.
School based enrichment	Guest speakers, house competitions, trade stands, logo quizzes
Resources available for home-based study	BBC Bitesize – Business Use booklets in class Seneca
Further reading	BBC Business news

Subject: **Computing**

Subject overview	Pupils will develop an understanding of Computing in modern society. They will explore how the use of information technology has had a direct influence on many aspects of our lives both in the home and workplace. They will be introduced to the use of online resources to support their collaborative and independent learning across the curriculum. Problem solving skills will be developed through the use of programming environments. Pupils will be introduced to the key concepts of high-level programming languages using Python.
Curriculum content	
Autumn Term 1st Half	Graphics This unit looks at the difference between Bitmap and Vector Images. Pupils look at developing a Vector Image using Powerpoint. Pupils look at how Binary represents of Images and how to Develop a Bitmap Image in Paint.
Autumn Term 2nd Half	Programming with Python Pupils are reminded about Variables and Constants within Python. They look at Concatenating Strings and are introduced to Loops (While, For and Range Loops)
Spring Term 1st Half	Online Safety – CyberExplorers In this developing area of our lives pupils are introduced to a range of technology and digital skills through the Government online “CyberExplorers” program. They look at how to protect data with encryption and the purpose of Firewalls and what they do. They consider the need for updating Software and user settings and how to protect against Malware. Understand the need for secure passwords and are introduced to the concept of phishing.
Spring Term 2nd Half	Use of Networks Pupils are introduced to The Internet and World Wide Web and understand the parts of web addresses. They are introduced to Cloud computing and how we access it. We look at Bandwidth and Connection speed and also Wired and Wireless connections. We compare Peer to peer and Client Server networks and Local and Wide area networks as well as basic Network Topologies.
Summer Term 1st Half	Understanding Computers Pupils are introduced to a range of Hardware and Software components within a computer system. They also consider what are Input, Output and Storage Devices, as well as looking at RAM and ROM and Central processing Unit. Pupils start to look at Binary and how to represent a Denary number in Binary code.
Summer term 2nd Half	Programming with Python Pupils are reminded of different Data types and look at what makes good programming design. We compare Sequence, Selection and Iteration. Pupils are introduced to IF statements and also Nested if statements as well as considering a range of Logical operators used within these.
Assessment	Each of the practical units of work will contain assessment. Some units will have small individual assessments, others will work towards creating one final piece of assessed work. The theory units of work will be assessed by a test at the end of the unit of work. During each unit pupils will be given small topic tests to reinforce their learning.
Homework Structure	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work. Pupils will be set online quizzes and subject related reading to support the units of work.
School based enrichment	Pupils will have access to computers during lunch and after school sessions. There is a coding club to encourage pupils to develop their problem solving skills.
Resources available for	Resources to support programming: <ul style="list-style-type: none"> Python - www.python.org/

home-based study	<ul style="list-style-type: none">• One hour of code – www.code.org• https://idea.org.uk - Online course promoting the development of digital skills.• https://educake.co.uk - online questions to help independent learning
Further reading	Computer coding Python Projects – DK ISBN 978-0-2412-8686-9 Python in easy steps – ISBN 978-1-84078-596-8 Help your kids with computer science – DK ISBN-13: 978-0241302293

Subject: **Design and Technology**

Subject overview	In Design and Technology will be consolidating the Design Process. Pupils will then design a range of moodlight ideas, which will be developed and evaluated. Their final design will also show how they will make it. There will also be an opportunity to develop 3D drawing skills. Pupils will then make their light using soldering skills, equipment and processes. Once having evaluated their moodlight, pupils will then design made using the vacuum former. There will also be an introduction to electronic theory.
Curriculum content	
Unit 1 Design	The design process covers in detail the steps required to design, make and create original and inspiring designs. Pupils will develop a variety of evaluation and graphic techniques. Students will also write a plan of making considering the order in which the various processes should be done as well as timings and health and safety measures. Key Learning Objectives <ul style="list-style-type: none"> - learn and develop drawing and communication skills - plan manufacture
Unit 2 Electronics	In electronics, pupils will learn about working with a range of basic electronic components, tools and processes. Key Learning Objectives <ul style="list-style-type: none"> - Using the workshop safely. - Selecting, identifying and using tools. - Finishing products to a high standard - Using industrial techniques to manufacture products - Learning about and understanding electronics
Assessment	Pupils work is assessed throughout the project that they take on in each module area. Pupils are assessed in 5 areas: The Design Process Design and Development Manufacture Evaluation and Analysis Electronics As well as receiving lesson feedback, pupils will also have a formative assessment point once their designs are complete to monitor their progress. Final outcomes will be assessed along with completed design work in their workbook.
Homework Structure	Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas. Pupils will be set quizzes and readings related to the topic being taught.
School based enrichment	Use of computer equipment at lunchtime in the library Access to the workshops and equipment will be provided as appropriate
Resources available for home-based study	Resources made available on Kents Hill Park VLE and ClassCharts BBC Bite Size website and http://www.technologystudent.com
Extra reading	Design: Why We Love (or Hate) Everyday Things The Design of Everyday Things (The MIT Press) – Donald A. Norman

Subject: Drama

Subject overview	Year 8 pupils will revisit the basics of Drama and theatrical practice, developing those skills further and embedding them into their work. Pupils will also learn new techniques, be introduced to a variety of theatre genres and styles, as well as build on their devising techniques and working group ethic.
Curriculum content	
Unit 1: Back to Basics	Pupils will recap the basics of drama taught last year, implementing them into differentiated scenarios.
Unit 2: Checkmate on Humanity	This unit will explore social media and how it affects humanity. Pupils will look at a variety of social media, with varying views on social media, performances of what it will do in the future and the pros and cons for social media. The assessment task for this unit is to devise their own dystopian world in their working groups, whereby social media has taken over humanity.
Unit 3: Riots and Protest	Pupils will look at the differences between a riot and a protest and some of the famous riots and protests throughout history. Pupils will explore why they happened and how they were resolved. As part of this unit, pupils explore a variety of chat shows, how they run and who is involved in them. The assessment for this unit is for working groups to devise a chat show and interview based on a protest or riot that has happened. This riot or protest is fictional, and the social issue is also chosen by the working group.
Unit 4: Heroes and Villains	Like the year 7 unit on Greek Theatre, this unit explores in depth what it is to be a hero and a villain within a plot. Pupils will explore the life of a hero, the life of a villain and the trials and trepidation they both face, why the audience likes the hero, and what makes a villain so disliked. The end of unit assessment will be to take a well-known story and change the characters around, from hero to villain and vice versa.
Unit 5&6: Genres	This unit will focus on different genres/styles of theatre, readying year 8 for their final piece at the end of year 9. Pupils will look at physical theatre, melodrama, horror, fantasy, action and adventure. This unit will have a final assessment whereby pupils will devise their own final performance, based around the components learned from a genre/style of their choice.
Assessment	Each unit contains its own assessment, evaluating and reviewing each pupil's knowledge and retention of each particular theme. These assessments range from written tasks to performance-based tasks.
Homework Structure	Homework will be given at least once per unit and expected to be completed and handed in at the beginning of the next lesson.
School based enrichment	Use of a professional drama studio, including lights, rigging, curtains and space, as well as multi-media learning. Pupils can also access the library to expand their knowledge of different text types (plays, fiction, dystopian...)
Further reading	Pupils are encouraged to read news reports and interviews based on social media and its effect on humanity throughout the years, as well as protests and riots throughout history. Other reading may also include Hero and Villain fiction and non-fiction texts.

Subject: English

Subject overview	A continuation of the core skills needed in both the English Language and Literature specifications. Schemes designed to continue to promote a love of literacy, whilst instilling key exam skills through a range of age appropriate texts. Pupils will further develop and enhance the skills learnt during Year 7. The units are structured in to three main topics. These topics are titled to reflect the theme of the unit. Each unit lasts for a full term and then within that unit, we will study a range of texts – fiction and non-fiction. Across the units we will cover a novel, a play and poetry – these will be accompanied by a range of extracts.
Curriculum content	
Autumn Term 1st and 2nd Half	Animal Farm
Spring Term 1st and 2nd Half	Conflict The unit will examine and explore War literature over time. Pupils will read and respond to poetry – WW1 poetry as a focus. With this, pupils will undertake comparison of themes and ideas presented through poetry. In the unit, pupils will read and respond to fiction and non-fiction texts, centred around the theme of conflict. Pupils will be writing creatively in response to stimuli and also writing trying to portray the experience of War.
Summer Term 1st and 2nd Half	Love Through the Ages Pupils will study Romeo and Juliet, exploring the text and Shakespeare’s language. The unit also looks at the context in which the novel was written. Pupils develop their understanding of plot, themes and character, whilst also exploring the play as a text to be performed. The unit also considers how love of different types can be expressed through literature and more modern poetry.
Assessment	Pupils will then undertake longer structured assessments that will focus on their reading and writing skills. These will be summative assessments and will ask for several skills to be used by pupils. They will consist of a longer answer response to either a reading focused question or a writing based task. Pupils knowledge will be assessed during the term, with in lesson quizzing and retrieval tasks.
Homework Structure	Homework will be set through the online resource, Sparx Reader. Pupils will be asked to complete 30 minutes of careful and close reading, per week, to earn Sparx Reader Points (SRP). House points will also be awarded for 100% completion.
School based enrichment	Pupils can access the Library to expand their wider reading in relation to their topics. Whole-school events, throughout the year will enhance their learning within lessons.
Resources available for home-based study	https://www.cgpbooks.co.uk/ revision guides for KS3 can be found from the CGP website (please ask Mrs Haines for the best guides to obtain). This website also contains revision guides that cover the texts we will study – Of Mice and Men.
Further reading	Pupils are asked not to read ahead in the set texts studied in class. They can be reading as much as possible in their spare time and this should be from a variety of authors and time periods. Pupils will also need to read a range of non-fiction, such as: newspapers, leaflets, blogs etc.

Subject: **Food Science and Technology**

Subject overview	In Food Science and Technology in Year 8 we revisit health, safety and hygiene, we learn about seasonality, how religion can affect food Choice as well as how Health issues can affect food choice. We look at Eggs and the conditions of hens that lay them and micronutrients. In the kitchen we extend our knife skills, make Pizza, mac and cheese, Burgers, scones and carrot cupcakes.
Curriculum content	
Rotation	Food is taught as part of a rotation including Design and Technology and Art. Pupils will study each subject area for one term in Year 8.
1st Half Term	Recap on Health and Safety, Recap on the Eatwell guide, Seasonality and energy Balance. In the kitchen we recap knife skills, carrot cupcakes and scones.
2nd Half Term	Micronutrients, Energy balance, Health and religious reason for food choice and herbs and spices. In the kitchen Mac and cheese, Pizza and Making burgers from scratch.
Assessment	Pupils will be assessed on their practical skills as they carry them out, Theory will be assessed with an end of unit assessment on the information they have been taught that year.
Homework Structure	Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas. Pupils will have an evaluation sheet with each food cooked and occasionally may need to bring in an oven proof dish for the lesson.
School based enrichment	Use of computer equipment at lunchtime in the library Access to the workshops and equipment will be provided as appropriate
Resources available for home-based study	Resources made available on Kents Hill Park VLE and ClassCharts
Extra reading	Recipe books, Good Food Magazine

Subject: **French**

Subject overview	Over the course of Year 8, pupils will extend their knowledge of the French language, building on their learning from year 7. Pupils will learn more about the structure of the language, beginning to use different tenses to add complexity and interest to their speaking and writing. Pupils will continue to learn about many cultural aspects of the Francophone world through short studies of festivals and celebrations. During Year 8, pupils will also begin to examine short literary texts in French to prepare them for further study. Pupils will benefit from a wide range of activities developing their listening, reading, speaking and writing skills in order to gain confidence and enjoyment across all aspects of the language.
Curriculum content	
Autumn Term 1st Half	En ville – <i>In town</i> Pupils learn a range of places in a town. They use the future tense to make weekend plans, and issue, accept and decline invitations. They also learn about ordering food and drink in a café.
Autumn Term 2nd Half	Vive les vacances – <i>Long live the holidays!</i> Pupils will talk about school holidays using two key irregular verbs. They will talk about activities they did and where they went using the perfect tense.
Spring Term 1st Half	J’adore les fêtes - <i>I love festivals!</i> Pupils will describe a festival, talk about buying food and using the near future tense to plan what to eat on a future special day.
Spring Term 2nd Half	À loisir – <i>Leisure time</i> Pupils will discuss TV programmes, the cinema and digital technology. They will talk about a shopping trip.
Summer Term 1st Half	Le monde est petit – <i>It’s a small world</i> Pupils will learn how to talk about where they live in greater detail. They will discuss how they help at home, and what their daily routine is like.
Summer term 2nd Half	Le sport en direct – <i>Live sport</i> Pupils will give opinions about sport. They will learn to give and ask for directions, and also talk about illness and injuries and how to tell a doctor what is wrong.
Assessment	Pupils will have a short assessment at the end of each unit of work – at certain points in the year this will be in the format of a formal test and sometimes it will be a longer piece of written or spoken work. Over the course of the year, pupils will be assessed in listening, speaking, reading and writing skills. Pupils will also have regular short vocabulary tests throughout each unit. At the end of the year there will be an end of year exam encompassing all that pupils have learnt throughout the year.
Homework Structure	Pupils will receive homework each week. Sometimes this will be learning homework such as revising for a vocabulary test, and sometimes this will take the form of a written task, sometimes they may alternatively be set an online task through one of our digital learning platforms.
School based enrichment	There are French books available in the school library.
Resources available for home-based study	Kents Hill Park Virtual Learning Environment www.languagesonline.org contains useful self-marking activities on a range of topics. The Duolingo free app can be downloaded onto a smartphone, tablet or computer and used to practice vocabulary. Pupils also have access to ActiveLearn, a program linked to the textbooks we use (Dynamo 2) which can be accessed for further practice, revision and some homework.
Further reading	Any French books aimed at children (fairy tales are particularly good for this). A French bi-lingual dictionary. If available, (on holiday for example): menus, tourist information leaflets, signs

Subject: **Geography**

Subject overview	In Geography as in year 7 there will be a mixture of both human topics and physical topics. The human topics will draw upon their own knowledge of the world around them, looking at how it is changing and how their lives compare to others. The physical topics will use more science based knowledge and will help them understand the local and national features they see on more regular basis. Each topic is design to build upon previous knowledge from those studied before and will ask the pupils to recall important geographical concepts throughout.
Curriculum content7	
Autumn Term 1st Half	Prisoners of geography – To start off the Kents Hill Park geography curriculum we will be learning through a book. The book discusses how physical geography can play a part in many aspects of our life, through borders, development and conflict. We will look at a range of continents and the idea of superpowers across the world.
Autumn Term 2nd Half	Prisoners of geography – To start off the Kents Hill Park geography curriculum we will be learning through a book. The book discusses how physical geography can play a part in many aspects of our life, through borders, development and conflict. We will look at a range of continents and the idea of superpowers across the world.
Spring Term 1st Half	Development – Leading on from the previous topic and using knowledge from population in year 7, this topic looks at factors that can lead to a development gap, the consequences and how some countries have tried to reduce it.
Spring Term 2nd Half	Energy and Climate change – As climate change is an issue the pupils will hear in the news it is important to give them an overview. To begin they will investigate different types of energy and why some are preferred over others (renewable vs. non renewable). This will lead to the greenhouse effect and human causes of climate change, however the pupils will also be given the opportunity to investigate the argument that climate change is natural, looking at the physical causes. This will lead into how countries are mitigating the effects depending on level of development.
Summer Term 1st Half	Weather and climate – As we are known for our weather, the pupils will understand why we experience the weather we do nationally, looking at the causes of rainfall and the temperate climate. We will the focus in further to a more localised scale and the idea of regional weather. Throughout this topic they will work on key content such as air masses and fronts.
Summer term 2nd Half	Extreme weather – Following on from last term with an emphasis on extreme weather. The main focus will be on prominent extreme weathers such as hurricanes. This will be in the form of the formation of the event as well as the impacts. As covered in year 7, they will be creating case studies to show how different countries cope and manage the hazards.
Assessment	Topic tests throughout and a larger assessment at the end of a topic.
Homework Structure	Predominantly revision based to achieve in the topic tests, however there will be homework given each week to embed understanding of the lessons.
School based enrichment	Humanities club on a Thursday afterschool.
Resources available for home-based study	Knowledge organisers and resources will be available on the VLE. Exercise books will also be taken home to aid revision.
Further reading	National Geographic magazine National newspapers.

Subject: **History**

Subject overview	History in Year 8 will continue chronologically from the end of Year 7 where they finished with Elizabeth. The topics, although taught in chronological order, will have similar themes running through them, such as cause and effect. Over this year the pupils will move through the 20 th century explaining how history has created the modern political world today. All of the topics in history have links to both geography and RE for students to be able to recall and use their own knowledge in order to make sense of the topics they are studying.
Curriculum content	
Autumn Term 1st Half	The Age of Revolutions – American Revolution, French Revolution and Haitian Revolution. What are the reasons that people revolt? Are there common causes? What are the impacts of change in these countries.
Autumn Term 2nd Half	The Industrial Revolution – The industrial revolution was a key event in British history and the pupils will be looking it began. The lessons will cover what life was like during this time, such as the jobs available, but also the impacts of the revolution on the British people.
Spring Term 1st Half	Protest in the 1800s - Suffragettes, Peterloo, Chartists. How did people gain more rights in the 1800s. Following on from the industrial revolution, we will look at the new working classes and their struggles for more equal rights.
Spring Term 2nd Half	World War One – Over these two terms the pupils will look into WW1 through several themes such as propoganda. There will be a focus on the causes of WW1 and key events such as the Battle of the Somme and Passchendaele. Once students have a sound understanding of the timeline and the factors influencing each of the events we will look at why / how the war ended and the consequences of this.
Summer Term 1st Half	World War One and Two
Summer term 2nd Half	World War Two – Focusing on the causes and key events of the Second World War. Was it inevitable? Does appeasement work?
Assessment	Topic tests throughout and a larger assessment at the end of a topic.
Homework Structure	Predominantly revision based to achieve in the topic tests, however there will be homework given where needed to ensure the lesson content is understood.
School based enrichment	Humanities club on a Thursday afterschool.
Resources available for home-based study	Knowledge organisers and resources will be available on the VLE. Exercise books will also be taken home to aid revision.
Further reading	BBC Bitesize Spartacus-educational.com

Subject: Maths

Subject overview	Maths in Year 8 revisits many areas of maths from Year 7, this allows us to constantly revise previous learning whilst further building upon it. As in Year 7, we investigate each aspect that is taught in depth so that pupils can understand not only what works, but why. We ensure that we give credit to the mathematicians who made the discoveries we now use and teach pupils a little of the history of maths to try and spark their interest in investigating it further.
Curriculum content	
Autumn Term 1st Half	Fractions and Percentages Pupils will look further at primes, factors and multiples. This will lead into understanding how to find the prime factorisation of an integer and using this, along with Venn diagrams, to find the highest common factor and lowest common multiple. We will also be deepening our understanding of fractions by learning how to add and subtract any fraction using the most effective method so that pupils can apply all four operations to any number whether integer or fraction. Pupils will be taught the importance of multipliers in answering percentage questions and continue to practise their multiplication methods as this topic will be non-calculator.
Autumn Term 2nd Half	Data, Algebraic Expressions and Equations Pupils will be introduced to common methods of representing data and learn how they can interpret data when it is given in these ways. They will also make links between data by using scatter graphs to show correlations and make predictions. Pupils will investigate different types of sequences and understand how to find algebraic rules for linear sequences, as well as continuing to manipulate algebra using all the methods learnt last year. They will further this manipulation by learning to factorise linear expressions and solve algebraic equations.
Spring Term 1st Half	Algebraic Expressions, Equations and Angles In our first geometry unit of Year 8, pupils will be deepening their knowledge from Year 7. We will revisit the angle facts taught last year and add in angles on parallel lines, which allows for more investigative work on angles. Pupils will then begin to interweave last half term's learning with this term's by setting up and solving equations related to angle facts before forming and solving equations from more abstract areas of maths and real life. They will also learn how to find the area of a trapezium which leads to further use of algebra.
Spring Term 2nd Half	Reverse Percentage, Ratio and Density Pupils will further their percentages work from last year, learning how to use calculators to help them in the most effective manner. We will also start to work with ratios as we investigate the link between ratios and fractions. Pupils will build upon knowledge learnt in Science when we look at ratios that occur in everyday real life: density, mass, volume.
Summer Term 1st Half	Circles and 3D Geometry In this second geometry unit, pupils will start to work with circles and parts of circles, finding and then applying area and circumference formulae. They will begin to work with 3D shapes understanding their names and properties before using formulae to find the volumes of different 3D shapes. They will also be applying their area knowledge when finding the surface areas of 3D shapes.
Summer term 2nd Half	Statistics Pupils will learn how we can find averages and measure the spread of data. They will be encouraged to think about when each is more relevant than the other and what we can learn about the data from them. They will have to apply skills learnt in English and Science to give meaning and explanation to the results they have found. They will learn how to represent and interpret data in pie charts.

Assessment	Pupils will complete low-stake quizzes at the end of each topic which will inform teachers of any gaps or learning that needs to be revisited in future lessons as well as giving pupils examples of what they need to work on in their own time Twice a year, pupils will sit a cumulative test.
Homework Structure	Maths homework is set online through a system which auto-marks pupils' work. Pupils receive personalised homework which is challenging but achievable for them, improving their progress and attainment in maths. Homework will be set weekly and is checked regularly by the class teachers.
School based enrichment	At various points in the year we will run a maths club which will provide opportunities for pupils to play games that involve applying maths, create art work using maths, practise for the maths challenge and participate in national competitions.
Resources available for home-based study	https://sparxmaths.com https://corbettmaths.com/contents/
Extra reading	The popular science section of any bookstore is a fantastic place to go to find books about maths that are not just textbooks, here are a few recommendations for Year 8s: <ul style="list-style-type: none"> • 50 Maths Ideas You Really Need to Know, by Tony Crilly • Alex's Adventures in Numberland, by Alex Bellos • Things to Make and Do in the Fourth Dimension, by Matt Parker • Humble Pi: A Comedy of Maths Errors, by Matt Parker

Subject: Physical Education

Subject overview	<p>Pupils will build upon the skills, physical competence and knowledge that they previously learnt. In year 8, some sports will be revisited to provide and develop a deeper understanding of the skills, rules and regulations associated with these sports. For any new sports delivered, the starting focus will be the acquisition of developing new key skills and knowledge. In addition to this, as many skills are openly transferable between sports, there will be a greater emphasis on tactical awareness and applying tactical approaches to sport.</p> <p>Any sports that are revisited for a second time, pupils will be taught more advanced skills, tactics and rules. They will also be expected to have a much higher performance level in competitive situations while starting to develop individual and team tactics.</p> <p>They will also be expected to learn, understand and implement more complex rules when playing and officiating. They will understand what makes a performance effective and how to apply these principles to their own and others' work. Scientific knowledge and understanding regarding warmups will also be taught and tested throughout year 8.</p> <p>To expand upon their knowledge acquired in year 7 around the importance of leading a healthy, active lifestyle. Pupils will start to look at the short- and long-term effects of exercise on the body. Gaining and understanding of the science behind the bodies reaction to exercise and how our bodies systems adapt to enable us to become fitter.</p>
Assessment	Each sport will contain an element of practical and theoretical assessment. Pupils will be assessed on their knowledge of the sport, their understanding of key skills/rules, their ability to create and apply tactical approaches to sport and their ability to perform the key skills in both isolated practices and game-based scenarios.
Homework Structure	To attend at least one after school sports club per half-term.
School based enrichment	<p>Pupils will be able to attend any afterschool sports clubs on offer.</p> <p>Afterschool and lunch time clubs run every day for the pupil's own leisure or to give themselves a competitive challenge.</p> <p>Pupils will also have the opportunity to represent the school in a number of fixtures against other schools.</p> <p>Pupils will also have the opportunity to compete in house-based sports competitions through the year.</p>
Resources available for home-based study	https://www.bbc.co.uk/sport/
Further reading	Jessica Ennis: Unbelievable - From My Childhood Dreams To Winning Olympic Gold: The life story of Team GB's Olympic Golden Girl. ISBN 978-1444768633

Subject: Girls Physical Education

Autumn Term 1 st Half	Hockey – Pupils will be introduced to key skills such as, passing, dribbling, tackling, goal keeping and shooting. They will begin to develop their knowledge of the key rules and tactical approaches associated with Hockey.
Autumn Term 2 nd Half	Badminton - Pupils will be introduced to singles and doubles badminton in year 8. The focus will be on developing forehand, backhand and serving techniques. Pupils will develop an understanding of key rules and tactical approaches associated with both singles and doubles badminton.
Spring Term 1 st Half	Handball – Pupils will be introduced to the key schools associated with Handball. They will practice and use key transferrable skills with confidence and control. There will be greater emphasis on decision making skills and how key decisions can impact the game. Pupils will begin to develop team tactics and apply them to game-play to outwit their opponents.
Spring Term 2 nd Half	Basketball – Pupils will develop for complex skills associated with the sport and be able to execute these with confidence, accuracy and control. Tactical approaches will be taught and applied to the team game. They will develop their knowledge of key rules associated with the sport and be able to confidently adhere to them.
Summer Term 1 st Half	Athletics – Pupils will participate in a range of athletic events such as sprinting, long-distance running, shot put, javelin, high jump and long jump. They will develop their technique for each athletic event and undertake a timed/measured performance. They will also be introduced to the tactical approaches for each event.
Summer term 2 nd Half	Cricket - Pupils will develop their ability to bat, bowl and field successfully. Showing their ability to follow the rules effectively, while considering the tactical approaches that can help to outwit the opponents.

Subject : Boys Physical Education

Curriculum content	
Autumn Term 1 st Half	Badminton - Pupils will be introduced to singles and doubles badminton in year 8. The focus will be on developing forehand, backhand and serving techniques. Pupils will develop an understanding of key rules and tactical approaches associated with both singles and doubles badminton.
Autumn Term 2 nd Half	Hockey - Pupils will be introduced to key skills such as, passing, dribbling, tackling, goal keeping and shooting. They will begin to develop their knowledge of the key rules and tactical approaches associated with Hockey.
Spring Term 1 st Half	Football -Pupils will develop and build upon the key skills associated with Football such as, passing, dribbling, tackling, goal keeping, shooting, attacking and defending. They will be introduced to the tactical approaches linked to the sport develop their ability to create and apply these to the game. Knowledge of the key rules associated with Football be developed, showing their knowledge through gameplay and begin to demonstrate their understanding of tactical play for Football.
Spring Term 2 nd Half	Handball – Pupils will be introduced to the key schools associated with Handball. They will practice and use key transferrable skills with confidence and control. There will be greater emphasis on decision making skills and how key decisions can impact the game. Pupils will begin to develop team tactics and apply them to game-play to outwit their opponents.
Summer Term 1 st Half	Rounders – Pupils will develop their ability to bat, bowl and field successfully. Showing their ability to follow the rules effectively, while considering the tactical approaches that can help to outwit the opponents.
Summer term 2 nd Half	Athletics – Pupils will participate in a range of athletic events such as sprinting, long-distance running, shot put, javelin, high jump and long jump. They will develop their technique for each athletic event and undertake a timed/measured performance. They will also be introduced to the tactical approaches for each event.

Subject: **Mixed Physical Education**

Curriculum content	
Autumn Term 1st Half	Netball – Key skills will be practiced and performed with confidence and control. There will be greater emphasis on decision making skills and how key decisions can impact the game. Pupils will begin to develop team tactics and apply them to game-play to outwit their opponents.
Autumn Term 2nd Half	Football - Pupils will be introduced to key skills such as, passing, dribbling, tackling, goal keeping, shooting, attacking and defending. They will begin to develop their knowledge of the key rules associated with Football, showing their knowledge through gameplay and begin to demonstrate their understanding of tactical play for Football.
Spring Term 1st Half	Badminton - Pupils will be introduced to singles and doubles badminton in year 8. The focus will be on developing forehand, backhand and serving techniques. Pupils will develop an understanding of key rules and tactical approaches associated with both singles and doubles badminton.
Spring Term 2nd Half	Hockey - Pupils will be introduced to key skills such as, passing, dribbling, tackling, goal keeping and shooting. They will begin to develop their knowledge of the key rules and tactical approaches associated with Hockey.
Summer Term 1st Half	Rounders – Pupils will develop their ability to bat, bowl and field successfully. Showing their ability to follow the rules effectively, while considering the tactical approaches that can help to outwit the opponents.
Summer term 2nd Half	Athletics – Pupils will participate in a range of athletic events such as sprinting, long-distance running, shot put, javelin, high jump and long jump. They will develop their technique for each athletic event and undertake a timed/measured performance. They will also be introduced to the tactical approaches for each event.

Subject: PSHCE

<p>Subject overview</p>	<p>PSHCE lessons will introduce pupils to a wide range of issues and knowledge that will help them reflect upon the world around them and help them to understand how they can contribute to a wider community.</p> <p>Pupils will be introduced to topics including:</p> <ul style="list-style-type: none"> • How to share thoughts and feelings in a range of personal issues. • To understand how our society works especially regarding politics and democracy. • Personal safety and health issues. • British values <p><i>If you require any further information regarding the PSHCE curriculum please speak to your child's form tutor in the first instance.</i></p>
<p>Curriculum content</p>	
<p>Autumn Term 1st Half</p>	<p>Being me in My World - 'Who am I and how do I fit?'</p> <p>Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, marriage and the law, beliefs and religions, protected characteristics, online and offline identity, active listening.</p>
<p>Autumn Term 2nd Half</p>	<p>Celebrating Difference - Respect for similarity and difference. Anti-bullying and being unique</p> <p>Positive change made by others, how positive behaviour affects feelings o wellbeing, social injustice, inequality, community cohesion and support, multi culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, hate crime, fear and emotions, stand up to bullying, the golden rule.</p>
<p>Spring Term 1st Half</p>	<p>Dreams and Goals - Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p>Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues.</p>
<p>Spring Term 2nd Half</p>	<p>Healthy Me - Being and keeping safe and healthy</p> <p>Types of health, nutrition and exercise, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin health, vaccinations, peer pressure, teenage brain.</p>
<p>Summer Term 1st Half</p>	<p>Relationships - Building positive, healthy relationships</p> <p>Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support.</p>
<p>Summer term 2nd Half</p>	<p>Changing Me - Coping positively with change</p> <p>Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship? Attraction, love or lust? pornography and the law, dealing with unwanted messages. Alcohol and the law.</p>
<p>Assessment</p>	<p>One assessment at the end of each topic booklet</p>
<p>Homework Structure</p>	<p>Reading around curriculum area in line with topic. Online topic quiz to support classwork.</p>
<p>School based enrichment</p>	<p>External speakers in line with topics.</p>
<p>Further reading</p>	<p>PSHE Education for Key Stage 3 Lesley De Meza (Author), Stephen De Silva (Author)</p>

Subject: **Religious Studies**

Subject overview	Religious education is a subject which allows pupils to build an understanding of the religions followed by their peers and other members of society, but it also looks at ethical issues that they may see on a day to day basis in their own lives. The study of each religion will be heavily focused on the beginning of the religion and the foundations of the beliefs. From here the pupils will see if the religion is adapted for modern day living, but also how the views on certain issues varies across the different beliefs.
Curriculum content	
Autumn Term 1st Half	Hinduism – pupils will begin with the start of Hinduism and look at the key ideas behind the religion. By learning the roles of each of the gods as well as holy writings and beliefs such as karma, the pupils develop a good understanding of the religion and how it differs to other monotheistic ones.
Autumn Term 2nd Half	Hinduism – Pupils will consider life after death and study the beliefs of reincarnation and moksha. They will also look at the Caste System and consider the mistreatment of those labelled untouchable and consider the work of Gandhi to fight their mistreatment.
Spring Term 1st Half	Sikhism - Investigating the background of the religion, looking at how the first guru developed the beliefs and teaching. They will then see how the religion has changed over time through the different gurus and the holy book.
Spring Term 2nd Half	Sikhism - The pupils will study the place of worship, focussing on the meaning behind the rooms and artefacts so they are able to gain a deeper understanding of the actions of modern day Sikhs. They will also study the five Ks and the significance of the turban.
Summer Term 1st Half	Animal Rights – Pupils will study different arguments for and against the rights of animals, including part of ethicist Peter Singer’s work. Pupils will study how animals are treated in the circus, military and their use in testing.
Summer term 2nd Half	Animal Rights - Pupil’s will study vegetarianism, the practice of hunting and dangerous animals.
Assessment	Pupils will be assessed a total of ten times through the year, this will be through knowledge check quizzes as well as extended answer questions. The latter will take the form of 6 mark questions (these will typically ask pupils to explain two important beliefs from the religion studied) and 12 mark questions (which will require pupils to create a two-sided argument that makes a clear judgement about the topic discussed).
Homework Structure	Predominantly revision based to achieve in the topic tests, however there will be homework given each fortnight to embed understanding of the lessons.
School based enrichment	Humanities club. Philosophy society afterschool on Wednesday.
Resources available for home-based study	Knowledge organisers and resources will be available on the VLE. Exercise books will also be taken home to aid revision. BBC bitesize for KS3 is useful. Seneca KS3 course.

Subject: **Science**

Subject overview	<p>Pupils will build upon the ten big ideas in science which was taught in Year 7. They will apply their knowledge to unfamiliar situations. Pupils will develop practical skills which would give rise to graphical and data analysis skills. Scientific enquiry, numeracy and literacy will be developed throughout the year, preparing them for KS4 success</p> <p>Pupils will have access to online resources and will be supported and challenged with the Checkpoint system.</p>
Curriculum content	
Autumn Term 1st Half	<p>Matter Pupils will explore the elements of the Periodic Table, understanding their properties and positioning in the table. Pupils will practise writing chemical formulae.</p> <p>Organisms This topic will focus on gas exchange and breathing. Pupils will explore how drugs, smoking and alcohol can affect such processes. Pupils will learn about what happens to the food they eat as this enters their digestive system and how to test for food groups such as carbohydrates, protein and fat.</p>
Autumn Term 2nd Half	<p>Forces In this topic, pupils will be introduced to ‘turning forces’ and pressure in gases and liquids.</p> <p>Waves Explaining how sound travels through each medium using the particle theory and modelling waves. Investigating light using prisms and glass blocks to explain reflection and refraction.</p>
Spring Term 1st Half	<p>Ecosystems This topic highlights the importance of living organisms both plants and animals working together to survive. Pupils will learn to appreciate that plants produce oxygen by a process called photosynthesis and that animals use this oxygen to carry out respiration to release energy.</p>
Spring Term 2nd Half	<p>Electromagnets This topic recaps the use of electromagnets and the presence of magnetic fields.</p>
Summer Term 1st Half	<p>Reactions This topic introduces the pupils to Conservation of mass and thermal decomposition. Pupils will explore exothermic and endothermic reactions and practise drawing energy level diagrams.</p> <p>Earth and the Universe In this topic pupils learn about Global warming and climate change. We discuss the importance of recycling.</p>
Summer term 2nd Half	<p>Energy This topic discusses the use of machines to carry out ‘work done’. The conservation of energy is reiterated and the energy transfer of particles, radiation and insulation are discussed.</p>
Assessment	<p>Each topic will contain assessment. Hinge and whiteboard questions at the start of each lesson, practising retrieval techniques.</p>

	There is a Checkpoint system for each topic which is comprised of an auto marked online assessment and an end of topic test. The assessments are designed to identify how well the pupils have mastered the key concepts
Homework Structure	Homework will be set throughout the topics. Pupils will each have a course booklet to complete regularly after each lesson. Pupils will be expected to practice retrieval questions which will also be found in the course booklet. Online quizzes will be set and auto-marked providing instant feedback to the pupils and teacher. Pupils will be encouraged to visit museums and historic places to support their learning and understanding and read prior to every lesson using support resources.
School based enrichment	Pupils will be encouraged to attend science intervention and be involved in STEM projects available.
Resources available for home-based study	<ul style="list-style-type: none"> • Kerboodle which will have an online version of the class text book and quizzes. • Bitesize • Seneca • Course workbook <p>Additional resources to support learning:</p> <ul style="list-style-type: none"> • CGP AQA KS3 Revision Guide Book (Higher) ISBN 978 1 841462301 • CGP AQA KS3 Revision Guide Book (Foundation) ISBN 978 1 841462400
Further reading	<ul style="list-style-type: none"> • National Geographic Kids • The Week Junior • New Scientist • Newspapers, 'science in the news'.

Subject: **Spanish**

Subject overview	Over the course of Year 8, pupils will extend their knowledge of the Spanish language, building on their learning from year 7. Pupils will learn more about the structure of the language, beginning to use different tenses to add complexity and interest to their speaking and writing. Pupils will continue to learn about many cultural aspects of the Hispanic world through mini case studies of other Spanish-speaking countries. During Year 8, pupils will also begin to examine short literary texts in Spanish to prepare them for further study. Pupils will benefit from a wide range of activities developing their listening, reading, speaking and writing skills in order to gain confidence and enjoyment across all aspects of the language.
Curriculum content	
Autumn Term 1st Half	Todo sobre mi vida – All about my life Pupils will talk about the impact of technology on their daily lives, in particular, mobile phone use. They will also learn how to express and justify their preferences for music, television and leisure activities.
Autumn Term 2nd Half	Mis vacaciones – My holidays Pupils will use the preterite tense to describe a past holiday, including descriptions of activities, recounting of specific events, and their feelings about these events.
Spring Term 1st Half	¡A comer! – Let’s eat! Pupils will discuss what foods and drinks they enjoy, and describe different meals, and special occasions. They will learn about how meal times in Spain differ from those in England. They will also think about planning a party in the future and what food and drinks they might need to provide for this.
Spring Term 2nd Half	¿Que hacemos? – What shall we do? Pupils will learn how to invite someone to do an activity with them, and how to politely decline an invitation. This topic also enables pupils to talk about clothing, and their daily routine.
Summer Term 1st Half	Operación verano – Project summertime Pupils will describe holiday plans using the immediate future tense and practice using three tenses together. They will also learn how to ask for and give directions.
Summer term 2nd Half	Revision and cultural investigation This half term will include preparation for the end of year assessment, and research about a cultural aspect of the Spanish-speaking world, to end with a presentation. This time will also be used to add greater depth to other topics studied during the year or of particular interest to pupils.
Assessment	Pupils will have a short assessment at the end of each unit of work – at certain points in the year this will be in the format of a formal test and sometimes it will be a longer piece of written or spoken work. Over the course of the year, pupils will be assessed in listening, speaking, reading and writing skills. Pupils will also have regular short vocabulary tests throughout each unit. At the end of the year there will be an end of year exam encompassing all that pupils have learnt throughout the year.
Homework Structure	Pupils will receive homework each week. Sometimes this will be learning homework such as revising for a vocabulary test, and sometimes this will take the form of a written task or sometimes they may be set an online task through one of our digital learning platforms.
School based enrichment	There are Spanish books available in the school library. Spanish support sessions also run after school on a Wednesday for pupils who wish to receive extra support or extend their learning.
Resources available for home-based study	www.languagesonline.org contains useful self-marking activities on a range of topics. The Duolingo free app can be downloaded onto a smartphone, tablet or computer and used to practice vocabulary. Pupils also have access to ActiveLearn, a program linked to the textbooks we use, which can be accessed for further practice, revision and some homework.
Further reading	Any Spanish books aimed at children (fairy tales are particularly good for this). A Spanish bi-lingual dictionary. If available, (on holiday for example): menus, tourist information leaflets, signs.

