

Curriculum Information Pack

St. Crispin's
Excellence for all



Year
8



Year 8 English



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

As they begin Year 8, St. Crispin's pupils will have been given every opportunity to establish or consolidate the essential literacy habits for academic success. As they enter Year 8, pupils are more excited by discussion and interaction, so lessons are designed to capitalize on their burgeoning interest in discussion and group activities. Year 8 is a time when pupils are developing the maturity to engage with slightly more weighty themes. They are given the opportunity to read about and discuss demanding ideas. As their ability to make inferences and interpretations develops, Year 8 pupils are supported to explain the conscious choices made by writers and to deploy these techniques in their own writing.

Core Skills

- **Writing with skill and accuracy** is a constant focus. Pupils are introduced to key vocabulary lists and glossaries in each unit of work. They are encouraged to use the new vocabulary in their own writing allowing them to express more sophisticated ideas as they write in increasingly ambitious ways. Spelling and punctuation skills are reinforced throughout year eight, with specific revision of relevant skills prior to assessment. The ability to construct more elaborate and ambitious texts is encouraged through the study of challenging texts and close analysis of the techniques within them
- **Reading for pleasure** continues to be monitored throughout year eight using the same mechanisms with which the pupils have become familiar: library lessons, Accelerated Reader and private reading at the start of a lesson. As the children become more independent, we expect them to assume responsibility for their choices and it is important that year eight pupils are guided to become more ambitious in their reading choices and not plateau. Class readers such as *Private Peaceful* allow pupils to engage with our history and see how authors can inspire powerful feelings through the use of narrative perspective and other techniques
- **Reading classic English Literary texts** pupils will have opportunities to read famous texts from our literary history, such as *Dr Faustus* and *The Lady of Shalott*. They will be shown how to cope with the challenges of older texts
- **Reading texts that explore diversity** pupils study work by Mahatma Ghandi, Michelle Obama and Malala Yousafzai.



Year 8 English continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Skills

- **Poetry is read and written** with a focus on sonnets. Pupils will respond to poetry using a basic form of the what, how, why structure
- **Non-fiction texts are read and written** with an emphasis on the art of rhetoric
- **Creative writing** revises the use of genre features such as the use of stock characters and conventions of plot
- **Speaking and listening** skills are developed with an emphasis on paired presentations, allowing pupils to support each other and express their ideas in a controlled and effective way.

How has learning been assessed?

Students will be assessed in a variety of ways e.g. verbally through questioning in class, through multiple choice quizzes, comprehension questions, short written responses and formal assessments completed in class that are accessible and proportionate to Year 8 pupils' level of maturity. Tasks are 'scaffolded' as necessary and pupils will complete them in a supportive environment. Assessments will only be set after students have been taught the knowledge and skills needed to complete them successfully.

What is coming up in the following year?

The study of the Gothic tradition, Victorian Literature, Non-fiction texts, War Poetry and Social Political Protest Writing - *Of Mice and Men*.



Year 8 Maths



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<ol style="list-style-type: none">1. Number – whole number and decimal calculations2. Geometry – measures, perimeter and area3. Algebra – expressions and formulae4. Number – fractions, decimals and percentages5. Geometry – angles and shapes6. Algebra – graphs7. Number – mental calculations8. Data handling – statistical representations9. Geometry – transformations and symmetry10. Algebra – equations11. Number – written calculations and calculator use12. Geometry – constructions13. Algebra – sequences14. Geometry – 3D shapes15. Number – ratio and proportion16. Data handling – probability17. Functional maths.	<p>Students in Year 8 are the final year group following our historic Key Stage 3 curriculum. It is a spiral design curriculum where we repeat each topic at the same time each year, recapping previous learning and going deeper into the topic. By revisiting the key skills of number, algebra, geometry and data we ensure deep understanding and the ability to make links to skills across the curriculum. Core skills students will develop are to:</p> <ul style="list-style-type: none">• Be able to reason mathematically• To be able to follow mathematical processes but also apply knowledge from across the curriculum and make connections between their learning. <p>Students are pushed to develop their fluency in mathematics by having a large focus of every lesson on developing student's numeracy skills in every unit of work.</p> <p>Students are also given regular feedback and teacher modelling to encourage students to be able to write meticulous, detailed, and mathematically correct solutions so that students are able to communicate mathematically.</p>

How has learning been assessed?

Students take summative assessments at the end of every half term.

What is coming up in the following year?

The same units of work are revisited but going into greater depth and complexity of mathematics within them.



Year 8 Science



What have students at St Crispin's been taught to understand and be able to do?

Core Knowledge

- **Human Body**
Students will revisit the structure of the cell and learn how groups of cells work together in digestion, breathing and circulation.
- **Heating and cooling**
Students will learn what happens to particles and the materials they form when they are heated or allowed to cool. They will learn about how heat energy is transferred. This unit builds on earlier learning on energy and particles.
- **Periodic table**
Students will revisit the structure of the atom and learn about the different elements and how they are organized into the periodic table. They will investigate the reactions of some of the most common elements.
- **Staying alive**
Students will revisit the structure of the cell again and learn about how cells divide through mitosis and meiosis. This leads to the development of the human body (puberty) and sexual reproduction.
- **Waves**
Students are introduced to a new idea, the concept of how waves transfer energy (revisit) and the different ways waves impact every day life, from hearing to music and how we see.
- **Chemical reactions**
Students revisit the structure of the atom and the periodic table to look at reactions between different elements. They investigate every day applications such as how to prevent rusting.

Core Skills

Students will develop their ability to use laboratory equipment including a range of glassware to carry out reactions and measure volumes, digital equipment such as ammeters and voltmeters, equipment to study animals such as microscopes and quadrats. They will also make use of our extensive wireless data loggers such as accelerometers, wireless thermometers and light gates.

Students will learn to more independently record an investigation, each stage being treated separately, from hypothesis writing, method writing and production of tables and graphs.

Students will explore further how scientific ideas are used in society and how ideas have been developed over time. They will discuss the impact of these developments on society, for example, what would the impact be of creating a portable device to clean dirty water?



Year 8 Science continued



How has learning been assessed?

Each half term, students will take a multiple choice assessment in class. This assessment will provide rapid feedback to students helping them to identify their areas of weakness.

In class, students will also complete a written task based on key practical skills. For example, they may be shown equipment and asked to write a method to separate sand and water. This will develop their written skills and develop their disciplinary knowledge.

What is coming up in the following year?

Students will start their GCSE course in Year 9.



Year 8 Art and Graphics



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p>Revisiting and extending skills in approaches to observational drawing</p> <p>Art History focus on Art from 1300-1600: Renaissance. Broadening specialist vocabulary</p> <p>Mixed media approaches to composition design: specialist skills in different materials</p> <p>Understanding approaches to package design and branding.</p>	<p>Accuracy through structuring, measuring, and detailed tonal shading techniques</p> <p>Deconstructing work aesthetically and structurally. Researching and presenting personal exploration of art, craft and design from this time period</p> <p>Learning a range of different techniques using different materials and working on different surfaces (understanding colour in tone)</p> <p>Market research, idea generation, planning and layout skills, stylization and quality rendering. Making 3D version of package design.</p>

How has learning been assessed?

All work at KS3 in Art and Design is marked under 3 specific categories

1. Practical skills are assessed through:

The level of confidence and creative use of a range of materials to produce high quality work.

Reflective comments about technical skills that show understanding of how to improve. Drawing skills that show understanding of structuring proportions and tonal shading. (An expectation that stylistic mark making is used appropriate to the image, idea and media.

2. Exploration and experimentation with ideas is assessed through:

Sketches and notes that develop experimental and creative ideas and show some independent extension of the work set.

Clear explanation and visual evidence of how the experimental studies and research on artists / craftsmen / designers have affected the student's own work.

3. Analysing artists' work is assessed through:

Evidence of analysis of the work of artists, craftsmen and designers from different social, historical and cultural backgrounds.

Evidence of personal research with links made between the ideas, styles or techniques being studied and their personal project work.

What is coming up in the following year?

N/A



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Unit 1 - Computer systems

In this unit students will learn about the fundamentals of how a computer system operates. Students will learn about the hardware, software and memory of a computer system. They will also learn about the history of Alan Turing.

Unit 2 - Networks

Students will learn about networks and how computers are connected.

Unit 3 - Python

This unit introduces students to the basics of programming using the Python programming language. Students will learn about the following:

- Print
- Loops
- Variables
- If Statements
- Else Statements
- Importing data

Unit 4 - Microbit python editor

This unit applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC micro:bit. In the first half of the unit, learners will get acquainted with the host of components built into the micro:bit, and write simple programs that use these components to interact with the physical world.

Unit 5 - Data representation

- The Binary Number System
- Binary - Denary Conversions
- Binary Addition

Core Skills

- Develop computational thinking
- Evaluate and apply ICT to solve problems
- Gain practical experience of writing computer programs
- Use a variety of programming languages.



Year 8 Computing



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

- Binary Representation of Text
- Binary Representation of Images
- Binary Representation of Sound

Unit 6 - HTML and CSS

- HTML Basics
- CSS
- Text
- Images
- Divisions
- Layout

Core Skills

How has learning been assessed?

Students complete project based tasks within lessons that are submitted for assessment.



Year 8 Drama



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Devising

Improvisation
Stimuli
Conventions

Live Production Design

Roles of theatre makers
Design aspects; set, prop, costume, lighting, sound
Staging configuration; traverse, thrust, area, in the round, proscenium arch, promenade
Set design terminology; color, texture, condition, size, material, era, symbolic, thematic
Minimalism and Naturalism.

Dramatic Tension

Dramatic Irony
Episodic structure
Mood and atmosphere.

DNA - By Dennis Kelly

Context of a play
Interpretation of text
Minimalist style.

Improvisation and Comedy

Styles of comedy; melodrama, commedia dell arte, farce, sitcom, slapstick.

Frantic Assembly and Physical Theatre

The company and vision
The style of Physical Theatre.

Core Skills and Theatrical Conventions

- Improvisation
- Responding to stimuli
- Tableau, thought track, slow motion, ensemble/unison, split stage, direct address, monologue
- Analysing design using correct terminology
- Identifying configuration and justifying own choice of configuration
- Split stage
- Voice over
- Interpretation of text
- Improvisation
- Script writing
- Dramatic Irony
- Cliff hanger
- Vocal and Physical Skills
- Use of space and interaction
- Casting
- Blocking/positioning
- Rehearsal
- Line learning
- Character profile/role on the wall
- Blocking.



Year 8 Drama continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Skills and Theatrical Conventions

- Corpsing
- Movement and physical action
- Direct Address
- Collaboration
- Interaction with props
- By-round-through
- Chair Duets
- Hymn Hands
- Unison
- Mirroring
- Interaction and use of space
- Musicality.

How has learning been assessed?

- Low stakes Q and A
- Written Q and A
- Vocabulary in oral communication and written communication
- The creation and rehearsal process
- Performance
- Peer feedback/individual feedback/group feedback
- Designs
- Discussion
- Personal study
- Observation during rehearsals
- Constant formative assessment
- Summative assessment at the end of each term.

What is coming up in the following year?

- Noughts and Crosses and Epic Theatre
- Practitioners and Devising
- Documentary and Verbatim Theatre
- The Theatre Business and Live Production
- Oracy and Ignition Programme.



Year 8 French and Spanish



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p>Universals (Non-negotiable principles) Emotions Weather in the present and the past tense.</p> <p>Media: Television programmes Film Music Books Invitations and excuses.</p> <p>Food: Different food and drink In a restaurant Discovering cultural food and drink.</p> <p>In town: Discovering a city in the culture Activities that you can do in that city Giving opinions and reasons Cultural events Visiting an attraction.</p>	<ul style="list-style-type: none">• Saying how you feel• Asking questions• Knowing weather phrases in the present and past tense• Giving reasons and opinions• Literacy skills: Understanding Structure of sentences and using accurate grammar, spelling and punctuation• Becoming confident with listening to a variety of spoken language• Reading and showing comprehension of material from a range of different sources• Speaking with confidence in real life situations• Numeracy skills• Embracing the French culture.

How has learning been assessed?

Languages are assessed under 4 specific skills (Listening, Speaking, Reading, Writing)
The students complete a Quiz me every 5 lessons to monitor progress.
Writing is also practiced during the term through various tasks. Feedback is given to students in order to improve.
Speaking is at the core of everything we do in languages and this skill is practised and assessed through a variety of activities in lessons.
At the end of the year all students in Year 8 should be able to say how they feel and talk about the weather in the present and past tense fluently.

What is coming up in the following year?

In Year 9, students will learn about school and career, health and holidays.



Year 8 Geography



What have students at St Crispin's been taught to understand and be able to do?

Core Knowledge

Learning about human and physical geography through the following topic areas:

1. **Climate Change** – Students learn about climate change from the Ice Age to present and explore the consequences it has and what humans can do to reduce their impact.
2. **Africa** – Students will explore the contrasting continent of Africa. They will learn about the diverse environments, including the hot desert ecosystem and the challenges facing the human population.
3. **International Development**– Students will learn about the differences between countries, and how trade and aid can influence countries differently. We will look at the Sustainable Development Goals, as a successor to the Millennium Development Goals, and how globalisation influences different peoples' lives differently. How can our decision to buy or not to buy the cheapest items affect someone on the other side of the world?
4. **Russia** – Students study both human and physical characteristics of Russia. They investigate Russia's impact on the environment and the Chernobyl nuclear disaster. They will also explore the conflict in Ukraine.
5. **China** – Students explore the varied physical and human characteristics of China, such as; the growth of the megacity, the emergence of China as a superpower and the challenges faced due to its population.
6. **Coasts** – Within this topic, students learn about the physical processes that occur in the coastal landscape and the landforms produced. Students complete a fieldwork enquiry into coastal landforms at Lulworth Cove, based on the Trips Day outing in July.

Core Skills

- Investigate the world around students
- Complete a coastal geographical enquiry
- Challenge misconceptions
- Literacy skills
- Cartographic skills
- Numeracy skills
- Consolidate and extend geographical knowledge from Year 7 into Year 8
- Understand both human and physical geographical processes
- Enrich locational knowledge and students' spatial and environmental understanding
- Analyse and interpret a range of sources
- Communicate geographical information in a variety of ways; numerical / written / maps / diagrams / graphical / GIS
- Understand the importance of place and build detailed place-specific examples for both the human and physical sections of the subject.



Year 8 Geography continued



How has learning been assessed?

- End of topic assessment at the end of the first half term of each term, on the topics of Climate Change (October), International Development (February) and China (May).
- Personal study tasks.

What is coming up in the following year?

In Year 9, students will learn about Tectonics, Middle East, Extreme Weather, India, Energy and Prisoners of Geography.



Year 8 German



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p>Universals (Non-negotiable principles)</p> <p>Emotions</p> <p>Weather in the Present Tense</p> <p>Introduction: Greetings Age and birthday Classroom instructions School objects Colours Alphabet.</p> <p>Family: Family members Pets Physical descriptions Describing self and others.</p> <p>Leisure: Sports and hobbies Instruments Free time.</p>	<ul style="list-style-type: none"> • Saying how you feel • Asking questions • Knowing weather phrases in the present tense • Giving reasons and opinions • Literacy skills: Understanding Structure of sentences and using accurate grammar, spelling and punctuation • Becoming confident with listening to a variety of spoken language • Reading and showing comprehension of material from a range of different sources • Speaking with confidence and breaking that fear of speaking in another language • Numeracy skills.

How has learning been assessed?

Languages are assessed under 4 specific skills (Listening, Speaking, Reading, Writing). The students complete a Quiz me every half term to monitor progress. Writing is also practiced during the term through various tasks. Feedback is given to students in order to improve. Speaking is at the core of everything we do in languages and this skill is practised and assessed through a variety of activities in lessons. At the end of the year all students in Year 8 should be able to say how they feel and talk about the weather in the present tense fluently.

What is coming up in the following year?

The students will study holidays, entertainment, food and school and careers.



Year 8 History



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Reformation: Students will understand the difference between Catholics and Protestants. They will know reasons why the Catholic church was challenged.

Dissolution: Students will give reasons why the monasteries were removed and who gained and lost from this.

Heretics: Looking at what the term means and why the definition changed depending upon who the ruler was at the time.

Martyrs: Giving clear examples of those who gave their lives in the name of an idea.

Propaganda: Looking at how monarchs used it to advance their status. Relating to the modern day to show how we use propaganda to promote our own ideas.

Conflict: Looking at different reasons that people challenged each other within the same country and from foreign threats. Understanding how conflict was resolved.

Conspiracy: Students will be able to look at evidence to support both the original versions of history and the alternative versions.

Restoration: Understanding what happened in a world without Kings and why the English were so desperate to restore the monarchy.

Industrialisation: Students will see how Britain changed over time and know different aspects of industry and how they became so dominating to this country.

Child Labour: Knowing how children were treated at different parts of history and how and why their lives began to change.

Core Skills

Causation: the ability to look at a range of factors and explain how they lead to a certain outcome. A conclusion is then made where factors are compared and final judgements made on what factor was most significant/important.

Interpretations: students will be able to look at a range of opinions on the same historical event/person and understand and explain why they are seen in differently by different people, or how the assessment of an individual can change over time. They will understand how external factors can influence our judgements.

Source Utility: students will be able to critically evaluate where information comes from. They will be able to engage with material from a range of time periods and evaluate how valuable it is.



Year 8 History continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge continued

Reform: Looking at what pushes change and why people resist it.

Poverty: Identify the conditions that people lived in and how they enabled crimes to evolve.

Slavery: Students gain empathy as they are able to explain why the slave trade existed and describe conditions of the enslaved peoples.

Resistance: Understanding why people resist and why some don't. Understanding that there are several forms of resistance and evaluating their effectiveness.

Abolition: Looking at a range of arguments and understanding how persistence is a force for change.

How has learning been assessed?

There are three formal assessments over the year. These assessments will be planned after a programme of study to teach the content. Pupils will then be given preparation lessons and personal study time before being expected to sit the assessments in timed conditions in class.

- Why did Henry VIII break with the Roman Catholic Church? (Causation)
- What kind of leader was Oliver Cromwell? (Source Utility)
- How bad was child labour in the Industrial Revolution? (Interpretations).

Students will also complete short subject knowledge tests at the end of each unit.

What is coming up in the following year?

Why did Henry VIII create his own church?

A story of how one man's desire for a son would change England forever. A look into the story behind the divorce of Henry VIII and how his actions changed the face of England forever and began a rollercoaster of change for the people of England as they went back and forth between Catholic and Protestant.



Year 8 History continued



What is coming up in the following year?

Was Elizabeth I really a golden queen?

A successful female ruler? The concept was not considered even possible when the 25 year old took the throne. Yet, Elizabeth would attempt to prove her critics' wrong and set about making England one of the most powerful nations in the world. In this unit students look at the challenges she faced and how she overcame them.

Was the Gunpowder plot a set up?

Remember, remember the 5th November. But, why? In this unit we tell the tale of Guy Fawkes and his assassination attempt of the King. However, all is not as it seems as we put the original story to the test and see if there isn't another version of events.

Should the English have killed their king? (English Civil War)

Students investigate the English civil war. They considered who was responsible for fathers and sons fighting against each other. They then put the king himself on trial and establish his level of guilt and what fate he should have had.

Why did England bring back the monarchy?

England ruled without a King for over a decade, but sought to restore the monarchy. Students look at what the replacement for the King, Oliver Cromwell and what he was like. They judge his significance and how history has portrayed him.

Did the Industrial Revolution make life better?

Huge change takes place in Britain. Using the 2012 Olympic opening ceremony students are thrust into the changes of the Industrial Revolution. They understand why change occurs and the impact it had.

Who was Jack the Ripper?

A chance to be detectives as students engage with witness testimonies, crime scene clues and newspaper stories to try and solve the mystery of who Jack the Ripper was.

Why was slavery abolished?

Students look at the trade triangle and why the trade of Africans even began. They look at the conditions they were forced under and how and why the trade was finally brought to an end.

TRIP:

To complement our study of the Industrial Revolution, students get the opportunity to visit 'The Black Country Museum'. Students will see history brought to life at the open-air living museum. Historical characters take students through over 300 years of history as they show them what it was like to live and work in one of the first industrialised landscapes. Students will get to pop into the old shops and houses and hear stories of what it was like to live in a town. They will experience the life of a Victorian school as they get a lesson from the Victorian headmaster. A trip down the mine shows students the tough conditions people worked in. Of course no day out to the museum is complete without a trip to the Victorian fun fair for a ride on the carousel and some candy floss. A truly great day out!



Year 8 Music



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

In addition to revisiting elements of core knowledge from previous years, the Year 8 programme of study covers:

Musical context

Cultural and historical understanding of musical styles studied during the year, with particular reference to appropriate musical works which 'typify' the genre.

Dynamics & Articulation

Gradual dynamic change
Staccato
Dynamic and articulation notation as appropriate to the programme of study.

Rhythm, Tempo & Metre

Rhythmic ostinato
Unmetred/free time
Off-beat rhythms
Accelerando, rallentando
Rhythmic cells
Displacement and phasing
Rhythm elements: quaver rest
Rhythmic notation, tempo markings and metrical notation as appropriate to the programme of study.

Structure & Form

Structural elements: Bar, phrase, section, movement
Raga, Alap, Gat
Rondo, binary, ternary, and ground bass forms
Concerto and symphony
Structural notation as appropriate to the programme of study.

Core Skills

Development in core skills is very much a continuation of work from the previous year:

Instrumental performance skills

Approach to the keyboard (and/or other instruments as appropriate to the area of study) including correct address, principles and musical application of relevant techniques, and progression across the topic/year
Performance skills focus on aspects of technical and musical control relevant to the context of the music and individual performance standard.

Aural skills

Applying theoretical knowledge through focused listening and identification of musical elements appropriate to new areas of study.

Compositional skills

Applying theoretical knowledge through creation of musical ideas and manipulation of musical elements appropriate to areas of study.

General musicianship

Developing musical awareness through a range of ensemble performance opportunities (vocal and/or instrumental)
Making judgements with regard to the characteristics of musical styles appropriate to new areas of study
Responding appropriately to musical notation relevant to the programme of study.



Year 8 Music continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge

Melody

Pentatonic scale
Melodic improvisation as appropriate to world music traditions
Overview of modes
Motif and motivic development
Melodic cells
Melodic ostinato
Melodic notation as appropriate to the programme of study.

Instrumentation & Timbre/Sonority

Overview of instruments and associated techniques from other continents and their Western equivalents
Instrumental notation as appropriate to the programme of study.

Texture

Unison
Polyrhythm
Polyphony
Canonic
Textural notation as appropriate to the programme of study.

Harmony & Tonality

Drone
Overview of chromatic harmony
Tonal and harmonic notation as appropriate to the programme of study.

How has learning been assessed?

Continuous application of formative assessment

Students have opportunities throughout the year to share their work in class time (and other contexts), often as a summative culmination of a unit of work

Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the POS.



Year 8 Music continued



What is coming up in the following year?

Knowledge and practical skills-based learning from this year become further embedded and augmented during Year 9 through continued exploration of musical elements in the three areas of listening, performing and composing.



Year 8 Physical Education



What have students at St. Crispin's been taught to understand and be able to do?

Students have been taught more advanced rules, regulations, skills strategies and tactics in a variety of increasingly competitive situations. They should be able to select and apply these skills and a tactics to a variety of more complex situations successfully and evaluate their own **HEALTH AND WELLBEING** within **PE**.

Core Knowledge

Physical ME

Understand how to apply skills effectively increasingly competitive situations

Understand how to apply more advanced tactics effectively in a variety of sports.

Cognitive ME

Suggest how different tactics and ideas can be applied in activities

Understand how to demonstrate good levels of imagination and creativity in performance.

Healthy ME

Understand why it is important to exercise regularly

Understand and demonstrates the short- and long-term effects of exercise.

Social ME

Makes suggestions on how to improve their own and others' performance

Understand how to provide constructive feedback to others

Understand how to officiate, communicating effectively.

Core Skills

Physical ME

Demonstrates skills in more competitive situations with control and accuracy

Chooses, links and combines skills with control and coordination

Apply fundamental movement skills in different activities

Apply simple tactics to activities and game.

Cognitive ME

Suggest how different tactics and ideas can be applied in activities

Demonstrate good levels of imagination and creativity in performances.

Healthy ME

Can remain active for longer periods of time

Can design and carry out effect exercise plans to improve their own involvement in sport.

Social ME

Communicates and works collaboratively with others

Lead others with little support when organising or officiating activities.



Year 8 Physical Education continued



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p data-bbox="336 443 533 474" style="text-align: center;">Affective ME</p> <p data-bbox="129 521 756 595">Understand how to show fair play, respect and support for other pupils in the class</p> <p data-bbox="116 642 767 757">Demonstrate self-control and responsibility and how to control feelings when winning or losing</p> <p data-bbox="140 804 743 954">Demonstrate knowledge of the concept curriculum and how it can benefit their own HEALTH AND WELLBEING in PE and beyond with particular reference to:</p> <ul style="list-style-type: none"> <li data-bbox="220 1001 651 1032">Mental Health and Wellbeing <li data-bbox="213 1039 660 1070">Physical Health and Wellbeing <li data-bbox="229 1077 644 1108">Social Health and Wellbeing <li data-bbox="309 1115 564 1146">Diet and Nutrition. 	<p data-bbox="1038 443 1235 474" style="text-align: center;">Affective ME</p> <p data-bbox="802 521 1481 595">Shows fair play, respect and support for other pupils in the class</p> <p data-bbox="839 642 1437 674">Controls feelings when winning or losing.</p>

How has learning been assessed?

Learning is assessed formatively through:

- personal study 'quiz' tasks on rules, regulations, basic skills, strategies and tactic's
- AFL methods in lessons
- Teacher observation
- ME in PE Framework
- Peer assessment.

Student engagement is assessed summative through 'exit quizzes' at the end of each concept curriculum unit.

What is coming up in the following year?

Students will develop their knowledge and skills of the 5 assessment area's in the **ME in PE** framework though a broad and balanced curriculum

The concept curriculum will develop student's knowledge of **LEADERSHIP** through them experiencing themes based upon:

- Attitudes & Behaviours
- Effective Teams
- Self-Reflection
- Power of Positivity.



Year 8 Religious Studies



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<ul style="list-style-type: none">• Key beliefs within Buddhism• Key practices within Buddhism• How Buddhist practices are influenced by their beliefs• Key beliefs within Islam• Key practices within Islam• How Islamic practices are influenced by their beliefs.	<ul style="list-style-type: none">• Understanding other opinions, viewpoints and ideas• Forming opinions, viewpoints and ideas• Justifying opinions, viewpoints and ideas• Analysing and comparing opinions, viewpoints and ideas• Using key, subject specific terminology• Structuring arguments using a PEE (point, evidence, explain) structure• Structuring balanced, discussion-based essays.

How has learning been assessed?

- In class recap quizzes
- End of unit multiple choice quizzes
- Longer written answer end of unit assessments
- End of unit discussion essay style assessments
- Personal Study.

What is coming up in the following year?

In Year 9, students will study an Introduction to Philosophy and Ethics, Crime and Punishment, Peace and Conflict, Life after Death, Good and Evil, Beliefs in the Modern World.

St. Crispin's

Excellence for all

