



Year 8

Curriculum Guide

Autumn Term

2020-21

Dear Families

Welcome to the Year 8 Autumn Term Chestnut Grove Academy Curriculum Guide.

The Chestnut Grove curriculum provides a **rigorous, knowledge-rich, transformational** education, encapsulated through our PROUD values, which prepares our students to **succeed** at university, **thrive** in employment and lead fulfilling lives. It is the embodiment of our ethos of a creative learning community, which marries traditional with dynamic approaches to teaching and learning.

Key Stage 3 is an exciting time in your child's learning and our aim is for students focus on the key knowledge and understanding that will both prepare our students for the challenges of GCSE and give them the foundation to go on to live rich and fulfilling lives.

The purpose of this guide is to provide you with the full details of what your child will be studying this term, to outline our Home Learning expectations, to explain how and when your child will be assessed and to provide you with ideas on how you can help support your child's learning at home.

If you have any questions about a particular subject, please do not hesitate to contact your child's subject teacher. If your questions are about a range of subjects, your child's form tutor should be your first point of contact. Please send your email to info@chestnutgrove.wandsworth.sch.uk, clearly labeling who the email is for in the subject line. Heads of Department can also be contacted via the email addresses in this guide.

Mr Young and I look forward to meeting you at the Year 8 Parents' Evening on **Thursday 24 June**, but we are confident that we will see you before then as we continue to work in partnership to support your child's progress at Chestnut Grove.

Yours faithfully

Richard Cheesbrough
Assistant Headteacher (Key Stage 3 Curriculum)

Assessment in Year 8

The Chestnut Grove Learning Path system identifies the Steps which students must take in each subject if they are to achieve strong outcomes in their GCSE examinations. The Steps cover the skills and knowledge that students need to acquire in Key Stage 3 in order to confidently embark on GCSE courses. Students are set aspirational targets at the beginning of each year to help them make strong progress towards their final GCSE grade at the end of Year 11.

The table below shows how targets are set for KS3 and projected outcomes for KS4:

Average KS2 Score	Year 7 Target	Year 8 Target	Year 9 Target	PROJECTED GCSE OUTCOME
80 - 99	Step 1	Step 2	Step 3	Grade 4 +
100 - 106	Step 2	Step 3	Step 4	Grade 5 +
107 - 120	Step 3	Step 4	Step 5	Grade 7+

As students progress through the Steps, targets are sometimes amended to support outstanding progress.

How will my child's work be assessed?

Work is normally marked at least once every 3 weeks and assessed on student's progress towards their learning goal and his/her resilience using a progress grade (PE, PG, PS, PU) and resilience score (R4, R3, R2, R1) as outlined in the table below. In PBE/DT/ICT/Art work is assessed every 4/5 weeks due to reduced frequency of lessons.

	Progress Grade		Resilience Score
PE	Excellent Progress towards the learning goal. Extension work completed.	R4	Exceptionally hard working and committed to completing work to the best of his/her ability. Perseveres when work is challenging and tries to solve problems independently before seeking help.
PG	Good progress towards the learning goal. Home learning is good.	R3	Usually hard working and committed to completing work to a good standard. Usually perseveres when work is challenging and seeks help when needed.
PS	Satisfactory progress towards the learning goal. Home learning also satisfactory	R2	Sometimes fails to maintain consistent effort, which can result in leaving work incomplete or below his/her ability. Sometimes gives up if work is challenging.
PU	Unsatisfactory progress towards the learning goal. No home learning submitted	R1	Rarely makes satisfactory effort, leaving work incomplete and/or of a poor standard. Gives up very easily if work is challenging. Fails to seek help.

Detailed marking with 'MRIs' and mark schemes

In each subject, teachers have identified the specific pieces of work for the autumn term that will be marked in detail to assess students' knowledge, skills and understanding in relation to a learning goal. These assessments will require a written response from your child to the feedback they are given. At Chestnut Grove we call these responses 'MRI' (My response is:) and students normally complete them in red pen. Details of these assessments can be found in the subject sections of the curriculum guide. You can support your child by encouraging him or her to reflect on teacher feedback and 'learn from mistakes'.

Written tests in the EBacc subjects

Each term students sit written tests in each of the EBacc subjects (English, Mathematics, Science, Computing, Languages, History and Geography). The purpose of this is to help students develop the skill of learning large volumes of knowledge, which will be essential in the new style GCSEs. Revision for these tests is very important and students should be preparing for them at home several weeks in advance. Revision checklists for these tests can be found in the subject sections of the curriculum guide. Many subjects provide revision packs and students should also use their exercise books to support revision. The revision resources are also hosted on our website under the 'Curriculum' section at the following link:

<http://www.chestnutgrove.wandsworth.sch.uk/KS3-Revision>

This term, these tests will be during the **week commencing 30 November** and will take place during normal lessons.

Home Learning

Home learning is of vital importance as it both increases the learning time available for students and helps students to develop independence and organisational skills. Students are required to take responsibility for recording all home learning in their student planner and marking when it is complete. Your support in checking the student planner and completion of home learning on a regular basis is invaluable in helping students to develop positive home learning habits in preparation for GCSE. Where possible, please provide your child with a quiet space in which to complete home learning, with access to a desk or table.

YEAR 8 HOME LEARNING TIMETABLE Year 8 students are expected to spend **30-45 minutes** on each individual piece of home learning. Where a subject is in **bold** this indicates that home learning will be set on this day in this subject in all sets on that side of the year group. You can check on your individual timetable to see which set he or she is in for other subjects.

Performing Arts and Music home learning is set once per half term.

8X	Monday	Tuesday	Wednesday	Thursday	Friday
Kapoor (X1)	English	Science	Mathematics Spanish	Geography	History
Hepworth (X2)	English	Science Spanish	Mathematics	Geography	History
Blake (X3)	English	Science	Mathematics Spanish	History	Geography
8Y	Monday	Tuesday	Wednesday	Thursday	Friday
Turner (Y1)	English	Science	Mathematics French		History Geography
Da Vinci (Y2)	English	Science	Mathematics French	History Geography	
Kahlo (Y3)	English	Science	Mathematics History	French	Geography

Literacy

Literacy is one of the most important skills that students require and it is embedded throughout the curriculum. This means that all teachers address literacy through their teaching and marking. To support students' oracy, all members of staff insist upon Standard English as the language of the classroom. We ask every child in Year 7 to have a reading book in their bag every day and reading is integral to the Year 7 tutor programme. Please strongly encourage your child to attend the Library at break and lunchtimes to renew their library books and immerse themselves in a culture of reading.

You can support the development of your child's literacy by:

- Supporting them with home learning, checking that they are writing accurately.
- Encouraging your child to read for 30 minutes every night. Students can borrow books from the Academy Library.
- Testing your child on the spellings and meanings of key terms in each subject.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home, suggesting books from the reading list on the school website.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

Students who attained below 100 in their KS2 Reading test are being targeted for additional catch up intervention lessons to help improve their literacy. In some instances, students who only just missed the 100 score are being supported via their main English lessons. If you have any questions about the support your child is receiving, please contact Ms Smith in the English Department.

Numeracy

Increasingly, students will be required to have strong numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their numerical skills in a wide range of contexts.

As with literacy, where the Maths Department think it is appropriate, students who attained below 100 in their KS2 Maths test are being targeted for additional catch up intervention lessons to help improve their numeracy skills. If you have any questions about the support your child is receiving, please contact Mr Clucas in the Maths Department.

Inclusion

Our aim and ethos is to create a supportive and inclusive environment for all of our pupils irrespective of any additional learning or physical needs. At Chestnut Grove we offer a variety of interventions to support students with a range of needs to reach their full potential at school. We regularly meet with all families of SEND pupils to discuss progress and support strategies.

SEND Workshops are run to meet a range of learning needs (Synthetic Phonics, Handwriting/touch typing, Speech and Language, Dyslexia, Numeracy, Learning Zone home learning club and workshops tailored to meet the needs of pupils with ASD)

Learning Support Centre workshops are run to meet a range of social and emotional needs (Cooking, Anger Management, Social Skills, Individual and group mentoring).

LSA in class support is provided to meet the learning needs of those pupils that have a diagnosed learning difficulty where extra adult support would improve their learning outcomes.

Key Dates for Year 8

Autumn Term KS3 Assessment Week (written tests in the EBacc subjects)

Week commencing 30 November 2020

Summer Term KS3 Core Subjects Exam Week (Written exams in English, Maths, Science)

Week commencing 3 May 2021

Summer Term KS3 Foundation Subjects Exam Week (Written exams in all other subjects)

Week commencing 10 May 2021

Year 8 Parents' Evening

Thursday 24 June 2021

Subject Curriculum Guides

Curriculum Timings:

Your child will be studying the following subjects over the week:

- 11 hours in the 'Core' (English 4 hours, Mathematics 4 hours and Science 4 hours)
- 6 hours in the remaining 'EBacc' subjects (Geography 2 hours, History 2 hours, Languages 2 hours)
- 1 hour in RE (Philosophy, Beliefs and Ethics)
- 6 hours in creative and practical subjects (Art 1 hour, Performing Arts 1 hour, Music 1 hour, Design Technology 1 hour, PE 2 hours)
- 1 hour of 'Health'

Year 8 English Autumn Term 2020-21

Staffing:

Head of Department: *Charlotte Robinson*

Email: *crobinson@chestnutgrove.wandsworth.sch.uk*

Head of KS3 English: *Cathryn Smith*

Email: *csmith319.212@lgflmail.org*

Subject Description:

Studying English allows students to imagine, discover and experience worlds without boundaries. At Chestnut Grove the English curriculum strives to embed in students a love of literature, as well as the means to express themselves using excellent standard English, thoroughly preparing them for the future. Our results are consistently outstanding.

KS3 is a broad curriculum ranging from *Shakespeare* to modern poetry, formal writing, and creating their own fiction and non-fiction texts. Students are encouraged to read independently, particularly unseen extracts, developing the reading skills, in order to prepare for the demands of the new GCSE, as well as learning how to write and communicate in a range of contexts.

Curriculum breakdown this term:

Writing Non-Fiction: *Creating your own magazine*

Class Novel: *Pigeon English (Reading and Structure Focus)*

Assessments this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Non-fiction writing
2. Class novel extract analysis
3. Autumn Exam: Non-fiction writing and novel analysis

Autumn Term Test Revision Checklist:

Reading

- ✓ How to use quotations
- ✓ How to identify language techniques
- ✓ How to identify structure techniques
- ✓ How to explain the effect on the readers

Writing

- ✓ Spelling, punctuation and grammar
- ✓ How to use paragraphs accurately
- ✓ How to vary your sentences
- ✓ How to use ambitious vocabulary
- ✓ How to write appropriately for different genres eg. fiction and non-fiction

What can you do to support your child in English?

- ✓ Supporting your children with their home learning, by ensuring it is completed on time, and seeing whether it could be developed further.
- ✓ Encouraging your children to read for 30 minutes every night
- ✓ To ensure your children are proof-reading work for grammar and spelling errors.
- ✓ Encourage your children to read quality non-fiction texts eg/ the Guardian
- ✓ Encourage your children to speak in Standard English when appropriate
- ✓ Promote a love of reading at home, suggesting books from the reading lists on the school website

Wider reading and useful web-sites or activities to support learning:

www.samlearning.com

<http://www.bbc.co.uk/education/subjects/z3kw2hv>

www.sparknotes.com

www.schmoop.com

Reading lists on the school website

Home learning:

One home learning assignment set per week.

You can support your child by ensuring they are completing home learning on time, and to a high standard. You can read through their home learning and see whether it could be developed, or if there are any obvious errors.

You can encourage your child to read as much as possible at home.

Year 8 Mathematics: Autumn Term 2020-21

Staffing:

Head of Department: Mr M Green

Email: mgreen@chestnutgrove.wandsworth.sch.uk

Second in Department, in charge of KS3 : Mr K Clucas

Email: kclucas@chestnutgrove.wandsworth.sch.uk

Subject Description:

In Year 8, maths is taught using the mastery concept. This is about students becoming systematic learners, mastering the topics they have learnt in order to apply it in any given problem solving context. There are 5 key concepts for teaching for mastery.

Coherence

Connecting new ideas to concepts that have already been understood, and ensuring that, once understood and mastered, new ideas are used again in next steps of learning, all steps being small steps.

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation.

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others.

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.

Variation

Varying the way a concept is initially presented to students, by giving examples that display a concept as well as those that don't display it. Also, carefully varying practice questions so that mechanical repetition is avoided and thinking is encouraged.

Curriculum breakdown this term:

1st Half Term: Factors and multiples, squares, cubes and roots; Approximation and Estimation; Ratio, scale, rate and speed;

2nd Half Term: Percentages, Fractions and Decimals, working with percentages: Increase, decrease, reverse.

Assessment:

In Maths students will receive detailed feedback in the form of a question level analysis which they will use to identify strengths and areas for development. Students will also be expected to identify what independent study they need to undertake to secure progress.

Term	Year 8
Autumn	Unit 1 Post-learning Assessment Unit 2 Post-learning Assessment Unit 3 Post-learning Assessment Unit 4 Post-learning Assessment
Spring	Unit 5 Post-learning Assessment Unit 6 Post-learning Assessment Unit 7 Post-learning Assessment Unit 8 Post-learning Assessment
Summer	Unit 9 Post-learning Assessment Unit 10 Post-learning Assessment Unit 11 Post-learning Assessment Unit 12 Post-learning Assessment End of year exam

What can you do to support your child?

Provide a quiet place for your child to do their home learning. Encourage your child to learn independently. However, it is often helpful to work by their side. Check Teams and planner each night to see what home learning is being recorded. To help instill a fruitful work ethic it is imperative that students develop a good sleep pattern. Therefore we advise a restricted use of mobile phones and electronic games at night time.

Wider reading and useful web-sites or activities to support learning:

The school subscribes to www.mymaths.co.uk.

Students can also use the following sites, which offer revision videos and topic booklets, including solutions:

- www.mathsgenie.co.uk
- www.corbettmaths.com
- www.hegartymaths.com

Home Learning: Set once per week on Teams, either via mymaths or as a worksheet uploaded to Teams. The home learning will be on topics that have been learned recently; therefore encouraging students to recall prior knowledge.

If a student is self-isolating: Work will be set on Teams. Students will receive a voiced-over powerpoint similar to the one they would see in lessons. This will be focused on the learning. Students will receive similar resources and home learning assignments.

If there is a local lockdown: As above, but resources will be enhanced by learning videos from mathswatch, mathsgenie, corbettmaths or hegartymaths.

At home, students will be required to set out their work in their books in the same way they would in school (Worked example/Thinking/Your Turn). They then take a photo of their work and upload it to Assignments. 'Lockdown' style lessons will be delivered in school, initially once per week and then more invariably, to ensure students know how to make the most of their learning if they are in either situation.

Year 8 Science Autumn Term 2020-21

Staffing:

Head of Department: Mr A Gordon

Email: agordon@chestnutgrove.wandsworth.sch.uk

Head of KS3 Science: Ms S Brooke

Email: sbrooke@chestnutgrove.wandsworth.sch.uk

Subject Description:

Science literally explains everything we come into contact with in our everyday lives. Science develops a wide range of skills that are particularly attractive to employers, such as resilience and problem-solving. Science also develops practical skills, the ability to process data and evaluation skills.

For one period a week year 8 students will study a "thinking science" module where we develop both scientific and general thinking skills. These lessons will be used to go back over topics covered under lockdown and the scientific content lessons and will better prepare students for the challenge of the reformed GCSEs. Whilst there will be practical application questions in our assessments no specific "thinking skills" revision will be required.

Curriculum breakdown this term:

Waves – Exploring how we hear and see the world around us by studying sound and light waves and their key characteristics.

Earth science - Studying the natural resources and materials the Earth provides us and the effect human activity has on the Earth.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Lockdown learning review (Week Beginning 7th September) – Quiz set on Teams
2. Autumn term assessment (Week Beginning 30th Nov) – Combined test of the waves module and the Earth science module

Autumn Term Test Revision Checklist: *(For the Autumn Term Test in EBacc subjects only)*

Waves:

- ✓ Sound
- ✓ The Ear
- ✓ Speed of sound waves
- ✓ Uses of sound waves
- ✓ Light waves
- ✓ Mirrors
- ✓ Refraction
- ✓ Splitting of white light
- ✓ The human eye
- ✓ Photocells
- ✓ Colour
- ✓ Absorption and reflection

Earth Science:

- ✓ Centre of the Earth
- ✓ Sedimentary rocks
- ✓ Metamorphic rocks
- ✓ Igneous rocks
- ✓ The rock cycle
- ✓ Atmosphere
- ✓ Carbon dioxide
- ✓ Carbon cycle
- ✓ Renewable and non-renewable energy
- ✓ Recycling
- ✓ Materials
- ✓ Burning
- ✓ Breakdown

What can you do to support your child in Science?

- Ensure your child is completing all home learning assignments set.
- Ensure your child has a scientific calculator and brings it all Science lessons.
- Purchase a KS3 revision guide and workbook for consolidating work at home.
- Ensure your child understands how to access work if they have to self-isolate or shield and the process for continuing their studies if there is a future lockdown.

Wider reading and useful web-sites or activities to support learning:

- <http://www.bbc.co.uk/schools/gcsebitesize/>
- Yr7 -8 Collins KS3 Science revision guide ISBN: 978-0-00-756282-4. £3 from the science department
- Yr7-8 Collins All-in-one revision & practise ISBN: 978-0-00-756283-1.
- YouTube channels like asapscience and TedTalks

Home Learning:

- One piece per week that should take approximately 40 minutes to complete.

Year 8 History Autumn Term 2020-21

Staffing:

Head of Department: Ms Laura Adams

Email: ladams@chestnutgrove.wandsworth.sch.uk

Subject Description:

'The CGA History curriculum challenges the certainty and assumptions we have in today's society, building resilience in dealing with uncertainty, encouraging young people to open their minds, think critically and be empowered with knowledge.'

KS3 History at Chestnut Grove Academy aims to ensure that all students know and understand the history of these islands, and how they interact with the rest of the world as a coherent, chronological narrative, from the earliest times to the present day. Through a range of learning techniques, tasks and activities we aim to ensure that all students know and understand significant aspects of the history of wider world; the achievements and follies of mankind. In order to develop an understanding of historical enquiry and to engage with significant aspects, we aim to ensure that all students have the necessary tools and skills; students therefore will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Curriculum breakdown this term:

Topic 1: Slavery

Topic 2: The British Empire

Assessment this term: *(Your child will receive detailed feedback linked to a mark scheme on the following pieces of work. Depending on the situation this work will be marked in books or on Teams. For the work on compensation and colonialism teachers will be flexible to students' needs and can allow students to hand in typed via teams)*

1. Should Britain pay compensation to African countries for the slave trade?
2. What is the difference between these interpretations of the impact of colonialism today?
3. End of term assessment: Slavery and the British Empire

Autumn Term Test Revision Checklist:

Topic 1: Slavery

- Defining slavery
- Experiences of slaves / Middle passage / plantations
- Impact and significance of abolitionists
- Slave resistance

Topic 2: The British Empire

- India and the Indian Mutiny.
- Hong Kong
- Ireland and the Potato famine.
- Transportation
- Cecil Rhodes
- African resistance to colonialism

What can you do to support your child in History?

- Discussions based on what students have learnt.
- Engaging with political, spiritual, social, cultural and moral issues.
- Visiting places of historical interest in the local area.
- Reading and watching the news and having an awareness of current issues around the world.
- Encourage reading for pleasure

Wider reading and useful websites or activities to support learning:

- www.bbc.co.uk/education
- www.history.com
- Hodder Education – Making Sense of History / SHP series
- Oxford University Press KS3 History series

Home Learning:

- Set through tic tac toe system across the half term.
- Students should spend 30 minutes completing each piece of their History home learning assignments.

Year 8 Geography Autumn Term 2020-21

Staffing:

Head of Department: Mr Kieran Reeves

Email: kreeves@chestnutgrove.wandsworth.sch.uk

Subject Description:

In Key Stage 3 Geography, students are prepared for the rigours of the new GCSE in the subject and receive an exciting grounding in the key physical and human topics. Students' learning is enriched via up to date case studies which bring the subject to life. With an increasing focus upon the 'knowledge curriculum' students are required to demonstrate that they can learn the key case studies and geographical concepts for termly testing. However, this is also developed further through decision making projects and essays.

Curriculum breakdown this term:

First Half Term:

How are populations changing? : Population density and distribution, factors affecting birth rates, population structure, ageing populations, migration, population control policies.

Second Half Term:

What is the future of our planet? (Environmental issues): Climate change causes, impacts and solutions. Plastic pollution and local air pollution.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Has China's One Child policy been a success or a curse?
2. How should the UK address environmental issues? (Decision making)
3. Autumn term assessment

Autumn Term Test Revision Checklist: *(For the Autumn Term Test in EBacc subjects only)* Population Topic:

- ✓ Describing and explaining population density and distribution
- ✓ Factors causing high and low birth rates
- ✓ Population structures – understanding population pyramids
- ✓ Ageing populations including Japan case study

Environmental Issues Topic:

- ✓ Causes, impacts and solutions to climate change, plastic pollution and local air pollution.

What can you do to support your child in Geography?

Ensure home learning is completed on time and to a very high standard.

Help to test your child on key knowledge from the revision guides in advance of the termly tests.

Use the Ordnance Survey website to help your child read an OS Map; if you use them yourself encourage your child to begin map reading on your behalf.

Encourage your child to watch and read the news on a regular basis, particularly focusing on natural disasters, climate change and the environment, economics and population stories.

Help your child to learn the location of countries around the world and key physical features such as rivers and mountain ranges. The online Lizard Point Geography quizzes are an excellent place to start

Wider reading and useful web-sites or activities to support learning:

We produce our own revision guides for exams.

Useful websites include BBC Bite Size, Lizard Point Geography and the Ordnance Survey.

Home Learning:

Home learning is set on a weekly basis and includes knowledge revision, essays, short answer questions, research and skills tasks.

Year 8 French Autumn Term 2020-21

Staffing:

Head of Department: Ms Helen Holding

Email: hholding@chestnutgrove.wandsworth.sch.uk

Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

Curriculum breakdown this term:

Using –er verbs, jobs people do, where people live, weather expressions, daily routine, perfect tense with avoir, irregular past participles, types of TV programmes, perfect tense verbs with être.

Assessment this term : *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Vocabulary test on family and where you live
2. Writing task using si clauses
3. Autumn term assessment (During the Autumn term assessment week)

Autumn Term Test Revision Checklist: *(For the Autumn Term Test in EBacc subjects only)*

- ✓ Jobs
- ✓ Daily routine (reflexive verbs)
- ✓ Where people live
- ✓ Weather expressions
- ✓ Types of TV programmes
- ✓ Perfect tense verbs with avoir and être

What can you do to support your child in French?

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their home learning to a good standard every week.

Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:
<http://www.bbc.co.uk/education/subjects/zgdqxn> BBC Bitesize

www.linguascope.com The login details for Linguascope is available via your child's class teacher.

Home Learning:

Home learning is set once a week and is either a learning HW where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

Year 8 Spanish Autumn Term 2020-21

Staffing:

Head of Department: Ms Helen Holding

Email: hholding@chestnutgrove.wandsworth.sch.uk

Subject Description:

Key Stage 3 language students at Chestnut Grove study from a grammar based scheme of work on a range of topics. Over the three years, students will be introduced to the past, present, future and conditional tenses to enable them to read and write longer passages from a range of sources and to prepare them for studying a language at GCSE.

Curriculum breakdown this term:

Talking about activities, describing friends using adjectives, using reflexive verbs, understanding nationalities, talking about places in town, practicing the present and the near future tenses, inviting someone to go out, making excuses, talking about what someone else likes

Assessment this term : *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

1. Vocabulary test – free time and opinions
2. Writing Home learning assignment – what you will do in the future
3. Autumn term assessment (During the Autumn term assessment week)

Autumn Term Test Revision Checklist: *(For the Autumn Term Test in EBacc subjects only)*

- ✓ *Free time activities and opinions*
- ✓ *Reflexive verbs*
- ✓ *Places in town*
- ✓ *The present tense*
- ✓ *The near future tense*
- ✓ *Arranging to go out and making excuses*

What can you do to support your child in Spanish?

Test your child frequently on new vocabulary covered in class.

Make sure that your child completes their Home learning to a good standard every week.

Wider reading and useful web-sites or activities to support learning:

- CGP revision guides
- Visit either of the following websites:
<http://www.bbc.co.uk/education/subjects/zgdqxn> BBC Bitesize

www.linguascope.com The login details for Linguascope is available via your child's class teacher.

Home Learning:

Home learning is set once a week and is either a learning HW where students will be given a list of vocabulary to learn for a test or a piece of written work or a reading comprehension.

Year 8 Art Autumn Term 2020-21

Staffing:

Head of Department: Ms Cara Keeble

Email: ckeeble2.212@lqflmail.org

The Arts curriculum encourages students to creatively consider, question and engage in the world around us. Whilst challenging and promoting our confidence in independent problem solving, it prompts us to apply a range of artistic techniques and processes in new and unfamiliar contexts

Curriculum breakdown this term:

Year 8 Art students will work on a project entitled 'Objects and Viewpoints'. Students will explore a variety of drawing techniques to record still life objects. Both traditional and contemporary artists will be explored such as Picasso and Michael Craig Martin, and students will investigate alternative ways to record from observation, focusing on the work of the cubist movement primarily. Students will create paintings and prints in response to the artists and movements explored throughout the unit of work.

Assessment this term: (The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)

Throughout this project student will analyse the work of others whilst self-assessing and peer assessing the work of fellow classmates.

1. Experimental drawing exercises.
2. Painting of Michael Craig Martin inspired piece.
3. Lino or polyboard prints

What can you do to support your child in Art

Students will be encouraged to complete wider reading at home. Text which allows students to explore the many different types of still life, traditional and contemporary would influence more independent outcomes. To visit relevant exhibitions, to enrich the cultural capital of the students would be wonderful.

Ensure that home learning is completed to the best of your child's ability. To encourage students to participate in extracurricular Art clubs.

Wider reading and useful web-sites or activities to support learning:

New British Artists	www.newbritishartists.co.uk
Photographers' Gallery	www.photonet.org.uk
Royal Academy	www.royalacademy.org.uk
The Artchive	www.artchive.com
Centre Pompidou	www.cnac-gp.fr
Crafts Council	www.craftscouncil.org.uk
Design Museum	www.designmuseum.org
Guggenheim	www.guggenheim.org
The Lowry	www.thelowry.com
Metropolitan Museum of Art	www.metmuseum.org
Museum of Modern Art	www.moma.org
National Gallery	www.nationalgallery.org.uk
National Portrait Gallery	www.npg.org.uk
Natural History Museum	www.nhm.ac.uk
Tate online	www.tate.org.uk
Victoria and Albert Museum	www.vam.ac.uk
Yorkshire Sculpture Park	www.yssp.co.uk

Home Learning:

Art Home learning is set fortnightly and is handed out on individual worksheets. Art home learning will either be an observational drawing task, a research task or an artist analysis.

Year 8 Design and Technology Autumn Term 2020-21

Staffing:

Head of Department: Mr J Wildman

Email: jwildman@chestnutgrove.wandsworth.sch.uk

Subject description

Design & Technology at Chestnut Grove Academy is taught in a way that nurtures young thinkers and inspires them to be the designers for the next generation.

Students are challenged in ways that encourage them to work independently, designing, problem solving and creating. We deliver strong and diverse projects that cater for students of all capabilities and that encourage them to look at the world and investigate how they can use design to improve it.

Curriculum breakdown this term:

Design & Technology at Key Stage 3 focuses on four key areas; investigating, designing, realising and evaluating.

Investigating

- Analysing the task and brief.
- Developing several research pages investigating the theme and target market.
- Look at using both primary and secondary research to inform later design decisions.

Designing

- Identifying and designing for a target market.
- Developing design proposals through detailed sketches and modelling making.
- Drawing in Orthographic and Isometric projection.

Realising

- Manufacturing skills through practical tasks
- Demonstrating tool and material knowledge.

Evaluating

- Analysing existing products to aid the design process.
- Evaluating final outcomes and products based on a design criteria.
- Testing products on target market and using suggestions for further developments.

In Autumn term students will be making a small wooden maze game based on tackling discrimination. This is a project which links in with current affairs such as Black Lives Matter and LGBT+ rights.

Assessment this term:

(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)

1. Research based on existing cafes and restaurants.
2. Design sheets for logos, takeaway bags and menus. Students are required to produce at least 4 designs which are fully annotated and then developed.
3. Students will produce a range of promotional material and produce an independent piece of writing based on evaluating the end products.

What can you do to support your child?

- **Visit exhibitions and galleries** to keep your child informed of current and past design movements, designers, architects and illustrators.
- **Encourage your child to do his/her D&T home learning to the best of his or her ability.** In Key Stage 3 students will receive home learning once every two weeks.
- **Encourage your child to attend the Engineering Club.** Until further notice this won't be taking place but will hopefully be up and running in a few months time.

Wider reading and useful websites

Please encourage your child to complete additional research. Websites such as www.technologystudent.com and www.bbc.co.uk/schools/gcsebitesize/design/ are great for building independent learning skills.

Home learning

Once every two weeks. This will usually be research based to support the design and making project in lessons.

Year 8 Physical Education Autumn Term 2020-21

Staffing:

Head of Department: *Mr James Tobin*

Email: Jtobin3.212@lgflmail.org

Subject Description: The PE program of study builds on the knowledge, understanding and skills established in your child's primary school. It provides exciting opportunities to be involved in a number of different physical activities. Students perform in one or all of the following roles: player/participant, leader or official. Students will learn to: develop their knowledge and practical skills in a range of physical activities, the effects of exercise and how training can improve performance, ways to improve their own development in a variety of roles, how to identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

Curriculum breakdown this term:

Unit 1	Developing and refining skills tactics in striking and fielding games, such as cricket and Athletics covering activities that were unable to happen in the summer term of yr. 7. Activities adapted to ensure that they are Covid secure. Students will beginning to develop leadership and coaching skills.
Unit 2	Continuation rotation of activities between, Handball, Netball, and Football, Activities adapted to ensure that they are Covid secure Focus on refining skills, with an in-depth look at tactics and beginning to develop officiating alongside leadership skills. .

Each student will have 1 of their 2 lessons as PE and the second will be dance and Fitness, taught by specialist Dance teachers,

Assessment this term:

During the Assessment Week of November 27th-December 1st students will receive detailed feedback, linked to a mark scheme / criteria in line with the performance, to which they will make MRI responses. The PE department uses a variety of both formative and summative assessment methods to ensure that level students attain is a true reflection of their ability.

Autumn Term Test Revision Checklist: N/A

What can you do to support your child in PE?

Parents can help and support learning by:

- Ensuring that PE kit is brought to every lesson and should be clearly marked with the student's name.
- Encouraging physical activity as part of a healthy lifestyle, being as active as you can, where possible using active transport to and from school.
- Encouraging students to join in the many extra-curricular activities on offer; the Department runs a number of sports teams.
- Watching top level performance in a range of sports, live or on TV, Youtube and other media outlets

The PE department welcomes the support of parents at extra-curricular fixtures and is always pleased to deal with any queries. Initial contact should be made with your child's PE teacher.

Wider reading and useful web-sites or activities to support learning:

We recommend taking part in as many different types of physical activities as possible. Watching high level sporting completion live or on television is beneficial to understand the rules conventions and appreciate high level performance. Reading sporting biographies and keeping up to date with sporting current affairs.

Home Learning:

A wide range of extracurricular clubs run throughout the term, please see the school extracurricular calendar for full details of times and locations.

Year 8 Philosophy, Beliefs and Ethics (PBE) Autumn Term 2020-21

Staffing:

Head of Department: Ms Lois Vanstone

Email: Ivanstone@chestnutgrove.wandsworth.sch.uk

Subject Description: England is a multi-cultural and multi-faith society, a fact that brings great benefits, but can also lead to misunderstandings and conflict. Prejudices are easily formed; if students are not to misunderstand different beliefs and attitudes, they must be well-informed. Philosophy, Beliefs and Ethics (PBE) allows students time to reflect on themselves and the world around them. Students learn about politics, philosophy, religions and other beliefs systems, the media, ethical issues and, most importantly, about themselves.

Curriculum breakdown this term:

First Half Term: Islam, including the study of the 5 Pillars

Second Half Term: What does it mean to be human? Including the study of determinism and animal rights

Assessment this term:

Term 1a: Essay on the use of the veil in Islam

Term 1b: Assessment of Philosophy and Ethics and Islam

Spring Term Test Revision Checklist:

- ✓ *What are the 5 pillars and why are they important?*
- ✓ *What are the arguments surrounding the veil?*
- ✓ *Should animals have rights?*
- ✓ *Does life after death exist?*

What can you do to support your child in PBE?

Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.

Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.

Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!

Wider reading and useful web-sites or activities to support learning:

Harris, Gemma E. Big Questions from Little People... Answered By Some Very Big People

Law, S. The Philosophy Gym

Vardy, P. & Arliss, J. Thinker's guide to God

Dawkins, R. The God Delusion

Armstrong, K. The Case for God

Cave, P. Humanism: A Beginner's Guide (Beginner's Guides)

Dawkins, R. The Greatest Show on Earth: The Evidence for Evolution

Ruthven, M. Islam: A Very Short Introduction (Very Short Introductions)

Home Learning:

Students will either be set a piece of home learning every fortnight or a project that will span between 3 and 6 weeks.

Year 8 Dance Autumn Term 2020-2021

Staffing:

Ms C Atkinson (Head of Dance)

Subject Description:

Throughout KS3 students explore a range of Dance styles and topics that will enable them to build their skills in the three strands of dance: Performance, Choreography and Appreciation. Within each unit students will develop their teamwork and problem-solving skills as well as building on their creativity, physical fitness and confidence.

Year 7 Dance is about introducing students to the subject and laying the foundations for creating, performing and analysing.

Subject Description:

Throughout KS3 students explore a range of Dance styles and topics that will enable them to build their skills in the three strands of dance: Performance, Choreography and Appreciation.

Within each unit students will develop a variety of skills and attributes such as:

Memory, on the spot thinking and decision making, concentration, social skills, teamwork and the understanding of accountability, confidence and self-acceptance, attention to detail, sensory awareness.

Dance in Year 8 continues to build on students Performance, Choreography and Appreciation skills as well as provide them with more challenging styles and topics.

Curriculum breakdown this term:

Autumn Term 1a: Bollywood Dance

Students will be learning about Bollywood Dance. Studying its history, stylistic features and movement content. Students will learn a dance phrase and will build upon their performance skills by focusing this on Technical Skills (reproducing action, space, dynamic, relationship, timing, and rhythmic content accurately and safely). Students will have an opportunity to create material in quartets and will share their work at the end of the unit.

Autumn Term 1b: Choreography 102

Students will continue to build on their choreographic skills from Year 7. The focus on this unit will be understanding and applying choreographic intent and choreographic devices to create a more sophisticated piece of dance. Students will work in small groups to create a piece of dance based on a stimulus that communicates a choreographic intent and uses choreographic devices. Students will share their work at the end of the unit.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Autumn Term 1a: Bollywood Dance

Practical assessment focusing on Performance including the demonstration of Technical Dance Skills. Students rehearsal process will also be assessed. At the end of the unit the students will receive feedback and a progress grade.

Autumn Term 1b: Choreography 102

Practical assessment focusing on Choreography including the selection and use of Action, Space, Dynamics, Relationships, and Choreographic Devices in relation to their Choreographic Intent. Students rehearsal process will also be assessed. At the end of the unit the students will receive feedback and a progress grade.

Home Learning:

Students will receive 1 piece of home learning per unit that will either link to their own work in lessons or a professional work. The aim of the home learning is to build students writing, evaluative and analysis skills that they can then apply in other subjects.

Year 8 Drama Autumn Term 2020-21

Staffing:

Lucinda Merritt
Emily Dydymaska
Noga Verber

Email: lmerritt@chestnutgrove.wandsworth.sch.uk

Subject Description:

Students will have one lesson of Drama a week in year 7. Drama schemes of work introduce students to performance skills and techniques that are then used in practical class work to create performance. Each year students will explore:

- European theatre history
- Dramatic text
- Practitioners and genres
- Devising and production

The schemes of work will develop students' understanding of drama, theatre and performance, their ability to think creatively and critically. By working collaboratively students will develop their confidence and resilience. Drama provides students with the transferable skills they will need throughout their learning whilst preparing those that are intending to take Drama at KS4 for the GCSE course.

At Chestnut Grove there are lots of opportunities for students to be involved in Drama including after school and lunchtime clubs, productions (including the annual whole school musical) and externally facilitated workshops.

Curriculum Breakdown:**Missing Person- Autumn Term**

Through Process Drama, a method of teaching and learning in which both the students and teacher work in role and participate in an imagined dramatic situation, students will work in role as 'detectives, journalists and/or psychologists' to explore the imagined story of a missing person.

Othello – Spring Term

Students will explore the theme of deception in Shakespeare's Othello using dramatic irony and asides. Students will experiment with iambic pentameter, use rehearsal techniques such as hot-seating or role on the wall to prepare for performances of scripted duologues and soliloquies. Students will consider how proxemics, levels, physicality and voice can communicate meaning.

Restoration and 18th Century Theatre- Spring Term

After an 18-year ban of theatre comedic performance became a way to celebrate the end of Puritan rule. Students will understand some of the history behind Restoration Theatre, learn some of the mannerisms and behaviours of the time and use props to communicate non-verbally.

Silent Movies

Students will create their own black and white silent movie using knowledge of mime, comedic performance and production. They will gain inspiration from the work of Charlie Chaplin, Commedia dell'arte and slapstick to create, develop and refine their own movies.

Noughts and Crosses

A play by Malorie Blackman that depicts a fictional dystopia where racial inequality is flipped on its head. Students will explore the themes of inequality and power and consider how these can be shown on stage using voice, physicality and production elements such as sound, lighting and staging.

Assessments: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme)*

Each half term, students will receive an assessment record with feedback on a variation of the following, dependent on the unit: DEVISING, REALISING, INTERPRETING and/or EVALUATION and ANALYSIS. Feedback on students' positivity, resilience, and written home learning tasks will also be provided.

Autumn Term: Students will be assessed on their interpretation of a script; making directorial or design decisions.

Spring Term: Students will be assessed on their practical work and final devised performances.

Summer Term: Students will sit a written exam in which they will evaluate and analyse a piece of live theatre

End of year exam revision checklist:

Drama terminology sheets, knowledge organizer, writing frames

What can you do to support your child in Drama?

Encourage your son /daughter's full participation in Drama and support them to do their home learning.

Activities to support learning:

To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12.

The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. For more information go to <http://www.vam.ac.uk/page/t/theatre-and-performance/>. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre. Go to <http://www.nationaltheatre.org.uk/> and click on "Discover" tab.

Home Learning:

There is one piece of home learning per half term for drama, which may include:

- Subject knowledge quizzes
- Directorial or design questions
- Character or text analysis questions
- Design tasks
- Research tasks
- Evaluations of own or peers' performances
- Analysis and evaluation of live performance (YouTube clip)

Summer Term:

Students will need to revise for the written exam using their revision booklets that include relevant subject terminology, a writing frame and knowledge organisers.

Year 8 Music Autumn Term 2020-21

Staffing:

Ms E Dydymka, HOD Performing Arts

Ms K Striesow (RSL Year 9)

Subject Description:

Throughout KS3 students are taught Music for one 50-minute lesson each week. Lessons focus on three main strands of learning;

- Listening & Appraising
- Composing
- Performing

Students learn about different styles of music and varying musical traditions from Beethoven to Bob Marley with the opportunity to use a variety of instruments including kalimbas, ukuleles and desk drumming as well as developing their vocal skills both in singing and rapping. Music Technology skills are further developed through the home learning programme with students able to develop their skills through using BandLab for Education. We also encourage all students to learn the basics of reading a variety of different musical notations and to develop their ability to learn music through listening. We strongly believe that it is important for all students to learn to appreciate music from different countries, cultures and traditions and to give students the opportunity to enjoy and develop their practical music making in class.

Curriculum breakdown this term:

Autumn 1

Music as Communication: Codes 1

Students will explore how composers have used different types of codes to communicate secret messages and ideas through their music. We will explore using Morse Code to create secret rhythm messages and using the notes of the scale to signal a hidden message in a melody. Students will learn how to play and create rhythms and melodies and develop their ability to use BandLab software.

Autumn 2

Music as Communication: Codes 2

Students will build on their exploration of codes looking at how songs were used to send messages to escaping slaves in the American south using the underground railroad and they will learn to play one of these songs – *'Follow the Drinking Gourd'*. They will then create their own 'code composition' using one or more of the techniques they have studied. In addition, they will use BandLab to create coded music as their home learning assignment.

Assessment this term: *(The key pieces of work upon which your child will receive detailed feedback linked to a mark scheme based on the Music Steps targets)*

- *Paired composition on creating a melodic code and evaluation.*
- *BandLab home learning on creating coded music'*
- *Completed 'code composition' and evaluation.*

Practical assessment in class focusing on performance, creation, evaluation, resilience and home learning. Students will be graded from 1-4 in each of these areas as well as being given a progress grade (twice per term). All of their assessments over the term are used to give them a Step for Music.

What can you do to support your child in Music?

- Listening to a variety of music stations and asking your child; what do you hear? How does it make you feel?
- Investigating different styles of music from a variety of countries, if you are investigating family heritage or going on holiday, discuss the Musical features of that country.
- If in receipt of peri lessons, ensuring that students practice and attend all peri lessons.

Wider reading and useful web-sites or activities to support learning:

- ABRSM theory app, free
- Free concerts/musicals available through various online platforms such as YouTube
- Horniman museum music lab, Forest Hill

Home Learning: 1 per half term

- Term 1 – BandLab assignment on short code idea.
- Term 2 – BandLab assignment on creating a coded melody or rhythm piece.

Year 8 Health Autumn Term 2020-21

Staffing:

Subject Leader: Ms J Taylor-Campbell jtaylor-campbell@chestnutgrove.wandsworth.sch.uk
All tutors

Subject Description:

Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

Curriculum breakdown this term:

Term 1a: Self esteem, including the study of self esteem and social media

Term 1b: Discrimination and equality, including the study of disability and race

Assessment this term:

Term 1a: Project on self esteem

Term 1b: Project on discrimination and equality

What can you do to support your child in Health?

Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs

Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues

Practise debating with your child and encourage them to think critically

Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Jolley

Wider reading and useful web-sites or activities to support learning:

www.youngminds.org.uk

www.samaritans.org

www.mind.org.uk

www.nhs.uk

www.teenlineonline.org/

Home Learning:

Students will either be set a piece of home learning every fortnight or a project that will span between 3 and 6 weeks.