



Year 8

Curriculum Booklet

2018-19

Page 2: Introduction

Page 6: Creative Arts

Page 8: Design & Technology

Page 11: English

Page 13: Humanities

Page 15: Languages

Page 20: Maths

Page 22: Physical Education

Page 23: Science

Introduction

This booklet is intended to give you an overview of the curriculum that we offer to Year 8. We hope that parents and students will find it helpful and that it will enable parents to support students in their learning at home.

You will notice that every subject is organised in slightly different ways. Some have a rotation of modules depending on the class you are in, other subjects cover the same topics at the same time with all students. Some are in sets, others in tutor groups.

Independent working

A major focus of our Academy Development Plan is teaching students how to take more ownership of their learning journey. Importantly, this includes how to deal with success and failure. We aim to get the balance right between giving helpful feedback that helps children improve their work while reducing stress and anxiety around exams. Our aim is to move towards an open, low-stakes form of feedback where individual assessments are reported back regularly, are helpful and meaningful.

We hope that parents will support this ethos by encouraging their children to ask teachers for feedback when they don't understand and to prepare for lessons by reading more widely about the topics they are studying. There is clear evidence to show that students who do this improve their grades.

IMPORTANT CAVEATS

Caveat 1 – Timing

Each subject has set out their schedule for the year. You will see dates given for topics and assessments. Please note that individual teachers may change the length of time they spend on a topic depending on how quickly students understand it. We want teachers to have the flexibility to plan effectively for each class so please be assured that the teacher is making the right choice if they delay an assessment for another few weeks or bring it forward. They will always let students know in class and may also list the date on Show My Homework. Equally, subject leaders may review the curriculum and decide that a particular module should be replaced with another to better suit the needs of our classes.

Caveat 2 – Contact

As we are providing additional information to parents via Go4Schools and through this booklet, some parents may wish to follow up with individual queries. Our starting point is that we have an open door policy and value parental interest. However, the rise in electronic communications can make teachers' lives difficult as they respond to frequent emails. Please remember that each teacher has, on average, 150 students that they interact with, including planning and marking work for each of them. We need to be realistic about how many emails they can respond to on a daily basis without detriment to their planning and workload. Also, students should increasingly take responsibility for their learning and be able to relay information from teacher to parent. Our hope is that this booklet and the feedback on Go4Schools will relay rich information to you on a regular basis.

Setting

A substantial amount of research has been carried out to determine whether sets or mixed ability groups support learning best. Historically, politicians who wanted to drive up standards supported setting whereas those who wanted to focus on equality of opportunity favoured mixed ability. When

you examine the research closely you will see that sets/mixed ability offers advantages to some students and disadvantages to others depending on the focus of the study.

The National Foundation for Educational Research concluded that “the findings from the research literature suggest that there are no significant differences between streaming, setting and mixed ability teaching on pupil achievement” (*“Streaming, setting and grouping by ability” by Sukhandan and Lee, NFER, 1998*) and that other factors such as teachers’ ability to match the work carefully to the needs of the student, student self-perception etc had a bigger effect.

Our approach, therefore, is to provide a mix of both so that all students will benefit from the advantages of the different groupings. It is important to remember that our aim is to provide the right level of support and challenge to all students regardless of their set. We aim for all students to “Be the best you can be.”

Subject	Organisation
English (4 hours)	4 sets by ability. Students are reviewed each half term and moved in line with their performance where this is in their best interests but typically students often remain in a set and stay with the same teacher throughout the academy to deepen the teacher-student relationship.
Maths (4 hours)	4 sets by ability. Maths sets are more fluid as students move up and down more regularly depending on how well they have grasped the module. If they fall behind they will join a lower set to help them catch up. If they are making good progress they will join a higher set. Please note the criteria for maths sets on the maths page.
Languages, Geography, History, PE, Science (2 hours each)	These subjects are grouped according to ability in languages. 8B, 8E, 8S, 8T are organised into three sets in French and a mixed ability German group. 8B2, 8E2, 8S2, 8T2 are organised into three sets in Spanish and a mixed ability German group.
All other subjects (7 hrs)	Taught in tutor groups to help build good student relationships.

Expressions used in Go4Schools

We use Go4Schools website to record assessments and provide feedback to students and parents. Instructions for parents and students to log on are available on the academy website. Three times a year we will create a “Snapshot” of the grades achieved to date which serves as a report. We start aligning work to GCSE grades in Year 9. In Years 7 & 8 we use the following methods to provide feedback on Go4Schools:

1. Pearson steps

In languages and maths students will receive grades based on “Pearson steps.” Pearson is the exam board we use for GCSE languages and maths and our scheme of work for Year 8 uses their text books and assessment schemes. Steps range from 1-12 and demonstrate progress across all of the skill areas. Step 1 is the basic starting point assuming no prior knowledge of the language/maths concept and Step 12 represents the highest GCSE grade. Students’ achievement in the steps may fluctuate across the year as they tackle new and different topics.

On Go4Schools, your child’s number represents the step achieved in the end of module assessment and the letter represents how strongly they achieved within that Step: Beginning, Developing, Securing, and Excelling. In maths, just the number is used.

An average student is expected to reach the 4th Step by the end of Year 7 and we would expect students throughout Years 8 & 9 to continue and reach the 7th and 8th step.

2. Mastery Curriculum

In all other subjects in years 7 & 8 we use the following six expressions to describe how a student is working in class. These may be reported in individual assessments and will be used as the overall “current grade.”

These expressions are not linked to GCSE outcomes and are intended to help students focus on their development as an independent learner to prepare effectively for GCSE courses in Year 9.

The expressions are:

	In class..	What you should do next is..
Expert	you work independently and in depth using higher order thinking and learning skills at all times. You regularly teach others and show leadership.	5% of students across the country reach Grade 9. Will you be one of them?
Mastery	you apply your learning in new and unfamiliar situations, in greater depth, using higher order skills in a range of contexts over time, and complete the more challenging classroom tasks.	add greater depth to your learning by working more independently, read more widely, take more of a lead in your own learning and in class.
Secure	you complete all main tasks each lesson and your skills and knowledge are mostly secure.	aim to deepen your learning by taking on more of the challenging tasks in class and for homework and by going into more depth in your work.
Developing	you complete most main tasks each lesson and your skills and knowledge are nearly secure.	make sure all your class and homework is finished to a good standard to secure your knowledge and skills
Emerging	you complete basic tasks and sometimes try the harder work	aim to make your learning secure by completing more of the harder tasks in class and for homework.
Foundation	you complete basic tasks with lots of help from others	make good use of all the support given to you so that you are able to complete more of the tasks in class with less help.

Self-Regulation

We aim to create an environment which allows students to take control over their learning and realise their future. Educational literature has demonstrated the positive impact of self-regulation on learning and progress (Zimmerman, 2000; Zimmerman & Bandura, 1994; Moos and Ringdal, 2012; Moffitt et al. 2011; Lawson et al. 2013; Stajkovic et al. 2018). We use Zimmerman's model of Self-Regulation as this provides a robust explanatory lens. Self-regulation is a skill which can be learnt and is taught through the pastoral programme and used by all teaching staff using the cycle as shown below:



Both long, medium and short term goals are set which provide direction for students. There are strategies that are used to help students learn in the class and at home which are linked to self-initiated rewards and consequences. These strategies range from effective revision strategies to controlling internal distractions like emotions which would reduce engagement and effort. Accurate reflection takes place to evaluate the plan and whether their thinking and behaviour is going to achieve their desired goal or not and then alter accordingly. This cycle would begin again with adjustments made and this would occur daily leading ultimately to students who have control over their learning inside and outside of the classroom.

We hope you find this booklet useful. If you have any feedback, suggestions or queries please contact Mr Dixon by emailing mdixon@oxfordspiresacademy.org

Creative Arts - one lesson of Art, Drama & Music each per week.

In Art, Drama and Music lessons students will receive homework that relates directly to what they will be doing in future lessons. Homework will be set every other week and will include specific written/creative tasks and ongoing research and development tasks. In Art, students will focus mainly on research tasks as homework because of the materials required for practical work. Year 7 Music homework involves booklets with tasks that enhance and develop the theory and technical language used in lessons. In Music and Drama, homework will occasionally include rehearsals as part of a group, at an agreed time outside of lessons.

Students will need to complete all homework tasks in order to make good progress and should always ask their teacher, in advance of the next lesson, if they have trouble with completing the task. Students will often have an option as to the format in which they present their work and should give careful consideration to their choice.

Useful resources - Art:

London Galleries:	Oxford Galleries:
https://www.tate.org.uk/art	https://www.modernartoxford.org.uk/
https://www.nationalgallery.org.uk/paintings	https://www.ashmolean.org/home
https://www.saatchigallery.com/	https://www.prm.ox.ac.uk/
https://www.npg.org.uk/	

Galleries in Oxford:

Modern Art Oxford, The Ashmolean Museum, Pitt Rivers Museum, The Jam Factory, The Oxford Ceramics Gallery, The North Wall Arts Centre, Arts at the Old Fire Station, The Oxford Gallery, Christ Church Picture Gallery, Sarah Wiseman Gallery, Pembroke JCR Art Gallery, Aria Photography, Taurus Gallery, Sinolink Gallery, The China Shop, O3 Gallery, Story Museum, Aidan Meller Gallery.

Useful resources - Drama:

Read / watch any Shakespeare performance.

Find out information about Stanislavski, Brecht and Artaud.

Commedia: https://www.youtube.com/watch?v=h_OTAXWt8hY

Read: Blue Remembered Hills & Blood Brothers

	Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Art	Day of the Dead						
	Drama	Devising						
	Music	Music is History						
Assessment	Art	Practical: Skull project - Colour theory, application and presentation skills						
	Drama	Assessment taken in term 2						
	Music	Written test on Music history						

	Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Art	Day of the Dead	Portraiture						
	Drama	Devising							
	Music	Music is in Film							
Assessment	Art	Practical: Skull project - Colour theory, application and presentation skills	Practical and Written: Eye/facial feature drawing from observation, and artist analysis write up. Analytical skills combined with exploring, selecting and reviewing techniques and processes						
	Drama	Rehearsal notebook and participation in rehearsals. Assessment of performance, 6 key skills, structure & characterisation							
	Music	Composition for film - video presentation							

	Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Art	Portraiture					
	Drama	Shakespeare. Scenes from Macbeth, As you Like It, Henry V					
	Music	Music is Humanities					
Assessment	Art	Practical: Grid self-portrait drawing. Recording ideas relevant to intentions related to the work of others					
	Drama	Presentation - original format and modernisation					
	Music	World music practical performance - instrumental & singing					

	Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Art	Food Glorious Food					
	Drama	Introduction to practitioners - Stan, Brecht, Artaud Mini version of how they work and experimentation with their techniques - watch and try out.					
	Music	Music is Science					
Assessment	Art	Practical: Drawing assessment. Developing skills in recording ideas					
	Drama	Ongoing assessment – 2 lessons on each practitioner and understanding assessed at the end of each.					
	Music	Written assessment on music technology					

	Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	Art	Food Glorious Food				
	Drama	Commedia – physicality – characterisation, history of... Research, experimentation, scenarios				
	Music	Music is Business				
Assessment	Art	Practical: Ceramics outcomes, students demonstrate critical understanding of design and using 3d building techniques with clay				
	Drama	Written research Practical demonstration of understanding of Commedia				
	Music	Portfolio presentation of work content, video and photo shoot.				

	Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Art	Food Glorious Food						
	Drama	Practice set text... read, explore, experiment and perform a scene for assessment.						
	Music	Music is Business						
Assessment	Art	Written: End of year assessment. All topics across the year covered.						
	Drama	Analysis of the text from performance perspective Performance of a scene.						
	Music	Portfolio presentation of work content, video and photo shoot.						

Design & Technology – two lessons per week.

Design and Technology is a growing and well-resourced faculty at OSA. Subject specific areas consist of Resistant Materials, Electronics, Design Communication (CAD/CAM), Food and Nutrition. The Department takes pride in challenging students to produce high quality and creative work. This is achieved through teaching pupils core skills of accuracy and construction which lead them to becoming autonomous in the solving of material and functional problems by Year 11.

Within technology we use many cross curricular applications to make pupils aware of how other subjects relate to the creation and development of successful products.

The Year 8 course is designed to develop key skills which ensure high standards are achieved. Small elements of design are included to allow individuality, although all projects are used as vehicles to give pupils of all abilities the security of success and provide the opportunity to develop confidence in a creative practical environment leading to them making maximum progress in their Design and Technology capability.

Homework will be set once a week during the design and development stage and the content will complement pupils' studies at that time. Students will have one week to complete homework and return it to their subject teacher.

Useful Resources: BBC Bitesize

<https://www.bbc.com/education/subjects/zrkw2hv>

Students will take part in four projects through the year.

Electronics: Mono Audio Amplifier

The project is designed to introduce and further develop pupils' knowledge and skills of:

- Safe working practices
- Designing for the consumer
- Circuits and their construction (Printed circuit boards)
- Knowledge of electronic components and their application (Integrated circuits)
- Input, process and output – systems and control
- Soldering components
- Manufacturing
- Computer Aided Manufacture and its application (CAM)
- Computer integrated manufacture and its application (CIM)
- Computer numerical Control (CNC Machines)
- Using 2D design and its application (CAD)
- Further develop analytical and evaluation skills

Students are assessed on:

- Design work, communication and creativity
- Safe working practices
- Using tools and equipment independently
- Practical outcome
- Written test

Multi materials: Grabber

The project is designed to introduce and further develop pupils' knowledge and skills of:

- Safe working practices
- Designing for the consumer
- Designing to solve material problems
- Ergonomics in design
- Anthropometrics in design.
- Jigs and industrial processes
- Mechanisms and their application
- Mathematics to solve material problems in design
- Forces on structures
- Metals and their application
- Plastics and their application
- Construction methods with metals
- Joining different materials (Permanent and non-permanent)
- Further develop analytical and evaluation skills

Students are assessed on:

- Design work, communication and creativity
- Safe working practices
- Using tools and equipment independently
- Practical outcome
- Written test

Food Preparation and Nutrition

Students will learn and gain knowledge in Food provenance and eating seasonably. They will further develop knife skills and learn to make complex dishes. They will explore and create a meal that is in season and using local produce giving the pupils independence to cook a dish of their choice

The students will create dishes such as, pizza, Thai turkey burgers, cheese and courgette muffins, herb bread, Mexican chicken fajitas and brilliant brownies *

* Please note that recipes may change due to the seasonality of the food and depending on the time of year when the pupil's rotation takes place. All recipes can be adapted for dietary/religious requirements

A list of Ingredients will be given to students one week in advance of their practical lesson and we ask all parents to support us in making sure all students have what they need. If you have difficulty sourcing ingredients or wish to request financial support please email dt@oxfordspiresacademy.org

Textiles

Students will create a case for an electronic device (Phone/Ipad/kindle) They will design the case to a design brief, learn how to create and use a pattern. They will develop their hand stitching as well as gain experience using the sewing machines

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
8B, 8S, 8B2, 8S2	Electronics, materials, processes & 2D design						
8E, 8T, 8E2, 8T2	Food						

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
8B, 8S, 8B2, 8S2	Electronics		Food					
8E, 8T, 8E2, 8T2	Food		Electronics, materials, processes & 2D design					

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb	
8B, 8S, 8B2, 8S2	Food			Mechanisms, materials & processes			
8E, 8T, 8E2, 8T2	Electronics			Textiles			

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
8B, 8S, 8B2, 8S2	Mechanisms, materials & processes					
8E, 8T, 8E2, 8T2	Textiles					

Term 5	22nd April	29th April	6th May	13th May	20th May
8B, 8S, 8B2, 8S2	Textiles				
8E, 8T, 8E2, 8T2	Mechanisms, materials & processes				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
8B, 8S, 8B2, 8S2	Textiles						
8E, 8T, 8E2, 8T2	Mechanisms, materials & processes						

English – four lessons per week.

Assessments are usually carried out at the end of each topic.

Teachers will set homework regularly. Tasks will be adapted to meet the needs of students in each class.

English teachers offer a wide range of exciting extra-curricular opportunities including : debate club; a wide range of public speaking competitions; ‘Accelerated Reader’ programme to inspire wider reading and a love of literature; theatre trips; BBC School Report; poetry competitions – both in-house and national; Shakespeare workshops ; World Book Day events and author visits; creative writing, reading and newspaper clubs.

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Curious Incident						
Reading Assessment	Comparison of extracts from the text : one ‘seen’ from earlier in the text, one ‘unseen’ from later						

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Mystery unit : poetry, prose, creative writing, film							
Writing Assessment	Detective Story							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Pre-1914 prose – Oliver Twist Dickens					
Reading Assessment	Development of character: Comparison of extracts from the text: one ‘seen’ from earlier in the text, one ‘unseen’ from later					
Writing Assessment	Paragraph in the style of Dickens/diary entry					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Poetry : ‘Power and Voice’					
Reading Assessment	Comparison of two poems					

Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	‘Holes’ / ‘The Graveyard Book’/ ‘Scarper Jack’				
Assessment	Consolidation of insecure assessment objectives				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Modern Dramatist – ‘Our Day Out’/ ‘Blood Brothers’/ ‘ All My Sons’/ ‘Demon Headmaster’						
Reading & writing Assessment	Presentation of character in different parts of the text						
Speaking & Listening Assessment	Drama Performance						

KS3 English Reading List

- The Hitch Hiker's Guide to the Galaxy – Douglas Adams
- Watership Down, The Plague Dogs – Richard Adams
- The Wolves of Willoughby Chase – Joan Aiken
- Pig Heart Boy – Malorie Blackman
- The Hound of the Baskervilles – Arthur Conan Doyle
- Framed, Millions – Frank Cottrell Boyce
- The Hunger Games – Suzanne Collins
- The Dark is Rising – Susan Cooper
- Wolf, Tighrope - Gillian Cross
- Paddy Clarke, Ha, Ha, Ha – Roddy Doyle
- Madam Doubtfire, Goggle Eyes – Anne Fine
- The Weirdstone of Brisingamen – Alan Garner
- Lord of the Flies – William Golding
- The Curious Incident of the Dog in the Night-time – Mark Haddon
- I'm the King of the Castle, The Woman in Black – Susan Hill
- The Outsiders - SE Hinton
- Stormbreaker – Anthony Horowitz
- Brave New World - Aldous Huxley
- Diary of a Wimpy Kid – Jeff Kinney
- To Kill a Mockingbird – Harper Lee
- The Haunting – Margaret Mahy
- The World of Norm – Jonathan Meres
- Twilight Saga – Stephanie Meyer
- Warhorse, Private Peaceful –Michael Morpurgo
- Animal Farm, 1984 – George Orwell
- Northern Lights, Subtle Knife, Amber Spyglass – Phillip Pullman
- Percy Jackson and the Lightning Thief – Rick Riordan
- Harry Potter – JK Rowling
- Dork Diaries – Rachel R Russell
- Small Steps – Louis Sachar
- The Catcher in the Rye – JD Salinger
- Geek Girl – Holly Smale
- One Day in the Life of Ivan Denisovich – Alexander Solzhenitsyn
- Girl Online – Zoe Suggs
- Shadowmancer – GP Taylor
- Chinese Cinderella – Adeline Yen Mah
- The Book Thief – Marcus Zusak

Humanities – Geography, History & Religious Education - two lessons each per week

Geography

The Year 8 curriculum offers a wide range of interesting and engaging units of work such as the Geography of Crime, Earthquakes and Volcanoes. The focus is on problem solving; for example, designing urban environments to reduce opportunities for crime.

Geography homework will be a mix of 1-per-week hour long tasks and longer term projects. We do a lot of creative writing in Yr8 where they write a diary entry for a day in the life of a sweatshop worker for instance. We also do longer term projects, particularly for physical geography topics for instance the Rivers Projects and the 3 week weather reports. These long term projects should take at least 1 hour per week to finish in time. As they get older, the focus of the homework tends to move away from creative writing and towards evaluating their own work, marking exam questions using mark schemes, creating revision materials to suite their learning style, etc.

History

The key skills from Year 7 are developed in Year 8 History with in-depth subject specialist teaching. Year 8 History topics focus on the period 1500 until 1945 covering a vast array of topics ranging from Tudor monarchs and the rise and fall of the British Empire to Conflicts of the 20th Century. The topics are designed to engage all students throughout the year and give them an understanding of how history influences the present and also to prepare them with academic skills required to face the challenges ahead as they move in to their GCSE years. We have speakers and trips throughout the year such as the Sealed Knot, Cinema screenings of Historical films and visiting the Imperial War Museum. Homework should take 1 hour and will be set weekly.

Examples of History homework:

- Revise a topic for an exam and practice exam questions.
- Read and make notes on an article or documentary.
- Create an essay plan and write an essay.
- Create a model.
- Create an activity to teach others a topic.
- Research a person or an event and create a fact file.
- Find 3 pictures to best sum up a topic, explain your choices and explain how they connect.
- Create a concept map, mind map or timeline
- Make a revision video or podcast.
- Create flash cards on last lessons learning.
- Make a newspaper article.

Religious Education/PSHE

The Year 8 curriculum offers a diverse and stimulating diet for young learners. We provide in-depth subject specialist teaching, with both thematic and religion based units.

Assessment essays are usually set at the end of each term.

RE homework will be an hour long each week and will vary from researching to producing essays.

Suggested reading list:

Non-Fiction: Sikhism (KS3 Knowing Religion) by Neil McKain; Buddhism (KS3 Knowing Religion) by Neil McKain; World Religions: The Great Faiths Explored & Explained by John Bowker

Fiction: The Little Prince by Antoine de Saint-Exupéry; Alice's Adventures in Wonderland by Lewis Carroll; Theo's Odyssey by Catherine Clement; What is Humanism? How do you live without a god? And Other Big Questions for Kids by Michael Rosen and Annemarie Young; The Book of Joy by Dalai Lama; Sophie's World A Novel About the History of Philosophy by Gaarder, Jostein

		3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Geography	Back to Basics - Skills						
	History	Tudors 1485-1805 How much Religious change?			Stuarts 1603-1714 What was the witch craze?			
	RE/PSHE	What can we learn from religion?						
Assessment	Geography	Mini skills assessment						
	History	How far did the church change during Tudor rule? Extended writing on change over time.			What was the witch craze? Source analysis question			
	RE/PSHE	Comparison essay						

		29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Geography	Back to Basics - Skills							
	History	Stuarts 1603-1714 Was Charles to blame for the civil war?				Stuarts 1603-1714 Great Plague vs Great Fire			
	RE/PSHE	Buddhism							
Assessment	Geography	Full skills assessment							
	History	What caused the Civil War? Extended writing on Causation					Which was more significant, the Great fire or the Great fever? Extended writing on significance		
	RE/PSHE								

		7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Geography	Natural Hazards - geological					
	History	Why was slavery abolished money or conscience?			Did emancipation change anything for Black Americans?		
	RE/PSHE	Buddhism and mindfulness					
Assessment	Geography	Mini hazards assessment					
	History	Did emancipation change anything for Black Americans? Extended writing on change over time					
	RE/PSHE	Buddhism test					

		25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Geography	Natural Hazards - meteorological					
	History	What is the legacy of the British Empire?					
	RE/PSHE	Sikhism					
Assessment	Geography	Full hazards assessment					
	History	What is the legacy of the British Empire? Exam paper					
	RE/PSHE	Sikhism test					

		22nd April	29th April	6th May	13th May	20th May
Topic	Geography	Crime				
	History	Why is WWI so significant?				
	RE/PSHE	Movers and shakers - people that changed the world				
Assessment	Geography	Crime assessment				
	History	Why is WWI so significant? Extended writing on significance				
	RE/PSHE					

		3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Geography	Weather and climate (change)						
	History	End of year Exam		How did WW2 change the world?				
	RE/PSHE	First aid & relationships						
Assessment	Geography	Exam paper covering all topics		End of year assessment, all topics				
	History			How did WW2 change the world?				
	RE/PSHE							

Languages – two lessons per week (French, German or Spanish)

Modern Foreign Languages is a rapidly growing and well-resourced department at OSA. In order to support this students will have the opportunity to participate in a variety of extracurricular activities. In school they can work on cross curricular projects such as creating altars in art to celebrate the festival of the “the day of the dead”, enter the French film competition or they can get involved in the Oxford German Network (a collaboration between Oxford University and local schools) where they have opportunities to use their German in a range of ways from baking to producing videos. OSA has a strong track record of winning prizes for these events. Staff are always on the lookout for exciting opportunities for our students to participate in and we have been involved in film writing competitions, ancient Japanese drama events etc. Outside of school they can join the PGL trip to Paris, an art and culture visit to Barcelona or the German exchange.

Parents can support their children throughout their language learning experience at OSA by encouraging them to use resources provided by their teachers and online resources on a regular basis. Some we would recommend are: Activelearn (all students have access and are provided with login and password details by our ICT department), Duolingo, YouTube “Easy French/German/Spanish”, BBC bite size, and any others that students themselves may find. Additionally, parents will be able to log into “Show my Homework” where the MFL teachers regularly post homework tasks and support materials.

All students will also be provided with relevant grammar and vocabulary sheets to support their progress through each module of work (there are 4-5 throughout each year). At the end of each module students will sit assessments in a combination of skills. They will take these when they have successfully completed a module so this will vary from class to class. To support your child to be well prepared for these assessments please encourage them to use all the resources provided and recommended.

Students will start learning either French, German or Spanish when they join us in Y7. They are given a strong foundation of language learning irrespective of which language they study and also an understanding of the culture of all the countries where their language is spoken. They have opportunities to be creative and independent with the language they learn across the key skill areas of Speaking and Writing and to hear and read authentic texts in their language. This is all supported by the latest interactive resources which also prepare them for the ultimate rigours of the GCSE.

Languages uses the Pearson steps system to assess students. This is provided by the exam board and prepares students well for the GCSE syllabus.

Assessments are taken at the end of each of the five modules. You need to know EVERYTHING on the relevant vocab sheet, also all the practise writing tasks in your exercise book and all the grammar covered for that module. Also re-revise everything from the modules before as previously learnt work can come up combined with the new module.

Each assessment will test 2 skills (1 receptive & 1 productive) at the end of each module. Each class starts with module 1 and will progress through modules 2 – 5 at the right speed for each class. Lower sets will take longer to complete modules than higher sets for example.

Homework is set once a week and should take around 30 minutes (but students should be looking over new vocabulary more regularly – ideally 10 minutes per day)
Task types to expect: online listening and/or reading exercises, online grammar exercises, online vocabulary tests, preparing written or spoken presentations, consolidation exercises in exercise book, checking, correcting, improving & redrafting work and research.

The following are helpful strategies for revision in languages:

- ABSOLUTELY KEY = LITTLE AND OFTEN – you will NOT succeed if you leave this until a few days before the test. Starting early and developing good habits of doing some at least every other day will ensure you are able to learn the language properly. Even 10 minutes will make a difference as long as you start early enough.
- Cover the English, look at the French/German/Spanish and try to say what it means.
- When more confident you should do the same but covering the French/German/Spanish.
- For words/phrases you do not know say it out loud 20 times & then retest yourself. (you might benefit from singing/rapping the vocabulary)
- You should also practise doing the same but writing them (on a mini whiteboard/scrap paper etc) – 20 times is key!
- For sections you are struggling with you could write the language out on little cards (a different coloured card for each section can help the memory)
- Cards/vocab books can be taken around with you so that you can keep checking things and testing yourself – eg. on car journeys, whilst waiting for brothers/sisters at classes etc!
- Looking over written work you have done and corrected in your purple or green exercise books will also be very helpful.

French Scheme

	Vert (Foundation)	Rouge (Higher)
Module 1 T'es branché(e)?	Talking about television programmes	
	Using subject pronouns: <i>je, tu, il, elle</i>	The present tense of <i>-er</i> verbs
	Talking about films	
	Using <i>j'aime, j'adore</i> and <i>je déteste</i>	The present tense of <i>avoir</i> and <i>être</i>
	Talking about reading	
	Using <i>un, une</i> and <i>le, la, les</i>	<i>-ir</i> and <i>-re</i> verbs
	Talking about the internet	
	Using the verb <i>faire</i>	<i>aller</i> and <i>faire</i>
	Talking about what you do in different weather	Talking about what you did yesterday evening
	Using <i>on</i>	The perfect tense
Talking about your favourite television programmes, films and books	Giving opinions on films, TV shows and books	

	Vert (Foundation)	Rouge (Higher)
Module 2 Paris, je t'adore!	Saying what you can do in Paris	Saying what you did in Paris
	Using <i>on peut</i> + infinitive	The perfect tense of regular verbs
	Saying what you like doing	Saying when you did things
	Using <i>j'aime</i> + the infinitive	The perfect tense of irregular verbs
	Asking for tourist information	Understanding information about a tourist attraction
	Using question words	<i>c'était ...</i> and <i>j'ai trouvé ça ...</i>
	Saying what you visited and what it was like	Saying where you went and how
	Using the perfect tense of <i>visiter</i>	The perfect tense with <i>être</i>
	Saying what you did	Interviewing a suspect
	Using the perfect tense of <i>-er</i> verbs	Asking questions in the perfect tense

	Understanding information about tourist attractions	Talking about things you've done and things you usually do
		Using two tenses together (present and perfect)

		Vert (Foundation)	Rouge (Higher)
Module 3 Mon identité	Talking about personality		
	Adjectival agreement		
	Talking about friendships	Talking about relationships	
	More practice with the pronoun <i>on</i>	Reflexive verbs	
	Talking about music		
	Giving opinions	Agreeing, disagreeing and giving reasons	
	Talking about clothes		
	Using the near future tense	The near future tense	
	Talking about last weekend	Talking about your passion	
	Using the perfect tense	Past, present and future tenses	
Talking about different regions in France	Finding out about French regional identities		
	Using a range of tenses		

		Vert (Foundation)	Rouge (Higher)
Module 4 Chez moi, chez toi	Saying where you would like to live	Describing where you live	
	Using <i>j'habite</i> and <i>je voudrais habiter</i>	Comparative adjectives	
	Describing your home		
	Using prepositions		
	Talking about meals		
	Using <i>du, de la, de l', des</i>	<i>boire</i> and <i>prendre</i>	
	Discussing what food to buy		
	Using <i>il faut</i> + infinitive	<i>il faut</i>	
	Talking about a forthcoming event	Talking about an event	
	More practice with the near future	Using three tenses	
Talking about where you live	Understanding and producing texts using a range of tenses		

		Vert (Foundation)	Rouge (Higher)
Module 5 Quel talent?!	Talking about talent and ambition		
	Using the infinitive	Infinitives and the verb <i>vouloir</i>	
	Saying what you must and can do	Encouraging or persuading someone	
	Using <i>devoir</i> and <i>pouvoir</i> + infinitive	<i>pouvoir</i> and <i>devoir</i>	
	Telling someone what to do	Rehearsing for the contest	
	Using the imperative		
	Describing people's personalities	Saying who is the best, the most, the least	
	Using more adjectives	Superlative adjectives	
	Showing how much you can do with the French language		
	Using a variety of structures	Using a variety of structures and tenses	
Writing a profile of a music star	Understanding and writing a biography		

German & Spanish Schemes

German Module 1: Ich liebe Ferien!

Comparing places 'then' and 'now'
Describing in the past tense using <i>war</i> , <i>hatte</i> and <i>es gab</i>
Talking about what you did on holiday
Using the the perfect tense with <i>haben</i>
Talking about how you travelled
Using the perfect tense with <i>sein</i>
Talking about the weather
Combining present and past tenses
Talking about holidays
Asking and answering questions
Talking about problems on holiday
Writing a hotel review using past tenses
Researching unusual holiday experiences
Designing a holiday homepage

German Module 2: Bist du ein Medienfan?

Talking about film preferences
Asking questions in the perfect tense
Talking about programmes you watch
Using the modal verb <i>wollen</i>
Talking about your reading preferences
Using prepositions with the dative case
Discussing screen time
Using modal verbs <i>sollen</i> , <i>dürfen</i> , <i>können</i>
Understanding opinions and media reviews
Reading for gist
Talking about speaking different languages
Using and understanding different tenses
Discussing why learning languages is important
Understanding how useful languages are to people
Looking at jobs that require German
Applying for a job

German Module 3: Bleib gesund!

Talking about typical breakfasts
Using the verb <i>essen</i>
Discussing traditional German food
Using the verb <i>nehmen</i>
Understanding and using recipes
The <i>du</i> form of the imperative
Talking about healthy lifestyles
Using the verb <i>müssen</i>
Understanding and responding to longer texts

Spanish Module 1: Mis vacaciones

Talking about a past holiday
Using the preterite of <i>ir</i>
Saying what you did on holiday
Using the preterite of regular <i>-ar</i> verbs
Describing the last day on holiday
Using the preterite of <i>-er</i> and <i>-ir</i> verbs
Saying what your holiday was like
Using the preterite of <i>ser</i>
Giving a presentation about your holiday
Making your sentences interesting
Using the present and the preterite together
Describing an amazing holiday
Finding out about a holiday destination
Designing a board game

Spanish Module 2: Todo sobre mi vida

Saying what you use your phone for
Revising the present tense
Saying what type of music you like
Giving a range of opinions
Talking about TV
Using the comparative
Saying what you did yesterday
Using the present and the preterite
Understanding a TV guide
Tackling an authentic text
Learning about young peoples' lives
Using two tenses in the 'he/she' form
Learning about Hispanic singers
Writing a profile of a singer

Spanish Module 3: ¡A comer!

Saying what food you like
Using a wider range of opinions
Describing mealtimes
Using negatives
Ordering a meal
Using <i>usted</i> / <i>ustedes</i>
Discussing what to buy for a party
Using the near future
Giving an account of a party
Using three tenses together
Using coping strategies when speaking

German Module 3: Bleib gesund!

Developing note-taking skills
Describing and comparing dinner parties
Using language creatively in a new context
Preparing to give a dinner party
Planning and explaining a menu

German Module 4: Klassenreisen machen Spaß!

Understanding rules
Using <i>dürfen</i> and <i>müssen</i>
Discussing daily routine
Using reflexive and separable verbs
Understanding and giving directions
Using imperatives in the <i>du</i> , <i>ihr</i> , and <i>Sie</i> forms
Describing a festival
Using adjectives to describe nouns
Learning and writing about festivals in Switzerland
Describing a festival you have visited
Describing an active holiday
Using reflexive and separable verbs in the perfect tense
Learning about destinations for a class trip
Using persuasive language

German Module 5: Wir gehen aus

Discussing clothes and style
Using <i>wenn</i> clauses
Talking about plans for a date
Using the future tense
Talking about getting ready to go out
Asking questions using a variety of verbs
Talking about how the date went
Using past, present and future
Talking about uniforms
Preparing for a debate
Researching eco-fashion labels
Creating publicity material
Learning about a famous German brand
Preparing a short presentation
Preparing for a fashion show
Giving a spontaneous spoken commentary

Spanish Module 3: ¡A comer!

Responding to what people say
Learning about food in other countries
Using direct object pronouns
Creating a crazy recipe
Making a cookery video

Spanish Module 4: ¿Qué hacemos?

Arranging to go out
Using <i>me gustaría</i> + infinitive
Making excuses
Using <i>querer</i> and <i>poder</i>
Saying what other people look like
Using verbs in the third person
Talking about clothes
Saying 'this/these'
Talking about sporting events
Using three tenses
Describing a fancy dress outfit
Using a dictionary
Learning about food in other countries
Using direct pronouns
Describing outfits
Giving a fashion show in Spanish

Spanish Module 5: Operación verano

Describing a holiday home
Discovering more about the comparative
Describing holiday activities
Using the superlative
Asking for directions
Using the imperative
Talking about summer camps
Learning more about using three tenses
Describing a world trip
Tackling challenging listening
Discussing holiday destinations
Using <i>mejor</i> and <i>peor</i>
Describing a town in your area
Creating a tourist brochure

Maths – four lessons per week

Success in maths:

- Students should focus in the moment. Don't think too much about what is next, think about what is now
- Success in maths comes from: excellent behaviour; doing your best every single lesson; being in every lesson, doing everything that your teacher instructs you to do; completing every homework set to the best of your ability; revising for every unit test (which your teacher will tell you when it will be at the end of every unit) and revising properly for end of year or external exams

Homework - My Maths:

- www.mymaths.co.uk
- School log in: ocs
- School password: addition
- Students will be given new personal log ins and passwords every September
- My Maths is used extensively for homework but other homeworks are set by many maths teachers
- Homework is set as appropriate to the set that students are in and timed to coincide with the pace of work

Setting:

- We set in every year group
- We have a fluid approach to moving students up or down sets
- Set changes may occur with no prior notice to students or parents
- Maths teachers agree set changes between themselves with the final say from the Head of Maths
- Setting is always done based on the departments view of what is in the best interest of the students
- We do not move students up or down sets based on students' or parents' requests
- Decisions are based on a variety and combination of measures: term 1 testing; unit test results; average of unit test results; end of year tests; effort; class work quality; homework effort, completion and quality; how well (or not) students are coping with the work etc. and occasionally due to behaviour.

Schemes of work and assessment

- These are differentiated for year 8 at 3 levels: lower, middle and higher tiers
- Timing and pace of units depends on what teachers reasonably consider is appropriate for their groups – there is no calendar for when specific units will be covered. This is to allow for the building of confidence, fluency, problem-solving, reasoning and ultimately mastery
- It is possible that not all units will be completed in Years 7 or 8 for lower and middle tiers and that additional units might be added for higher tiers. Some groups might not cover all of the units before the end of Year 11
- Unit tests are conducted in class at the end of every unit
- End of year and external tests are conducted as the school calendar and exam board directs

Topics covered in year 8: (In class test at the end of each unit)

Lower: (set 4)

Unit 1 Number calculations
Unit 2 Sequences and equations
Unit 3 Statistics
Unit 4 Fractions, decimals and percentages
Unit 5 Geometry in 2D and 3D
Unit 6 Algebraic and real-life graphs
Unit 7 Multiplicative reasoning
Unit 8 Algebraic and geometric formulae
Unit 9 Probability
Unit 10 Polygons and transformations

Middle (sets 2 and 3)

Unit 1 Number
Unit 2 Area and volume
Unit 3 Statistics, graphs and charts
Unit 4 Expressions and equations
Unit 5 Real-life graphs; Unit 9 Straight-line graphs
Unit 6 Decimals and ratio
Unit 7 Lines and angles
Unit 8 Calculating with fractions
Unit 9 Straight-line graphs
Unit 10 Percentages, decimals and fractions

Higher: (set 1)

Unit 1 Factors and powers
Unit 2 Working with powers
Unit 3 2D shapes and 3D solids
Unit 4 Real-life graphs
Unit 5 Transformations
Unit 6 Fractions, decimals and percentages
Unit 7 Constructions and loci
Unit 8 Probability
Unit 9 Scale drawings and measurements
Unit 10 Graphs

Physical Education – two lessons per week.

The Department of Sport and Physical Education develops the ethos of Sport for All. Through a variety of traditional and alternative physical activities, students gain the opportunity to progress rapidly in both their physical and cognitive development of sport, physical fitness and vocational sport.

We nurture students through a carefully balanced curriculum, providing opportunities to enhance practical skills, boost confidence and offer opportunities to those who wish to develop coaching or officiating skills. Every student is taught the core values of respect, sportsmanship and fair play as well as developing tactical and strategic awareness to outwit opponents. Lessons offer opportunities to learn how to solve problems through team and individual sports and how to work as a team in a practical environment.

We pride ourselves on leadership development, through our Sports Leadership Programmes. Many students gain accreditation and experience in leadership and become outstanding role models in lessons and in the community. We are at the forefront of life-long learning within the Academy. Whether student interests are in performance, coaching, leadership or officiating, our Physical Education programme has something to offer every student at Oxford Spires Academy. For every PE lesson, all students are required to bring full and correct PE Kit, including appropriate footwear, as advised by the subject teacher.

Students will receive a carefully planned programme in multi skills. This programme challenges all students to demonstrate and develop a range of core functional skills required to perform successfully in sport. Sports are often scheduled to match the inter-house sporting calendar, allowing students to develop their technical application of skills required for competing in a variety of sports.

Throughout the year students will be assessed on the following in relation to the sport being undertaken:

- Physical Attributes for Sport
- Fitness Levels for Sport
- Cognitive Understanding of Sport
- Emotional Application to Teamwork, leadership, resilience and self-management
- Standards of PE kit.

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Multi Skills across a variety of Sports		Invasion Sports (Football, Rugby, Netball, Basketball)				

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Invasion Sports (Football, Rugby, Netball, Basketball)							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Cross Country and Net Sports (Badminton)					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Gymnastics and Net Sports (Badminton and Tennis)					

Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	Athletics and Tennis				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Striking and Fielding						

Science – two lessons per week

Science is about learning through discovery. Students at Oxford Spires can expect to spend science lessons learning how to investigate the world around them through practical work complemented with developing a full understanding of theory.

The most comprehensive and easily accessible place for pupils to consolidate topics and prepare for tests is on this BBC website: <http://www.bbc.co.uk/education/subjects/zng4d2p>

A wide range of trips are run each year. Pupils can gain the greatest benefit from, and be inspired by, the largest amount of research science that happens in Oxfordshire and beyond.

A science club is run in KS3 to enable students to pursue further their interests in practical science. A Lego-League club is run to encourage pupils who are interested in engineering and computer coding.

Assessments are usually carried out at the end of each topic.

30 minutes homework will be set each week.

Term 1	3rd Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
8y1, 8y2, 8x2, 8x4	Heart & Lungs						Elements
8y3, 8x3, 8x1, 8y4	Elements						Heart & lungs

Term 2	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
8y1, 8y2, 8x2, 8x4	Elements					Digestion		
8y3, 8x3, 8x1, 8y4	Heart & Lungs					Waves		

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
8y1, 8y2, 8x2, 8x4	Digestion			Waves		
8y3, 8x3, 8x1, 8y4	Waves			Digestion		

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
8y1, 8y2, 8x2, 8x4	Waves			Earth & atmosphere		
8y3, 8x3, 8x1, 8y4	Digestion			Forces 2		

Term 5	22nd April	29th April	6th May	13th May	20th May
8y1, 8y2, 8x2, 8x4	Earth & atmosphere			Revision	Forces 2
8y3, 8x3, 8x1, 8y4	Forces 2				Earth & atmosphere

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
8y1, 8y2, 8x2, 8x4	Forces 2	End of year exams	Forces 2				
8y3, 8x3, 8x1, 8y4	Earth & atmosphere		Earth & atmosphere				