

Testwood School

Curriculum Booklet

Year 8

2023-2024

Dear Parents/Carers and Students

As part of our drive to raise standards and support learning, we have compiled a Curriculum Booklet for Year 8. This document provides you with an overview of each of the subjects your son or daughter takes during this year.

However, please be aware that the curriculum may change in the weeks and months ahead. We will keep you informed.

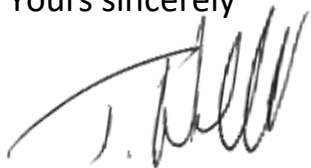
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

Curriculum Leaders have added helpful material, web pages and internet links to support further study and investigation. In some cases, there may be places to visit which might deepen the understanding of particular topics. These enrichment activities will enable all students to move forward 'at a pace' towards success as they move through the school.

Finally, as you know, we are keen to encourage further reading and we have put together an extended reading list for the students to use when they are looking for something good to read. The School Librarian in the LRC is always available to recommend material. However, your local library will also have a wide variety of books appropriate for particular age groups.

We hope that you find this booklet helpful in supporting your son or daughter's learning in 2023/2024. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T. Webber', written over a horizontal line.

Mr T Webber
Headteacher

10 THE TOP BIG IDEAS IN ART & PHOTOGRAPHY



1

Art and Photography are composed of Visual Elements

Composition, arranging of Colour, texture, pattern, shape, tone, line, form

2

The use of Tone is important and creates realism in the artwork

3D, realism, texture

3

The ability to use Colour makes a difference to the artwork

Colour theory, primary and secondary colours – the colour wheel

4

Drawing from Observation is vital in developing artistic skill

Drawing from direct and secondary sources

5

The use of Media & Techniques broadens artistic skill

Drawing, painting, 3D, printmaking, digital manipulation and photography etc

6

The use of Technical Drawing supports realism in the artwork

Facial and body proportions, distance and perspectives, enlargement

7

Creating, Expanding and realising Ideas is crucial for the production of good Artwork

Experimentation, Idea development, Planning, Resulting Outcomes

8

The use of Annotation is important to convey meaning and purpose

Explanation, Reasoning, Evaluation, Opinions, Critical Thinking

9

Artists use many different Sources for Inspiration

Artists, art movements, cultures, current affairs, historical events, society

10

It is vital to show the Creative Journey of the artwork

Creative journey, Sketchbooking, Presentation, Communication, Showing work progress



Autumn Term

Portraits

Students will learn about facial proportions and develop their observational drawing skills. They will explore different methods and materials for working based on their studied artists of Picasso and Van Gogh will create a series of unique outcomes through these explorations.

Spring Term

Undersea

Students refine their observation skills with their study of Undersea creatures. Work will be inspired by tessellating patterns of the work of M.C Escher. Students will develop ceramic skills to produce outcomes inspired by their patterns and the sculptures of Lorient Stern.

Summer Term

Rhythm

Students will create a variety of visual experimentations based on the artists Bridget Riley, Wassily Kandinsky and Tony Cragg, exploring movement, pattern and mark making soundscapes. Students will create layered relief prints inspired from their exploration.

Reading list

- Visit the school library to see the range of art books on offer to give inspiration for own work.
- Research artists on the internet:
- Also these recommended Art Gallery websites –
In London - www.tate.org.uk ; www.saatchigallery.com ; www.nationalgallery.org.uk
In New York - www.moma.org ; www.guggenheim.org ; www.metmuseum.org
In Europe - www.louvre.fr/en ; www.centrepompidou.fr/en ; www.guggenheim-bilbao.es/en

Possible enrichment activities at home

- Students should complete observation drawings at home to develop their skills.
- Students should experiment with a range of media to develop their skills.
- Students should research artists whose work inspires them.
- Students should visit Southampton City Art Gallery to see the range of artwork from both traditional and contemporary artists.

Students should also take the opportunity to practise skills or continue classwork in the lunchtime Art Club sessions, where students are able to work independently with the Art department's resources.

10 THE TOP **BIG IDEAS IN COMPUTER SCIENCE**



1

The physical parts of a computer have specific functions.

2

Computers impact the world we live in.

3

The use of computers can present threats to our safety and wellbeing.

4

When talking about computing we use specific terminology.

5

Computer data is stored in a variety of ways.

6

Computers use binary code.

7

Problems can be decomposed to help solve them.

8

The technique of abstraction is helpful in finding solutions.

9

Algorithms are used in programming.

10

The ability to use computational thinking skills to use computers effectively.



Computing & ICT

Autumn Term 1 – Digital Safety

- Digital Footprint
- Online threats
- Spotting Misinformation

Autumn Term 2 – Computer Systems

- What is a general purpose computer
- Computer Hardware
- Computer Software
- Boolean Logic

Spring Term 1 – Artificial Intelligence

- What is Artificial intelligence?
- Machine Learning
- Turing Test

Spring Term 2 – ELEC Issues

- Computing & the environment
- Ethical issues in Computing
- Computing Legislation

Summer Term 1 – Programming with Python

- Building on the basics - variables
- The 3 programming Constructs
- Debugging lines of code

Summer Term 2 – Web Design with CSS and HTML

- Creating websites
- Using CSS and storing user data from websites

Reading list

- <http://www.bbc.co.uk/education/subjects/zvc9q6f> BBC KS3 Computer Science
- <http://www.teach-ict.com/glossary/A.htm> Teach ICT
- <https://www.codecademy.com/> Code Academy

Possible enrichment activities at home

- Bletchley Park
- National Museum of Computing
- The Science Museum

10 THE TOP BIG IDEAS IN DRAMA



1

Drama is about seeing the world from different perspectives to increase the awareness of your own.

2

Drama is the art of performing a live story to an audience.

3

Drama has been performed throughout history and all around the world.

4

Drama can be rehearsed or improvised on the spot.

5

Drama can be performed either solo, or in a group of infinite numbers.

6

Drama can be performed in many different styles and forms.

7

Drama is a form of physical, emotional and intellectual expression.

8

Drama can be experienced by an audience in many different settings and ways.

9

Drama has the ability to make audiences question, think and change their own personal lives.

10

Drama can encompass all forms of visual art, music for example.



Drama

Autumn Term 1

- Stage Combat
- Students will cover a range of physical skills and techniques. They will devise original scenes and use existing scripts to create conflict and combat scenarios.

Autumn Term 2

- Musical Theatre - 'Mamma Mia'
- Students will explore the different themes and characters in this modern musical and perform sections of the script in lesson.
- Drama skills- Interpretation of a text, characterisation, performance skills, and script work.

Spring Term 1

- 'Improvisation'
- Students will explore different characters and scenarios using a range of spontaneous and planned improvisation tasks.
- Drama skills introduced - characterisation, still image, thought track, physical theatre, mime, rehearsal, devising and performing.

Spring Term 2

- 'Theatre in Education - T.I.E'
- Students will be introduced to the Drama practitioner Bertolt Brecht and Theatre in Education techniques through whole class workshops.
- Drama skills - target audience, concept, tableaux, thought track, hook, style and genre, problem and resolution.

Summer Term 1

- 'Live Theatre Review'
- Students will be given an introduction to different live theatre performances and will explore the main components of a live theatre review.
- Drama skills- Observation, evaluation, constructive criticism, theatre knowledge, staging, theatrical styles

Summer term 2

- Drama Practitioners
- Students will study 4 key Drama practitioners' styles in class workshops and get to sample the different techniques each brings to Drama.
- Drama skills- Characterisation, Improvisation, Devising

Each topic will focus on skills like communication, teamwork, perseverance, creativity and confidence building.

Reading list

- Brecht on Performance (Performance Books) by Bertolt Brecht
- Why is that so funny? A practical exploration of physical comedy by John Wright

Possible enrichment activities at home

- Look for some movies related to the topic to help with characterisation in lesson.
- Reading any books/ Plays relevant to the topic will help you with the context and setting of the work.
- Get involved in Drama Clubs and the whole school production.

10 THE TOP BIG IDEAS IN ENGLISH



'In English we strive to achieve an enabling environment where a mutual responsibility for teaching and learning is accepted by all.'

1

Reading and writing are two sides of the same coin. They are intricately linked.

2

Everything that is written has an intended purpose.

3

Reading is done for enjoyment, understanding and meaning.

4

Words shape meaning.

5

For writing to make sense and therefore provide understanding, technical accuracy is pivotal.

6

Communication requires effective listening and eloquent formation.

7

Decoding meaning leads to understanding.

8

Texts come in many forms; plays, novellas, articles, poems, letters, speeches. They all have a place in the world.

9

Context places the content of written and spoken word.

10

A rich vocabulary leads to better understanding.



Autumn Term 1

- **Journeys of Discovery:** Engage students with a range of travel writing pieces, including Bill Bryson and Stanley Stewart. Students will learn how to write within this genre about their own experiences of different locations.

Autumn Term 2

- **Novel Study:** Simple: Inspire a love of reading in the students!

Spring Term 1

- **Shakespeare's Outsiders:** Students will investigate three of Shakespeare's plays focusing on outcast characters. They will evaluate and explore the role of these characters within the plays.

Spring Term 2

- **Speech Writing:** Allow students to develop understanding of the power of speech in motivating and inspiring the listener.
- **Year 8 Exams:** Reading comprehension and a Writing paper.

Summer Term 1

- **Poems from different cultures:** Students will study a wide range of poetry from different cultures, investigating how the poets express meaning and emotion.
- **Conspiracy Theories:** Students will research different text types based around famous conspiracy theories. They will present their findings in a piece of argument writing.

Summer Term 2

- **Novel Classic Study:** Students will aim to look at a classic text, ranging from The Jungle Book to Treasure Island, to be able to understand the different contexts in time and how this affects concepts and ideas in literature.

Reading lists

- Travelling the World - Michael Palin
- 'I have a dream' speech - Martin Luther King
- The Hunger Games - Suzanne Collins
- Othello, The Tempest, Richard III - William Shakespeare

Possible enrichment activities at home

- Read for 20-30 minutes a day with your child. This should be with their Accelerated Reading book.
- Read a weekly newspaper or magazine to understand the difference between formal and informal language and purpose and audience.
- Collect different travel leaflets and discuss their purpose.
- Go onto the BBC website and research Shakespeare's background and watch clips about his plays.

10 THE TOP BIG IDEAS IN ETHICS & BELIEFS



1

What it means to be religious is different for different people.

2

People understand the divine and the world around them in different ways.

3

Religion can help to give people a sense of right and wrong, but you do not have to be religious to have morals.

4

We do not have to agree with other people to respect their views.

5

For some religious people, belief is more important than practice; for others, practice is more important than belief.

6

Abrahamic (Judaism, Christianity and Islam) and Dharmic religions (Hinduism, Buddhism, and Sikhism) cannot be understood or categorised in the same way.

7

Religion can contribute both to global connectedness and global division.

8

A person's views on the afterlife will affect the way they live their life now.

9

All major world religions hold showing compassion to others in high regard.

10

The rules of a religion may not be compatible with the laws of a country.



Ethics and Beliefs

Autumn Term 1 - Evil and Suffering <ul style="list-style-type: none">• Natural evil• Moral evil• Freewill• Fate• Forgiveness Autumn Term 2 - Judaism <ul style="list-style-type: none">• Covenant• Jacob/Israel• Kosher• Mitzvah• Passover• Synagogue• Torah Spring Term 1 & 2 - Islam <ul style="list-style-type: none">• Greater jihad• Lesser jihad• Shirk• Tawheed• Umma	Summer Term 1 - Death and the Afterlife <ul style="list-style-type: none">• Heaven• Hell• Purgatory• Atman• Karma• Moksha• Samsara• Ofrenda Summer Term 2 - Extremism <ul style="list-style-type: none">• Terrorism• Prejudice• Phobia
---	---

Reading list

- Read BBC news online to keep on top of current events and ethical debates.
- Discovering Religions: Judaism by Sue Penney.
- Discovering Religions: Islam by Sue Penney.
- Discovering Religions: Christianity by Sue Penney.
- <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt> (BBC Bitesize Religious Studies Key Stage 3)
- See the School Librarian in the school LRC for advice on appropriate material to support the topics being studied.

Possible enrichment activities at home

- Discussion and debate on the issues with people at home.

10 BIG IDEAS IN FRENCH



1

French has different phonics and be able to recognise high frequency phonics patterns in familiar words as well as applying them in less familiar words. A) DPSTX letters B) an / oi / eau / u / ou C) é / è D) ill / th / ss / s / ch / gn

2

Sentence building follows a pattern in French, which cannot easily be switched around without triggering significant changes.

3

French word order in sentences follows a structure.

- A) Adjectives AFTER the noun they describe (Except BANGS)
- B) Adverbs AFTER the verb
- C) Negatives AROUND the verb
- D) Direct and Indirect Object pronouns BEFORE the verb

4

French is a CONJUGATION language i.e. Verb endings change depending on WHO is doing the action expressed by the verb and WHEN this action takes place (subject and tense).

5

Present tense verb endings and time expressions.

6

Past tense formation & time phrases.

7

Future tense endings & time expressions.

8

Grammatical GENDER and NUMBER of nouns and the paramount importance of ARTICLES in French to signal this in a sentence

je mange UN bonbon - UN is needed so we know bonbon is a masculine noun

je mange DES bonbons - DES is needed so we know I eat more than one sweet as the S at the end of bonbons is silent

9

ADJECTIVAL agreement - making the adjective masculine / feminine / plural to match the grammatical GENDER and NUMBER of the nouns in a sentence

10

Mastering a language happens through small incremental steps and that as novices, pupils will need to rely on reference materials such as sentence builders but that over time, they will build a bigger range of language, i.e. vocabulary and grammatical structures, in their long-term memory.

French

Autumn Term 1

- Where I live - describing your local area
- Discussing what you can do in your town
- Discussing the weather in different seasons and parts of the world
- Pros and cons of different locations
- Cultural appreciation: The French speaking world beyond Europe

Autumn Term 2

- Food and drink
- Discussing what people wear for a party
- Past family celebrations
- Cultural appreciation – French dishes and recipes and les Sapeurs du Congo

Spring Term 1

- New year's resolutions - what you will do more or less in the future
- Discussing a healthy lifestyle
- Saying how often you do an activity and balancing benefits and potential risks
- Cultural appreciation: French national sporting teams and the 2024 Paris Olympics

Spring Term 2

- French-speaking media
- TV, film, music
- Expressing an emotional reaction to a film/song
- Cultural appreciation: French-speaking films & music and the Cannes film festival

Summer Term 1

- Holiday destinations and preferences
- Accommodation and transport
- Holiday activities
- Cultural appreciation: France as a holiday destination and Paris landmarks

Summer Term 2

- Revision and preparation for exams
- Film study: "Le petit Nicolas en vacances"
- Discussing characters, how they get on and what they did in the film (Past tense)
- Cultural appreciation – a French seaside holiday and Bastille day

Reading lists

- Astérix et Obélix, Tintin, les Schtroumpfs, Le Petit Nicolas
- French films, series and cartoons on any streaming service with subtitles!

Possible enrichment activities at home

- Quizlet - all year 8 students are invited to join a Testwood virtual class on Quizlet to support vocabulary learning at home (no need to upgrade to 'plus' subscription!)
- Websites such as Memrise, Busuu or Babbel
- BBC bitesize KS3 French
- Phone applications such as Duolingo

10 THE TOP **BIG** IDEAS IN **GEOGRAPHY**



1

We are part of an interconnected global community.

2

We are interdependent - we rely on each other and natural systems are connected.

3

Understanding one's place in the world.

4

Knowledge and understanding of how and why the world changes.

5

How other people across the world live and adapt to their surroundings.

6

Access to Geographical Information Systems.

7

Interpretation and understanding of Geographical Information Systems.

8

Understand how one's individual actions affect the human and natural environment.

9

Understand the need to live more sustainably and manage waste more effectively.

10

Be able to question our surroundings and challenge what we see and hear as we travel the world, both personally and through media.



Geography

Autumn Term 1

The Coast – Coastal processes and the landforms these create; the need for management strategies at the coast; coastal defences.

Autumn Term 2

People Everywhere – Where do people live, why are some areas sparsely populated and how do people survive in these areas?

Spring Term 1

Restless Earth – Plate tectonics, the cause and effects of earthquakes, living with earthquakes and a detailed look at the Kobe Earthquake 1995.

Spring Term 2

Middle East – Developing an understanding of a crucial natural resource (oil) and how this has led to rapid economic growth across the region.

Summer Term 1

China – A study of the most populated country on earth - focusing on the One Child Policy and the issues of pollution in China

Summer Term 2

India - A look at this fascinating country (the second most populated in the world), the people and its geographical features.

Reading lists

- See the School Librarian in the school LRC for advice on appropriate material to support the topics being studied.
- Coasts – The Water Will Come: Rising Seas, Sinking Cities, and the Remaking of the Civilized World by Jeff Goodell
- People Everywhere – The Human Tide: How Population Shaped the Modern World by Paul Morland
- Restless Earth – What Storm, What Thunder by Myriam J.A. Chancy
- Middle East – The Middle East Crisis Factory by Iyad El-Baghdadi and Ahmed Gatnash
- China – Secrets and Siblings: The Vanished Lives of China's One Child Policy by Mari Manninen
- India – Rediscovering Dharavi: Stories from Asia's Largest Slum by Kalpana Sharma
- Slumdog Millionaire by Vikas Swarup
- Atlas of the World.
- Horrible Geography book series.

Possible enrichment activities at home

- BBC Bitesize - Keystage 3 Geography <http://www.bbc.com/bitesize/levels/z4kw2hv>
- KS3 Education Quizzes <https://www.educationquizzes.com/ks3/geography/>
- Learn on the Internet – a range of useful resources
- www.internetgeography.net
- The Week - a weekly newspaper for students
- Watching the news and reading newspapers to keep up to date with what is going on in the world
- Visiting new and interesting places
- CIA World Factbook website
- 'Geogglebox' - a weekly list of geographical related programmes on free-to-air TV/streaming services.

10 THE TOP BIG IDEAS IN HISTORY

- 1 History is global and can be told from many perspectives.
- 2 History is a construct; there are different interpretations of the past.
- 3 The reasons for different interpretations of the past can be explained.
- 4 Some people, events and changes have been given more historical significance than others.
- 5 There are many reasons why things happen and there are many consequences of events.
- 6 Within time periods, and across time periods, some things change and some things stay the same.
- 7 Not everyone's experience of the past was the same.
- 8 The changing nature of beliefs has shaped societies over time.
- 9 The changing nature of conflict has shaped societies over time.
- 10 The changing nature of power has shaped societies over time.



History

Autumn Term 1 <ul style="list-style-type: none">• Benin• Britain 1750 – 1900• Industrial towns: local study on Southampton Autumn Term 2 <ul style="list-style-type: none">• Empire• Colonial Slavery• Abolition Spring Term 1 <ul style="list-style-type: none">• Enlightenment• French Revolution• Changing beliefs about democracy	Spring Term 2 <ul style="list-style-type: none">• Swing Riots• Chartist• Peterloo• Suffragettes Summer Term 1 <ul style="list-style-type: none">• First World War• World War Two in Western Europe Summer Term 2 <ul style="list-style-type: none">• Local Study: Southampton in World War Two• Holocaust• British Civil Rights movement
--	---

Reading lists

- Suffragette: The diary of Dollie Baxton, London 1901-1913 by Carol Drinkwater
- Mary Poppins by P.L. Travers
- The Woeful Second World War by Terry Deary
- The Blitzed Brits by Terry Deary
- Private Peaceful by Michael Morpurgo
- The Diary of Anne Frank by Anne Frank
- When Hitler Stole Pink Rabbit by Judith Kerr
- Erica's Story by Ruth Vander Zee

Films and Documentaries

- War Walks: The Battle of the Somme – BBC Series
- War Horse (BBFC: 12)
- Valkyrie (BBFC: 12)
- Freedom Writers (BBFC: 12)

Possible enrichment activities at home

- Seacity Museum, Southampton: www.seacitymuseum.co.uk
- Fort Nelson, Fareham: www.royalarmouries.org/visit-us/fort-nelson/
- The Tank Museum, Bovington: www.tankmuseum.org/home
- D-Day Museum, Portsmouth: www.ddaymuseum.co.uk/
- Imperial War Museum, London: www.iwm.org.uk/visits/iwm-london

10 THE TOP BIG IDEAS IN MATHS KS3

1

Structural arithmetic - adding, subtracting, multiplying and dividing - including with decimals. (This must include facts of times tables up to and including 12×12)

2

Fluency changing between fractions, percentages and decimals

3

Calculations with fractions

4

Simplification - an understanding that algebra copies the structure of arithmetic for symbols and numbers.

5

Ratio and proportion

6

Geometric understanding of triangles

7

Statistics - mean, median and mode

8

Fluency with time calculations and real world applications.

9

Ability to solve worded problems - just 2 to 3 sentence problems. Where links are made between mathematical ideas and reasoning.

10

Use a calculator efficiently.



Mathematics

Autumn Term 1

- Proportional reasoning - ratio, multiplicative change, calculations with fractions

Autumn Term 2

- Graphical representations - data and algebraic graphs

Spring Term 1

- Algebraic Techniques
- Brackets, equations and inequalities
- Sequences
- Indices

Spring Term 2

- Fractions and percentages
- Standard index form
- Number sense - rounding to both decimal places and significant figures

Summer Term 1

- Angles in parallel lines and polygons
- Area of trapezia and triangles
- Lines of symmetry and reflection

Summer Term 2

- Data handling cycle
- Measures of location

Reading lists

- Cool Maths 50 Fantastic Facts by Katie Hewett
- The Cracking Code Book by Simon Singh
- What's the point of Maths by DK (Doris Kingsley)
- Loan books from the LRC

Possible enrichment activities at home

- nrich.maths.org
- www.ukmt.org.uk
- www.mathsworkout.co.uk (ask your class teacher for school login details)
- If possible play any strategy games - Catan where a logical strategy is needed to win, chess, card games.

10 THE TOP **BIG** IDEAS IN **MUSIC**



- 1** Music is a way to use sound organised in time, pitch, tone and volume in order to communicate.
- 2** Music is a part of culture and reflects societies' and individuals' experience of life.
- 3** Attitude and practice are vital components of musical success.
- 4** Music can be transcribed and recorded using a variety of notations and recordings.
- 5** Performing requires a mixture of instrumental mastery, practice, flair and confidence.
- 6** Composing music is being creative within set parameters.
- 7** Music can inspire people on both an emotional and aesthetic level.
- 8** Familiarity with different genres, traditions and styles increases comfort.
- 9** Music can be performed, composed and enjoyed in a variety of contexts including solo, and groups.
- 10** Music is inclusive.



Music

Unit 1

- Film & Classical Music
- Instrument Focus: Keyboard
- Composition Task: Toy Story Composition

Unit 2

- Reggae
- Instrument Focus: Keyboard & Ukulele
- Performance: Buffalo Soldier
- Composition Task: Product Song

Unit 3

- Samba
- Instrument Focus: Samba Band
- Group Samba performance: Samba Batucada
- Composing: Salsa rhythms and minor scales

Unit 4

- Band Skills - Music Festivals
- Instrument Focus: Student Choice
- Group Performance: Seven Nation Army / Get Lucky
- Practice Log

Band Skills

Students can practice a variety of songs on their choice of instrument based on the Trinity Rockschoool Syllabus of Instrumental exams.

Extra-Curricular Opportunities

Throughout the year there are a number of opportunities to groups to get involved with including:

- Production - Matilda Jr.
- Instrumental lessons - £82 for paired lessons a term
- Band - For those who who want to practise on their instruments Thursday lunchtime (alternate weeks)

10 THE TOP BIG IDEAS IN PSHE



1

Physical Health - getting to know how to keep our bodies physically fit and cared for.

2

Mental Health - learning how to take care of our minds and emotional wellbeing.

3

Growing and changing - understanding that there will be physical and emotional changes as we grow.

4

Personal Safety - learning how to keep ourselves safe, online and offline.

5

Relationships and Sex - knowing how to build healthy, consensual relationships and boundaries with people

6

Inclusivity - understanding that everyone is accepted in our community and how we can respect each other's differences.

7

Digital Literacy - in an ever changing world, our digital literacy helps us to navigate all forms of communication in an effective manner.

8

Finance - discovering how our finances may look in the future and how to keep these well-managed and secure

9

Careers - Learning how to access various opportunities, and learn the pathways to future aspirations.

10

Community and responsibility - PSHE encompasses all the building blocks that lead us to becoming well-rounded, responsible citizens in our community.



Year 8 PSHE 2023/24

PSHE at Testwood School is split into 5 key areas: Mental Health, Physical Health, Global Community, Careers and Finance, and RSE (Relationships and Sex Education). We have dedicated staff in place to teach each area.

These key areas are taught during tutor time on a Thursday morning.

The last half term is saved for key relevant themes. This year we will be looking at Community and Inclusivity.

Autumn Term 1 <ul style="list-style-type: none">• Relationships and Sex Education Autumn Term 2 <ul style="list-style-type: none">• Mental Health Spring Term 1 <ul style="list-style-type: none">• Careers and Finance Spring Term 2 <ul style="list-style-type: none">• Physical Health	Summer Term 1 <ul style="list-style-type: none">• Global Community Summer Term 2 <ul style="list-style-type: none">• Community and Inclusivity
---	--

Useful Websites:

General advice and support

- Childline - www.childline.org.uk
- NSPCC - www.nspcc.org.uk

Sex and Relationships

- Let's talk about it - www.letstalkaboutit.nhs.uk

10 THE TOP **BIG** IDEAS IN **PHYSICAL EDUCATION**



1

Develop physical literacy and core skills to participate in a wide range of physical activities/sports.

2

Develop holistic skills to support work life including teamwork, leadership and communication.

3

Improve physical fitness to be able to complete everyday activities with ease.

4

Understand the impact of exercise on the body including the importance of an effective warm up and cool down, the importance of fitness and how to maintain it.

5

Develop tactical awareness and have the ability to develop strategies within a game.

6

Identify and understand the link between physical exercise and mental wellbeing.

7

Explore and develop creativity.

8

Develop knowledge of activities that are played around the world.

9

Develop a love or appreciation of physical activity to support lifelong participation.

10

Experience competitive activities to all and be aware of community links.



Physical Education

Throughout the year, the students will participate in a range of sporting activities to develop their core and technical skills to become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They will also be encouraged to use a range of tactics and strategies to overcome opponents. Testwood has a strong leadership legacy and in Year 8, the students will develop their leadership qualities within sport.

	8x1	8x2	8x3	8y1	8y2	8y3
04.09.23 – 06.10.23	Gymnastics	Football	Netball	Gymnastics	Football	Netball
09.10.23 – 20.10.23	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country
30.10.23 – 17.11.23	Dance	Netball	Football	Dance	Hockey	Football
20.11.23 – 15.12.23	Badminton	Dance	Rugby	Badminton	Dance	Rugby
02.01.24 – 26.01.24	Taster Sessions	Taster Sessions	Taster Sessions	Taster Sessions	Taster Sessions	Taster Sessions
29.01.24 – 01.03.24	Football	Gymnastics	Dance	Football	Gymnastics	Dance
04.03.24 – 28.03.24	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
15.04.24 – 19.07.24	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding	Athletics Striking & Fielding

Extra-Curricular Opportunities
<p>Why not try setting yourself a daily step challenge.</p> <p>Can you beat the number of steps a PE staff member completes?</p> <p>Why not follow a workout session from YouTube.</p> <p>How about a family cycle outing.</p>

Out of School Opportunities
<p>Waterside Table Tennis Club www.watersidettc.co.uk</p> <p>Pace Youth Football Club www.pitchero.com</p> <p>Totton & Eling Football Club www.pitchero.com</p> <p>Tottonians Rugby Club www.tottonians.com</p> <p>Southampton Hockey Club www.southamptonhc.org</p> <p>Calmore Cricket Club www.calmoresports.co.uk</p> <p>New Forest Junior Athletics Club www.newforestjuniors.co.uk</p> <p>Totton & Eling Tennis Centre www.servingtennis.net/totton.htm</p> <p>Stagecoach www.stagecoach.co.uk/totton</p>

5 THE TOP **BIG** IDEAS IN **SCIENCE**

1

Cells are the fundamental building blocks of all living things. They reproduce to cause organisms to grow and can become specialised to take on many different roles. They can co-ordinate and communicate to form organs or entire organisms.

2

Interdependence – living things depend on each other for food and other resources. Changes to feeding relationships occur when biotic or abiotic factors in ecosystems are disturbed, and this can result in catastrophic collapse and loss of biodiversity.

3

Forces change the shape and motion of objects in the universe. The fundamental forces such as gravity, electrostatic, nuclear shape the behaviour of all objects from atoms to stars, galaxies and the entire universe.

4

Energy cannot be created or destroyed, it is transferred from one energy store to another. Energy is a useful concept that can allow us to describe the behaviour of open and closed systems.

5

Particles (atoms & molecules) are the fundamental building blocks of all materials in the universe. The behaviour of simple materials and reactions can be described by the particle model and kinetic theory. All of the different elements in the periodic table were forged in the heart of a dying star. Each type of element is made of a single type of atom and understanding the patterns caused by building atoms from protons, neutrons and electrons is fundamental to unlocking the secrets of chemistry.



Science

Autumn Term 1

- Pure Substances, Light

Autumn Term 2

- Tissues and organs

Spring Term 1

- Life Diversity
- Reactants & Products

Spring Term 2

- Movement

Summer Term 1

- Electrical Energy
- Respiration

Summer Term 2

- Earth Systems
- Extended scientific enquiry projects
- End of year exam

Reading lists

- Key Stage 3 Science Revision Guide
- Wonders of the Solar System (Prof Brian Cox)
- A Beginners Guide to the Periodic Table (Gill Arbutnot)
- Electricity and Magnetism Fundamentals (R.Wood)
- Wonders of the Natural World (Prof Brian Cox)
- Chemistry: Reactions of Metals (Oaka Books)
- What's Biology all about? What's Chemistry all about? What's Physics all about? (Usborne Books Collection)

Possible enrichment activities at home

- The Science Museum, London
- Winchester Science Centre and Planetarium
- Southampton University Open Days

10 BIG

THE TOP

IDEAS IN

DESIGN & TECHNOLOGY



1

Understand how to work safely.

2

Learn how to work with a range of materials.

3

Development of confidence in executing skills.

4

Plan/Re-plan/Adapt.

5

Visualise and realise a design using creativity and imagination.

6

Troubleshoot and adapt.

7

Develop resilience and perseverance.

8

Evaluate the process.

9

Develop understanding of the role of professionals in industry, including career paths.

10

Develop understanding of the use of design and technology around the world.



Technology

In Year 8, students are encouraged to develop independence in the development of their Design solutions. Students will develop from their skills in Year 7 and use methods of colouring fabrics and cooking techniques in the creation of designs for a given brief.

Product Design	E-Textiles	Food
<p>Design, make and evaluate a product out of either wood or plastic.</p> <p>Consideration for sustainability in both the design and making of a product.</p>	<p>High Street Accessory Unit</p> <p>Health, safety of using equipment.</p> <p>Understanding an electrical circuit</p> <p>Designing and making an electronic accessory</p>	<p>Nutrition Unit</p> <p>Health & Safety of equipment. Developing cooking skills.</p> <p>Eat Well Guide – nutrition. Developing practical cooking skills.</p> <p><i>*Personal apron required.</i></p>

	8x1	8x2	8x3	8x4	8y1	8y2	8y3	8y4
Autumn Term	Food	E-Textiles	Food	E-Textiles	Food	E-Textiles	E-Textiles	E-Textiles
Spring Term	E-Textiles	Food	E-Textiles	Food	E-Textiles	Food	Food	Product Design
Summer Term	Product Design	Product Design	Product Design	Product Design	Product Design	Product Design	Product Design	Food

Reading lists

- Rosie Revere's Big Project Book for Bold Engineers (Andrea Beaty)
- Everyday Superheroes: Women in STEM careers (E. Twamley and J. Sneideman)
- The Kitchen Science Cookbook (Dr Michelle Dickinson)
- Hello World: How to be Human in the Age of the Machine (Hannah Fry)
- Saving Bletchley Park (Dr Sue Black)
- The Urban Farmer: How to Create a Productive Garden in Any Space (J. Calverley)
- Love at First Stitch (Tilly Walnes)

Possible enrichment activities at home

- Cook a family meal
- Help make flat pack furniture
- Design a family logo/crest
- Sew a button onto a shirt
- Make a Cross Stitch design
- Become involved in STEM activities
- Watch Great British Sewing Bee

Recommended Reading for Year 8

Bone Talk *by Candy Gourlay*

Everything All at Once *by Steven Camden*

A Skinful of Shadows *by Frances Hardinge*

Norse Myths *by Kevin Crossley-Holland*

The Bone Sparrow *by Zana Fraillon*

One *by Sarah Crossan*

Orangeboy *by Patrice Lawrence*

Hell or High Water *by Tanya Landman*

The Smell of Other People's Houses *by Bonnie-Sue Hitchcock*

Salt to the Sea *by Ruta Sepetys*

I Am Malala *by Malala Yousafzai*

Bog Child *by Siobhan Dowd*

There will be Lies *by Nick Lake*

Blood Family *by Ann Fine*

Picture me Gone *by Meg Rosoff*

Ketchup Clouds *by Annabel Pitcher*

The Savages *by Matt Whyman*

Mortal Engines: Predator Cities 1 *by Philip Reeve*

Midwinterblood *by Marcus Sedgwick*

The White Darkness *by Geraldine McCaughrean*

A Gathering Light *by Jennifer Donnelly*

Can You See Me? *by Libby Scott*

The Giver *by Lois Lowry*

The Lord of the Rings *trilogy by JRR Tolkien*

Private Peaceful *by Michael Morpurgo*

Skellig *by David Almond*

Refugee Boy *by Benjamin Zephaniah*

The Hunger Games *trilogy by Suzanne Collins*