Curriculum Booklet

Year 8

2026 - 2027

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.

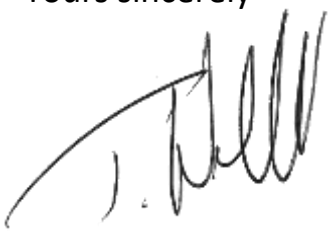
Knowing which topics are coming up each half term will enable students to plan ahead. Parents/Carers who have a particular interest in subjects may wish to talk to their sons and daughters about those topics to nurture their interest.

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 2026/2027. If you have any concerns or questions about a specific subject, please don't hesitate to contact the subject teacher.

Yours sincerely



Mr T Webber
Headteacher

THE TOP 10 BIG IDEAS IN ART & PHOTOGRAPHY

TESTWOOD SCHOOL

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



Art

Autumn Term

Birds

Students will build on art skills and drawing techniques developed in year 7 to support their investigation around the theme of birds. They will develop their work with colour and tone through experiments with oil pastel and further develop clay skills with creating a 3D sculpture.

Spring Term

Portraits

Students will learn about facial proportions and develop their observational drawing skills. Inspired by a range of portrait artists including Andy Warhol, Chuck Close and Julian Opie, students will develop their own photo-manipulated self-portrait and use it as a plan for their own unique painted outcome.

Summer Term

Rhythm

Students will create a variety of visual experimentations based on the artists Bridget Riley, Wasily Kandinsky and Victor Vasarely, 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 our local Art Galleries including Southampton City Art Gallery and John Hansard to see the range of artwork from both traditional and contemporary artists.

Students may also like to take the opportunity to develop and practise art skills through our Art Club, Photography Club or Clay Club afterschool enrichment sessions that run throughout the year. Please see the Art department staff for an information letter.

THE TOP 10 BIG IDEAS IN COMPUTER SCIENCE

TESTWOOD SCHOOL

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.



Computer Science

Autumn Term 1 – Online Safety & Artificial Intelligence

- Digital Footprint
- Online threats
- Spotting Misinformation
- Defining AI

Autumn Term 2 – Artificial Intelligence & Programming

- What is Artificial Intelligence?
- Machine learning
- The Turing Test
- Using Google Gemini

Spring Term 1 – Programming Fundamentals & Boolean Logic

- Building on the basics - variables
- The 3 programming constructs
- Debugging lines of code
- Logic Gates & Truth Tables

Spring Term 2 – Ethical, Legal, Environmental & Cultural Issues

- Computer Science & the Environment
- Ethical Issues in Computer Science
- Computer Science Legislation

Summer Term 1 – Introduction to Networking

- LAN & WAN
- WiFi & Bluetooth
- The Internet & URL
- Threats to Networks

Summer Term 2 – Web Design with Canva

- Creating websites
- Using HTML to customise headings, fonts and colours
- Creating digital artefacts

Reading list

- BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zvc9q6f
- Teach ICT: https://www.teach-ict.com/v/ks3/ks3_home.html
- Code Academy: https://www.codecademy.com/
- Cisco Binary Games: https://learningcontent.cisco.com/games/binary/index.html#
- Typing Club: https://www.typingclub.com/

Possible enrichment activities at home

- AI Prompting & Testing
- Build Your First Webpage
- Canva Design Challenge
- Logic Gate Puzzles

THE TOP 10 BIG IDEAS IN DRAMA

TESTWOOD SCHOOL

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

Refugee Boy

- Students will explore the important themes in the play Refugee Boy through a series of devised and scripted performance work.
- Drama skills - Interpretation of a text, characterisation, performance skills, split stage, script work, and use of the ensemble and chorus.

Autumn Term 2

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.
- Drama skills - Stage combat, characterisation, health and safety, script work and devising.

Spring Term 1

Mama Mia

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

Spring Term 2

Brecht's 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

Physical Theatre

- Students will study a range of physical theatre style workshops and get to sample the different techniques each brings to Drama.
- Drama skills- Physical theatre, group work, trust, chair duet, round by through, body as a prop, frantic assembly

Summer term 2

'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

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

Reading list

- Brecht on Performance (Performance Books) by Bertolt Brecht
- Stones - Play by Tom Lycos and Stefo Nantsou

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 Club on a Wednesday lunch time and the whole school production of 'Frozen'

THE TOP 10 BIG IDEAS IN ENGLISH

TESTWOOD SCHOOL

'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.



English

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 study: Macbeth:** Students will eplore the context and story of Macbeth. They will evaluate and explore the role of characters within the play.

Spring Term 2

- **Speech Writing:** Allow students to develop understanding of the power of speech in motivating and inspiring the listener.

Summer Term 1

- **Novel study:** Students will read the novel 'Trash'. Students will explore, appreciate and extend understanding of different cultures through fiction.

Summer Term 2

- **Culture Poetry:** Students will explore a range of poems, considering how methods are used by writers.

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.
- 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.

THE TOP 10 BIG IDEAS IN FRENCH

TESTWOOD SCHOOL

1. French has different phonics. To 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

Spring Term 2

- French-speaking media
- TV and film
- Expressing an emotional reaction to a film
- Cultural appreciation: French-speaking films & TV 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

THE TOP 10 BIG IDEAS IN GEOGRAPHY

TESTWOOD SCHOOL

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
Coasts: Shaping Our Landscapes – 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 two earthquakes in areas of contrasting wealth: New Zealand 2011 and Nepal 2015.

Spring Term 2
Middle East and Russia – 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
People Live Here? - A look at the incredible places that people call home, from the vast to the tiny and issues of informal settlements.

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-Bagdhadi 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
- 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.

THE TOP 10 BIG IDEAS IN HISTORY

TESTWOOD SCHOOL

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
- Tudor Southampton
- The Enlightenment

Autumn Term 2
- What really mattered to the Mughals
- The British Empire in India

Spring Term 1
- Change and continuity in British Jamaica
- Impact of Empire: West Africa and Australia

Spring Term 2
- Was the industrial revolution really Liberty's Dawn?

Summer Term 1
- Haitian Rebel women
- Peterloo and popular protest in the 19th century

Summer Term 2
- Gypsy, Roma and Traveller histories
- World War One

Reading lists

- The Silk Roads illustrated edition by Peter Frankopan
- Horrible History series: the Vile Victorians and the Gorgeous Georgians
- Freedom by Catherine Johnson
- The Interesting Narrative (abridged young readers' edition) by Olaudah Equiano
- Street Child by Berlie Doherty
- Sugar Changed the World by Marc Aronson & Marina Budhos
- Suffragette: The diary of Dollie Baxton, London 1901-1913 by Carol Drinkwater
- Mary Poppins by P.L. Travers
- The Stopping Places by Damian Le Bas
- Regeneration by Pat Barker

Possible enrichment activities at home

- You're Dead to Me BBC History podcast
- Homeschool History podcast
- Tudor House and Garden, Southampton
- SeaCity Museum
- Burseldon Brickworks
- Portsmouth Historic Dockyards

THE TOP 10 BIG IDEAS IN MATHS KS3

TESTWOOD SCHOOL

1. Structural arithmetic - adding, subtracting, multiplying and dividing - including with decimals. (This must include facts of times tables up to and including 12 x 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
- Area and Perimeter: triangles, quadrilaterals and compound shapes
- Algebra: expanding, factorising, substituting

Autumn Term 2
- Algebra: solving linear equations
- Algebra: solving inequalities

Spring Term 1
- Algebra: indices
- Angles: triangles, quadrilaterals and multi-step problems
- Averages

Spring Term 2
- Standard Form
- Multiplicative Reasoning: proportion, speed, scale diagrams

Summer Term 1
- Circles - Area / Circumference, Problem solving
- Graphs - Plotting linear & quadratic
- Midpoint of a line
- Angles in parallel lines

Summer Term 2
- Pythagoras : Understand and apply
- Probability
- Probability project

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
- Loan books from the LRC

Possible enrichment activities at home

- nrich.maths.org
- www.ukmt.org.uk

THE TOP 10 BIG IDEAS IN MUSIC

TESTWOOD SCHOOL

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: Cubase Sequencing
- Composition Task: Chase Scene Composition - Toy Story 3

Unit 2
- **Music of Latin America**
- Instrument Focus: Samba Band
- Group Samba performance: Samba Batucada

Unit 3
- **House Music**
- Instrument Focus: Cubase Sequencing
- Performance: Daft Punk Cover

Unit 4
- **Gamelan**
- Instrument Focus: Tuned Percussion
- Performance: Lancaran Cobowo
- Composition Task: Product Song

Unit 5
- **Reggae**
- Instrument Focus: Cubase Sequencing
- Composing: Jamaica Product Composition

Unit 6
- **Music and Sports**
- Instrument Focus: Cubase Sequencing
- Producing: Sports Music Cover
- **Year 8 Exam**

Band Skills

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

Extra-Curricular Opportunities

Throughout the year there are a number of opportunities and groups to get involved with including:
- Production – Frozen (Mon, Weds & Thurs after school)

THE TOP 10 BIG IDEAS IN PER

TESTWOOD SCHOOL

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.



Philosophy, Ethics & Religion

Autumn Term 1 - Evil and Suffering

- Types of Suffering
- The Problem of Evil
- Story of Job
- Free Will
- Buddhism, Suffering and Forgiveness

Autumn Term 2 - Islam

- Qur'an
- Mosque
- Prayer
- Hajj
- Jihad & Ramadan

Spring Term 1 - Equality

- Equality, Equity and Justice
- Guru Nanak
- Charity & Langar
- Jesus & Justice
- Maria Cristina Gomez
- Skills

Spring Term 2 - Afterlife

- Heaven & Hell
- Samsara & Karma
- Buddhist Funerals
- Non-religious Funerals

Summer Term 1 – Art and Spirituality

- Art and Spirituality
- Islamic Art
- Buddhist Mandalas
- NATRE Spirited Arts Competition

Summer Term 2 - Hinduism

- Brahman & Trimurti
- Ganesh
- Worship
- Ahimsa
- Sacred Places for Hindus

Reading list

- Read BBC news online to keep on top of current events and ethical debates.
- Letters to a Young Muslim – Omar Saif Ghobash (short adapted extracts about identity and faith)
- I am Malala(Young Readers Edition) - Malala Yousafzai
- Hajj: Journey to the Heart of Islam – British Museum exhibition booklet (available online)
- 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 the people at home.

THE TOP 10 BIG IDEAS IN PDP

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.



PDP

PDP (Personal Development Programme) is run on a rotation of 6 different topic areas; all based around the school values. Students will study one topic with a specialist teacher before changing to another specialist teacher for another topic.

Caring Unit 1

Students will continue to explore how to build healthy relationships, with a focus on adult relationships they can explore in the future. Time will be spent exploring toxic misogyny and how we tackle that as individuals and society.

Caring Unit 2

Students will explore how to keep themselves and their peers safe in the outside world with a focus on Road, Rail and Water safety; First Aid and CPR.

Inclusive Unit 1

Students will explore the core British Value of the Rule of Law and how the legal system is designed to keep us safe, to be impartial and fair to all. Students will explore how to protect themselves from prevalent illicit activities including, anti-social behaviour, knife crime and drug/county lines criminal exploitation.

Inclusive Unit 2

Students will continue to explore how to manage their own mental health including their body image and how to manage loneliness. Students will complete a project on how to improve belonging in their school and community. In addition students explore the law surrounding protected characteristics.

Ambitious Unit 1

Students will continue their journey with our careers programme focussing on their job motivators and matching these to careers and potential GCSE options. Students will continue to work on our dedicated careers platform xello.co.uk.

Ambitious Unit 2

Students will continue to explore the ever-changing world of finance looking at how to keep their money safe and how to set budgets that will help them keep more of their own money.

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

Possible enrichment activities at home

- Discussing and exposing your child to the work family members are in
- Budgeting with your child
- Reading and discussing daily news

THE TOP 10 BIG IDEAS IN PHYSICAL EDUCATION

TESTWOOD SCHOOL

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 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 and apply them across different sports and physical activities. They will also be encouraged to use a range of tactics and strategies.

	8x/PE1 Mon4 / Tues2 Wed1/Thurs2	8x/PE2 Mon4 / Tues2 Wed1/Thurs2	8x/PE3 Mon4 / Tues2 Wed1/Thurs2	8y/PE1 Wed1 / Thurs1 Tues4 / Fri1	8y/PE2 Wed1 / Thurs1 Tues4 / Fri1	8y/PE3 Wed1 / Thurs1 Tues4 / Fri1
01.09.26 – 02.10.26 (5 weeks)	Football *(Outside/Boots)*	(Tag) Rugby *(Outside/Boots)*	Netball *(Trainers)*	Football *(Outside/Boots)*	(Tag) Rugby *(Outside/Boots)*	Netball *(Trainers)*
05.10.26 – 23.10.26 (3 weeks)	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*	Fitness Programme *(Outside/Boots)*
02.11.26 – 27.11.26 (4 weeks)	Gymnastics *(Indoor/Bare Feet)*	Dance *(Indoor/Bare Feet)*	(Tag) Rugby *(Outside/Boots)*	Gymnastics *(Indoor/Bare Feet)*	Dance *(Indoor/Bare Feet)*	(Tag) Rugby *(Outside/Boots)*
30.11.26 – 17.12.26 (3 weeks)	Badminton *(Trainers)*	Gymnastics *(Indoor/Bare Feet)*	Football *(Outside/Boots)*	Badminton *(Trainers)*	Gymnastics *(Indoor/Bare Feet)*	Football *(Outside/Boots)*
04.01.27 – 29.01.27 (4 weeks)	Netball *(Trainers)*	Badminton *(Trainers)*	Dance *(Indoor/Bare Feet)*	Netball *(Trainers)*	Badminton *(Trainers)*	Gymnastics *(Indoor/Bare Feet)*
01.02.27 – 05.03.27 (4 weeks)	Dance *(Indoor/Bare Feet)*	Football *(Outside/Boots)*	Gymnastics *(Indoor/Bare Feet)*	Dance *(Indoor/Bare Feet)*	Football *(Outside/Boots)*	Badminton *(Trainers)*
08.03.27 – 25.03.27 (3 weeks)	(Tag) Rugby *(Outside/Boots)*	Netball *(Trainers)*	Badminton *(Trainers)*	(Tag) Rugby *(Outside/Boots)*	Netball *(Trainers)*	Dance *(Indoor/Bare Feet)*
12.04.27 – 21.05.27 (6 weeks)	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
24.05.27 – 02.07.27 (5 weeks)	Rounders Cricket	Rounders Cricket	Cricket Rounders	Rounders Cricket	Rounders Cricket	Cricket Rounders
05.07.26 – 21.07.27 (3 weeks)	L1 – Leadership L2 – OAA	L1 – OAA L2 – Leadership	L1 – Leadership L2 – OAA	L1 – Leadership L2 – OAA	L1 – OAA L2 – Leadership	L1 – Leadership L2 – OAA

Extra-Curricular Opportunities

After school clubs and teams.

Why not try setting yourself a daily step challenge?

Can you beat the number of steps a PE staff member completes?

Why not follow a workout session from YouTube?

How about a family cycling outing?

Out of School Opportunities

Waterside Table Tennis Club
www.watersidettc.ttclubs.co.uk

Tottonians Rugby Club
www.tottonians.com

Southampton Hockey Club
www.southamptonhc.org

Calmore Cricket Club
www.calmoresports.co.uk

New Forest Junior Athletics Club
www.newforestjuniors.co.uk

Testwood Gymnastics Club
www.testwoodgymnastics.co.uk

Totton & Eling Tennis Centre
www.servingtennis.net/totton.htm

Stagecoach
www.stagecoach.co.uk/totton

THE TOP 5 BIG IDEAS IN SCIENCE

TESTWOOD SCHOOL

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 or 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
- Light
- The Periodic Table

Autumn Term 2
- Nutrition & Digestion
- Waves

Spring Term 1
- Heating
- The Atmosphere

Spring Term 2
- The Musculoskeletal System
- Applied Forces

Summer Term 1
- Earth Systems
- Respiration

Summer Term 2
- Matter and Molecules
- Variation and Heredity
- Space!

Reading lists

- Key Stage 3 Science Revision Guide
- Wonders of the Solar System (Prof Brian Cox)
- A Beginners Guide to the Periodic Table (Gill Arbuthnot)
- 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

THE TOP 10 BIG IDEAS IN DESIGN & TECHNOLOGY

TESTWOOD SCHOOL

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 build upon the skills developed in Year 7 and will work with a widening range of specialist tools, materials and equipment.

Product Design *Sweet Dispenser Project*	**CAD** *Straw Roller Coaster Project*	**Electronics** *Steady Hand Game Project*	**Food** *Nutrition and Dietary Needs*
Sweet Dispenser Project Unit of Work Workshop practice. Health and Safety in the workshop Working with a range of different hand and power tools / equipment Design, make and evaluate a product out of different materials.	Use CAD to design and model a straw roller coaster. Use 3D Modelling Software to virtually test a design. Use CAD as a basis to create a real world product. Make and Evaluate a Straw Roller Coaster.	Health and Safety when working with electrical components. Understanding how circuits work. Knowledge and understanding of how to use different electrical components. Working with a range of specialist tools and equipment. Design, Make and Evaluate a product.	Nutrition Unit of Work Health, Safety and Hygiene in the kitchen. Development of knife skills, cooking methods and practical cooking. Understanding the Nutrition value of different dishes. Understanding the nutritional requirements of different people.

	8y1	**8y2**	**8y3**	**8x1**	**8x2**	**8x3**	**8x4**
Autumn Term	Food	Food	Product Design	Product Design	Product Design	Product Design	Food
Spring Term 1	CAD	CAD	CAD	CAD	CAD	CAD	CAD
Spring Term 2	Electronics	Electronics	Electronics	Electronics	Electronics	Electronics	Electronics
Summer Term	Product Design	Product Design	Food	Food	Food	Food	Product Design

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)
- 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

A Million Tiny Missiles All At Once by Lucas Maxwell

When The World Ends by Joanna Nadin

Always Angel by Kimberly Whittam

Where The Tide Lines Lead by Sophie Cameron

Python, The New Recruit by S. J. Wills

Lessons In Death by Sophie McKenzie

The Ministry Of Manners by David Solomons

Like A brother by Nathanael Lessore

Inside by S. A. Gales

Lila MacKay Is Very Misunderstood by Gill Sims

Shadow Creatures by Chris Vick

Rock Band by Leah Osakwe

Under Golden Seas by Sylvia Bishop

I.R.L. by Jenny Goebel

The Uninvited by Ross MacKenzie

The Vulpine by Polly Crosby

My Name Is Samim by Fidan Meikle

Cold Turkey by Simon James Green

Storm Of Lies by Sophie MacKenzie

What Happens Online by Nathanael Lessore

The Doomsday Club, Detention Can Wait, Saving The World Is More Important by Kevin Moran

Westfallen by Ann Brashares and Ben Brashares

The Last Dragon On Mars by Scott Reintgen

The Beck by Anthony McGowan

Awkward by Svetlana Chmakova

Shadow Thieves by Peter Burns