

# **Year 8 Curriculum Guide**

Sapere Aude

I came to give life - life in all its fullness

---

High expectations - no excuses



## Introduction

The new academic year has begun under very different circumstances but I have been most impressed with the vast majority of the cohort. With the year 8 cohort having spent just over half an academic year at the academy, it is imperative that we address the learning, memories and experiences lost in year 7. As with all great journeys it will be one step at a time with some steps bigger than others. The cohort have demonstrated good early signs of embracing the high standards set for them and a desire to learn, progress and embrace lifelong learning. Home learning will now have an increased focus for your child as we look for the additional progress in year 8. The relationship and communication between you, the parent/carer, and the academy will be an integral part of this process. The year 8 pastoral team will focus on the whole child where the learning is supported by nurturing their characters, personalities and wellbeing in the pursuit of realising their potential.

The combination of 'teaching, learning and assessment' rating with the 'pupil outcomes' grade to create new "quality of education" measure. The aim is to reduce the reliance on exam results as a measure of school quality by taking into account a school's broader curriculum offering. This is taken from how Ofsted will now view your child educational journey.

The new creative curriculum based on intent, impact and implementation will support the student's depth of understanding. Issues like PSHE and social injustices have been integrated to give a wider view of life and global issues. Previously year 8 would be looking at options towards the end of the year but now they will have year 9 to deepen their understanding of Key Stage 3 which will support them further in years 10 and 11.

The expectations both within the academy (going to and from and within the community) remain the same. Year 8 must be proud in wearing their uniform, embrace a desire to learn, to become curious and inquisitive learners, to enjoy the process of learning and to be able to apply what is learned to their lives away from the academy; and to share the knowledge with parent/carers and wider family members. Each year 8 student has a responsibility to contribute to developing a cohort where teachers enjoy teaching them and they enjoy learning; where they feel valued and listened to as part of year 8 and the wider community and that we as teachers value them accordingly. The journey to the end of year 11 starts now; it will at times have its ups and its downs but working together for the good of your child will increase their possibilities for success

Opportunities after school are now limited however homework club will be running every day for one hour after school in B112.

- 8.1 Martin Hinks- Sleep [Martyn.Hinks-Sleep@tbowa.org](mailto:Martyn.Hinks-Sleep@tbowa.org)
- 8.2 Ian Pethick [Ian.Pethick@tbowa.org](mailto:Ian.Pethick@tbowa.org)
- 8.3 Douglas Barham [Douglas.Barham@tbowa.org](mailto:Douglas.Barham@tbowa.org)
- 8.4 Richard Giddings [Richard.Giddings@tbowa.org](mailto:Richard.Giddings@tbowa.org)
- 8.5 Olivia Whiteley [Olivia.Whiteley@tbowa.org](mailto:Olivia.Whiteley@tbowa.org)
- 8.6 Daniel Costa [Daniel.Costa@tbowa.org](mailto:Daniel.Costa@tbowa.org)
- 8.7 Sophie Moore [Sophie.Moore@tbowa.org](mailto:Sophie.Moore@tbowa.org)
- 8.8 Helen Watson/Alexandra Clark [Helen.Watson@tbowa.org](mailto:Helen.Watson@tbowa.org) [Alexandra.Clark@tbowa.org](mailto:Alexandra.Clark@tbowa.org)
- 8.9 Suzie Jones [Suzie.Jones@tbowa.org](mailto:Suzie.Jones@tbowa.org)
- 8.10 Abbie Best/Sarah Dimmer [Abi.Best@tbowa.org](mailto:Abi.Best@tbowa.org) [Sarah.Dimmer@tbowa.org](mailto:Sarah.Dimmer@tbowa.org)

## Key Dates:

- Virtual mentor meetings between Tuesday 22<sup>nd</sup> September and Friday 2<sup>nd</sup> October 2020
- KS3 Information Evening – Wednesday 13<sup>th</sup> January 2021
- Year 8 Parents Evening – Tuesday 2<sup>nd</sup> March 2021
- KS3 Information Evening – Wednesday 21<sup>st</sup> April 2021

### Intent for the year:

At the Bishop of Winchester Academy, the English curriculum equips students with the communication skills needed to flourish in a relational world.

We teach reading strategies through presenting students with challenging, relevant historical and contemporary texts that cover a range of topics and forms, both fiction and non-fiction. We encourage students to become strong, independent readers.

We aim to help students become passionate, confident, talented writers by providing opportunities to write in a range of forms; for a range of purposes; and for a range of audiences. Helping students broaden their vocabulary through specific teaching in every single lesson and providing opportunities for students to 'free write' – so they have a concerted focus on writing skills each half term – is built into our curriculum.

From frequent classroom discussion and working in pairs, or small groups, to individual and group presentations, we encourage students to develop their skills with oracy and attenuated listening. We explicitly teach skills that are used by good public speakers including effective annunciation and the use of rhetoric to persuade.

In Year 8, specifically, this is addressed through looking at a challenging Shakespeare play 'Romeo and Juliet', a modern text entitled 'Lord of the Flies' and gothic fiction. Year 8 students will creatively communicate in different forms and for different purposes, using a range of figurative and rhetorical language. Students will write analytical essays throughout the year. Students will use Oracy skills in all English lessons, developing their ability to debate and present in front of audiences.

### Topics covered

	Topic		Topic
Michaelmas 1	<b>Love:</b> <ul style="list-style-type: none"><li>➤ Shakespeare: 'Romeo and Juliet'</li><li>➤ Stagecraft and staging</li><li>➤ Character</li><li>➤ Narrative</li></ul>	Lent 2	<b>Society:</b> <ul style="list-style-type: none"><li>➤ Cruelty and Kindness</li><li>➤ Analysis characters</li><li>➤ Writing Formally</li><li>➤ Non-fiction texts</li></ul>
Michaelmas 2	<b>Love:</b> <ul style="list-style-type: none"><li>➤ Developing relationships</li><li>➤ Realism and fantasy</li><li>➤ Shakespeare's language</li><li>➤ Writing critically</li></ul>	Pentecost 1	<b>The Unknown:</b> <ul style="list-style-type: none"><li>➤ 'The Woman in Black'</li><li>➤ Gothicism</li><li>➤ Creating tension</li><li>➤ Non-fiction texts</li></ul>
Lent 1	<b>Society:</b> <ul style="list-style-type: none"><li>➤ 'Lord of the Flies'</li><li>➤ Social structures</li><li>➤ Youth and responsibility</li><li>➤ Maturity and Leadership</li></ul>	Pentecost 2	<b>The Unknown:</b> <ul style="list-style-type: none"><li>➤ Suspense</li><li>➤ Pastiches</li><li>➤ Controlling structure</li><li>➤ Writing openings</li></ul>

### Parents / Carers can help by:

- Discussing the themes that occur within the texts and relating them to current events, thus helping the student to understand the application of texts in the real world.
- Encouraging the student to read independently. Selecting appropriate, but challenging texts and completing Accelerated Reader quizzes as texts are completed to monitor understanding.
- Ensuring homework tasks are completed on time and to a suitably high standard.

### Useful websites:

- <https://www.bbc.co.uk/bitesize>  
Deals with several of the texts that we are exploring, but also has several useful sections on skills, including self-testing segments
- <https://www.arbookfind.co.uk/UserType.aspx>  
Accelerate Reader – 'Book' Find'. Allows students to see if a particular book is rated and tested for the Accelerated Reader programme.
- <https://www.satchelone.com>  
The homepage for every student that shows what their homework is each week, including any necessary resources and help sheets. Work is often submitted through SMHW as well.
- <https://senecalearning.com/en-GB/>  
Free, interactive learning platform.

### Recommended reading:

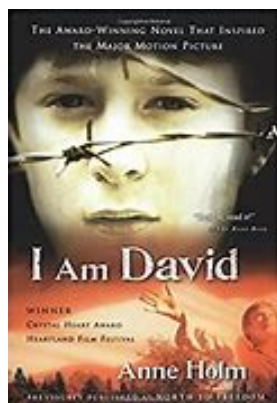


About a relationship between two boys, this text deals with themes such as family, kindness, trust and bullying.

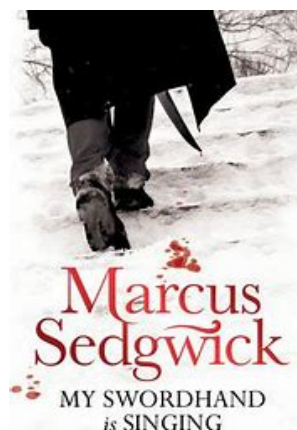
Challenging in both language and subject, this text deals with difficult subjects sensitively.



In Coraline's family's new flat are twenty-one windows and fourteen doors. Thirteen of the doors open and close. The fourteenth is locked, and on the other side is only a brick wall, until the day Coraline unlocks the door to find a passage to another flat in another house just like her own.



Tells the story of a young boy who, with the help of a prison guard, escapes from a concentration camp in an unnamed Eastern European country and journeys to Denmark. Along the way he meets many people who teach him about life outside the concentration camp.



The novel follows the story of Peter, the son of drunkard woodcutter Tomas, and his life in the seemingly normal village of Chust. He and his father travel from place to place, living a nomadic life, when inexplicable things start to happen...

### Extra-curricular opportunities:

- 10:10 Club: Accelerate Reader Reading Club
- 10:10 Club: Creative Writing Club
- 10:10 Club: Moving Image and Fiction Club (films and reading)



## Subject: Mathematics and Statistics

### Intent for the year:

Maths counts. Maths is the universal language by which we make sense of the world around us and the means by which its problems are solved. The key to unlocking the potential of young people and to solving the biggest threats to humanity are found in our classrooms.

But, not everything that counts can be counted. Students must be equipped to develop their independence and to understand that there is a purpose to maths beyond the classroom which is vital to them playing their full part in society. Students will be Mathematically fluent, financially numerate, statistically competent young people who are able to use Maths to model the world around them.

In Year 8 pupils will continue to broaden their understanding of core mathematical concepts that they developed in year 7. They will have opportunities to develop a conceptual understanding through application and problem solving including real-life concepts. In addition, the introduction of new topics including algebra, graphs and statistics, will strengthen their skills in reasoning and interpretation. Year 8 pupils will independently model mathematical situations and start to make connections between different areas of mathematics alongside their other subjects. Pupils will begin to become confident in their use of mathematical language to reason in number, geometry and algebra problems.

### Topics covered

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Exploring Prime Numbers</li> <li>➤ Unique Factorisation Theorem</li> <li>➤ Calculating with negative integers</li> <li>➤ Calculating with negative decimals</li> <li>➤ Rounding to significant figures</li> <li>➤ BIDMAS</li> <li>➤ Reciprocals</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Factorising and expanding brackets</li> <li>➤ Expressions (including index notation)</li> <li>➤ Applications of sequences</li> <li>➤ Finding the nth term</li> <li>➤ Solving multi-step equations</li> <li>➤ Introduction to inequalities</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Applied Mathematics: The Maths of War</li> <li>➤ Problem solving with fractions</li> <li>➤ Exploring percentages</li> <li>➤ Exploring fractions and ratio</li> <li>➤ Exploring ratio and proportion</li> <li>➤ Scale factors, scale drawings &amp; maps</li> <li>➤ Ratio applied to 1D, 2D and 3D structures</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Applied Mathematics: The Maths of Finance</li> <li>➤ Straight line graphs</li> <li>➤ Quadratic graphs</li> <li>➤ Kinematic graphs</li> <li>➤ Using compound units</li> <li>➤ Mutually exclusive events</li> </ul>

<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Exploring compound shapes</li> <li>➤ Exploring polygon properties</li> <li>➤ Exploring parallel lines</li> <li>➤ Introduction to bearings</li> <li>➤ Introduction to constructions</li> <li>➤ Perimeter, Area &amp; Volume</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Tree diagrams and Venn</li> <li>➤ Populations &amp; reliability</li> <li>➤ Choropleth maps &amp; Population pyramids</li> <li>➤ Time series</li> <li>➤ Correlation &amp; outliers</li> <li>➤ Central tendency (including grouped data)</li> </ul>
---------------	--	--------------------	--

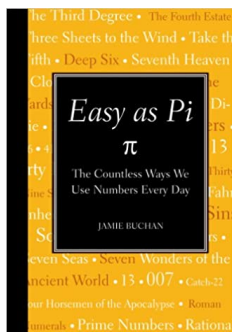
#### Parents / Carers can help by:

- Ensuring that your child has the correct equipment for every lesson including the Casio FX991 scientific calculator.
- Supporting your child with their weekly Hegarty Maths and knowledge organiser activities.
- Attending parent's evenings to discuss your child's progress in their maths learning.
- Attending any parent workshops offered by the maths department.
- Talk about and embrace the maths that surrounds us in everyday life.

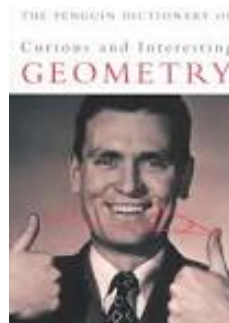
#### Useful websites:

- <https://hegartymaths.com/>
- <https://www.mathscareers.org.uk/sport/>
- <https://wonderopolis.org>
- <https://wild.maths.org>
- <https://explore-math.weebly.com>
- <https://www.mathsisfun.com>

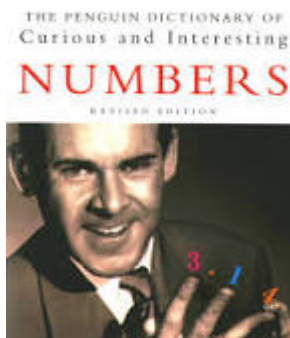
#### Recommended reading:



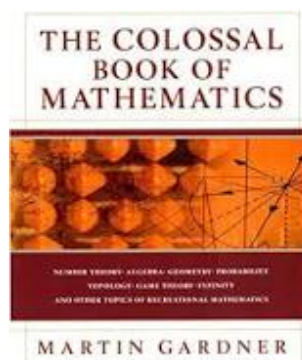
Have you ever wondered what makes "seventh heaven" and "cloud nine" so blissful and the number 13 so unlucky? Here's the "4-1-1" on the origins of numerical expressions and the importance of numbers in fiction, film, culture, and religion.



The Penguin Dictionary of curious and interesting geometry. What do the Apollonian gasket, Dandelin spheres, interlocking polyominoes, Poncelet's porism, Fermat points, Fatou dust, the Voderberg tessellation, the Euler line and the unilluminable room have in common?



The Penguin Dictionary of Curious and Interesting Numbers is a reference book for recreational mathematics and elementary number theory.



For more than twenty-five years, Martin Gardner was Scientific American's renowned provocateur of popular math. His yearly gatherings of short and inventive problems were easily his most anticipated math columns.

#### Extra-curricular opportunities

- After school maths club for key stage 3 pupils.



## Subject: Science

### Intent for the year:

Science is an essential part of a curriculum because an understanding of scientific vocabulary, processes and concepts is useful for everyone in a society, especially the developed technological society we currently, and will continue to live in. Science in school is the basis for anyone interested in careers in any fields in health, technology, engineering, agriculture, etc. but also will help anyone outside of those fields to understand better an increasingly complex world. The modern general public relies increasingly on social media for its news, where there is an abundance of information but rarely any verification of 'facts' and often the broadcasting of opinions of anti-science personalities as fact. A fundamental scientific education will help everyone to approach public issues objectively and rationally.

Students in year 8 will learn how different species of plants and animals have evolved over thousands of years by looking at how genes are inherited. They will look at how organisms breathe and digest their food before moving onto Energy Everywhere and learning about how the concept of energy links across all three sciences. The final topic of the year will be Journey of an Astronaut and how sound and light needs to be understood to travel in space as well as looking at the Earth's structure and the universe as a whole.

### Topics covered: Staying Alive, Energy Everywhere, Journey of an Astronaut

	Topic		Topic
Michaelmas 1	<b>Staying Alive</b> <ul style="list-style-type: none"><li>➤ Evolution</li><li>➤ Inheritance</li></ul>	Lent 2	<b>Energy Everywhere</b> <ul style="list-style-type: none"><li>➤ Heating and Cooling</li><li>➤ Work</li><li>➤ Wave Effects</li><li>➤ Wave Properties</li></ul>
Michaelmas 2	<b>Staying Alive</b> <ul style="list-style-type: none"><li>➤ Breathing</li><li>➤ Digestion</li></ul>	Pentecost 1	<b>Journey of an Astronaut</b> <ul style="list-style-type: none"><li>➤ Sound</li><li>➤ Light</li></ul>
Lent 1	<b>Energy Everywhere</b> <ul style="list-style-type: none"><li>➤ Photosynthesis</li><li>➤ Respiration</li><li>➤ Types of Reaction</li><li>➤ Chemical Energy</li></ul>	Pentecost 2	<b>Journey of an Astronaut</b> <ul style="list-style-type: none"><li>➤ Earth Structure</li><li>➤ Universe</li></ul>

### Parents / Carers can help by:

- Encourage your child to use Seneca Learning for their revision.
- Engage in reading from the Science Reading List below.

## Useful websites:

- <https://app.senecalearning.com/login>



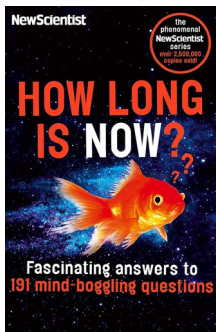
- <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>



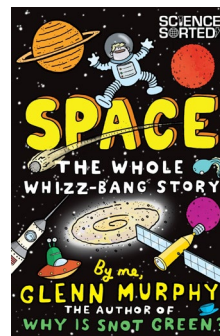
- <https://www.kerboodle.com/users/login>



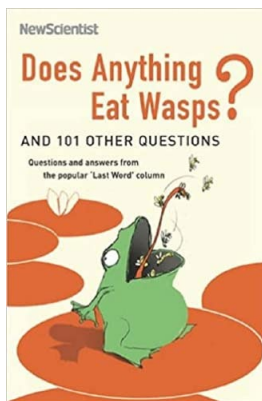
## Recommended reading:



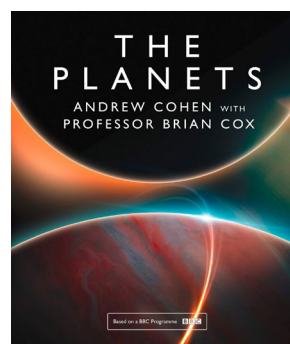
How long is 'now'? The short answer is 'somewhere between 2 and 3 seconds'. The long answer involves an incredible journey through neuroscience, our subconscious and the time-bending power of meditation. Living in the present may never feel the same.



What is a black hole? How do we know that stars and galaxies are billions of years old? What is the difference between stars and planets? Glenn Murphy, author of Why is Snot Green?, answers these and a lot of other brilliant questions in this funny and informative book.



Every year, readers send in thousands of questions to New Scientist, the world's best-selling science weekly, in the hope that the answers to them will be given in the 'Last Word' column - regularly voted the most popular section of the magazine. Does Anything Eat Wasps? is a collection of the best that have appeared, including: Why can't we eat green potatoes? Why do airliners suddenly plummet? Does a compass work in space? And many more ...



A companion book to the critically acclaimed BBC series. The bestselling authors of Wonders of the Universe are back with another blockbuster, a ground breaking exploration of our Solar System as it has never been seen before.



## Subject: RS

### Intent for the year:

Religious Studies is unique in the sense it is an academic subject with the opportunity to contribute so much to the holistic development of students. Our vision is that all students have a depth and breadth of knowledge and understanding of the world religions and world views outlined by the Bournemouth and Poole locally agreed syllabus. Students will learn from these religions and world views in a way that contributes to their personal development. This includes the Spiritual, Moral, Social and Cultural capital (SMSC), British Values, and Community Cohesion which focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context.

In Year 8 students continue their study of eastern religion through the narrative of Sikhism. Students then begin a study of the second half of 'The Big story'. This builds on the knowledge of the Old Testament and incarnation. It looks briefly at the passion narrative but specifically at the emergence of the early church and St Paul. The themed units at the end of Yr. 8 draws on the faiths studied in both Yr. 7 and 8 is 'How do religious believers engage with the community?' and 'What role does religion play in medical ethics?'

### Topics covered

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ What is Sikhism?</li> <li>➤ Guru Nanak</li> <li>➤ The Khalsa</li> <li>➤ Vaisakhi</li> <li>➤ Sikh Festivals</li> <li>➤ The 5 K's</li> <li>➤ The Guru Granth Sahib</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Peace</li> <li>➤ Old Testament</li> <li>➤ New Testament</li> <li>➤ The Gospels</li> <li>➤ The Church</li> <li>➤ Female religious leaders</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ The Gurdwara</li> <li>➤ Seva</li> <li>➤ Langar</li> <li>➤ Life after death</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Engaging with the community</li> <li>➤ Religious attitudes towards the poor</li> <li>➤ Charity</li> <li>➤ Christian responses to poverty</li> <li>➤ How religious believers try to live a better life</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Forgiveness</li> <li>➤ Why did Jesus have to die?</li> <li>➤ Resurrection</li> <li>➤ Salvation</li> <li>➤ Judgement</li> <li>➤ Afterlife</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ What is Ethics?</li> <li>➤ Applying ethics to religion</li> <li>➤ Situation Ethics</li> <li>➤ Utilitarianism</li> <li>➤ Genetic Engineering</li> <li>➤ Transplant surgery</li> </ul>

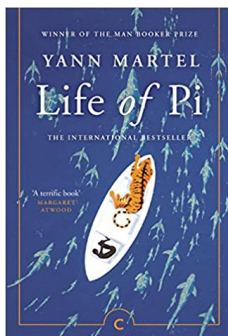
### Parents / Carers can help by:

- Recognise that at TBOWA RS is an academic rigorous subject where students study religious, non-religious and ethical world views.
- Having a discussion with their child each week about their RS lesson, and any ethical topics in the news.
- Support their child by developing a broad sense of the world, not just the views of an individual.
- Read, share and discuss any communication received with regards RS

### Useful websites:

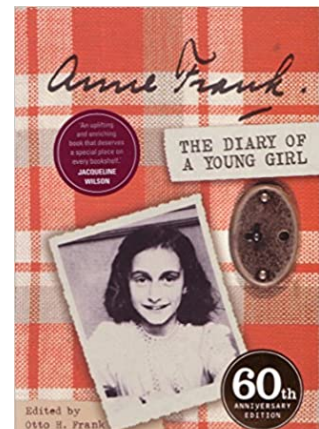
- <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- <https://quizlet.com/en-gb>
- <https://www.kerboodle.com/users/login>
- <https://www.educationquizzes.com/ks3/religious-education/>

### Recommended reading:



After the tragic sinking of a cargo ship, a solitary lifeboat remains bobbing on the wild, blue Pacific. The only survivors from the wreck are a sixteen-year-old boy named Pi, a hyena, a zebra (with a broken leg), a female orang-utan - and a 450-pound Royal Bengal tiger.

Anne Frank kept a diary from 1942 to 1944. Initially she wrote it strictly for herself. Anne Frank decided that when the war was over, she would publish a book based on her diary. Anne's diary ends abruptly when she and her family were betrayed.



After a fatal accident, three young people are catapulted into eternity. Read how Dan, a non-Christian – Becky, a luke-warm Christian – and Emma, a red-hot believer, get the shock of their lives as they discover what life after death is really like.



What evidence is there that Jesus rose from the dead? What about homosexuality? What happens to those who never hear about Jesus? All these tough questions are addressed as Daniel, the sole survivor of a road accident that propelled three young people into the afterlife, is cross-examined by his sceptical friends.

### Extra-curricular opportunities

- Guest speakers from PACE
- Spirited arts competition
- Guest Sikh speaker
- Email a believer
- Bournemouth Church visits



## Subject: Geography

### Intent for the year:

Geography has an important place in The Bishop of Winchester Academy curriculum as it develops in students a sense of place in the natural and physical landscape surrounding them. It fosters within them a sense of awe and wonder that will remain with them for the rest of their lives. By studying Geography students will be able to understand the interaction between physical and human processes, how humans have shaped the planet and the effect they are having on it. It provides a vital life skill of allowing students to understand the world around them which can be applied through everyday activities such as travel, work and education. The Geography curriculum will equip students with the necessary skills for a variety of careers, education opportunities beyond The Bishop of Winchester Academy.

In Year 8 students will broaden their scale of Geography to start to look at issues on a national scale, a good knowledge of the 7 continents and 5 oceans of the world is expected. Students will start to consider the impact geographical patterns and processes have on a country.

### Topics covered

	Topic		Topic
Michaelmas 1	<b>Population:</b> <ul style="list-style-type: none"> <li>➤ Where are all the people?</li> <li>➤ What affects where people live?</li> <li>➤ How does population change?</li> </ul>	Lent 2	<b>Urbanisation:</b> <ul style="list-style-type: none"> <li>➤ Why do people live together?</li> <li>➤ What are the consequences of urbanisation?</li> <li>➤ What is a mega-city?</li> </ul>
Michaelmas 2	<b>Restless Earth:</b> <ul style="list-style-type: none"> <li>➤ What are earthquakes and volcanoes?</li> <li>➤ Where do they happen?</li> <li>➤ Why do people live in danger zones?</li> </ul>	Pentecost 1	<b>Coasts:</b> <ul style="list-style-type: none"> <li>➤ How does the sea shape the coast</li> <li>➤ How do waves form?</li> <li>➤ How can the coast be managed?</li> </ul>
Lent 1	<b>Weather and climate:</b> <ul style="list-style-type: none"> <li>➤ How can weather affect us?</li> <li>➤ Why does Britain's weather change so much?</li> <li>➤ How do we forecast the weather?</li> </ul>	Pentecost 2	<b>Hengistbury Head:</b> <ul style="list-style-type: none"> <li>➤ What is Hengistbury Head like?</li> <li>➤ What impact do people have on it?</li> <li>➤ What will happen to Hengistbury Head in the future?</li> </ul>

### Parents / Carers can help by:

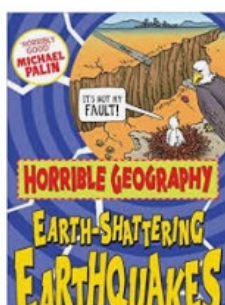
- Visiting the coastline, especially Hengistbury Head looking at the impact the waves are having on the coastline

- Talk about the cost of houses on the coastline, explaining why people are prepared to pay premium prices to live there
- Watching the weather forecast discuss the upcoming forecast

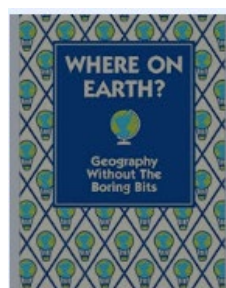
#### Useful websites:

- [www.bbc.co.uk](http://www.bbc.co.uk)
- [www.populationpyramid.net](http://www.populationpyramid.net) select countries to compare populations in different time periods
- <http://ds.iris.edu/seismon/index.phtml> live earthquakes and volcanoes
- [www.metoffice.gov.uk](http://www.metoffice.gov.uk) -all things weather and climate related
- <https://www.worldometers.info/> - population statistics

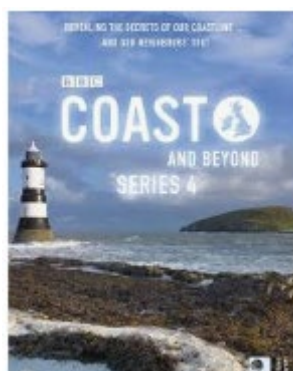
#### Recommended reading:



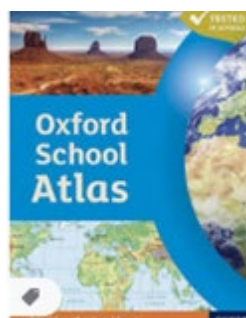
Part of the Horrible Geography series focused on earthquakes and volcanoes



Jam-packed with all of geography's greatest hits, with all the boring bits taken out. It ranges from lava-spewing volcanoes to cool ways to remember the world's highest mountains, longest rivers and most desolate deserts - plus all the countries and continents in which these fantastic features are found.



BBC guide book to the coastline, with reviews of coastal locations and peculiar quirks of the UK coastline.



Ideal for locating places in the news or to visit. Any up to date Atlas is good, these are the ones used in TBOWA. Has population and country profile data too.

#### Extra-curricular opportunities

- Visiting the Earth Galleries at the Natural History Museum in London



## Subject: History

### Intent for the year:

The Bishop's' History education aims to inspire students with a deep fascination of history and furnish them with the talents that great historians possess to help them succeed in life. We know that studying History is an essential life-skill. Through knowing and understanding our past and how our past has been (or can be) our students are able to: develop a sense of identity and respect for our place in the world; defend against misinformation and prejudice in a changing and diverse world; develop knowledge and understanding of different historical periods and the arcs of historical change, and the complexities of historical debates; understand the connections across subjects allowing students to remember more and accomplish more in all aspects of their curriculum.

In Year 8 specifically this is addressed through exploring: The trans-Atlantic Slave Trade, The Civil Rights Movement, World War One, The Rise of Hitler, The Holocaust and World War Two.

### Topics covered: Medieval Britain, The Tudors, early modern Britain and nineteenth century Britain.

	Topic		Topic
Michaelmas 1	<b>The Trans-Atlantic slave trade:</b> <ul style="list-style-type: none"><li>➤ Africa before the slave trade</li><li>➤ The conditions of slavery</li><li>➤ The abolition of slavery</li></ul>	Lent 2	<b>The Rise of Hitler:</b> <ul style="list-style-type: none"><li>➤ Hitler's rise to power</li><li>➤ Hitler's consolidation of Power</li><li>➤ Hitler's control methods.</li></ul>
Michaelmas 2	<b>The Civil Rights movement:</b> <ul style="list-style-type: none"><li>➤ The American Civil War</li><li>➤ The situation in 1950s America</li><li>➤ The methods used by campaigners</li></ul>	Pentecost 1	<b>The Holocaust:</b> <ul style="list-style-type: none"><li>➤ What was it?</li><li>➤ How did it begin?</li><li>➤ How did it escalate?</li><li>➤ How did people resist?</li></ul>
Lent 1	<b>World War One:</b> <ul style="list-style-type: none"><li>➤ The causes</li><li>➤ Living conditions at the Front</li><li>➤ The Battle of the Somme</li></ul>	Pentecost 2	<b>World War Two:</b> <ul style="list-style-type: none"><li>➤ The causes</li><li>➤ The key events and turning points</li><li>➤ The Home front</li></ul>

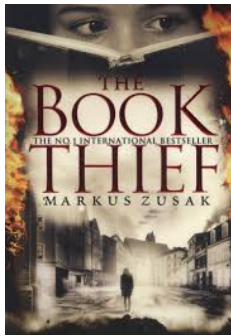
### Parents / Carers can help by:

- Encourage him / her to complete extra reading around the topics they are studying in class.
- Check what homework is set and that it is being done.
- Encourage your child to re draft work.
- Question your child on key events and topics that they have studied and support them in learning the key figures and chronology.

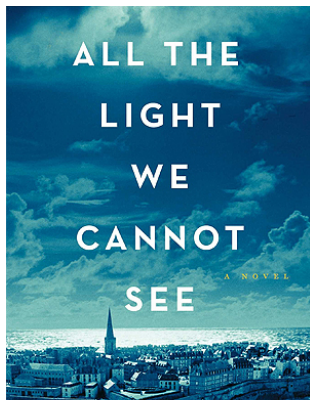
### Useful websites:

- [www.senecalearning.com](http://www.senecalearning.com)
- BBC Bitesize
- The History learning site
- Spartacus educational

### Recommended reading:

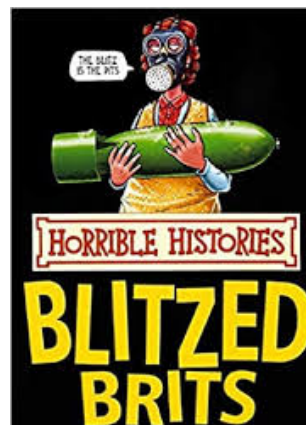
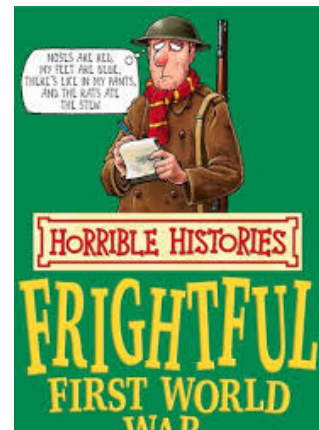


A historical novel that gives students a good understanding of the holocaust.



This is a historical novel which gives students a good contextual knowledge of occupied France.

This book gives students an understanding of the conditions of the First World War.



This book gives students a greater understanding the Home Front during World War Two.

### Extra-curricular opportunities

- World War One warfare workshop TBC
- A talk given by a Holocaust survivor TBC

## Subject: Spanish

### Intent for the year:

Being able to communicate in more than one language, opens-up a world of opportunities to students in regards to personal travel, friendship and employment opportunities. The academic rigour involved in the acquisition of a second language, facilitates the development of memory and reasoning skills and gives students a broader perspective that contributes to success in other academic areas.

Our vision is that all language learners develop linguistic skills and self- confidence in their role as a “World Citizen” Ultimately, we want our students to have a love of Spanish language and culture as they work towards developing mastery and an enduring curiosity to build upon their knowledge after they have left our school.

In Year 8 specifically this is addressed through the introduction of four modules which aims to give students opportunities to communicate in a second language around school, holidays, interests and preferences, as well as food.

The teaching of those topics will allow students to also develop the four main skills of language learning: listening, speaking, reading and writing.

### Topics covered: Mi Instituto ( My school), De Vacaciones ( On Holidays), Todo sobre mi vida ( All about my life), ¡A comer! ( Let’s eat)

	Topic		Topic
Michaelmas 1	<b><u>Mi Instituto ( My school)</u></b> <ul style="list-style-type: none"> <li>➤ Saying what subjects you study</li> <li>➤ Describing your school</li> <li>➤ Using the words for “a”, “Some” and “the”</li> <li>➤ talking about break time</li> <li>➤ Using “er” and “ir” verbs</li> </ul>	Lent 2	<b><u>Todo sobre mi vida ( All about my life)</u></b> <ul style="list-style-type: none"> <li>➤ Saying what you use your phone for</li> <li>➤ Saying what type of music you like</li> <li>➤ Giving a range of opinions</li> <li>➤ Talking about TV</li> <li>➤ Using the comparative</li> <li>➤ saying what you did yesterday</li> <li>➤ Understanding a TV Guide</li> </ul>
Michaelmas 2	<b><u>Mi Instituto ( My school)</u></b> <ul style="list-style-type: none"> <li>➤ Understanding details about schools</li> <li>➤ Using predictions as a listening strategy</li> <li>➤ Revision and assessments</li> </ul> <b><u>De Vacaciones ( On Holidays)</u></b> <ul style="list-style-type: none"> <li>➤ Talking about a past holiday</li> <li>➤ Using the preterite of <i>Ir</i></li> <li>➤ Saying what you did on holiday</li> <li>➤ Using the Using the preterite of regular <i>ar</i> verbs</li> </ul>	Pentecost 1	<b><u>Todo sobre mi vida ( All about my life)</u></b> <ul style="list-style-type: none"> <li>➤ Revision and assessments</li> </ul> <b><u>¡A comer! ( Let’s eat)</u></b> <ul style="list-style-type: none"> <li>➤ Saying what food you like</li> <li>➤ Using a wider range of opinions</li> <li>➤ Describing mealtimes</li> <li>➤ Using negatives</li> <li>➤ Describing what to buy for a party</li> <li>➤ Using a near future</li> </ul>
Lent 1	<b><u>De Vacaciones ( On Holidays)</u></b> <ul style="list-style-type: none"> <li>➤ Describing the last day on holiday</li> <li>➤ Using the preterite of <i>er</i> and <i>ir</i> verbs</li> <li>➤ Saying what your holiday was like</li> <li>➤ Using the preterite of <i>ser</i></li> <li>➤ Using the present and the preterite together</li> <li>➤ Revision and assessments</li> </ul>	Pentecost 2	<b><u>¡A comer! ( Let’s eat)</u></b> <ul style="list-style-type: none"> <li>➤ Giving an account of a party</li> <li>➤ Using three tenses together</li> <li>➤ Revision and assessments</li> </ul>

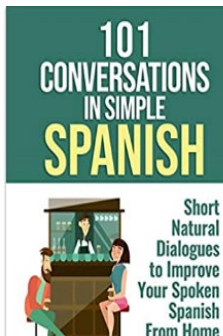
### Parents / Carers can help by:

- Having a conversation each week with your child regarding their Spanish work
- Requesting to see your child's book and Knowledge Organiser to acknowledge what has been learnt
- Encouraging your child to create flashcards to put up around the house to facilitate memorising of the vocabulary
- Making Spanish alive at home by testing in a "fun way" the vocabulary learnt in class
- Engaging in short conversation in Spanish to facilitate confidence and interest for the subject
- Discussing the importance of learning a language for the future

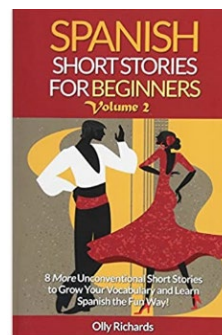
### Useful websites:

- <https://www.memrise.com>
- <https://www.duolingo.com/course/es/en/Learn-Spanish-Online>
- [www.quizlet.com](http://www.quizlet.com)
- [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages)
- <https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Topics>

### Recommended reading:



Short natural dialogues to improve from spoken Spanish from home.



Volume 2 of a collection of short stories for beginning Spanish as an additional language learners.

Read for pleasure at your level and expand your vocabulary.

### Spanish Short Stories for Beginners



Listen as you read along to short stories in Spanish for beginning learners, Volume 2



Spanish national television

<https://www.rtve.es/directo/la-1/>

### Extra-curricular opportunities:

- Take part in a competition "Spelling Bee"
- Become an ambassador for an international student
- Watch Spanish movies after school



## Subject: Creative Arts

### Intent for the year:

At the Bishop of Winchester Academy, the Creative Arts educates all students to develop their knowledge, skills and attributes to manage opportunities, challenges and responsibilities they will face as they mature into adulthood. Creative Arts intends to develop all students' understanding of how to **stay safe, be healthy** and **build self-esteem, resilience, empathy** and become **confident** members of their community. Life skills that are covered at 'The Bishop' can support students' understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for **all**!

Year 8 Creative Arts encourages students to explore different avenues, opening their minds to the creative and imaginative pathways. Providing all students with endless opportunities to develop their imaginative, skill set, understanding and knowledge, taking them on a historical and culture journey that will excite, enthuse and inspire them. This will open their eyes and minds to the greater world, familiarising themselves with historical and contemporary progression in art.

### Topics covered: Year 8 Creative Arts

	Topic		Topic
Michaelmas 1	<ul style="list-style-type: none"><li>➤ Salvador Dali &amp; Surrealism</li><li>➤ Illustration</li><li>➤ Creative Writing</li><li>➤ Imaginative Drawing</li></ul>	Lent 2	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>
Michaelmas 2	<ul style="list-style-type: none"><li>➤ Da Vinci &amp; Detail</li><li>➤ Artist Research</li><li>➤ Stitching demonstration &amp; sample</li><li>➤ Creating own outcome using textiles</li></ul>	Pentecost 1	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>
Lent 1	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>	Pentecost 2	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>

### Parents / Carers can help by:

- Having a discussion each week with their child regarding their Creative Arts work and to support with monitoring progress outside of school.
- To support with encouraging their child to attend gallery visits to support with wider learning about Creative Arts.
- Attend relevant school events/information evenings which are Creative Arts related.
- Read, share and discuss any communication received with regards to Creative Arts related topics.

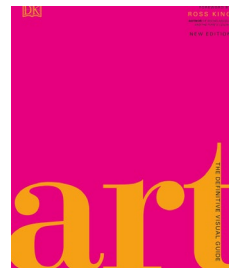
### Useful websites:

- <https://www.art2day.co.uk/> - to discover new artists
- <https://www.tate.org.uk/visit/tate-modern> - to support with inspiration and gallery visits
- <https://www.npg.org.uk/> - to support with inspiration and gallery visits
- <https://www.artsy.net/> - to support with research and wider context, generating inspiration for student
- <https://www.sitebuilderreport.com/inspiration/artist-websites> - artist websites, to explore and discover new artists
- <https://www.bbc.co.uk/bitesize/subjects/z6f3cdm> – to learn new key art terminology

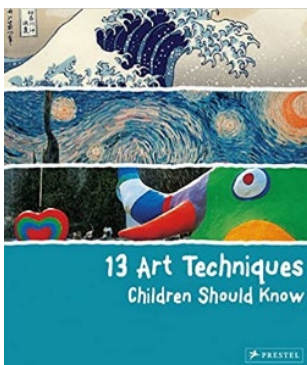
### Recommended reading:



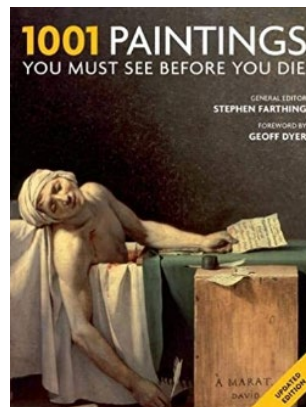
Presenting 30 of the most significant artists from all periods. Each page is illustrated by one or more works by the artist and accompanied by a fun and involving text that introduces the reader to the artist and invites the reader to look closely at each of the variety of paintings, sculptures and photographs included



Discover the history of art movements from classical Greek art to the Italian Renaissance, the Pre-Raphaelites, and the masters of Impressionism with a brand new edition of this classic bestseller.



What is the difference between watercolour and gouache? What is the difference between a collage and an assemblage? These questions and others are explored through major works of art in dazzling colour reproductions.



Within its pages you will see displayed 1001 of the most memorable, haunting, powerful, important, controversial and visually arresting paintings that have ever been created! Take a look for yourself!

### Extra-curricular opportunities:

- Young Photographer's Competition
- South West Dorset Competition



## Subject: Computer Science

### Intent for the year:

Students will receive a high-quality Computer Science education, equipping them to use computational thinking which is the ability to break down large problems into more manageable chunks and create step by step algorithmic solutions to understand and change the world. In order that our learners are best prepared for their digital future, all year 7 and 8 students study a programme that covers both an introduction to computational thinking, the use of Microsoft Office, computational thinking, data representation and text-based programming.

### Topics covered

	Topic		Topic
Michaelmas 1	<b>: Algorithms/Computational Thinking</b> <ul style="list-style-type: none"> <li>➤ Flowcharts</li> <li>➤ Pseudocode</li> <li>➤ Writing Algorithms</li> <li>➤ Refining Algorithms</li> </ul>	Lent 2	<b>: HTML/CSS/Javascript</b> <ul style="list-style-type: none"> <li>➤ HTML/CSS</li> <li>➤ Javascript</li> <li>➤ IF Statements</li> <li>➤ Mini Project</li> </ul>
Michaelmas 2	<b>: Data Representation</b> <ul style="list-style-type: none"> <li>➤ Binary</li> <li>➤ Characters</li> <li>➤ Images</li> <li>➤ Sound</li> </ul>	Pentecost 1	<b>: Text Based Programming - Python</b> <ul style="list-style-type: none"> <li>➤ Outputs</li> <li>➤ Inputs/Variables</li> <li>➤ Selection</li> <li>➤ Iteration</li> </ul>
Lent 1	<b>: Block Based Programming - Scratch</b> <ul style="list-style-type: none"> <li>➤ Movement</li> <li>➤ Variables and scoring</li> <li>➤ Broadcasting</li> <li>➤ Program development</li> </ul>	Pentecost 2	<b>: Project developing a digital product/marketing and finance</b> <ul style="list-style-type: none"> <li>➤ Programming the Microbit</li> <li>➤ Designs in Publisher</li> <li>➤ Budgets using Microsoft Excel</li> </ul>

### Parents / Carers can help by:

- Allowing students access to a computer to practice programming
- Encourage students to attend our extra-curricular activity
- Attend subject/parent information evenings
- Read, share and discuss any communication received with the Computer Science department

### Useful websites:

- <https://www.thinkuknow.co.uk/parents/>
- <https://www.bbc.co.uk/bitesize>
- <https://makecode.microbit.org/>
- <https://www.w3schools.com/html/>
- <https://www.office.com/>
- <https://scratch.mit.edu/>
- <https://repl.it/~>

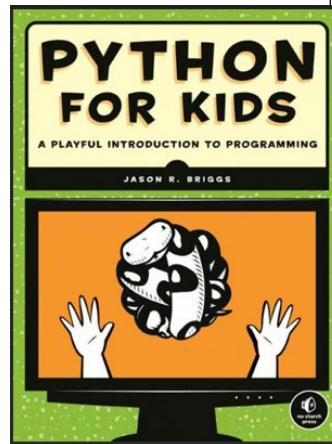
### Recommended reading:



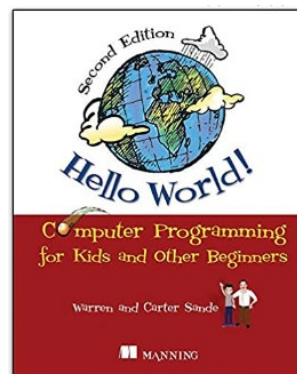
A detailed step by step guide to programming games and cartoons using Scratch – a free computer programming application.



Learning to code is just like playing a new sport or practicing an instrument—just get started! From the basic building blocks of programming to creating your very own games, this book teaches essential Python skills to kids ages 10 and up with 50 fun and engaging activities.



Python is a powerful, expressive programming language that's easy to learn and fun to use! Python for Kids brings Python to life and brings you into the world of programming. The ever-patient Jason R. Briggs will guide you through the basics as you experiment with unique example programs that feature ravenous monsters, secret agents, thieving ravens, and more.



A gentle but thorough introduction to the world of computer programming, it is written in language a 12-year-old can follow, but anyone who wants to learn how to program a computer can use it. Even adults

### Extra-curricular opportunities

- Code Club

## Subject: Drama

### Intent for the year:

In their second year of Drama at The Bishop of Winchester Academy, our students will have the opportunities to practically explore a diverse range of theatre styles and genres. They will deepen their understanding on characterisation, building on performance skills and techniques developed in Year 7 through exploration of Mask in Performance, Naturalism and Epic Theatre. The opportunity to analyse and evaluate professional works of live theatre including examples of Greek theatre and chorus work, Commedia Dell Arte, physical theatre, naturalism and epic theatre will be embedded throughout our students' learning to enhance their creative and reflective learning process.

Drama is a collaborative form of art, which means our students will gain vast experience in developing their communication and group working skills when shaping their ideas, building resilience and the ability to compromise and create group consensus when working with others. Underpinned within our curriculum vision is the fundamental purpose of Drama to enable students to explore emotions and express ideas that are deeply felt through a creative and collaborative learning process.

### Topics

#### Rotation 1 - Mask in Performance

In the first rotation students will develop their understanding on how drama skills and theatrical techniques can be used to devise original performance work using traditional and contemporary performance mask techniques.

##### Topics covered:

- Greek Theatre and the use of Mask in Ritual Performance
- Use of Chorus in Mask Performance
- Commedia Dell Arte and the use of Stock Characters in Mask
- Mask Performance in Contemporary Theatre – Trestle Theatre Company
- Devising a Masked Performance

#### Rotation 2 – Exploration of Historical Events through Theatre – The Holocaust

In the second rotation students will expand and deepen their understanding of characterisation through the exploration of opposing theatre styles Naturalism and Epic theatre, analysing the difference in creative purpose and intention. Students will develop their acting and performance skills through original devised work and pre-existing professional scripts.

##### Topics covered:

- Naturalism, Sustained Improvisation and Responding in Role.
- Techniques for developing believable characters
- Developing Tension in Role
- Epic Theatre
- Exploration of Script: Names in a Glass Jar
- Exploration of Script: Kindertransport

#### Parents / Carers can help by:

- Having a discussion with their child each week about their drama lessons, enquiring on what ideas they developed in class, especially in rotation 2 where sensitive topics will be explored.

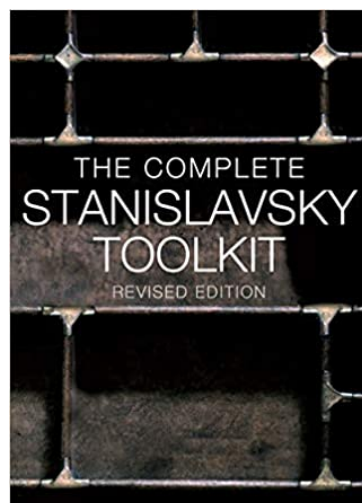
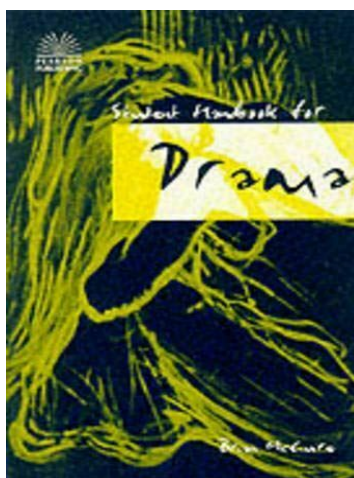
- Having discussions with your child about acting performances you view as a family through a television series or film production.
- Engaging with theatre either with exposure to live theatrical events such as local pantomimes and musicals, including our school production held annually at The Bishop of Winchester Academy or online
- Supporting their child with homework, including learning lines and supporting practical rehearsals in the home by encouraging them to perform any work they need to prepare for class/performance to build confidence and resilience.

#### Useful websites, including online theatre productions and examples:

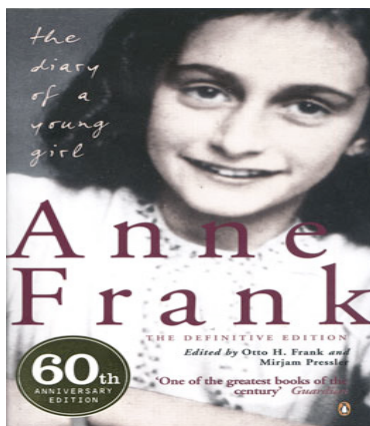
- <https://www.bbc.co.uk/bitesize/guides/zkfk7ty/revision/1>
- <https://www.vamostheatre.co.uk/learning/resources/mask-theatre-terms>
- <https://www.vamostheatre.co.uk/learning/resources/mask-technique-films>
- <https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/3>

#### Recommended reading:

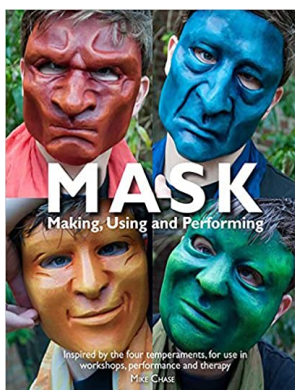
This book provides a reference source for key-stage 3 and 4 drama students. It gives an understanding of improvisational drama techniques, helps students structure an improvisation and supports writing about their drama work. The book includes forms to help them make notes and provides definitions of theatrical terms and other information.



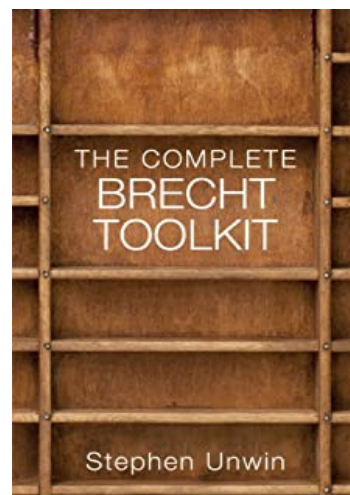
A practical, hands-on guide - for actors, directors, teachers and students - to Stanislavsky's practice of theatre. It is organised into three sections: Actor-Training, Rehearsal Processes and Performance Practices. Key terms are explained and defined to support students' understanding.



This famous non-fiction account of living through the Holocaust, Anne Frank's Diary can offer student a personal account of the Holocaust.



A practical, hands-on guide - for actors, directors, teachers and students making, using and performing in Mask.



A practical, hands-on guide - for actors, directors, teachers and students - to Brecht's history and practice of theatre.

#### Extra-curricular opportunities

- Drama Club
- Glee Club
- Take part in our School Musical
- Attending a Theatre Trip – arranged by the Performing Arts department



## Subject: Food

### Intent for the year:

The Bishop of Winchester Academy, our Food curriculum educates all students to develop their knowledge, skills and attributes to manage opportunities, challenges and responsibilities they will face as they mature into adulthood. Food and Cookery intends to develop all students' understanding of how to **stay safe, be healthy** and **build self-esteem, resilience, empathy** and become **confident** members of their community. Life skills that are covered at 'The Bishop' can support students' understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for **all**!

Year 8 Food intends to develop all students' knowledge and understanding of nutrition and how one can eat healthy, taking into consideration their personal diet, sugar and salt intake as well as alternative ingredients and methods of cooking. This will expose their minds to a world of food trends, eating habits and health. Educating them about the way they eat, what impact this has on their health and what are the food trends of today.

### Topics covered: Year 8 Food & Cookery

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Age Groups &amp; Nutrition</li> <li>➤ Satisfactory Nutritional Impact on Health</li> <li>➤ Personal Diet</li> <li>➤ Personal Diet Analysis</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Preservation of Ingredients</li> <li>➤ Fermenting</li> <li>➤ Preservation Practical</li> <li>➤ Culture &amp; Food Trends</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Cooking Methods/Egg Focus</li> <li>➤ Practical Egg Cooking Methods Lesson</li> <li>➤ Glucose Theory</li> <li>➤ Glucose Experiments</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Fashionable Foods</li> <li>➤ Adapting Recipes</li> <li>➤ Dietary Requirements</li> <li>➤ Rendered Drawing Main/Dessert</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Hidden Ingredients in Consumer Products</li> <li>➤ Alternatives to Sugar</li> <li>➤ Practical - Alternatives to Sugar</li> <li>➤ Practical Evaluation</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Adapting Recipes Practical</li> <li>➤ Alternatives</li> <li>➤ Theory Evaluations</li> <li>➤ Practical Evaluations</li> </ul>

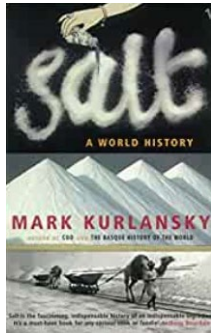
### Parents / Carers can help by:

- Having a discussion each week with their child regarding their Food and Cookery work and to support with monitoring progress outside of school.
- Attend relevant school events/information evenings which are Food and Cookery related.
- Read, share and discuss any communication received with regards to Food and Cookery related topics.
- To support with the purchasing and preparing of ingredients at home, so child is prepared for Food and Cookery Practical lessons.
- To encourage your child to cook with you at home so they become more confident in the kitchen.

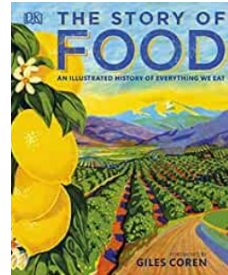
### Useful websites:

- <https://www.bbcgoodfood.com/> - to discover new and interesting recipes
- <https://www.bbc.co.uk/food/recipes> - inspiring recipes for one's diet
- <https://www.supercook.com/#/recipes> - planning balanced dishes
- <https://www.epicurious.com/> - vast range of recipes, primers on baking bread and making pies
- <https://www.bbc.co.uk/bitesize/topics/zrdsbk/resources/1> - to view a range of topics to support Food and Cookery learning

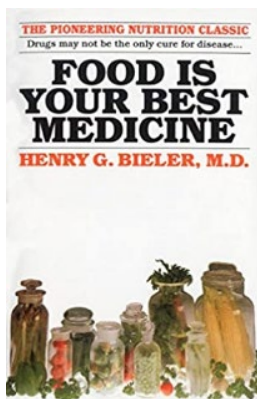
### Recommended reading:



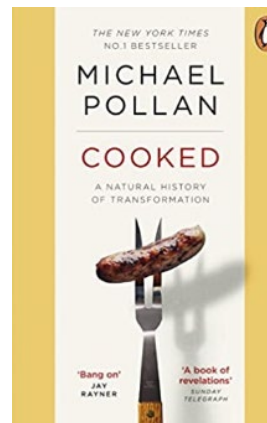
As Kurlansky so brilliantly relates here, salt has shaped civilisation from the beginning, and its story is a glittering, often surprising part of the history of mankind. Wars have been fought over salt and, while salt taxes secured empires across Europe and Asia, they have also inspired revolution.



The *Story of Food* tells the extraordinary stories behind the foods we eat. Did you know that China is the largest producer of lettuce in the world? Or that garlic was eaten by Olympic athletes in Ancient Greece to enhance performance.



You are what you eat, and Dr. Bieler contends, based on over fifty years of practice, that proper diet plays a key role in warding off and curing disease.



Michael Pollan's *Cooked* takes us back to basics and first principles: cooking with fire, with water, with air and with earth.

### Extra-curricular opportunities:

- South West Dorset Competition



## Subject: Music and Music Tech

**Intent for the year:** “Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato.

All students receive a high quality and well-rounded music curriculum and we immerse them in an extensive range of culturally rich and diverse music that enables the practical skills and theoretical knowledge both in the traditional sense and the technological. We advance our students learning journeys by offering the traditional aspect of music making and the more technological for a full rounded experience. With this in mind, and as the creative industries continue to evolve in an ever changing landscape of technological advancements, we engage our learners in using industry standard music making software. Apple’s Logic software is one of the leading and cutting edge music software programmes which not only supports our learners in the more technological aspect of music creation, it also improves overall IT skills whilst gives our students the ability to experience the industry it thrives in for their future.

In year 8, students will study a variety of styles of music; past, including The Blues to the origins of popular music we know today. They will develop their instrumental skills on the keyboard, ukulele and guitar in order to become comfortable in performance and develop their compositional skills in writing in different styles. They will have opportunities to discover the world of video game music and film music technology in our purpose equipped Apple Mac Music room, and learn how to compose their own music using industry standard software Logic. They will also be able to listen critically to a wide variety of music and analyse music in a musical way which will widen their understanding of the cultural significance which encapsulates this broad art form.

### Topics covered:

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"><li>➤ The Blues</li><li>➤ Ukulele skills</li><li>➤ Music Theory</li><li>➤ Reading TAB</li><li>➤ Guitar skills</li></ul>	<b>Lent 2</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"><li>➤ Logic skills</li><li>➤ Minimalism into electronic music</li><li>➤ Video game music</li><li>➤ Film Music and the moving picture</li></ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>
<b>Lent 1</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"><li>➤ Carousel with other subjects</li></ul>

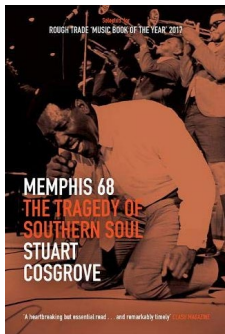
### Parents / Carers can help by:

- Having a discussion each week with their child regarding their own musical journey and work and to support with monitoring progress outside of school.
- Listen to a variety of music in a variety of different styles.
- To support with encouraging their child to attend concerts and visits to theatres to support with wider learning about Performing Arts.
- Attend relevant school events/information evenings which are Performing Arts related.
- Read, share and discuss any communication received with regards to Performing Arts related topics.

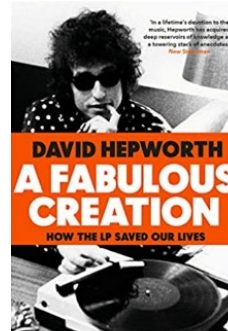
### Useful websites:

- <https://www.focusonsound.com/>
- <https://www.soundonsound.com/>
- <https://www.musictheory.net/>
- <https://musictechstudent.co.uk/>
- <https://www.usefulmusic.com/>

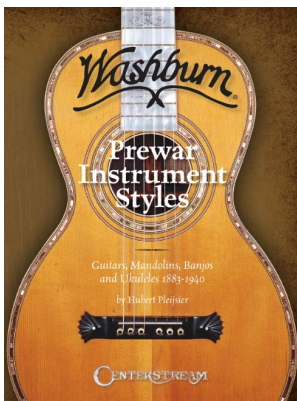
### Recommended reading:



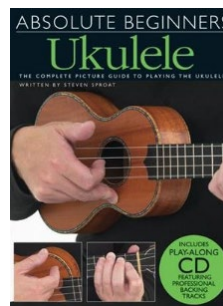
In the 1950s and 1960s, Memphis, Tennessee, was the launch pad of musical pioneers such as Aretha Franklin, Elvis Presley, Johnny Cash, Al Green and Isaac Hayes, and by 1968 was a city synonymous with soul music. It was a deeply segregated city, ill at ease with the modern world and yet to adjust to the era of civil rights and racial integration.



This is the story of that time; it takes us from recording studios where musicians were doing things that had never been done before to the sparsely furnished apartments where their efforts would be received like visitations from a higher power. This is the story of how LPs saved our lives.



The vintage guitar collecting market continues to grow. This book is the first of its kind to report on Washburn guitars, mandolins, banjos and ukuleles made before 1940. It contains detailed information about more than 450 instrument styles, serial numbering schemes and estimated production totals.



Absolute Beginners has been designed to tell you everything you need to know from the very first time. A look and learn course that uses clear pictures instead of long explanations.

### Extra-curricular opportunities:

- Variety of music groups including Vocal Group, Music Tech club, Ukulele group, TBOWA Radio, Strings and Things, African Drumming group, School of Rock
- Whole Academy production
- Performance throughout the year in the form of concerts



## Subject: Healthy Living

### Intent for the year:

At The Bishop of Winchester Academy, learning how to live a healthy lifestyle is a non-negotiable and is imperative to ensure students live life to the full. This vision means teaching students not only about the benefits of a healthy, active lifestyle for their physical health but for their mental and social health as well. In Healthy Living students will have develop the knowledge and understanding to allow them to achieve three main aims –

1. Develop a culture where participation is for all by experiencing a broad and balanced practical curriculum
2. Students will learn how to lead a healthy, active lifestyle
3. Understand various careers in sport through high quality provision

In Year 8 students will learn the core and advanced skills of a variety of sports throughout the year as well as developing tactical awareness. They will also learn more detailed knowledge about health, fitness and well-being, physical training and anatomy and physiology. The practical sports are taught on rotations throughout the year.

### Topics covered

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Netball</li> <li>➤ Rugby</li> <li>➤ Badminton</li> <li>➤ Dynamics</li> <li>➤ Health, fitness and well-being</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Rugby</li> <li>➤ Dynamics</li> <li>➤ Netball</li> <li>➤ Badminton</li> <li>➤ Physical Training</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Volleyball</li> <li>➤ Handball</li> <li>➤ Dynamics</li> <li>➤ Football</li> <li>➤ Health, fitness and well-being</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Athletics</li> <li>➤ Anatomy and Physiology</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Dynamics</li> <li>➤ Volleyball</li> <li>➤ Football</li> <li>➤ Handball</li> <li>➤ Physical Training</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Cricket</li> <li>➤ Rounders</li> <li>➤ Tennis</li> <li>➤ Volleyball</li> <li>➤ Anatomy and Physiology</li> </ul>

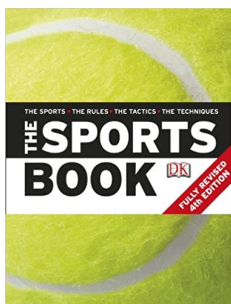
### Parents / Carers can help by:

- Ensure students have the correct PE kit for every lesson
- Encourage students to participate in 10:10 clubs and teams
- Encourage students to participate in clubs outside of school
- Using KO's to quiz students on key terms

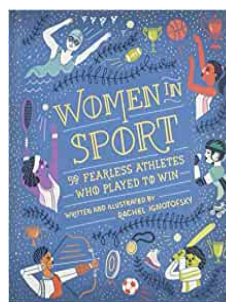
### Useful websites:

- <https://www.bbc.co.uk/bitesize/subjects/zxf3cdm>
- <https://www.youtube.com/user/thebodycoach1>

## Recommended Reading:

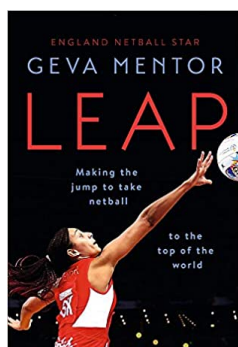


Discover the history and players of many sports, some facts and statistics, Olympic records and famous sporting events throughout history!

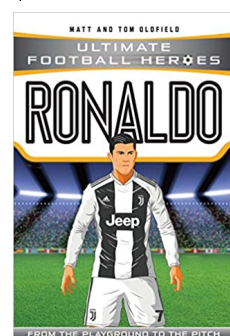


This book highlights the achievements and successes of 50 famous women in sport including trailblazers, Olympians and record-breakers from more than forty sports!

Memoir from England netball player Geva Mentor detailing her journey, struggles and achievements and road to Commonwealth Gold!



Biography of Cristiano Ronaldo's journey to become one of the most famous football players in the world!



## Extra-curricular opportunities

- Netball
- Football
- Rugby
- Fitness
- Trampolining
- Badminton
- Basketball
- Athletics
- Rounders
- Cricket
- Tennis

## Subject: PSHE

### Topics covered

	Topic covered		Topic covered
Michaelmas 1	<b>Health and Wellbeing:</b> <ul style="list-style-type: none"> <li>➤ Self-confidence, mindfulness</li> <li>➤ Planning personal development</li> <li>➤ Managing behaviours</li> <li>➤ Self-awareness</li> </ul>	Lent 2	<b>Relationships and sex:</b> <ul style="list-style-type: none"> <li>➤ Consent</li> <li>➤ Contraception, STIs, sexual health</li> <li>➤ Sexting</li> <li>➤ Body image</li> <li>➤ Avoid conflict</li> </ul>
Michaelmas 2	<b>Relationships and Sex:</b> <ul style="list-style-type: none"> <li>➤ Xenophobia, racism...</li> <li>➤ Extremist groups</li> <li>➤ Cults, religions</li> <li>➤ Prevent</li> </ul>	Pentecost 1	<b>Living in the Wider World:</b> <ul style="list-style-type: none"> <li>➤ Disability</li> <li>➤ LGBTQ</li> <li>➤ Prejudice</li> <li>➤ Online safety</li> <li>➤ Changing environment</li> </ul>
Lent 1	<b>Health and Wellbeing:</b> <ul style="list-style-type: none"> <li>➤ Smoking, vaping</li> <li>➤ Personal safety</li> <li>➤ Teenage pregnancy</li> </ul>	Pentecost 2	<b>Living in the Wider World:</b> <ul style="list-style-type: none"> <li>➤ Finance: debit, credit, tax</li> <li>➤ Budgeting, saving</li> <li>➤ Teamwork, communication skills</li> </ul>

#### Parents / Carers can help by:

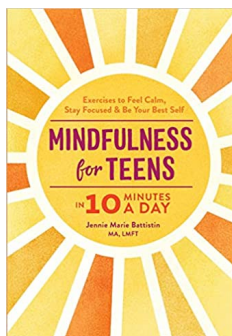
- Having a discussion with their child each week about their PSHE lesson, being mindful that there will be some sensitive and challenging topics
- Support their child by developing a broad sense of the world, not just the views of an individual
- Attend relevant school events / information evenings which are PSHE related
- Read, share and discuss any communication received with regards PSHE related topics

#### Extra Curricular:

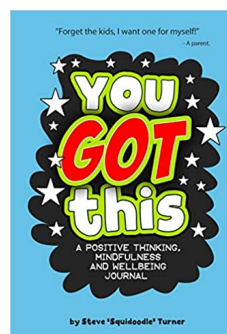
#### Useful websites:



- <https://www.redcross.org.uk/> - first aid knowledge
- <https://youngminds.org.uk/> - mental health and emotional wellbeing for young people
- <https://www.thinkuknow.co.uk/> - internet safety and support
- <https://www.brook.org.uk/> - charity providing free advice and information with regards sex education
- <https://www.teenagecancertrust.org/get-help> - free information, education, support about cancer
- <https://www.bbc.co.uk/bitesize/subjects/ztv9j6> - PSHE & citizenship educational support

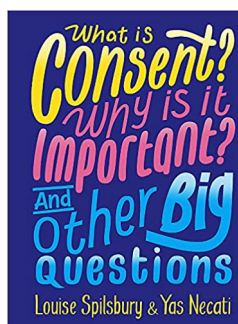


Spend 10 minutes a day learning how to keep yourself in the here and now, tackle challenges one at a time, and make the most of every minute.



A journal for kids to record their feelings, worries and anxieties with lists such as 'Three Amazing Things That Happened Today' and 'The Good Things Checklist' to remind them of the good things they have experienced and encourage a growth mindset.

A little book that talks about consent in general. Sexual consent is included but the focus is on consent as a wider (not specific) topic. Consent sounds simple but it is actually quite complicated when applied to everyday life.



This book makes the political personal through the lens of an engaging love story, in which two teens are caught in a storm of opinions about religion, refugees, immigration, Islamophobia and who has the right to be called an Australian.

