

Ysgol Penglais School  
Year 8 Curriculum  
2023 - 2024



## Ysgol Penglais' Vision: Striving for Excellence

Ysgol Penglais is a happy, ambitious, diverse and high achieving school where everyone is respected and valued. We are a strong, actively inclusive community where everyone cares for each other. By developing our independent skills and working with staff, families and others in our community we will achieve and become our very best. The school is vibrant with students and staff co-operating, learning, thinking and working hard. We empower students to take on challenges and recognise that this is key to their individual growth. By developing bravery, confidence, resilience, independence and acceptance our students will become responsible citizens of their communities, Wales and the world.

We will achieve this vision together through our school values:

**BE RESPECTFUL AND  
KIND**

**BE AMBITIOUS AND  
RESILIENT**

**DEVELOP  
INDEPENDENCE AND  
CONFIDENCE**

**TAKE PRIDE IN  
BELONGING TO OUR  
COMMUNITY**

**CELEBRATE DIVERSITY  
AND SUCCESS**



Dear Parents/Guardians,

Welcome to Year 8. The second year in secondary school for your child. They have had a year to settle, make new friends, and establish themselves in extra-curricular activities that we offer here at Penglais.

For all students the challenges are varied: sometimes exciting and sometimes daunting. The need to be self-motivated; the confidence to ask when unsure; developing coping strategies; getting organised; completing work both in school and at home and start thinking about GCSE choices ready for when the time comes in year 9.

Year 8 can be a time where students sometimes become distracted and lose focus. We, at Penglais, are committed to ensuring that our students continue to work hard and strive for the best. We will continue to set high expectations of our year 8 students, encouraging them to be excellent role models for the year below, maintaining the highest standard of behaviour and continue to produce excellent work throughout this academic year. We will track their progress closely through key piece tasks and will celebrate achievement while also being quick to intervene if anyone is not meeting their target grades.

It can be a very stressful time for you as parents/guardians too. Nevertheless, the evidence shows that the greater the parent/guardian support the greater the results. You are the expert on your own child and have always been their most important teacher. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the demands of school.

Please remember that whatever your individual child's needs, your chief role will always be that of the person who cares most, champion of their needs and admirer of every achievement. The most important role you will play is to support and encourage them to be the best version of themselves throughout the year.

As a school we will do our utmost to ensure the success of your child. Strong links between school and home will be vital and it is encouraging to have spoken to many parents/guardians already. This guide is designed to give you the key information you will need to support your child through the coming year. When new information arises, we will be quick to communicate that to you via the school's ParentMail service. We also use Classchart to share information about homework and your child's behaviour. There is also a wealth of information on the school's website, [www.penglais.org.uk](http://www.penglais.org.uk). When there are concerns about your child's progress, we will contact you, however, we also welcome contact from home if you have concerns. By working together both the school and parents/guardians can ensure the best possible outcomes for your child.

Yours sincerely,

Miss K. Thomas

Year 8 Leader

Please contact your Year Leader, Miss K. Thomas or the Form tutor should you need further information.

## Important Contacts

<b>Name</b>	<b>Job title</b>	<b>Telephone</b>	<b>Email</b>
Mrs N. M. Thomas	Head of Key Stage 3	01970 624811	nmt@penglais.org.uk
Miss K. Thomas	Head of Year 8	01970 621144	k.thomas3@penglais.org.uk
Ms L. Jones	Attendance	01970 621124	attendance@penglais.org.uk
Miss C. Jones	Student Services	01970 621121	cej@penglais.org.uk
Mrs S. Jones	Finance	01970 621130	sj@penglais.org.uk

## Key Dates for Year 8

<b>Information</b>	<b>Dates</b>
Inset Day	Friday 1 <sup>st</sup> & Monday 4 <sup>th</sup> September
Autumn Term	Tuesday 5 <sup>th</sup> September
Curriculum Evening	Tuesday 12 <sup>th</sup> September 5.30pm
Parent Governors AGM	Tuesday 24 <sup>th</sup> October
Half Term	Monday 30 <sup>th</sup> October – Friday 3 <sup>rd</sup> November
Christmas Carol Concert	Thursday 14 <sup>th</sup> December (TBC)
Inset Day	Friday 22 <sup>nd</sup> December
Christmas Break	Monday 25 <sup>th</sup> December – Friday 5 <sup>th</sup> January
Inset Day	Monday 8 <sup>th</sup> January 2024
Progress Report	PP1 January 2024
Start of Spring Term	Tuesday 9 <sup>th</sup> January
Half Term	Monday 12 <sup>th</sup> – Friday 16 <sup>th</sup> February
Parents Evening	Thursday 21 <sup>st</sup> March 2024
Easter Break	Monday 25 <sup>th</sup> March – Friday 5 <sup>th</sup> April
Inset Day	Monday 8 <sup>th</sup> April
Progress Report	PP2 April 2024
Summer Term	Tuesday 9 <sup>th</sup> April
Bank Holiday	Monday 6 <sup>th</sup> May
Half Term	Monday 27 <sup>th</sup> May – Friday 31 <sup>st</sup> May
Full progress Report	June 2024
Inset Day	Friday 28 <sup>th</sup> June
Tutor meeting	Week commencing 1 <sup>st</sup> July
End of Summer Term	Friday 19 <sup>th</sup> July

## Homework for Year 8 students

- Each homework session should take students around 20-30 minutes.
- Some homework tasks may take longer than 30 minutes and these will be allocated two or more homework sessions.
- Students should write down their homework (subject and deadline) each day in their planner
- Students will check their class Teams for specific instructions on the homework set

### **Supporting your child with their homework**

#### **General Advice:**

- All students are different and have different needs. Some will require a lot of support from you, others will require the minimum. It is most important that you have an honest discussion with your child – “How can I support you?” Many children will be put off if you become over-involved or controlling. Ensure you establish that you are there to support.
- Consider using a reward structure to motivate your child. Rewards don't have to be financial or very big; talk to your child about what they would value: an extra night out, an extension to the time they can come in, a trip with friends, being let off household chores etc. Don't make rewards dependent on results, this can lead to added disappointment if they don't do as well as expected; rewards should be based on effort.
- Clear boundaries are vital. Whilst you do not want to be seen to 'nag' you also have a duty to check that your child is doing their homework properly. Explain this to them from the outset. This will help avoid unnecessary accusations of 'nagging'.
- All students will fall behind, feel unmotivated or overwhelmed, or struggle with the balance of social and school demands at times. When your child feels like this, getting cross can have a negative effect. Talk to them about the issues, acknowledge their feelings, help them to find a solution, help them prioritise.
- Be flexible. Use the 80/20 rule (if your child is sticking to what they are supposed to be doing 80% of the time, they are probably doing alright!)
- Hours can quite happily be eaten up by online communications, and it is important that you set boundaries for the use of Snapchat, Instagram and other social media, just as you would for going out or watching TV.

#### **Setting your child up for homework:**

- Talk to your child about how you can support them and what they would find helpful.
- Help your child to plan a realistic homework timetable. It will take an investment of your time (probably an hour or so), but it will make a big difference to their work. Plan in favourite TV shows, dinner time, time with friends and family, chores, etc. It must be realistic if you want it to work.
- If possible, try to create a clutter free area in which your child can do their homework or agree a dedicated time when they can use the dinner/kitchen table to work. Try to keep this time and area quiet.

- All students have a school planner that you can look at to check homework assignments and deadlines.

**Supporting your child while they do their homework:**

- Provide snacks and drinks during extended homework periods.
- Be flexible – if they want to go out to out during an agreed homework time, discuss when they will make the time up.
- Be sensitive to the pressure your child may be feeling, let them know that if they are really not up to it on odd days, it isn't the end of the world. Let it go when it really matters to them and remind them of all the good work they have done and will continue to do.
- Keep up with regular 'check-ins' and don't nag in between times. Show an interest on how their homework is going, talk through any difficulties and be prepared to help them if necessary.

**Keep things in perspective. Your child may not be doing things the way you would do them, or as often as you would like, but they are doing the best they can.**

# Penglais School New Curriculum

The Curriculum for Wales has provided an opportunity to develop a bespoke curriculum for our school community that builds clearly on our school vision and values, and provides all students with the opportunities to develop in the ways described in the four purposes. The Penglais curriculum has been developed from thorough research into curriculum, learning and pedagogy by teachers and leaders, reflection on what students want from their schooling, and consultation on what parents and the community value. It aims to establish a strong culture for learning, secure deep knowledge of a range of subjects, and provide opportunities for students to broaden their experiences and extend their capabilities.

## Four Core Purposes of the Curriculum for Wales

Our curriculum will support all learners to become:

- **Ambitious, capable learners** who are ready to learn throughout their lives
- **Enterprising, creative contributors** who are ready to take a full part in life and work
- **Healthy, confident individuals** who are ready to lead fulfilling lives as members of society
- **Ethical, informed citizens** who are ready to take part in Wales and the world

## Penglais Curriculum Principles

Our curriculum content and pedagogy are supported by the five Penglais Curriculum Principles:

**Knowledge**

**Communication**

**Creative Culture**

**Wellbeing & Positivity**

**Inclusivity**





# Progression and Assessment

The Penglais curriculum is designed so that students can progress meaningfully in knowledge, understanding and skills along the continuum of learning from 3-16.

The Penglais assessment model includes the following three types of assessment:

<p><b>1.</b></p> <p><b>Baseline Assessment</b></p> <p>This establishes the starting point for students in terms of knowledge, understanding and skills, and helps teachers to plan the teaching and learning for a unit.</p>	<p><b>2.</b></p> <p><b>Assessment for Learning</b></p> <p>This is used by teachers in lessons to support the learning of students, and provides evidence of student progress over time.</p>	<p><b>3.</b></p> <p><b>Assessment of Learning</b></p> <p>This assessment gives evidence of levels of mastery (standards) achieved by students at the end of the unit.</p>
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- Students and Parents/ Guardians will receive 3 reports on student Progress, Mastery and Attitude to Learning during the year. A sample of the report can be seen below.
- Parents/ Guardians will have an opportunity to discuss their child’s progress with subject teachers at Parents’ Evening.
- Students will have an opportunity to discuss their progress with their form tutor and parent/ guardian at the end of the year. As part of this, students will identify and present a piece of work that they are proud of.

### Progress Report 2

Level of Mastery (LoM)			
E6 - Expert 6	A4 – Apprentice 4	N2 – Novice 2	XO – No evidence
E5 – Expert 5	A3 – Apprentice 3	N1 – Novice 1	

Subject	January – March 2023		
	Level of Mastery	Level of Progress	Attitude to Learning
<b>English</b> Candleman Assessment 1	A4	Strong	5
<b>English</b> Candleman Assessment 2	E5		
<b>Maths</b> Angles	E6	Steady	3
<b>Maths</b> Percentages	E5		
<b>Maths</b> Area	A3		
<b>Science</b> Laboratory Skills	E6	Strong	5
<b>Art</b> Colour Project	A4	Steady	5



# English

## Knowledge, Skills and Experiences

In English, students will develop their reading, writing, and oracy skills. They will start by exploring different issues and building your discussion skills while reading *A Christmas Carol* by Charles Dickens. Later in the year, students will study and Introduction to Shakespeare and read *Blood Brothers* by Willy Russell. They will engage in 'A Project for our Future' where we will discuss responsibility and sustainability. It's important that the students check and edit their work regularly to make improvements; this should be done in class and as part of their homework.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>A Christmas Carol by Charles Dickens</b>	Reading Oracy
Spring term 1	<b>Introduction to Shakespeare</b>	Reading
Spring term 2	<b>Blood Brothers by Willy Russell</b>	Writing Reading
Summer term	<b>A Project for our Future</b>	Oracy Writing

The smaller tasks that build up to each key piece are also an indicator of how your child is doing in lessons. All tasks help to build the skills required for either GCSE English Language or English Literature and we treat the GCSE course as a five-year framework to fully prepare our students.

Please note that the order of the programmes of learning may change for your child according to the needs of the teaching group.

## Supporting Learning in English

Students should ensure they are ready for learning by bringing pens, highlighters and rulers to all English lessons. Reading widely for pleasure is vital to support the study of English and all teachers within the faculty can support students with the selection of appropriate reading material from our school library.



# Mathematics

## Knowledge, Skills, and Experiences

Students will practise and extend the skills that they learnt in Year 7. They will also learn new ideas in the six strands of Number, Measure, Geometry, Algebra, Data and Probability. A mixture of procedural and reasoning tasks will be used to help to prepare them for the national numeracy tests in the Summer term.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>Dividing, divisibility rules, factors and multiples</b>	Written assessment
	<b>Equations</b>	
	<b>Multiplying and dividing negative numbers</b>	
	<b>Averages</b>	
	<b>Area</b>	
	<b>Drawing graphs from a formula</b>	
	<b>Fractions, decimals and percentages</b>	
	<b>Properties of triangles and quadrilaterals</b>	
Spring term	<b>4 operations on negative numbers</b>	Written assessment
	<b>Algebra - substitution</b>	
	<b>Rounding – decimal places</b>	
	<b>Cubes and cuboids</b>	
	<b>Conversion graphs</b>	
	<b>Percentages on a calculator</b>	
	<b>Ratio and proportion</b>	
	<b>Compound areas</b>	
Summer term	<b>Algebra - brackets</b>	Written assessment
	<b>Index laws</b>	
	<b>Order of operations</b>	
	<b>Rounding – significant figures</b>	
	<b>Volume</b>	
	<b>Angles</b>	
	<b>Enlarging and rotating</b>	
	<b>Probability</b>	

## Supporting Learning in Maths

### Setting

Students are set in maths. There will be 4 sets on each side of the year. There are opportunities to move set at the end of each half term.

### Topics covered

Top, middle and bottom sets have separate topic list. Higher sets go into topics in more depth. Lower sets spend more time on the aspects of maths which reinforce number skills and/or are likely to be required outside the Maths classroom.

### Helping your child in maths

The best way to help students is by practising topics that they studied 2-3 weeks ago as this is when many students start to forget the work. You can use the online resources below. This will help secure the ideas in their long-term memory and is more useful than pre-teaching work that they will later be taught in class.

### Online resources

1. <https://corbettmaths.com>

Revision videos on all aspects of the mathematics curriculum, with practice questions and solutions.

2. <https://www.mymaths.co.uk/>

Penglais School subscribes to the mymaths website where you can search for lessons, games and exercises on all maths topics.

Password: penglais      login: median

### Calculators

Although we often expect students to work without a calculator, there will be times when a calculator is required. The recommended calculator is CASIO fx-83GT PLUS. Calculators can be ordered via ParentPay.

### Times tables: TT Rockstars

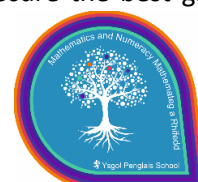
One of the most significant factors affecting students' progress in mathematics is their capability with times tables. The best way to give your child a good start is by regularly practising times tables with them.

In Penglais, every Year 8 maths lesson starts with 60 times tables questions – students answer as many questions as they can in 3 minutes.

We also set a 10-minute times tables homework every week using the TT Rockstars website (<https://trockstars.com>). Each student has their own login.

### Lesson starters

In order to improve students' recall of knowledge, every lesson will start with a quick low-stake quiz focussing on the most important skills and techniques that are required to secure the best grade possible for each student.



# Science

## Knowledge, Skills and Experiences

Year 8 students will continue to build on their knowledge and skills learnt in Year 7 by developing a deeper understanding of our reliance on energy and consumerism and the impact this has on our planet. Students will develop their practical and investigative skills throughout the year.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>1. Electricity Generation</b> <b>2. Fuels</b>	End of Term Progress Test 1
Spring term	<b>3. Biodiversity Crisis</b> <b>4. Plastic Pollution</b>	End of Term Progress Test 2
Summer term	<b>5. Fast Fashion</b> <b>6. Electrical Energy</b>	End of Term Progress Test 3

## Supporting Learning in Science

**Model the Learning Process.** You don't have to be an expert in science! One of the most supportive things you can do is to be a partner in your child's investigations and thinking.

**Be a Thought Partner.** Support your child's reasoning and you can ask your child questions, like "what do you notice? Why do you think that's happening? What can you teach me about this?"

**Focus on Science in Everyday Life.** Many activities you regularly do can support meaningful science learning! e.g., construction, cooking (following a recipe), gardening, washing.

**Connect Science to Your Work or That of Your Family.** In your work or that of another family member, how do you find the answers to your questions? How do you communicate techniques, processes, or idea? What problems or challenges might you face?

**For reinforcing school work and completing homework,** you can use any good KS3 revision guides or websites like BBC bitesize.



# Cymraeg Iaith Gyntaf

## Welsh First Language

### Knowledge, Skills and Experience

Wrth astudio'r Gymraeg ym Mehnglais, bydd disgyblion yn datblygu gwybodaeth a dealltwriaeth o'r Gymraeg drwy fireinio sgiliau darllen, ysgrifennu a llafaredd yn ogystal â sgiliau gramadeg. Bydd cyfle i wella dealltwriaeth o wahanol ffurfiau ysgrifennu (yn greadigol ac yn ffeithiol), arlliw ac arddull a'r ffordd maent yn effeithio'r darllenwr a datblygu ymwybyddiaeth o sgiliau cyfathrebu fel sgil bywyd hanfodol a sylfaenol. Dymunwn i'n disgyblion ddatblygu dealltwriaeth a gwerthfawrogiad o arwyddocâd yr iaith Gymraeg a'i diwylliant, ei lle a'i gwerth yng Nghymru. Bydd disgyblion yn cael profiadau amrywiol o fewn a thu allan i'r dosbarth a fydd yn rhoi cyfle iddyn nhw ddatblygu eu hyder yn y Gymraeg yn ogystal â gwella eu sgiliau yn yr iaith.

*While studying Cymraeg in Penglais, students will develop knowledge and understanding of the language by refining reading, writing and oracy skills as well as understanding of grammar. There will be opportunities to develop a better understanding of various written formats (creative and factual), style techniques and the way these effect the reader and develop an awareness of communication skills as an essential and basic life skill. We would like our students to develop an understanding and appreciation of the significance of the Welsh language and culture, their place and value in Wales. Students will have various experiences in as well as outside of the class that will give them opportunities to develop their confidence with the Welsh language as well as improving their skills.*

### Units of Learning and Assessment

Tymor hanner	Teitl	Sgil a asesir
Hydref	<b>Ymateb a rhyngweithio mewn grŵp – Trafod gwyliau</b>	Llafar
	<b>Araith yn trafod ymwelwyr yn ardal Aberystwyth</b>	Ysgrifennu
Gwanwyn	<b>Llydaw – bwriad yr awdur</b>	Darllen
	<b>Traethawd – Mae gen i wahanol ddelweddau</b>	Ysgrifennu
Haf	<b>Cyflwyniad unigol am fy hobïau</b>	Llafar
	<b>Asesiad diwedd blwyddyn</b>	Darllen & Ysgrifennu

### Supporting Learning in Welsh

**Sut i gefnogi'r disgyblion gyda'r Gymraeg. *How to support students with Welsh.***

- Gwyllo a gwrando ar raglenni Cymraeg ar [Hafan | S4C](#), Radio Cymru, Youtube. *Watch and listen to Welsh programmes.*
- Darllen pytiau yn y papur newydd neu wefanau newyddion - [BBC Cymru Fyw](#), [golwg360.cym](#) *News websites in Welsh.*
- Cylchgronau'r Urdd – [urdd.org/cylchgronau](http://urdd.org/cylchgronau) *Urdd magazines for learners.*
- Siarad gyda chymdogion, ffrindiau, pobl mewn caffis a siopau – ymarfer a gwella hyder. *Speaking with neighbours, friends, people in cafes, shops etc. – practise and gain confidence.*



# Cymraeg Ail Iaith

## Welsh Second Language

### Knowledge, Skills and Experience

Wrth astudio'r Gymraeg fel Ail Iaith ym Mehnglais, bydd disgyblion yn datblygu gwybodaeth a dealltwriaeth o'r Gymraeg drwy fireinio sgiliau darllen, ysgrifennu a llafaredd yn ogystal â sgiliau gramadeg. Bydd cyfle i wella dealltwriaeth o wahanol ffurfiau ysgrifennu a datblygu ymwybyddiaeth o sgiliau cyfathrebu fel sgil bywyd hanfodol a sylfaenol. Dymunwn i'n disgyblion ddatblygu dealltwriaeth a gwerthfawrogiad o arwyddocâd yr iaith Gymraeg a'i diwylliant, ei lle a'i gwerth yng Nghymru. Bydd disgyblion yn cael profiadau amrywiol o fewn a thu allan i'r dosbarth a fydd yn rhoi cyfle iddyn nhw ddatblygu eu hyder yn y Gymraeg yn ogystal â gwella eu sgiliau yn yr iaith.

*While studying Cymraeg in Penglais, students will develop knowledge and understanding of the language by refining reading, writing and oracy skills as well as understanding of grammar. There will be opportunities to develop a better understanding of various written formats and develop an awareness of communication skills as an essential and basic life skill. We would like our students to develop an understanding and appreciation of the significance of the Welsh language and culture, their place and value in Wales. Students will have various experiences in as well as outside of the class that will give them opportunities to develop their confidence with the Welsh language as well as improving their skills.*

### Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Hydref <i>Autumn</i>	Gwyliau <i>Holidays</i>	Defnyddio'r amser gorffennol <i>Using the past tense</i>
Gwanwyn <i>Spring</i>	Delwedd <i>Image</i>	Disgrifio yn y trydydd person <i>Describing in the third person</i>
Haf <i>Summer</i>	Hamddena <i>Leisure</i>	Trafod fy hobïau <i>Discussing my hobbies</i>

### Supporting Learning in Welsh

**Sut i gefnogi'r disgyblion gyda'r Gymraeg. *How to support students with Welsh.***

- Gwyllo a gwrando ar raglenni Cymraeg ar [Hafan | S4C](#), Radio Cymru, Youtube. *Watch and listen to Welsh programmes.*
- Darllen pytau yn y papur newydd neu wefanau newyddion - [BBC Cymru Fyw](#), [golwg360.cym](#) *News websites in Welsh.*
- Cylchgronau'r Urdd – [urdd.org/cylchgronau](http://urdd.org/cylchgronau) *Urdd magazines for learners.*
- Siarad gyda chymdogion, ffrindiau, pobl mewn caffis a siopau – ymarfer a gwella hyder. *Speaking with neighbours, friends, people in cafes, shops etc. – practise and gain confidence.*



# Art

## Knowledge, Skills and Experiences

During year 8, students will continue to build on knowledge and skills practised in year 7, as well as learning exploring new materials, techniques and processes. Students will develop a greater understanding and importance of the art and design around us through research and practical and tasks

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>Natural world</b>	1. Tonal and texture drawing 2. Observational work using mixed media
Spring term	<b>Culture</b>	1. Research task 2. Spirit mask
Summer term	<b>Environment</b>	1. Research Task 2. Mixed media piece- up- cycle/recycle

## Supporting Learning in Art

Ensure students are ready for learning by bringing basic equipment such as a pencil, pen, ruler, rubber to all lessons.

Encourage students to develop their skills in this subject outside the classroom, utilising online videos to practise and improve further.

Support students knowledge and understanding of different artists and designers. This can be done through in-depth research and visits to see works of art first hand in museums and galleries, locally and in the wider area if possible.





# Computer Science and Information Communication Technology

## Knowledge, Skills and Experiences

Students will develop a foundational knowledge and understanding of what is meant by coding, data types, arrays and lists. Students will build a set of Scratch projects to solidify this knowledge and understanding.

Students will create a poster/newsletter and a webpage in Adobe Creative Cloud Express and produce a formatted football spreadsheet model.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	<b>Adobe Creative Cloud Express</b>	Newsletter/Poster & Web Page
Spring	<b>Reliability of Sources Coding</b>	Online Multiple-Choice Quiz Scratch Projects
Summer	<b>Modelling</b>	Football Spreadsheet Model

## Supporting Learning in CS/ICT

If students have a wider interest in web design, computer programming, data analytics or server then the following link will take them to the very useful W3 Schools website:

[W3Schools Online Web Tutorials](https://www.w3schools.com/)

# Drama

## Knowledge, Skills and Experiences

In Year 8 students will explore and experience a variety of different forms of Drama and Theatre as well as spending time investigating the non-performance aspect of theatre such as design and the marketing and administration of theatre. In the summer, students will work with a professional sound designer to create sound effects live for a short clip from a film.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	<b>Melodrama</b> <b>Curious Incident of the Dog in the Nighttime</b>	A short performance of a scripted Melodrama.  A short Frantic Assembly inspired physical piece of theatre.
Spring	<b>Theatre Marketing &amp; Administration</b> <b>Theatre in Education</b>	Presentation on allocating funds for projects in a fictional Arts Centre.
Summer	<b>Theatre Review – NT’s Peter Pan</b> <b>Sound Design Project (Foley)</b>	Review of the National Theatre’s Peter Pan.  Live sound effects to a short clip from the film Ratatouille.

## Supporting Learning in Drama

- Access to Drama Online from the National Theatre for watching performances.
- Extra-curricular activities are run throughout the year.
- There is a collection of age-appropriate plays that students can borrow and access to a suggested reading list for those with an avid interest in performance.
- Access to members of staff with professional experience in areas such as costume design and stage management.
- Trips to see live performances at Aberystwyth Arts Centre when appropriate.



# Design and Technology

## Knowledge, Skills and Experiences

During Year 8 our students will undertake three main areas of work. The students will be taught in specialist rooms by specialist staff and will develop skills learnt in year 8 whilst learning new techniques to ensure they demonstrate good progression. In Food they will develop their cooking skills and make several recipes with progression in skills and challenge from year 7. In the short Product Design skills module there is a focus on plastics; they will make an egg cup and a nightlight. In the extended Product Design module there is progression in woods from year 7; they will make bookends and a wooden stool. There is also a design project which is set by a past student who is now a product designer working for a Welsh manufacturer of outdoor products.

## Units of Learning and Assessment

Name of Unit	Level of Mastery Assessment
Product Design Skills module	1. Designing 2. Making
Extended Product Design module	1. Designing 2. Making
Food	1. Research 2. Making

## Supporting Learning in DT

Students can improve their design skills by practising drawing, especially drawing 3d products.  
Students can improve their cooking skills by being involved in meal preparation at home.  
Students could also help parents make and repair items at home.

Students may take up an interest in Computer Aided Design by using programs such as Google SketchUp, Onshape, Blender at home.

Tv shows: Masterchef, Great British Bake off, Grand Designs, Interior Design Masters, any food related programmes, George Clarke's Amazing Spaces, DIY SOS, Your home made perfect, The Repair Shop. Netflix: The Art of Design.



# Geography

## Knowledge, Skills and Experiences

In Year 8 Geography, students will delve into a range of fascinating topics that broaden their understanding of the world around them. Through the study of coasts, students will explore the dynamic processes shaping these environments and the impacts of human activities. They will also investigate ecosystems, examining the intricate relationships between organisms and their habitats. Additionally, students will delve into the management of local landscapes, focusing on notable examples such as the Hafod Estate and Cwmystwyth Mines. Through these diverse studies, students will acquire valuable knowledge, develop essential skills, and gain real-world experiences that foster a deeper appreciation for our planet's natural and cultural heritage.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	<b>Coastal processes and landforms</b>	How and why is our local coastline changing? Fieldwork report
Spring	<b>What are ecosystems?</b>	How are ecosystems similar and different? Comparison poster
Summer	<b>Humanities enquiry: How and why have humans affected the landscape?</b>	Presentation

## Supporting Learning in Geography

For supporting your child's learning in KS3 Geography, consider providing them with relevant equipment such as atlases, compasses, and fieldwork tools. Encourage reading geography books and exploring educational websites like National Geographic and BBC Bitesize. Additionally, interactive programs like Google Earth can enhance their understanding of coasts, ecosystems, and local landscapes.



# Health & Well-being

## Knowledge, Skills and Experiences

The Health and Well-being curriculum provides opportunities for students to develop their understanding of health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. These lessons will support learners to understand and appreciate how the different components of health and well-being are interconnected, and to recognise that good health and well-being are important to enable successful learning.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn	<ol style="list-style-type: none"><li>1. Mental Health - Benefits of an active lifestyle</li><li>2. Physical Health – Nutrition and Hydration</li></ol>	<ol style="list-style-type: none"><li>1. Create a short film or story board</li><li>2. Create a one week meal plan for an individual</li></ol>
Spring	<ol style="list-style-type: none"><li>1. Careers</li><li>2. Police – Online safety and drugs</li></ol>	<ol style="list-style-type: none"><li>3. Multiple Choice quiz</li></ol> Multiple choice quiz
Summer	<ol style="list-style-type: none"><li>1. First Give</li><li>2. Social and emotional Well-Being – developing resilience, RSE</li></ol>	<ol style="list-style-type: none"><li>4. Formal presentation</li></ol> 'Problem page' response

## Supporting Learning in Health and Well-being

Discuss the topics at home

<https://www.nhs.uk/healthier-families>

Support for young people to discuss mental health and well-being

<https://www.mind.org.uk/for-young-people>

Talk about different jobs that family members do and research different industries together

<https://careerswales.gov.wales>



# History

## Knowledge, Skills and Experiences

In Year 8 History, we embark on a captivating exploration of the past, unearthing the stories of civilizations, heroes, and revolutions that have shaped the world we live in today. Prepare to delve into thrilling historical events, witness the clash of empires, and encounter remarkable figures who changed the course of human history.

A field trip will take place in the summer term to explore the places students have been learning about, the Mines of Cwmystwth, the Hafod Estate and the Hafod Arch to discover the tangible connections of how humans have shaped the landscape of these three sites.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>Did the Tudors get it right?</b>	Was Britain better off in 1509? How bloody was Bloody Mary? Who was the Greatest Tudor?
Spring term	<b>The Industrial Revolution</b>	Working down a mine, are you tough enough?
Summer term	<b>Humanities enquiry: How and why have Humans affected the landscape?</b>	Presentation

## Supporting Learning in History

### Websites and Online Resources:

Online history encyclopaedias and databases offer vast amounts of information that can supplement classroom learning.

BBC Bitesize History (KS3) - Website: <https://www.bbc.co.uk/bitesize/subjects/zk26n39>

The National Archives (Education) Website: <https://www.nationalarchives.gov.uk/education/>

History Extra (BBC History Magazine) Website: <https://www.historyextra.com/>

British Museum (Teaching History with 100 Objects) Website: <https://teachinghistory100.org/>

Spartacus Educational Website: <https://spartacus-educational.com/>

Khan Academy (History) Website: <https://www.khanacademy.org/humanities/history>

The British Library (Discovering Literature: Medieval to Modern) Website: <https://www.bl.uk/discovering-literature>



# Modern Foreign Languages

## Knowledge, Skills, and Experiences

Bonjour/Buenos días/Ni hao.... Students will study French, Mandarin and Spanish (one term for each). Students will learn to describe where they live, holidays past and future, the weather, transport, countries, daily routine and what they do in their spare time. Students will study cultural aspects about the countries where these languages are spoken and develop ICT skills via our online language programmes. As a faculty, we aim to facilitate cultural enrichment opportunities and make our students aware of the multi-lingual world in which we live. We will have visits from motivational guest speakers, trips and cultural activities in our calendar of events. These include: The Chinese New Year, El día de los Muertos, Bastille, etc. Globally minded students are the future!

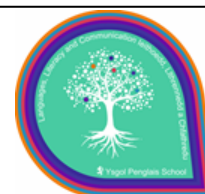
**International literature:** The Students will also study *Terres inconnues in French*, poetry and song in Spanish and a range of Chinese haikus.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>French</b>	<ul style="list-style-type: none"><li>• Describing myself and family</li><li>• The working world</li><li>• Food</li></ul> Extending tense knowledge
Spring term	<b>Mandarin</b>	<ul style="list-style-type: none"><li>• Learning high frequency characters</li><li>• Oracy games</li></ul> Cultural awareness programme incorporating meditative practice and martial arts
Summer term	<b>Spanish</b>	<ul style="list-style-type: none"><li>• Basic introductions</li><li>• Talking about myself and family</li><li>• Hobbies and interests</li></ul> Festivals: <i>El Día de los Muertos</i> (Day of the Dead) Christmas and Easter in Spain.

## Supporting Learning in MFL

- Test students on vocabulary regularly (10 new words a week)
- Go to WOW Film Festival nights at Aberystwyth Arts Centre
- Drill tenses using: <http://www.conjugation.org/>
- Use *Linguascope* (teachers will provide username and password)
- Use *Duolingo* to compete as a family!



# Music

## Knowledge, Skills and Experiences

In Music lessons each student will learn basic skills that they need as a musician - that will serve them throughout Key Stage 3 and beyond. Our lessons will be practical and theoretical - discovering the basics of reading and writing musical notation, as well as performing using the correct technique. This will be done on various instruments; students will also be working on vocal studies. Students will learn using a variety of instruments such as harps, keyboards, ukuleles and more. Our music lessons will also be focussing on composing using ICT while learning about the importance of structure, key signatures as well as learning to read basic notation on a 5-line stave.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>1. Blues music</b> <b>2. Keyboard skills</b>	1. Blues keyboard assessment
Spring term	<b>1. Harps and singing ensemble</b> <b>2. Silent Movies</b>	1. harps and singing assessment
Summer term	<b>1. Ukulele pop ensemble</b> <b>2. Class performance ensemble</b>	1. Ukulele class assessment

## Supporting Learning in Music

There's lots going on in the music department. We have choir, Orchestra and ensembles, so please do come get involved. You can also sign up for instrumental and/or vocal lessons, if you are interested, please come speak to Mrs Rhys in Music.

Instrumental lessons are also available, with visiting peripatetic instrumental teachers provided by Ceredigion Music Service. An instrument hire scheme is also available - further details can be found on the Ceredigion Music Service website.





# Physical Education

## Knowledge, Skills and Experiences

The PE curriculum encourages learners to build a platform of skills on which future activity choices can be made. Through creative, competitive and health and fitness activities, students can enjoy participating and gain confidence in their abilities and take greater responsibility for their own well-being.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>Invasion Games – Rugby, Football, Hockey. Netball, Basketball</b>  <b>Creative - Gymnastics</b>	Apply and adapt tactics and skills effectively under conditioned game situations. End of module routine on floor and apparatus on inversion.
Spring term	<b>Net Games – Badminton, Indoor tennis</b>  <b>Fitness</b>	Apply and adapt tactics and skills effectively under conditioned game situations. Plan and perform a fitness programme using different training methods.
Summer term	<b>Striking Games – Rounders, Cricket, Swedish Long ball.</b>  <b>Athletics</b>	Communicate ideas to enhance and refine team performance and evaluate strengths and weaknesses. Set individual targets according to ability.

## Supporting Learning in PE

- Practice skills at lunchtime clubs
- Take part in school sport, either competitively or socially
- Join clubs in the community and/or use local facilities
- Watch live and recorded matches to appreciate high-quality performance



# Religion, Values and Ethics

## Knowledge, Skills, and Experiences

RVE will help each student develop important skills for life and learning. In RVE this year they will get the chance to follow in the footsteps of some of the greatest thinkers who have ever lived and to explore some of the most important questions that have ever been asked. Where did we come from? Why are we here? What do different religions believe? Each student will discover how answers to these questions have affected the lives of people across the world from thousands of years ago to the present day.

## Units of Learning and Assessment

Half Term	Name of Unit	Level of Mastery Assessment
Autumn term	<b>Martin Luther King Jnr</b>	How does belief shape action?
Spring term	<b>Hinduism</b>	What is Hinduism?
Summer term	<b>Humanities Project: How and why have humans affected the landscape?</b>	Presentation

## Supporting Learning in RVE

Visit - <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Check out the Reading Mountain in the Library.



