

The Cherwell School

Guide to your Child's Year 8 Progress Review



July – Progress Review 5

Dear Parents and Carers,

At The Cherwell School, we are committed to providing a learning experience of the best possible quality. This booklet will provide you with an outline of the core content of our curriculum.

The information provided here is designed to provide you with a richer sense of what the students have actually learnt, and make it easier to interpret the levels, bands or grades used to describe student achievement. We hope that, by gaining a sense of what the students are actually learning, along with a sense of how the learning is assessed, you will be better equipped to support your children in their learning.

We believe that it is healthier and more useful for students to understand their learning in terms of what they have learnt to understand and to do, rather than focusing simply on the score or grade. This Progress Review point might therefore be an opportunity to talk to your child about the content of what they've learnt, and to reflect on their growing bank of skills and knowledge as they progress through their education at The Cherwell School.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Tom Boulter', with a stylized flourish at the end.

Tom Boulter

Deputy Headteacher – Curriculum and Attainment

SUBJECT: Year 8 ENGLISH

Since January in Year 8 English, students have covered the following topics:

- Naturalistic writing
- A range of poetry from other cultures

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- The key features of a range of poems, including Still I Rise by Maya Angelou
- The role of imagery, language choice and form in creating poetry
- How poetry from other cultures gives an insight into different experiences of different cultures
- Understand the conventions of explanation writing
- Identify the subject, verb and other in writing and understand how we use this to punctuate clauses accurately

CORE SKILLS

- Understand and explain how poets use language, structure and poetic devices including metre
- Know how to write analytical paragraphs with a focus on high-quality topic sentences
- Connect poems and write comparatively
- Plan and structure an essay response
- Structure/paragraph explanation writing to engage
- Embedded SPaG as appropriate using range of sentences accurately

How has the learning been assessed?

Student knowledge and skill has been assessed through:

- **Reading:** Comprehension test on non-fiction linked to culture (4)
A comparative essay on two poems from other cultures (1-3)
- **Writing:** Explanation writing based on own culture and history (1-3)
- **Speaking:** Presentation on reading project (July)

What will students learn next year?

Students will cover the following main topics in Year 9:

- *Animal Farm* by George Orwell
- Aristotelian rhetoric: Ethos, Logos, Pathos
- *Macbeth* by William Shakespeare
- Romantic Poetry

SUBJECT: Year 8 MATHEMATICS

- In Mathematics lessons so far, a wide range and variety of topics have been covered. For the purposes of this document, we will summarise these topics via teaching group (see below).

What have the students been taught to understand and be able to do?

Classes taught by Ms Overbeck (Spanish side), Mr Shafqat, Mr Sutcliffe and Ms McLeod:

Decimal multipliers for percentages and reverse percentage problems, plotting graphs and equations of straight lines, gradients and intercepts, real life graphs, constructing triangles, properties of quadrilaterals, congruence, construction of nets of 3D shapes, constructing and interpreting graphs and charts, scatter graphs, calculating averages from graphs and charts, sequences, the four transformations, scale factors for length area and volume, BIDMAS, ratio and proportion, addition and subtraction with fractions.

Classes taught by Ms Tonks, Mr Darby, Ms Green and Mr Wheeler (German side):

Percentages of amounts with and without a calculator, percentage increase and decrease, plotting graphs and equations of straight lines, real life graphs, constructing triangles, properties of quadrilaterals, constructions of nets of 3D shapes, constructing and interpreting graphs and charts, scatter graphs, sequences, the four transformations, BIDMAS, ratio and proportion, addition and subtraction with fractions.

Classes taught by Mr Ireland, Ms Overbeck (German side) , Mr Wheeler (Spanish side) and Ms Moxey:

Percentages of amounts with and without a calculator, plotting coordinates and graphs of functions, using a protractor and compasses, properties of quadrilaterals, types of 3D shape, nets of 3D shapes, constructing graphs and charts, two way tables, time and reading timetables, sequences, the four transformations, BIDMAS, ratio and proportion, addition and subtraction with fractions.

How has the learning been assessed?

Student learning in Maths has been assessed in two main ways:

- 1 – Regular teacher, peer and self assessment of performance in classwork, homework and class discussion
- 2 – A test taken in June, which provides a snapshot of student understanding of new learning up to this point

SUBJECT: Year 8 SCIENCE

In SCIENCE lessons so far, Year 8 have completed the following units:

- Food and Digestion; Respiration; Heating and Cooling; Magnets and Electromagnets, Elements Compounds and Mixtures, Rock Cycle, Microbes and Ecological Relationships (partial), Light and Sound (partial)

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. What's in food and why it is important; which foods provide a balanced diet; what happens to food in the digestive system; what digestive enzymes do; where the products of digestion are used.
2. How cells use food molecules absorbed after digestion; how the oxygen needed for respiration reach the tissues of the body; what happens to oxygen when it reaches the cells; the role of the lungs; the differences in inhaled and exhaled air; Aerobic and anaerobic respiration in plants and other animals.
3. The difference between heat and temperature; the particle theory of matter; how heat is transferred by conduction, convection and radiation; what happens when substances change state; how to reduce energy waste.
4. The effect of magnets including how to make a magnet, and what a magnetic field is and how it acts, how electricity makes magnets, and how electromagnets work.
5. Definitions of elements, compounds and mixtures, oxidation (combustion), thermal decomposition, making compounds, periodic table.
6. Sedimentary, igneous and metamorphic rock, weathering and erosion, rock cycle.
7. Types of microbe, pathogens, use of microbes, food chains and webs, pyramids of biomass, sampling.
8. Transverse and longitudinal waves, reflection, primary and secondary colours, seeing colour, transparent, translucent and opaque materials, dangers of sound, musical instruments, pitch and frequency, how sound travels, how the ear works, noise.

CORE SKILLS

1. Recall scientific content that they have been taught.
2. Describe scientific processes & data by saying what happens.
3. Explain scientific processes & data by saying why something happens.
4. Comprehend using an unfamiliar situation to apply their knowledge.
5. Analyse using data in science.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through level-assessed tasks and two module tests containing questions requiring skills such as recall, describe, explain and analyse. All students have completed a test in each of the following:

Food & Digestion and Respiration & Breathing, Heating & Cooling and Magnetism, Element Compounds and Mixtures, Rock Cycle.

All students have also completed an End of Year Assessment in the following topics: Respiration and Digestion, Magnets and Electromagnets, and Elements, Compounds and Mixtures.

What will students learn next year?

Students will cover a wide range of topics, building up towards GCSE work in the latter part of the year. Early units will include:

- **Physics:** Electricity & Energy and Gravity and space
- **Chemistry:** Reactions of Metals and Compounds and Patterns of Reactivity
- **Biology:** Fit & healthy and Plants & Photosynthesis

SUBJECT: Year 8 ART

In **Art** lessons so far, Year 8 have completed work from the following units:

- Portraiture; Painting; 3D work; Printmaking

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. How to produce a successful print.
2. How to develop and make a sculpture using various materials.
3. Mixing colours in a variety of media.
4. Recording observations using a variety of media and materials.

Critical analysis:

Knowledge necessary to evaluate and analyse the work of another artist and relate it to their own work.

CORE SKILLS

1. Recording - Sketching, proportion, shading, blending, painting.
2. Making – how to make a sculpture using a range of materials.
3. Refine and improve their work by making sure they become proficient with the materials / techniques they are working with.
4. Developing ideas through to a final piece.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through the marking of sketchbook work including homework. Their final piece and case studies.

- The accuracy of their outcomes and the progress they have made within these pieces as they refine them.

A case study on a relevant artist that uses some of these techniques in their work.

What will students learn next year?

Various topics will be covered, including:

- Painting and Drawing
- Further 3D, pattern and printmaking
- Further studies of the work of important and influential artists, including Terry Frost and William Morris

SUBJECT: Year 8 COMPUTING

In Computing lessons so far, Year 8 have completed the following units:

- Databases
- Programming in Python

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. What a database is and how they are used in real life situations
2. How to program in a text base language
3. Key terminology for each unit of work.

CORE SKILLS

1. Enter and search for data within a database and present the data in a professional way
2. Program the computer to draw shapes and be able to simulate a conversation with the computer
3. To be able to work independently to solve a logical problem

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through completion of a portfolio of work which includes:

- Working with peers and giving and receiving feedback
- End of unit tests where they have been tested both on the definitions of key terms and have had to complete a practical exercise
- Creating effective queries and professional looking reports within a database
- Coding a problem within Python and being able to fix their program if an error occurs.

What will students learn next year?

Students will cover a range of topics drawn from ICT and Computing. There will be a strong element of Digital Literacy, so that students are well-prepared to take their places as citizens of a digital world.

SUBJECT: Year 8 DRAMA

In Drama lessons so far, Year 8 have completed the following units:

- Soap Opera - Study of Genre

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. The different characteristics of genre in drama
2. The characteristics of a soap opera and recorded drama
3. How to interpret a script
4. The characteristics of naturalistic and non-naturalistic acting

CORE SKILLS

1. Build drama to a climax and applying a cliff-hanger
2. Show a character physically and vocally in a naturalistic style of drama
3. Stage an extract of script understanding stage directions and dialogue
4. Adapt their style of acting to suit the genre

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through their ability to show a character in a naturalistic style both vocally and physically. They have been assessed in their ability to interpret a script and construct a piece of drama in small groups or pairs.

What will students learn next year?

Students will continue to develop their practical drama skills and confidence across a range of topics, including:

- Trestle masks
- Documentary Drama
- Script work, eg using Blood Brothers

SUBJECT: Year 8 GEOGRAPHY

In Geography lessons so far, Year 8 have completed the following units:

- Volcanoes - Population and migration - Italy - Local Environment Project

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. The geographical processes causing volcanoes.
2. The social, economic and environmental impacts of a volcanic eruption.
3. The global distribution of the world's population.
4. Factors affecting population density.
5. Causes and consequences of international migration.
6. The physical and human geography of Italy.
7. Environmental issues affecting the local environment, focus on Oxford and Cherwell school site.

CORE SKILLS

1. Describe and explain geographical processes.
2. Investigate the impacts of volcanic eruptions, including independent research.
3. Describe, explain and evaluate alternative viewpoints about migration.
4. Draw climate graphs, sketch maps and diagrams.
5. Interpret and describe patterns and trends in a range of graphs and maps.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- 1) Creating keyword lists and definitions of key terms.
- 2) Creative model of a volcanic eruption.
- 3) Population and migration assessment.
- 4) Local environment project write up.

What will students learn next year?

- Sustainable cities.
- Globalisation and fair trade.
- Tectonic Hazards.
- Antarctica.

SUBJECT: Year 8 German

In German lessons so far, Year 8 have completed the following units:

- My town - Dialogues in town - Body and illnesses - Health and being healthy
Family relationships - Future tense and modal verbs

| What have the students been taught to understand and be able to do? | |
|--|---|
| <p style="text-align: center;">CORE KNOWLEDGE</p> <ul style="list-style-type: none"> - My town: places in town, adjectival endings, what you can do in a town, directions - Dialogues: students complete a series of dialogues - Body and illnesses: body parts, doctors dialogue - Health and being healthy: living a healthy lifestyle, modal verbs - Family relationships: revision of yr 7 vocabulary and modal verbs | <p style="text-align: center;">CORE SKILLS</p> <ul style="list-style-type: none"> - Listening for gist and detail - Reading for gist and detail - Writing and Speaking - Pronunciation - Memorization - Sentence-building - Making links (cognates/ semi-cognates) - Creativity, Performance, Autonomy |
| How has the learning been assessed? | |
| <p>The knowledge and skills that the students have gained have been assessed through</p> <ul style="list-style-type: none"> - Vocabulary tests and class work activities - End of term speaking, listening, reading and writing assessments | |
| What will students learn next year? | |
| <p>Next year, students will continue to deepen their skills, knowledge and understanding of German by covering units such as:</p> <p>Holidays, Films, Fashion, The Grimm Fairy Tales, Revision of the tenses, the environment</p> | |

SUBJECT: Year 8 HISTORY

In history lessons during the second half of the year, Year 8 have completed the following units:

- How did the Mughal Empire rise and fall?
- Why is there so much disagreement about the Indian Rebellion of 1857?
- Revolutions that shook the world

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- Key features and leaders of the Mughal Empire from the 16th century to the 19th century.
- Key causes of the Indian Rebellion.
- Different interpretations of the Indian Rebellion.
- Causes of both the American and French Revolutions.

CORE SKILLS

1. Use accurate contextual knowledge to explain the strengths and limitations of a particular interpretation of an historical event.
2. Examine diverse experiences of history to reach a judgement about the lives of people in the past.
3. Examine and link the causes of an historical event.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through:

- Class work.
- Homework.
- Verbal contributions.
- A written assessment on the Indian Rebellion.

What will students learn next year?

- Trans-Atlantic Slave Trade
- World Wars One and Two
- The Cold War

SUBJECT: Year 8 MUSIC

In Music lessons so far, Year 8 have completed the following units:

- Gamelan
- Blues
- Music for Adverts
- Music for Cartoons

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

1. Score reading, including the use of chords.
2. Stylistic features of Reggae, Calypso, Gamelan, Blues.
3. Theme and Variation structure, including the use of retrograde, diminution and augmentation, as well as the use of the minor scale.
4. Understanding the techniques used in the music of adverts and cartoons.

CORE SKILLS

1. Maintaining an offbeat or syncopated rhythm/chord sequence/melodic phrase as part of a group.
2. Playing a piece of music fluently with accuracy and expression.
3. Composing a set of variations to a given theme.
4. Being able to maintain a part within an ensemble.
5. Being able to improvise on a blues scale.
6. Being able to recognise the different techniques within cartoon and adverts and then composing their own piece of advert music.

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through various performances and compositions and listening Tests.

Students have:

- Performed a Reggae; a Gamelan composition and a 12 bar Blues melody with chords and a walking bassline.
- Composed and performed a set of Theme and Variations.
- Composed music to fit with an advert or cartoon
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What will students learn next year?

- Cover Versions – including their own performance of a cover version of their choice.
- African Drumming and the use of the Djembe.
- Film Music – including the composition of a piece of film music to fit a selected film clip.

SUBJECT: Year 8 RS / Social Wellbeing

In RS lessons so far, Year 8 have completed the following:

- Belief and Practice focusing on a case study of LGBT (Lesbian, Gay, Bisexual and Transgender) issues.
- Currently starting the Prejudice, Discrimination and Stereotyping module with a case study of the Nazi Racial Policy

Social Wellbeing:

- Economic wellbeing, careers and financial capability and Risk – staying safe including staying safe online

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

A Study of what people believe and how they put those into practice as part of a community. This includes:

- Examining the beliefs and practices of key figures such as Martin Luther King, Gandhi, Nelson Mandela and Mary Lamb.
- Enquiring into why people are sometimes unable to put their beliefs into practice.
- Case study of LGBT history and issues with emphasis on the UK.
- Investigating a range of religious responses to LGBT issues.

CORE SKILLS

- Enquire into and analyse belief systems and world views
- Express and explain their own opinion / arguments
- Support their arguments with reasons and/or evidence
- Reflect on, evaluate and discuss their own experiences
- Research efficiently using a variety of sources (including news articles, documentaries and films)

How has the learning been assessed?

The assessment is comprised of 2 written sections and focuses on the Religious Studies Attainment Objectives: 'Learning about Religion' and 'Learning from Religion'

Section 1: Other People's Beliefs

Choose one of the people we have studied or someone you have researched yourself and explain:

- Who they are
- What they believed
- How they put those beliefs into practice

Section 2: My beliefs and people who disagree

'LGBT people are treated much more fairly in the UK these days but there is still a long way to go before their rights are truly equal'

Do you agree? Why or why not? Include a personal opinion with reasons and examples drawing on class work and own research. Also include a contrasting opinion and why you disagree with it.

What will students learn next year?

Students will begin the GCSE Citizenship course next year, completing an advocacy project on a cause of their choice.

SUBJECT: Year 8 SPANISH

In Spanish lessons so far, Year 8 have completed the following units:

- Introducing myself - My free time / Present tense - Food - Near future tense - Shopping

What have the students been taught to understand and be able to do?

CORE KNOWLEDGE

- **INTRODUCING MYSELF:** age, nationality, basic descriptions, family, making comparisons, adverbs, adjectives to describe personality.
- **MY FREE TIME:** Sports, leisure activities, arranging to meet, house chores, use of present tense.
- **FOOD:** likes and dislikes, different types of food, adjectives to describe foods, ordering food at a cafe/restaurant, going to the market, noun/adjective agreement.
- **NEAR FUTURE TENSE:** Talking about future plans.
- **SHOPPING:** clothes, describing clothes, describing what I and others are wearing, buying clothes, saying what I am going to buy.

CORE SKILLS

- Listening for gist and detail
- Reading for gist and detail
- Writing and Speaking
- Pronunciation
- Memorization
- Sentence-building
- Making links (cognates/ semi-cognates)
- Creativity, Performance, Autonomy

How has the learning been assessed?

The knowledge and skills that the students have gained have been assessed through

- Vocabulary tests and class work activities
- End of term speaking, listening, reading and writing assessments

What will students learn next year?

Next year, student will continue to deepen their skills, knowledge and understanding of Spanish by covering units such as:

Revision of basics (present, past, future) – Holidays - Going out – Health -Some elements of CLIL (content Language Integrated Learning)