



WESTCLIFF HIGH SCHOOL FOR BOYS

Year 8 Curriculum

LOWER SCHOOL ACADEMIC CURRICULUM

In the Lower School, we endeavour to offer a broadly based academic curriculum, which meets the individual needs of pupils and enables them to pursue a range of courses. This allows them to retain a wide range of options as they progress through the School first to make choices at GCSE then at A-Level. The Lower School Academic Curriculum is designed to enable pupils to delay decisions about longer term educational or career plans until they need to make those choices.

The subjects studied in the Lower School are:

- English (including Literature and Language elements)
- Mathematics
- Science (studied with Biology, Chemistry and Physics as three distinct elements)
- Modern Foreign Languages (two of French, German and Spanish)
- Art
- Computer Science
- Design and Technology
- Geography
- History
- Music
- Physical Education
- Religious Studies.
- Personal, Social, Health and Economic Education

In addition, as part of the arrangements to help them transition to WHSB, Year 7 are offered a fortnightly Tutorial period with their Form Tutor and a fortnightly Enrichment period as a Year group in which subjects beyond the core curriculum are considered. This is supported by a comprehensive PSHEE programme dealing with important aspects of personal development and safety.

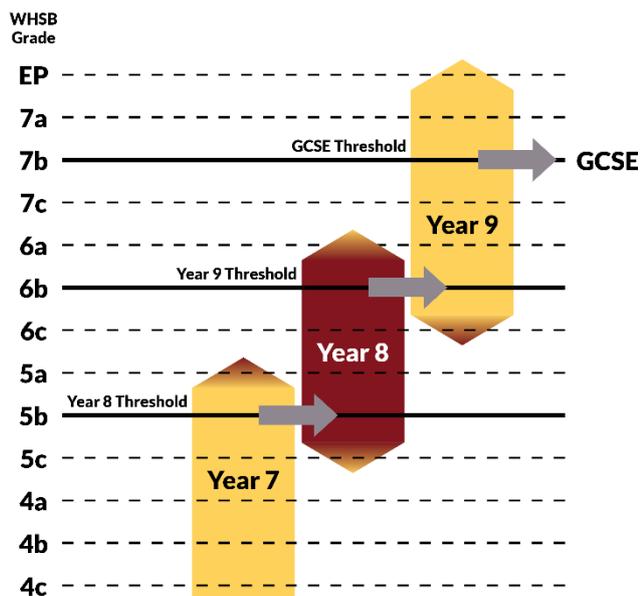
TIME ALLOCATIONS FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

The timetable runs on a two-week cycle with six 50 minute periods per day. The total number of lessons allocated to each subject area per fortnightly cycle are as follows:

SUBJECT	YEAR 7	YEAR 8	YEAR 9
English	7	7	7
Mathematics	7	6	6
Science	7	8	9
MFL	8 (4 per language)	10 (5 per language)	10 (5 per language)
Art	3	3	3
Computer Science	2	2	2
Design and Technology	3	3	3
Geography	4	4	4
History	4	4	4
Music	3	3	3
Physical Education	3	3	3
Games	2	2	2
Religious Studies.	3	3	3
PSHEE	2	2	1
Tutorial	1		
Enrichment	1		

GRADING FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

Grades at WHSB are given on the Westcliff Grade scale, shown in the graphic below.



Each pupil in the Lower School is set a Target Grade. This is the grade that teachers believe pupils are capable of achieving at the end of Year 9 and is based upon the level of progress that we expect from pupils in this selective school. This target may be subsequently revised depending on the progress that a pupil makes across the Key Stage.

Lower School attainment grades at Westcliff High School for Boys are awarded to demonstrate and monitor a pupil's academic progress from the beginning of Year 7 to the end of Year 9. The School believes this system provides consistency across subjects and reflects the context of this selective school.

As shown in the graphic above, most pupils would be expected to reach the 'threshold grade' for the subsequent year by the final report in an academic year, making three fine levels of progress across an academic year. By the end of their Lower School studies (i.e. the end of Year 9), we consider that those achieving a 7b or better possesses a highly sound foundation for GCSE study, although targets are set on an individual basis to reflect the different capabilities of individual pupils.

SUCCESS IN THE LOWER SCHOOL ACADEMIC CURRICULUM

While the acquisition of knowledge remains important, it is only one of the components developed in the Lower School. We are also concerned with developing a range of skills, such as the ability to use evidence, to analyse and evaluate, to draw conclusions, and to understand concepts. Some of the skills tested are essentially practical and this is evident in Art and Design & Technology. The nature of our curriculum makes it particularly important that pupils develop the ability to empathise with others, to think independently and to work alone or in groups under their own initiative. We recognise and actively seek to teach and cultivate these personal attributes in the Lower School. Indeed, they are an integral part of the School's Learner Profile.

Study at this School is demanding, not least because of the breadth of studies in different fields pupils pursue. Success will come to those who are organised, conscientious and work consistently. Careful and methodical application throughout the range of studies should be well rewarded. It is vitally important for pupils to ensure that work schedules are adhered to and that the student planner is used consistently and efficiently. The School provides guidance on the work habits which will need to be developed and are a pre-condition for success. The homework timetable should be viewed as a study timetable, where the entirety of allocated time for each subject is used each evening to either complete work that has been formally set as homework, or to complete independent study to reinforce learning in that subject area. Pupils are also encouraged to build intellectual curiosity, communication skills and develop their ability to work both independently and collaboratively with their peers.

Additionally, lifelong learning attributes, such as self-confidence, resilience and the ability to overcome challenges, are also vital ingredients for academic success. All of these attributes form part of the School's Learner Profile. Academic and personal development is promoted by encouraging pupils to fully participate in the School's broader corporate life.

ENGLISH

INTENT

To offer pupils a development of what was learned in Year 7, but with particular emphasis placed on the critical exploration of non-fiction texts and the exploration of Language. Continued development of reading and writing skills will be a focus over the course of a year.

Active reading skills developed both orally and in writing:

- **Inference:** the understanding of implicit meanings of language and targeted evidence selection
- **Analysis:** Detailed examination of authorial intent and methodology
- **Evaluation:** Assess and critique established opinions and analyses of language
- **Identification of Contextual Factors:** Socio-historic and socio-politic influences on the creation of Literary Non-Fiction and the creation of literary interpretation

Non-Fiction study will be largely extract based, looking at the form of letters, E-mail, leaflets, speeches and diaries. Creative writing skills developed:

- **Inform:** how to apprise an audience with key facets of information synthesised from an external source
- **Explain:** how to justify and give reasons for a held opinion or perspective
- **Persuade:** how to induce agreement through reasoning and critical argument

IMPLEMENTATION

Pupils will study a text over either one or two half terms, for a total of 7 lessons a fortnight. Pupils shall be guided by a subject specialist for **6 lessons in active reading** with the following set texts from across the literary timeline:

- 'Tenacity': Non-Fiction Texts and Orwell's *Down and Out in Paris and London*
- 'Mendacity': Non-Fiction Texts and Machiavelli's *The Prince*
- Canonical War Poetry
- Miller's *A View from the Bridge* (1955)
- Shakespeare's *The Merchant of Venice* (1596)

Pupils shall have **one** further active reading lesson each fortnight with our **WHSB librarian**, reading the following short texts to facilitate student knowledge of the timeline:

- Hill's *The Woman in Black*
- Hinton's *The Outsiders*
- Conan Doyle's *The Hound of the Baskervilles*
- Wells' *The War of the Worlds*

These texts are used to develop students' **analytical** and **evaluative reading skills**. Speaking and listening skills such as **debate** and **present** are also embedded throughout the learning of each text, which will be taught for a total of **6 weeks in mixed ability classes**. Activities will be varied and targeted to benefit the needs of each student. **12 homework tasks** are set every half term: 6 are allotted to reading the wider reading texts and 6 will be varied revision tasks which encourage students to develop these skills in readiness for assessment.

IMPACT

Pupils will be **assessed** on several of these key skills, **half termly**, and given an assessment objectives **skills based target** to work on moving forward into the next half term.

Assessments are held the following half term after study; Year 8 will therefore have a 3-week gap between the end of the unit and their assessment.

By the end of Year 8, we expect pupils to be attaining at least a **6B** (refer to grade descriptors). Any pupil identified as needing further support will be provided with additional support (in the form of mentoring, support clubs and targeted in class activities, in order to build these skills for Year 9.

MATHEMATICS

INTENT

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment (National Curriculum, 2014).

At WHSB, we have designed a Lower School mathematics curriculum which enables our pupils to explore different aspects of mathematics and develop their ability to reason mathematically and problem solve whilst simultaneously fostering a sense of enjoyment and intellectual curiosity for the subject.

Our Year 8 curriculum is structured in order to provide a solid foundation for future study and builds confidence incrementally. Consequently, it has an explicit focus on algebra and its application. We also value the correct presentation of mathematical solutions.

Through Year 8, we aim to develop pupils' understanding in the different aspects of mathematics, namely **algebra; number; shape and space; probability; data handling and ratio and proportion.**

IMPLEMENTATION

In Year 8, pupils are taught in mixed ability groups by subject specialists. Pupils have six mathematics lessons in a fortnightly cycle. Teaching is structured into ten discrete units (Factors and powers; Working with powers; 2D shapes and 3D solids; Real life graphs; Transformations; Fractions, decimals and percentages; Construction and loci; Probability; Scale drawing and measures; Graphs) which run alongside the textbook, *Delta 2*. This textbook is used both within and outside of the classroom and features skill-based and problem-solving type questions.

Exercises (including extensions tasks) will be set from the textbook and supplemented through the use of *MyMaths*, an interactive online teaching and homework website.

At the end of each unit, pupils complete an assessed homework with examination style questions for the unit. After this is marked, handed back and corrected, students sit an end-of-unit test under examination conditions; marks from this test contributes towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a two one-hour papers (calculator and non-calculator) and produce a display piece to demonstrate their broader understanding of the context of the subject.

In addition to our standard lessons, there are also enrichment lessons built into the Lower School curriculum which explore ideas and concepts not contained within the textbook such as the work of famous mathematicians. These lessons also examine the application of mathematics and encourage pupils to apply their mathematical knowledge in other subjects such as computing and science.

IMPACT

By the end of Year 8, we expect our pupils to be attaining at least a **6b** (refer to grade descriptors). In 2018, 90 % of pupils achieved at least a 6b.

Those who do not achieve this grade will be provided with additional support (in the form of mentoring, support clubs, targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 9.

SCIENCE

INTENT

The course aims to build a body of key foundational knowledge with an emphasis on developing a robust scientific understanding through a variety of approaches. Pupils carry out regular practical work which allows them the opportunity to develop the skills to tabulate experimental data and plot data on graphs. Common themes such as practical safety and the scientific method are embedded within the curriculum across the three sciences. The course also provides pupils with many opportunities to develop their use of Mathematics in Science in readiness for GCSE where it is an important aspect.

The course aims to develop pupil understanding of key aspects in Biology by focussing on the knowledge built in the previous year and applying it to biological processes such as **respiration** and **photosynthesis**. In Chemistry, pupils continue to learn about the **Periodic Table** and look at different types of **bonding, acids** and **alkali**. In Physics, pupils understand the **role of gravity and pressure, static electricity** and **circuits**.

IMPLEMENTATION

In Year 8, pupils are taught in sets based on their performance in the final report of the previous academic year. Pupils have eight Science lessons in a fortnightly cycle. Teaching is undertaken by one or more Science specialist teacher.

Teaching is structured into three phases. These stages have been designed in tandem with the *Collins Book 2* textbook and report cycles. The topics that are taught include -

September - January	February - April	June- July
Mathematics in Science	Acids and Alkali	Types and rates of reaction
Muscles and respiration	Photosynthesis	Food webs
Periodic table and bonding	Circuits	Electromagnets
Static Electricity		

The textbook contains questions for each lesson and contains end of chapter questions which have recall and application style questions. Required practical work occur during the course which provides pupils invaluable practical experience and gives them an appreciation of the experiments that underpins scientific theory.

Homework is set from the textbook and supplemented through the use of Worksheet questions. Creative homework tasks, comprehension tasks, essay tasks and laboratory reports are also set as homework to provide pupils with a wide range of challenge in and out of lessons.

At the end of each stage, pupils complete an interim or an end of chapter test. These tests and other assessments (laboratory Reports and comprehension tasks) provide an insight on the pupil's progress throughout the year and contribute to the levels awarded at each reporting phase. At the end of the year, pupils will sit an hour and a half paper and this is divided into three half-hour sessions of Biology, Chemistry and Physics within the exam.

In addition to our standard lessons, Key Stage Three Science club runs fortnightly for pupils to expand on their intellectual curiosity and enables them to become lifelong learners by running fun practical activities and watching scientific documentaries to inspire pupils to pursue a career in Science.

IMPACT

By the end of Year 8, we expect our pupils to be attaining at least a **6b** (refer to grade descriptors). In 2018, 85% of pupils achieved at least a 6b.

At the end of a phase report, mentoring is targeted to pupils who are falling behind to ensure that they achieve 6b which means that they have firm foundations over which they can now tackle Year 9 material.

ART

INTENT

The Art Curriculum at WHSB not only teaches the skills necessary to produce good outcomes and explores the work of traditional and modern Artists, but encourages pupils to acquire knowledge and understanding of the subject through their own journeys of thought, interpretation, discovery and creativity in their studies. The work of each artist is set in its historical, cultural and philosophical context providing a platform from which pupils may express their own ideas more effectively.

It is essential in Year 8 that the students build upon the foundation skills explored in Year 7 in the key areas of drawing and painting with the addition of photography. The emphasis will be to encourage and facilitate a more sophisticated end product by promoting more support for pupils' drawing with the use of the grid system. The pupils are taught to see Art as a process of learning so they will work in a sketchbook and learn to create a journey of curiosity with concepts, techniques and materials. The work of Year 8 is based on the details of the face, but also encourages the more expressive use of colour to begin to suggest mood and emotion.

IMPLEMENTATION

Teachers will issue a visual unit of work to each student. This will be a guide to a specific learning journey guided through a task-by-task process. It will provide a challenge for pupils and give a clear pathway towards the development of skills, which will inspire the pupil to work increasingly independently.

Using the theme of Portraiture, and following the programme shared with pupils and parents (which can be found online at <https://www.whsb.essex.sch.uk/useful-information-for-all-parents/extra-curricular-activities/art>), pupils cover the appreciation of, and the techniques involved in, the following aspects of drawing, painting and printing: Tone, Line, Shape, Form, Texture, Structure, Colour and Pattern, Expression and Lino Printing.

Related Artist links include German Expressionism, Les Fauves, Pop Art and Cindy Sherman.

IMPACT

Each student will be given a progress grid; this will be linked to assessment criteria so that pupils can plot their own progress in their sketchbooks. Assessment will be made in relation to the following objectives: Artists & Ideas, Materials & Planning, Drawing & Photography and the Final Outcome. Judgements will be made as to whether the work so far is Unresolved, or is of Pass, Merit or Distinction standard. By the end of Year 8, we expect our pupils to be meeting the 6b Grade Descriptor, which is equivalent to Merit Standard showing a clear understanding and competent skills.

Students will assess their own progress and refine work as teachers suggest via verbal or written commentary. Work can be remarked and if it improves then it will be marked at a higher level to encourage positive progress.

Each student will be required to learn the process of self-evaluation, enabling a dialogue with staff that pinpoints strengths and weaknesses and how to solve issues of understanding.

COMPUTER SCIENCE

INTENT

Computer Science is an exciting area of study requiring both a methodical logical approach and an element of creativity. The study of Computer Science looks at some of the underlying theories that shape modern computing, the role of hardware and technological developments and the art of programming.

At WHSB, we have designed a Lower School Computer Science curriculum which encompasses all three of these disciplines along with a core literacy in information technology skills relevant to the work place. Our Year 8 curriculum aims to develop skills and knowledge acquired in Year 7 and to continue to provide a solid foundation and introduction to a range of key concepts which will be built upon in future years.

Through Year 8, we aim to develop pupils' understanding **HTML & CSS, Operating Systems, Databases, Hardware and the Three Box Model, Storing Images and Sound and an Introduction to Python.**

IMPLEMENTATION

In Year 8, pupils are taught in form groups by subject specialists. Pupils have two Computer Science lessons in a fortnightly cycle which are taught in specialist computer rooms, where each pupil has access to an individual computer.

Teaching is structured into six discrete units (HTML & CSS, Databases, Storing Images and Sound, Operating Systems, Hardware and the Three Box Model and an Introduction to Python). There is no set textbook for the course and the department will use their own set of bespoke resources. The course content is delivered through a mix of theory and practical activities such as: coding, written notes, practice questions, directed tasks, open-ended independent learning tasks and the introduction of syntax based programming language, depending on the nature and content of the unit in question. This will enable pupils to have the opportunity to apply their problem solving skills to solve a range of problems, whilst being introduced to some of the core principles of programming. In addition to working on computers, pupils will produce a range of notes and written activities in their exercise books, which will provide them with a valuable revision resource. Each unit includes a significant piece of assessed work; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a one-hour paper based on all topics covered during the year.

In addition to standard lessons, there are enrichment and extra-curricular activities (Scratch Club, Bebras Competition, Robotics Club and Hacking Club) built in to supplement the Lower School Curriculum which allow pupils to explore ideas and concepts such as computational thinking and basic programming skills. Pupils are encouraged to apply their knowledge of Computer Science to solve problems in other subjects such as Mathematics, Science and Technology.

IMPACT

By the end of Year 8, we expect our pupils to be attaining at least a **6b** (refer to grade descriptors). Typically, 80% of pupils achieve at least a 6b.

Those who do not achieve this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 9.

DESIGN TECHNOLOGY

INTENT

In Year 8, there is a greater focus on giving students a sense of freedom in creativity and design whilst also building and extending the range of skills learnt previously. The subject is taught on rotation basis, whereby students will work through the range of projects and switch to specialist teachers in each area. Each carousel change will take place approximately every 9 weeks.

Resistant Materials – In this project, students are given their first experience of working with metals. They will learn about the classification of metals, ways in which metals can be processed before focussing on the casting method. Pupils are given the opportunity to design and make their own pewter casting keyring.

Product Design – Inspired much by the television programme, Dragon's Den, pupils are given an entrepreneurial role in the marketing of their own product. This project does not follow the traditional 'design and make' pathway, instead the pupils 'design and present' with more focus on prototyping. Subsequently, pupils are strongly supported to 'dream big' and be bold with their intentions.

CADCAM – Whilst the importance of maintaining traditional skills is well recognised, it is also our objective to equip our pupils with the skills and latest technologies for the modern world. Accordingly, we use this unit to teach pupils how to use industry standard computer-aided-design software package, Solidworks whilst also introducing the process of 3d Printing. Pupils will work independently in learning key skills in order to produce a suitable drawing of a famous landmark to be 3Dprinted.

Food Preparation and Nutrition – Building on the fundamental skills learnt from Year 7, the programme of study now focusses more on the preparation of everyday meals. Pupils will explore and experiments with recipes that are easy to prepare for themselves but are encouraged to consider healthier alternatives in each instance.

IMPLEMENTATION

The curriculum in Year 8 has been set to associate projects with the wider world, and within the context of a modern culture and society. Pupils will begin to connect how what they are learning in the classroom has a direct relationship with what is happening in industry. They will become globally aware.

They are now actively encouraged to take risks and challenge themselves with more complex concepts. Pupils are also urged to produce work independently and grow identity and style but with carefully considered guidance to ensure successful outcomes.

IMPACT

Pupils will present their work orally with confidence, portfolio work will be broadly independent, with scaffolding provided. Theory content and homework will be recorded in bespoke booklets and can be used as a revision tool for the Year 8 Examination. Pupils will be assessed using the same four core strands from Year 7: Investigation; Designing; Making; Analysing and Evaluating. Their progress is tracked using these strands from project to project. By the end Year 8, we expect our pupils to be attaining at least a 6b (refer to grade descriptors).

FRENCH

INTENT

Global awareness and being an effective communicator are key aspects of the Learner Profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation.

At WHSB, we have designed a Lower School French curriculum which encompasses these aims. Our Year 8 curriculum aims to build on pupils' knowledge from Year 7. They will consolidate their understanding of the present and near future tense and expand their use of modal verbs. They will be introduced to the past tense in order to be able to recount events in the past, preparing them for Year 9 study. Topics to be covered are: Free time, the Media, Holidays, My Identity and My Hometown.

Over the course of Year 8, pupils will become increasingly able to understand, speak and write in French and will be able to explain and apply grammatical structures in three tenses.

IMPLEMENTATION

In Year 8, pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 7. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Laboratory.

In French, teaching is structured into five discrete units: free time, a visit to Paris in the past, personal interests, my house and music (including a talent contest). These units correspond to the chapters of the Studio 2 textbook which provides a foundation for the Year 8 course.

Lessons are increasingly taught in French only in order to create maximum exposure to the language for pupils. Within lessons, we seek to balance our work between the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Studio 2 textbook and from tailor made resources to help them achieve greater proficiency.

For the Reading and Listening skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and French. Teachers may alternate these two skills in lessons. Speaking practice will take place in every lesson. Pupils will be given short dialogues of relevance to the topic area they are studying. They will practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. For Writing, pupils are asked to translate short paragraphs and write passages up to 130 words on the topic areas they are learning. Writing will mostly be carried out in lessons in order for teachers to assess pupils' ability. In lessons, pupils will not be able to use electronic help to write their texts. Pupils are encouraged to use the chunks of language they are taught and not to look for language structures that are too complex at this stage. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking and three Writing). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed in to for Year 9. In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 8, we expect our pupils to be attaining at least a 6b (refer to grade descriptors). Typically, 85% of pupils achieve at least a 6b. Those who do not achieve this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 9.

GEOGRAPHY

INTENT

As the National Curriculum (2014) identifies, a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people and provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. This intellectual challenge permeates WHSB's curriculum in the Lower School.

Year 8 enables students to build upon knowledge, understanding and skills introduced during the previous year to become increasingly independent and sophisticated geographers. They will develop the ability to use geographical information to ask questions about the wider world and form their own opinions on important issues. A regional study enhances appreciation of a wider scale of study. Revisiting the concept of sustainability will encourage pupils to apply their understanding within a broader debate about economic growth and environmental protection. Studying rivers aims to deepen understanding of how landforms and landscapes are shaped by physical processes and the role of people in managing potential hazards. An investigation into environmental quality in pupils' home areas using primary data collection builds fieldwork skills introduced in Year 7 and extends graphical and analytical skills.

IMPLEMENTATION

In Year 8, pupils are taught in form groups by subject specialists in designated geography rooms for four lessons per fortnight. Teaching is structured into six discrete units: **the urban world; rivers and hydrology; energy and resources; contemporary sustainability issues; a regional study of Brazil (incorporating global population issues); and an introduction to geology and rocks.** Opportunities are also planned for **independent research** on broader themes, such as current world events. Topic content is designed to extend beyond the National Curriculum and promote global awareness and citizenship. Tasks are recorded in exercise books and used as revision tools for end of unit tests and the final examination. The primary textbook resource is 'Progress in Geography: Key Stage 3'.

The Programme of Study and individual lessons are both challenging and differentiated. Varied activities maximise engagement in the learning process. Extended geographical writing is developed through tasks such as a penpal letter. Map skills are enhanced and applied by using OS maps in the urban world topic. A range of graphical skills are introduced when examining population change and skills of data analysis are practised regularly. Sequencing of the formation of physical features deepens understanding of systems. The rocks unit provides knowledge of lithology and the geology of rocks as an introduction to GCSE Geology. A mix of independent learning, paired work and group tasks means pupils develop resilience, work collaboratively and support each other.

Application of knowledge, understanding, evaluation and skills are prioritised over the acquisition of factual knowledge only. This is reflected in the assessment programme, as all work is assessed using the four AOs (Assessment Objectives) outlined in the Grade Descriptors. In this way, progress in key aspects of learning can be tracked and appropriate targets set. Pupil track assessments take a variety of forms. For example, pupils write an extended essay on flooding in Bangladesh; there are end of topic tests; pupils give class presentations on renewable energy; and application of understanding is judged through tasks such as leaflet making.

IMPACT

Pupils develop as geographers across the full range of skills, understanding and knowledge of places, patterns and processes, and extend their geographical and enquiry skills as good geographers. By the end of **Year 8 the vast majority of pupils will achieve Level 6b or higher** and be prepared for a geopolitics-focused Year 9.

GERMAN

INTENT

Global awareness and being an effective communicator are key aspects of the Learner Profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation.

The German curriculum encompasses these aims. Our Year 8 curriculum aims to build pupils' knowledge from Year 7. They will consolidate their understanding of the present and future tense and expand their use of modal verbs. They will be introduced to the past tense in order to be able to recount events in the past, preparing them for Year 9 study. Topics to be covered this Year: **Holidays, Technology and Media, Healthy Living, Daily Routine, Going Out and Fashion.**

Pupils will become increasingly able to understand, speak and write in German on the various topic areas outlined above and will be able to explain and apply grammatical structures in three tenses.

IMPLEMENTATION

In Year 8, pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 7. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab.

Teaching is structured into five discrete units: Holidays, Technology and Media, Healthy Living, School and Going out. These units correspond to the chapters of the **Stimmt 2** textbook which provides a foundation for the Year 9 course.

Lessons are increasingly taught in German to maximise exposure to the language for pupils. We balance our work between the four skills of **Listening, Speaking, Reading and Writing**. Pupils are guided through a variety of exercises from the Stimmt 2 textbook and from tailor made resources.

Pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and German. Teachers may alternate these two skills in lessons. **Speaking** practice will take place in every lesson. For **Writing**, pupils are asked to **translate short paragraphs** and **write passages up to 130 words** on the topic areas they are learning. Writing will mostly be carried out in lessons in order for teachers to assess pupils' ability. Pupils are encouraged to use the chunks of language they are taught and not to look for language structures that are too complex at this stage. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

There will be six significant summative assessments (three Speaking and three Writing). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed in to for Year 9.

Pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 8, we expect our pupils to be attaining at least a **6b** (refer to grade descriptors). Typically, 85% of pupils achieve at least a 6b.

Those who do not achieve this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 9.

HISTORY

INTENT

Success in History comes from developing a wide knowledge base together with transferrable academic skills and pupils should advance both throughout each year of study. This is why History is seen by all schools as a critical part of any academic curriculum, made central to the EBacc by the Government and identified as a major facilitating subject by the Russell Group of premier British universities. A good Historian is a gold standard academic.

By the end of Year 8, pupils' knowledge will develop to include an understanding of the development of East and West, together with knowledge of how heritage sites sustain key elements of British History and an exploration of Essex's role in Britain's past. Pupils should further develop the skill of writing focused answers to questions about cause, consequence, significance, change and similarity, as well as start to use sources to extend their understanding of historical events. The subject curriculum plan weaves these aspects together in a tailored course. Our values continue to be to develop in our pupils a broad understanding of key elements of world, British and local history, to tailor our planning to serve our very able boys, challenging and stretching them, while promoting British values within a global setting.

IMPLEMENTATION

Our approach to learning holds the teacher to be knowledge holder, the model of high quality academic skills and a facilitator for learning. We normally adopt an inquiry based approach to planning programmes of learning, encouraging collaborative working both by pupils and teachers in departmental team planning and delivery. We are reflective in our practice and encourage our students to be the same, for example through assessment review.

Our curriculum is planned tightly for the academic year through a carefully organised Year 8 Scheme of Work (SoW), with built in differentiation and resources developed to supplement and augment the SoW. The SoW connects lessons together so that both knowledge and skills are progressed and developed throughout the course. Pupils will, for example, practise a skill, peer assess this exercise, receive teacher feedback, review their own performance against feedback and then be given further opportunities to improve on this skill. These written tasks provide teachers with further opportunity to promote good literacy through feedback, for example the appropriate use of key historical terms. Our teachers are fully qualified subject specialists, usually with significant academic experience, working across four 50 minute sessions per fortnight, which provides plenty of opportunity to develop knowledge and skills meaningfully.

IMPACT

Pupils are assessed throughout the year in cohort-wide tests that examine each phase of both knowledge and skill development. Results are entered onto a Departmental spreadsheet and used as the basis of reports in all phases, enabling us both to assess pupil progress and to report back to parents on progress with a clear evidential base. Those pupils with a background of disadvantage, a record of high/low attainment and potential language barriers are identified on these departmental spreadsheets and their results monitored as standalone groups, in addition to our monitoring of the wider cohort.

Our approach provides a summative base to all assessment, most notably in the annual exams where questions relate directly to the assessments practised throughout the year, as well as in each test and report phase. There is also a formative element to our assessment, with pupils reviewing both their own and other pupils' answers to identify areas for improvement and the final summer exam leading to the production of an Examiner's Report, detailing areas for improvement. This enables pupils to prepare for the next stage of the curriculum by auditing their command of the knowledge aspects of the course and their ability to apply each skill in extended writing, which will be built on in the next year of study.

MUSIC

INTENT

Music is an integral part of School life at WHSB and in addition to the curriculum outlined below; there are numerous concerts and opportunities for pupils to perform. The department runs choirs, string ensembles, jazz bands, a Big Band and a full symphony orchestra.

Our Year 8 Music curriculum aims to build upon the knowledge and understanding acquired by pupils in Year 7 and to provide a solid foundation to the subject which will be built upon in future years. Although always helpful, the ability to play a musical instrument is not expected, as all topics are taught from first principles with room to extend students with particular prior knowledge.

Through Year 8, we aim to develop pupils' understanding of how a composer's intentions affect musical elements in a piece and how to manipulate a range of musical elements in compositions as well as to perform as part of an ensemble.

IMPLEMENTATION

In Year 8, pupils are taught in form groups. Pupils have three Music lessons in a fortnightly cycle which are taught in fully equipped specialist Music rooms.

Teaching is structured around the three terms of the school year.

In Term 1 pupils will be given the opportunity to:

- Analyse the manipulation of elements in theme and variation compositions through listening tasks, focussing on composers such as Mozart and Rachmaninoff
- Perform a simple theme and variation piece based on '*Twinkle, Twinkle Little Star*'
- Use Sibelius software, to compose an original theme making use of inversions, followed by using a range of elements to vary their theme
- Use listening skills to evaluate ensemble performances
- Take an individual role as part of an ensemble

In Term 2 pupils will be given the opportunity to:

- Analyse and evaluate various musical narratives, exploring the use of musical elements to tell a story
- Use Sibelius software to compose their own musical narratives, inspired by the music of Mussorgsky
- Evaluate the use of musical elements to create covers of famous songs
- Compositions and performances of covers take place with pupils taking a role in an ensemble

In Term 3 pupils will be given the opportunity to:

- Develop their skills of melodic and harmonic writing through song-writing
- Analysed and evaluated Film music is with a particular focus on the work of John Williams and Howard Shore
- Use Sibelius software to compose music to match a short film clip

In lessons pupils will engage in listening tasks, requiring analysis and evaluation. They will give regular performances which will be formally peer and self-assessed. They will compose using both pen and paper, and composition software on the department's advanced computer suites. Pupils are expected to attend one extra-curricular concert a year, for which they will write an assessed review.

Pupils will complete a practical assessment at the end of every half term. This assessment will be performance or composition based, and will usually be the result of at least two lessons' work. Pupils will also be assessed on a piece of extended writing evaluating an extra-curricular concert. Marks from these assessments contribute towards the grade awarded at each reporting phase and the end-of-year examination, lasting forty minutes, will assess pupils' knowledge of theory.

IMPACT

By the end of Year 8, we expect our pupils to be attaining at least a 6b (see grade descriptor). Typically, 85% of pupils achieve at least a 6b.

Those who do not achieve this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 9.

PHYSICAL EDUCATION

INTENT

The rationale behind the Physical Education (PE) & Games curriculum at WHSB is that pupils understand the benefits of being healthy and active beyond their time at WHSB. Fundamental movement skills are focused on throughout the curriculum using a multitude of different activities.

The extracurricular element of PE & Games is very important at WHSB. In support of this the curriculum is used to encourage the participation in physical activity outside of lesson time. This can be seen as a pathway to excellence. The role of the curriculum and the teachers is to create an environment where the pupils want to excel in sport and have an understanding of the importance of leading a healthy and active life.

Sport requires effective communication as teamwork is a fundamental aspect of sport, therefore in both curriculum time and extracurricular time the aim is to assist with improving pupil levels of literacy. Communication is also important for helping their peers and being able to understand and apply the feedback given from both teachers and pupils, the social element of sport is encouraged both during curriculum and extracurricular time as a result.

Pupils are taught the importance of integrity with everything that they do in Physical Education; from putting in maximum effort, to ensuring that they play fairly within the rules of the activity.

IMPLEMENTATION

At WHSB the sporting programme is structured through three 50-minute Physical Education lessons over a two-week timetable sequence and one, 100 minute Games lesson per fortnight taught by specialist teachers.

PE Lessons		Games Lessons	
Basketball	Badminton	Rugby	Cricket
Gymnastics	Athletics	Football	Athletics
Cross Country	Tennis		
Fitness			

The classes are ability led as this enables all pupils to make the best progress. The lessons are skill led and build on a progression of skills throughout the 6-week period of that sport. Skills and movements are taught through a variety of different practice methods depending on the type of skill and/or movement. Progressing on from Year 7, pupils now focus around skills and understanding of the different sports. The skills that they learnt in Year 7 are revisited but with a different focus. The pupils now perform in conditioned environments to encourage a particular skill to be improved, understanding why they are performing the skill or movement in that particular situation. The skills, movements and decision making are differentiated according to pupil ability meaning that all pupils can access every sport. These fundamental skills being played at the appropriate moments are the decision making elements that are present in sport. Bilateral transfer is encouraged as this assists with the decision making process. Communication, teamwork and analysis of the differing situations all happen within a physically active environment. The curriculum is adaptable to both the pupil and the class enabling all pupils to make progress.

IMPACT

The impact of the PE Curriculum is assessed through the WHSB Grade: Pupils are awarded a cumulative grade that factors in each of the sports that are taught during the academic year. The more pupils excel in the execution and application of technical skills the higher their WHSB Grade, with the majority of pupils achieving a 6b by the end of Year 8. The impact of Physical Education goes beyond the WHSB Grade because as a Department we wish to see pupils engaging in sporting activities outside of their lesson time and participating in representative teams and fixtures. When pupils do this the Department, can see that the curriculum design has encouraged pupils to take their experiences and skills from lessons and apply them independently. This process improves the learning outcomes of the pupil.

RELIGIOUS STUDIES

INTENT

The aim of Religious Studies is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Religious Studies explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living. (Southend SACRE 2018).

At WHSB, we have designed a Lower School Religious Studies curriculum which encompasses all of these ideas, concepts and aims. Our Year 8 curriculum aims to build upon the knowledge and understanding acquired by pupils in Year 7 and to provide a solid foundation to the subject which will be built upon in future years.

Through Year 8, we aim to develop pupils' understanding of three world religions: **Judaism, Islam and Sikhism**. In addition, pupils will be given the opportunity to further develop the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They will develop their ability to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. They will also observe and interpret a wide range of ways in which commitment and identity are expressed.

IMPLEMENTATION

In Year 8, pupils are taught in form groups. Pupils have three Religious Studies lessons in a fortnightly cycle which are taught in well-resourced classrooms.

Teaching is structured into three discrete units each lasting approximately a whole school term (Judaism, Islam and Sikhism). There is a textbook for each religion, but the department will use their own bespoke resources to supplement these textbooks. The course content is delivered through a mix of Socratic seminars, class discussions, independent research tasks, group work, group presentations written tasks.

Each unit includes a number of small written assessments as well as two significant pieces of assessed work, one mid-way through and the other at the end; marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit a forty-five minute paper based on all topics covered during the year.

Pupils are encouraged to apply the thinking skills and learning habits developed in Religious Studies in other subjects such as English, History and Geography.

IMPACT

By the end of Year 8, we expect our pupils to be attaining at least a **6b** and typically, 90% of pupils achieve this. In order to achieve a 6b in Religious Studies pupils will be able to:

- Use a good range of religious vocabulary to fully describe different religions and their beliefs
- Explain the reasons for and against ethical issues, differences within and between religions and why the impact of religion can vary
- Interpret sources and explain why they are used differently by different people to provide answers to ultimate questions;
- Explain the importance of different forms of expression
- Consider the challenges of belonging to a religion in the modern world and how it may be hard to hold certain values and commitments.

Those who do not achieve this grade will be provided with additional support (in the form of targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 9.

SPANISH

INTENT

Global awareness and being an effective communicator are key aspects of the Learner Profile at WHSB. Learning a Modern Foreign Language allows pupils to develop these skills as well as learning to be empathetic, understanding of other cultures, whilst gaining a greater understanding of their own language through the study of grammar and translation.

At WHSB, we have designed a Lower School G curriculum which encompasses these aims. Our Year 8 curriculum aims to build pupils' knowledge from Year 7. They will consolidate their understanding of the present and future tense and expand their use of modal verbs. They will be introduced to the past tense in order to be able to recount events in the past, preparing them for Year 9 study. Topics to be covered this year: Holidays, Free time, Food, Organising and Arranging Events and Describing where they live.

IMPLEMENTATION

In Year 8, pupils are taught Modern Foreign Languages in seven banded groups by specialist teachers. They continue to study two languages: either French and Spanish (two Groups), French and German (three groups) or German and Spanish (two groups). The groups are set by ability across both languages, based on pupils' assessed work in Year 7. Pupils have five lessons per language in a fortnightly cycle, including a regular lesson in the Language Lab.

In Spanish, teaching is structured into five discrete units: holidays; hobbies; food and eating out; going out and clothes; and holiday and directions. These units correspond to the chapters of the Viva 2 textbook which provides a foundation for the Year 8 course.

Lessons are increasingly taught in Spanish only in order to create maximum exposure to the language for pupils. Within lessons, we seek to balance our work between the four skills of Listening, Speaking, Reading and Writing. Pupils are guided through a variety of exercises from the Viva 2 textbook and from tailor made resources to help them achieve greater proficiency.

For the Reading and Listening skills, pupils will be exposed to a variety of texts and dialogues and pupils will be asked to identify chunks of language as well as answer comprehension questions in English and Spanish. Teachers may alternate these two skills in lessons. Speaking practice will take place in every lesson. Pupils will be given short dialogues of relevance to the topic area they are studying. They will practise in small groups. Afterwards, pairs will be chosen to relate their dialogue back to the whole class in order to improve understanding for all pupils. For Writing, pupils are asked to translate short paragraphs and write passages up to 130 words on the topic areas they are learning. Writing will mostly be carried out in lessons in order for teachers to assess pupils' ability. In lessons, pupils will not be able to use electronic help to write their texts. Pupils are encouraged to use the chunks of language they are taught and not to look for language structures that are too complex at this stage. Homework tasks will be set regularly and will include reading tasks, listening tasks, learning of vocabulary, learning of verb endings, grammar revision and textbook exercises.

Throughout the year, there will be six significant summative assessments (three Speaking and three Writing). Marks from these assessments contribute towards the grade awarded at each reporting phase. At the end of the year, pupils will be required to sit three forty-five minute papers (one Listening, one Reading and one Writing) based on all topics covered during the year. The results of all these assessments will be used to determine the sets pupils are placed in to for Year 9.

In addition to standard lessons, pupils are also encouraged to take part in enrichment activities such as Spelling Bees, the *Vocab Express* competition and the *Mother Tongue-Other Tongue* poetry competition.

IMPACT

By the end of Year 8, we expect our pupils to be attaining at least a 6b (refer to grade descriptors). Typically, 80% of pupils achieve at least a 6b. Those who do not achieve this grade will be provided with additional support (in the form of lunchtime support clinics or targeted work outside of lessons) in order to build their knowledge, understanding and confidence for Year 9.