



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.

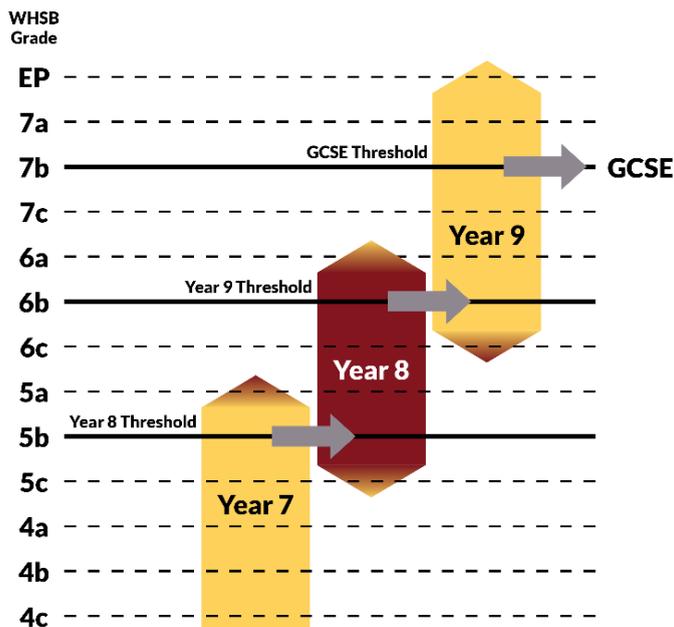
TIME ALLOCATIONS FOR THE LOWER SCHOOL ACADEMIC CURRICULUM

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 pupil 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 students 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

Students will study a text over either one or two half terms, for a total of 7 lessons a fortnight. Students 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
- ✓ Canonical Revolution Poetry
- ✓ 'Demagoguery': Non-Fiction Texts
- ✓ Miller's *A View from the Bridge* (1955) or *The Crucible* (1953)
- ✓ 'Zealotry': Non-Fiction Texts
- ✓ Shakespeare's *The Merchant of Venice* (1596) or *A Midsummer Night's Dream* (1595) or *Julius Caesar* (1599)

Students 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:

- ✓ Borowski *This Way to the Gas*
- ✓ Guevera: Letters
- ✓ Achebe *Civil Peace*
- ✓ Akutagawa *In a Grove*
- ✓ Equiano *The Interesting Narrative* (Extracts)
- ✓ Saxo Grammaticus *Amleth*

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

Students 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 student 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 (namely **algebra; number; shape and space; probability; data handling and ratio and proportion**) 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 to build upon topics covered in Year 7, to provide a solid foundation for future study and builds confidence incrementally, with an explicit focus on algebra and its application. We also value the correct presentation of mathematical solutions, which includes pupils showing full working when approaching problems.

By the end of Year 8, pupils should:

- ✓ Be comfortable with what it means to be a mathematician at WHSB
- ✓ Begin to be able to think critically about problem solving
- ✓ Begin to appreciate the legitimacy of their solution in context
- ✓ Be able to explain their reasoning verbally and in a written format
- ✓ Be able to present their work and reasoning in a neat and mathematically sound format
- ✓ Begin to grow more independent as a learner

IMPLEMENTATION

In Year 8, pupils have six Mathematics lessons in a fortnightly cycle taught in mixed ability groups by subject specialists. Teaching is structured into ten units (Factors and Powers; Working with Powers; 2D Shapes and 3D Solids; Linear Graphs; Transformations; Fractions, Decimals and Percentages; Constructions and Loci; Probability; Scale Drawing and Measures and Real-life 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 using *Dr Frost Maths* (www.drfrostmaths.com), a free-to-use interactive online teaching platform. Pupils are set a fortnightly skills homework to consolidate their learning from lessons and previous topics.

Before the end of the unit, pupils will receive a set of directed revision questions in lessons or as homework to facilitate their revision and to identify any areas of weakness to revise. At the end of each unit, pupils complete an end-of-unit test under examination conditions; 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 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, enrichment lessons are built into the Lower School curriculum which explore concepts beyond the textbook such as the work of famous mathematicians and 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). Those who are at risk of not achieving a 6b 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 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 often taken up by a single Science specialist teacher; however, it is not uncommon for sets in the Lower School to have teachers sharing classes.

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 - May	June- July
Mathematics in Science	Photosynthesis	Ecology and Food webs
Muscles and respiration	Acids and alkalis	Combustion and pollution
Periodic table and bonding	Circuits	Electromagnets
Gravity, Pressure and Static electricity		

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

Homework is set from the textbook and supplemented through the use of Worksheet questions that have been designed by Collins. Creative homework tasks, Comprehension tasks, Essay tasks and Lab 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 (Lab Report 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 practicals 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, 87 % of pupils achieved at least a 6b. In 2019, 89% of pupils achieved at least a 6b. In 2020, 86% 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

It is essential in Year 8 that the students build upon the foundation skills explored in Year 7 Drawing and Painting. The emphasis will be to encourage and facilitate a more sophisticated end product by promoting more drawing support with the use of the grid system. The students must 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 based on the details of the face, but also encourage the more expressive use of colour to begin to suggest mood. The work explored on Urban Landscapes will encourage them to see the world around them.

By the end of Year 8 the students will have gained an insight into a range of practice tasks informed by technical guidance. Skills will be demonstrated and the students given time to master them through a number of stretch and challenge tasks. Each student will be given the chance to develop independent learning pathways which will be reinforced by informed self-analysis and an evolving critical appreciation. Each skill studied will help to embed a confidence in their ability to respond to the visual world around them.

IMPLEMENTATION

Teachers will issue a visible SOW to each student, this will be a guide to a specific learning journey it will be a task by task process. It will allow stretch and challenge and a clear pathway towards learnt skills, which will inspire the student to want to work more and more independently.

Year 8 pupils will cover the themes of *Portrait* and *Rural Landscape* and formal elements covered by all pupils will be aspects of drawing, painting and printing.

- **In term one** we will focus on the structure of the face using line, tone, shape, form, mark-making lino print.
- **In the first half of term two** colour will be used to create a facial landscape
- **In the second half of term two and the whole of term three** we will explore Rural landscapes, we will investigate, line, perspective, space and collage.

Related Artist links: German Expressionism, Les Fauves, Impressionism

IMPACT

Assessment will follow the following guidelines.

A01- Artists, Ideas...		A02- Materials, Planning...		A03- Drawing, Photos...		A04- Final Outcome...	
WWW	Improvement	WWW	Improvement	WWW	Improvement	WWW	Improvement
W1A Good information & ideas presented neatly- well done!	I1A Take pride in the presentation of your work.	W2A Effective review of the materials/ process/ design	I2A Annotate your work to show your thoughts about the materials/design.	W3A Well done for drawing the outline of the image accurately.	I3A Look carefully at the position of each part you draw.	W4A Excellent level of skill demonstrated with a clear artist link- well done!	I4A Work skilfully showing a range of tones and accuracy of shape.

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 better 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 a touch 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. Although always helpful, no prior knowledge is expected as all new topics are taught from first principles with room to extend students with particular prior knowledge.

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).

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 AND 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. This year, 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. Students are given the opportunity to design and make their own pewter casting keyring.

Product Design – Inspired much by the television programme, Dragon's Den, students 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 students 'design and present' with more focus on prototyping. Subsequently, students 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 students with the skills and latest technologies for the modern world. Accordingly, we use this unit to teach students how to use industry standard computer-aided-design software package, Solidworks whilst also introducing the process of 3d Printing. Students will work independently in learning key skills in order to produce a suitable drawing of a famous landmark to be 3d printed.

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. Students will explore and experiment 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. Students 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. Students 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 End of Year examinations. 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 students 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. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

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 Lab.

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

It is the expectation that pupils achieve a 6b by the time they finish Year 9. 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. Regional studies of Brazil and Russia enhance appreciation of a wider scale of study. Revisiting the concept of sustainability in relation to energy and resources 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. To build upon key fieldwork skills introduced in Year 7, an investigation into environmental quality in pupils' home areas using primary data collection 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; contemporary sustainability issues; a regional study of Brazil (incorporating global population issues); an introduction to geology and rocks; and the geography of Russia.** Opportunities are also planned for **independent research** on broader themes, such as current world events and a comparative study of two countries. 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 a revision tool for end of unit tests and the final examination. The primary textbook resource is 'Progress in Geography: Key Stage 3', supplemented by 'Geog.3' [5th Edition].

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 to a shanty town dweller. 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 river 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. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

At WHSB, we have designed a Lower School German 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, Technology and Media, Healthy Living, Daily Routine, Going Out and Fashion.**

Over the course of Year 8, 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.

In German, 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 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 **Stimmt 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 German. 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). 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 end of year 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. It is our expectation that most pupils should achieve a 6b by the end of Year 8 and those who are in danger of not achieving this will be provided with appropriate support through Subject Support cards and intervention in lessons.

MUSIC

INTENT

The aims for the second year of Music at WHSB are as follows:

- Pupils understand how composer's intentions affect musical elements in a piece
- Pupils can manipulate a range of musical elements in compositions
- Pupils can perform more technical music as a soloist or in an ensemble

IMPLEMENTATION

In Year 8, pupils are taught in form groups by subject specialists. 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.

Term 1:

- ✓ Pupils analyse the manipulation of elements in theme and variation compositions through listening tasks, focussing on composers such as Mozart and Rachmaninoff
- ✓ Pupils perform a simple theme and variation piece based on 'Twinkle Twinkle Little Star'
- ✓ Using Sibelius software, pupils compose an original theme making use of inversions. Pupils then use a range of elements to vary their theme
- ✓ Pupils understand how history of the slave trade impacted the development of music to create the Blues
- ✓ Pupils develop ensemble performance skills, and are able to improvise

Term 2:

- ✓ Various musical narratives are analysed and evaluated, exploring the use of musical elements to tell a story
- ✓ Pupils use Sibelius software to compose their own musical narratives, inspired by the music of Mussorgsky
- ✓ Pupils 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

Term 3:

- ✓ Pupils develop their skills of melodic and harmonic writing through song-writing.
- ✓ Musical theatre is analysed and evaluated. Pupils understand how the elements of music can have emotive and narrative impact

IMPACT

Impact	Evidence
Pupils develop knowledge of music theory	Written notation, compositions using inversions
Pupils develop team working skills	Assessed ensemble performances
Creativity is nurtured and developed	Compositions with an applied purpose
Skills of analysis and evaluation are developed	Written assessments and tests
A contribution to the cultural life of the School	Participating in extra-curricular activities, or attending concerts

By the end of Year 8, we expect our pupils to be attaining at least a 6b (see grade descriptor). Those in danger of not achieving 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 8.

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, Fitness, Gymnastics, Tennis, Athletics, Cross Country	Rugby, Football, Cricket, Athletics

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.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

INTENT

In PSHEE lessons, pupils study topics that are important for their personal development, safety, and economic wellbeing. The School aims to support parents and carers in encouraging pupils to live healthy, responsible and productive lives. The Lower School PSHEE curriculum is aligned with the Learner Profile, explicitly linking each topic with the distinct ethos and values of WHSB. Pupils are given opportunities to explore and clarify their own attitudes and values, enabling them to apply these to situations that may be encountered now and in the future.

IMPLEMENTATION

The Year 8 curriculum is linked to a programme of study designed by the PSHE Association, which is quality assured by the Association and regularly signposted by the Department for Education for use in schools. This curriculum incorporates the statutory elements of Relationships, Sex and Health Education, compulsory in all schools from September 2020. In addition, this curriculum works towards the Gatsby Benchmarks for careers education, as part of the DfE Careers Strategy.

At WHSB, PSHEE follows a spiral curriculum which is based upon a cognitive theory first advanced by Jerome Butler in 1960. Knowledge and ideas are revisited in subsequent years with increased complexity and prior knowledge is linked to new learning. Sensitive topics are always delivered in an age-appropriate way as we progress through the Key Stages.

In Year 8, pupils are taught in form groups for two lessons per fortnight. Topics are divided into six interrelated units, each delivered by a specialist teacher over the course of a half-term, further developing the themes introduced in Year 7. These topics are: My Future (Careers), Physical Health and Mental Wellbeing (RSE and Health Education), Crime Law and Society (Citizenship Education), Staying Safe Online and Offline (RSE), Celebrating Differences (Equality and Diversity) and Staying Safe Online and Offline (RSE), Self and Relationships: Family and Friends (RSE, Equality and Diversity).

The content of School assemblies, form periods, enrichment days, charity events and fundraising will also provide a stimulus for further discussion and understanding of Spiritual, Moral, Social and Cultural dimensions. Other opportunities include pupil mentoring and involvement in the School Council and student committees.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any such requests should be made in writing to the Headmaster. Before granting approval to any such request, the Headmaster will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. There is no right to withdraw from Relationships Education or Health Education.

IMPACT

Progress and attainment in PSHEE is not judged in terms of grades or passing or failing. Pupils themselves should be able to reflect on whether they feel more confident or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning in PSHEE education will therefore focus on comparing where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). Other feedback on the impact of PSHEE lessons may be gathered in the form of pupil voice exercises, quizzes, or questionnaires, as appropriate.

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. 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. Consequently, the School places great importance in the learning of Modern Foreign Languages, with pupils studying two throughout the Lower School and at least one at GCSE.

At WHSB, we have designed a Lower School German 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). 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.