



MELBOURN  
VILLAGE COLLEGE

# Year 8 Parental Handbook 2022-3

Please use this handbook as a guide to the curriculum that your child will study during the current school year.

A Contents table has been included that will allow you to click and move swiftly to the required pages.

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Please note that many of the staff named in the above table are teachers and may not be able to respond immediately. If you have an urgent matter, please contact the School Reception who can put you through to the most suitable available member of staff.

## Contents

Welcome from The Head of Year.....	3
General Information .....	4
Attendance: .....	4
Communication: .....	4
How to help with Homework:.....	4
IT Systems for Students: .....	5
SEND – Student Support Centre and The Cabin .....	6
English .....	7
Mathematics .....	10
Science .....	12
Computer Science .....	14
Physical Education.....	15
Spanish.....	16
Mandarin.....	19
Art .....	20
Drama .....	22
Music .....	24
Food, preparation and nutrition .....	25
Design & Technology.....	27
History.....	28
Geography .....	30
Religious Education .....	32
Personal Development.....	33
Ofsted Parent View .....	35

## **Welcome from The Head of Year**

As Head of Year Eight, I, alongside the Year 8 tutors, the pastoral support officer and the pastoral team will endeavour to ensure your child develops and matures both academically and socially within the school environment.

Year 8 sees a student gain independence, responsibility, and an understanding of rules and routines within their school life as a young person. Students are expected to be prepared and organised for their studies as the transition period from primary has finished. They are encouraged to gain resilience and a 'can do' attitude when challenged.

We are ready to support your child through this time and are on hand to help should your child have any worries or concerns. Should this be the case, please do contact either Mrs Howard or your child's tutor in the first instance, to ensure information is passed to the appropriate person. All information will be treated in the strictest confidence. We can offer a range of support services for our students; alternatively, we can direct you to services that are out of school should they be of use.

As a school we believe in three Rs – Be Respectful, Be Responsible and Be Ready. By following these distinct areas, students understand the importance of these areas, and how they prepare them for both school and adult life.

Alongside their academic studies students will have the opportunity to join a wide range of extra-curricular clubs and activities happening during enrichment period (Monday to Wednesday 3pm-4pm). We believe strongly that this exciting and engaging enrichment curriculum is of vital importance in helping your child to develop into confident, cooperative and well-rounded individuals, as well as supporting their academic achievement. Please do see what enrichment areas are on offer and be aware students must sign up for these in advance.

We look forward to supporting and assisting Year 8 on their journey through their studies at Melbourn Village College.

Catherine Nicholls

## General Information

### *Attendance:*

Please help us to maximise your child's progress at school by ensuring that they attend punctually for every possible session. We understand that students will sometimes be unable to attend due to illness; in this case, please notify us by 8.45am on each morning of the absence, by phone 01763 223400 or by email [MEL-Absence@melbournvc.org](mailto:MEL-Absence@melbournvc.org).

Please avoid making routine appointments in school time whenever possible. When notified that a student is absent through illness or other unavoidable circumstances, the school will mark the absence as authorised on the student's records. In line with Government guidelines, the College is not able to authorise absence for family holidays except under exceptional circumstances.

For further information on this and other attendance issues, please see the school website, <http://www.melbournvc.org/> [www.melbournvc.org](http://www.melbournvc.org).

### *Communication:*

The school now seeks to put as much up-to-date information as possible on its **website**. Most general information that parents would seek can be readily found at [www.melbournvc.org](http://www.melbournvc.org). This includes the school term dates and a live calendar on the HomePage.

The College always welcomes contact with parents and wants to ensure that you always have an appropriate and helpful response to your communications. Since staff may be teaching up to 80% of the school week, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to teaching and other commitments.

Our Receptionists will attempt to connect your **telephone calls** for you and will pass a message to the relevant staff member if they is not immediately available. The staff member will try to respond as soon as possible. Urgent calls will be transferred to the most appropriate member of senior staff if the teacher asked for is not available. *In emergencies*, the Receptionist will pass on messages to students.

The school will always try to acknowledge **letters and e-mails** received from parents within two working days. The school email address is: [office@melbournvc.org](mailto:office@melbournvc.org)

The school uses the **SchoolPost** system to send all standard forms of communication home via email. Please ensure that any response forms required are filled out by the deadline stated.

Parents are encouraged to sign up to **Go4Schools** where they can access information about their child such as their timetable, their behaviour, their homework and their academic progress. Parents may go to [Go4Schools](http://Go4Schools) and click on 'First Time User' to create an account.

### *How to help with Homework:*

Teachers will set homework for students, using Go4Schools to communicate the task to students and parents.

The tasks themselves may make use of other elements of the school IT systems such as the CATalogue (SharePoint) and Teams.

Homework will normally be set with at least two nights before it is due in again, to enable families to arrange their own homework schedules around other aspects of family life and childhood activities.

Please provide your child with a calm and quiet place to complete homework; sitting at a table is best. Creating a regular pattern of completing homework can be beneficial so that a habit is established.

Please ensure that your child is provided with a school bag to transport their work to and from school. Students will also need a range of equipment including several writing pens (blue or black ink), pencils, coloured pencils, a ruler, a protractor and a calculator. Tippex or similar correcting fluid should not be used in school – mistakes should be simply crossed through with a single line.

### *IT Systems for Students:*

All students will receive a logon to the school IT systems, along with a school email address, that enables them access to:

- The school network when in school
- Office 365 outside of school
- theCATalogue (SharePoint) where school resources are stored.

Students' email address will be in the format of [123456@melbournvc.org](mailto:123456@melbournvc.org) – this email is then their username to access the CATalogue: [Melbourn - Welcome \(sharepoint.com\)](http://Melbourn - Welcome (sharepoint.com)).

From here students can access all the subject resources available from the 'burger' icon:



And students can access all the programs and apps of Office 365 from the 'waffle' icon:



This includes Outlook (for email), Word, PowerPoint, OneNote and Teams. Teams provides videoconferencing for the delivery of live lessons, as well as access to Assignments and Class Notebook (OneNote).

Students can also access Go4Schools to see their timetable and homework: [Login : GO 4 Students](#)

Students' password for Go4Schools is not the same as their passwords for all other school systems – if they forget it, they can go to [Students - Sign in - GO Authentication \(go4schools.com\)](#) and select 'Forgotten password?' to reset it.

Students with iPads will also have a 'passcode' to unlock their iPad. This has been set by the student themselves and cannot be reset by staff. If forgotten, the student's iPad will need to be factory reset.

We recommend that parents keep a note of these details.

Service	Logon/ ID	Password
Network and Office 365	@melbournvc.org	
Go4Schools		
iPad passcode		

## *SEND – Student Support Centre and The Cabin*

The Student Support Centre, known as the SSC provides support for students identified as having special educational needs and/or disability (SEND). These students have an Education Health and Care plan (EHCP) and receive some additional adult support in the classroom. Our team of TAs also try to support other students in lesson when they can.

We provide a supervised social space at break and lunch time where we encourage and facilitate social interaction and conversation. The outside space in front of the SSC is also reserved for students who have SEND and need a quieter area to be in. Our sensory room also provides a calm space for students to self-regulate when needed.

Students with a high level of needs have an allocated keyworker who will meet up with them once a week and check on their wellbeing and help solve any concerns or difficulties.

The SSC team also assess and apply for exam access arrangements and reasonable adjustments as defined by the Joint Council for Qualifications “ *Access arrangements allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make ‘reasonable adjustments’.*”

We also lend out scanning reader pens and a small number of i-pads for students to use as part of their reasonable adjustments and provide coloured paper exercise books and overlays for those students who have some level of visual stress.

A very small number of students access more bespoke programmes of study which are tailored to their individual needs and are part of our Skills Base provision.

Our wider work encompasses providing small group intervention for emotional and social skills, careers guidance for the children who access our support and continuing professional development and guidance for our school staff on all matters SEND.

The Cabin is a specialist unit for students with Autistic Spectrum Conditions where we provide a safe, secure and inclusive environment to enable them to integrate into mainstream school and get a holistic education.

We promote specialist support to help our students to achieve their full academic potential and we also provide social experiences to expand their boundaries and develop their confidence, helping them to become more independent.

We help them work towards their future by developing life skills and empowering students to achieve economic well-being and independent living on leaving school.

We have a dedicated team of professionals offering outstanding facilities for learning.

# English

## Why we teach English:

At Melbourn Village College, our English team is committed to inspiring young minds by encouraging students to be imaginative and creative. We give our students the confidence to experiment and take risks with their writing. We want our students to have the determination, perseverance, and true grit to succeed in a broad subject that opens many new doors and exciting opportunities for the future. Our students develop self-expression and fluency in their writing, self-confidence in presenting their ideas, and the capability to use language to communicate effectively and present themselves to their best advantage. Through a range of modules, they engage with the many different spheres of learning English. Students study a Shakespeare play every year; read and interpret a range of modern novels; explore the world of poetry; and discover many genres of writing, using language in different forms for a range of audiences. As part of our enriched curriculum we also offer opportunities for students to get involved in a range of events throughout the year. These help to extend, embed and strengthen the skills developed during their lessons which will in turn, benefit them throughout their life.

## *KS3 Overview of content:*

We have an excellent range of modules that underpin all our values of encouraging students to be imaginative and creative. Students study a Shakespeare play in Yr7 and Yr8; read and interpret a range of modern novels; explore the world of poetry; and learn about many genres of writing, using language in different forms for a range of audiences. Our Year 7 curriculum focuses on introducing the skills and style of questions they will need to be familiar with at GCSE, which they will then build upon every year through a variety of different texts.

## *Yr 8 Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<b>Reading ('Thursday's Child' or 'Holes')</b> : a choice of two texts, both of which incorporate myth and realism in an exciting way. Through the rich symbolism of these narratives, which offer story-telling against the backdrop of poverty and struggle, <b>Students will develop</b> their skills of interpreting implicit meanings, analysing a writer's language and structural choices, and be encouraged to think critically when evaluating their views in response to the fiction they read.	Students will demonstrate how they have developed their understanding of inference and analysis, introduced to them in year 7 by answering a broad range of reading and comprehension questions in direct response to the more challenging texts that they have studied this year. The assessment will be one hour.
Autumn - 2	<b>Writing (Transactional)</b> : Writing entertaining and informative texts offers students the opportunity to use personal perspectives and to add tone to their writing and this unit will introduce them to the genres of travel writing and autobiography, including important works such as Anne Frank's diary, as well as longer feature articles, whilst <b>developing writing skills</b> introduced in year 7 and	Students will be presented with the challenge of writing to entertain and explain in a journalistic text. Students will be given the opportunity to research, plan and complete their text, explaining their views in response to an exam question. The assessment will be one hour.

	learning new approaches to communicate to an audience.	
Autumn – 2 (2 weeks)	<b>Poetry festival:</b> students will have the opportunity to learn and perform poems of their choice on a range of themes. Stepping onto the stage, they will have the exciting opportunity to creatively plan and perform class, group and individual poems, in front of a positive audience.	No assessment
Spring - 1	<b>Literature (Shakespeare – ‘Twelfth Night’):</b> confusion, love and hidden identities are at the heart of this comedic play by Shakespeare. <b>Students will develop their skills</b> of interpreting and understanding events, characters and themes, as well as looking at Shakespeare’s use of language, form and structure.	Students will be given planning time to consider their response to a question on character and the theme of bullying in the play. They will be asked to write an essay in response to an evaluative question. The assessment will be one hour.
Spring - 2	<b>Reading (range of 19<sup>th</sup> and 21<sup>st</sup> century non-fiction extracts):</b> <i>‘The past is a foreign country: they do things differently there.’ L.P Hartley, The Go-Between.</i> Students will explore themes within teaching and education, mines and factories, the movement for women’s rights (the suffrage movement) and a collection of famous speeches from the 19 <sup>th</sup> to the 21 <sup>st</sup> centuries. <b>Students will develop their skills</b> in analysing language techniques, comparing writers’ perspectives and skills in summarising texts, as well as making comparisons between texts from different periods and perspectives.	Students will be given a 19 <sup>th</sup> century and either a 20 <sup>th</sup> or 21 <sup>st</sup> century source and they will answer a range of reading and comprehension questions in which they will reflect of the different views and perspectives of the writers. The assessment will be one hour.
Summer - 1	<b>Literature (Poetry):</b> <i>As Shakespeare wrote, love ‘is an ever-fixed mark’.</i> As a constant feature of human relationships, students will be introduced a variety of poems on the theme of love and relationships, from Poet Laureates, Shakespeare and contemporary poets. After encountering poetry at key stage 2, students will be introduced to the skills of identifying a poet’s meaning, message, purpose; use of language, structure and form; and identifying similarities and differences between poems.	Students will be given a set poem to analyse and the autonomy to choose another poem from within the unit with which to compare it. Students will interpret how both poets display their perspective on love and relationships and how these views are communicated through language and structure. The assessment will be one hour.
Summer – 2	<b>Writing (descriptive):</b> A key part of the English canon, Chaucer’s <i>Canterbury Tales</i> offers a vivid window onto medieval characters and lives. In studying characters from this	Students will be asked to produce a piece of creative writing that introduces and describes an entertaining, vivid and imaginative



	<p>work, <b>students will continue to develop</b> their creative writing skills, honing their description of character in this unit.</p> <p>As a corollary, <b>students will continue to develop</b> their skills in using grammar, punctuation, vocabulary and sentence types to achieve specific effects.</p>	<p>character. The assessment will be one hour.</p>
	<p><b>Speaking &amp; Listening (persuade):</b> The ability to devise, deliver and successfully communicate verbally is key. In this unit, working with Drama, students will be introduced to the skill of oratory. They will learn how to give a successful speech for the purpose of persuading their audience.</p>	<p>Students will be asked to give an individual presentation with the purpose to persuade.</p>

### *Homework:*

Homework will be set once a week and students are expected to spend forty minutes completing it to the best of their ability. The types of homework set can include wider reading around a topic/subject we are studying, research in connection with a topic, literacy, or the class teacher may set something specific in connection with the tasks being completed in lessons.

### *Learning outside the classroom:*

Every year we run the KS3 Poetry Festival, which is a fantastic opportunity for students to collaborate and experience their moment on the stage performing their chosen poem. It is always highly successful and enjoyed by the students and staff. We often run various writing competitions, some of which are within our own school, but we also encourage students to take part in national competitions too. As a department, we welcome any ideas from students of events or competitions that they would like to take part in.

### *Parental support and extension:*

Feeling Inspired? Avoid the endless repeats on television by reading a novel.

Why not have a look at the following website links for some suggested books for reading?

<http://www.booktrust.org.uk/books/teenagers/>

<http://www.readingmatters.co.uk/>

<http://www.carnegiegreenaway.org.uk/livingarchive/>

<http://www.lovereadings4kids.co.uk/>

The best support you can give your child to ensure they progress in English is to read with them and discuss what you have read together. There are also lots of useful websites with spelling, punctuation and grammar games/quizzes, which are an ideal way for students to develop their literacy skills independently.

### *More information:*

In terms of additional help that parents and carers can provide, please make sure that if you are able to, you ensure that your child uses a local public library to access as wide a range of reading material as possible. This is, of course, free. A dictionary and thesaurus are also excellent resources for students to have and to become accustomed to using when completing independent written tasks.

# Mathematics

## *Overview of content:*

In Mathematics, the curriculum is broken into three termly modules; each module contains number, algebra, data and geometry topics. Towards the end of each term, students can demonstrate their mastery of the topics they have been learning by sitting a progress test. Throughout the year, students will continue to develop their problem-solving skills as well as their ability to reason and communicate mathematically.

## *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<p>Number: Number skills including working with decimals, negative numbers, indices and prime factors.</p> <p>Algebra: Expressions and manipulating algebra including substituting into expressions; expanding brackets; and at the higher end, working with indices.</p>	End of topic homeworks.
Autumn - 2	<p>Data Handling: Representing data using a variety of graphs suitable to the level of the students – pie charts, scatter graphs or stem and leaf diagrams leading into bar charts.</p> <p>Geometry: Using angle facts and Pythagoras' theorem to solve problems. Standard constructions and loci.</p>	<p>End of topic homeworks.</p> <p>Progress test sat in early December.</p>
Spring - 1	<p>Number: Learning to use a calculator well, thinking about accuracy and estimation. There will be an emphasis on using a calculator to solve multistep problems. Understanding measures and some compound measures such as speed and density.</p> <p>Algebra: Forming and solving equations and inequalities.</p>	End of topic homeworks
Spring - 2	<p>Data Handling: Analysing data, presented in a variety of ways, using averages and range.</p> <p>Geometry: Perimeter and area of 2D shapes, including triangles, parallelograms, trapezia and circles. Some groups will also focus on volumes and surface area of prisms.</p>	<p>End of topic homeworks.</p> <p>Progress test sat in late March</p>

Summer - 1	<p>Number: Fractions, decimals and percentages. Working with fractions, performing operations with them and working out reciprocals. Working with percentages to look at how percentage increase and decrease can affect amounts. Solving problems involving ratio and proportion.</p> <p>Algebra: Different groups will look at different difficulties of sequences from linear and geometric to basic quadratic. Using graphs to investigate straight lines. Some groups will also look at real-life graphs.</p>	End of topic homework.
Summer - 2	<p>Data Handling: Experimental probability and theoretical probability. Looking at compound events and how to display information, including using sample space diagrams.</p> <p>Geometry: A range of different topics depending on the level of the students including understanding similarity and congruency, carrying out transformations of shapes and investigating scale drawings.</p>	End of topic homework. Progress test sat in late June.

### *Homework*

Homework is set weekly and normally takes the form of assigned tasks from the HegartyMaths website.

### *Learning outside the classroom:*

There are many fantastic computing websites which students could use to improve their understanding of the subject. One excellent site is <https://codecombat.com/> which encourages coding through games. Students can also practise their Scratch programming at <https://scratch.mit.edu/>. Some simple turtle drawing can be found on <https://turtleacademy.com/>.

### *Parental support and extension:*

Extra mathematics support can be found on the HegartyMaths website or another excellent website is Corbettmaths. Both provide help videos and practice questions.

### *More information:*

Please ensure your child arrives at school every day with the correct mathematical equipment. In addition to normal writing equipment, they will require a scientific calculator – we recommend a Casio FX-83 or FX-85. A protractor and pair of compasses would also be helpful.

# Science

## Overview of content:

In Year 8 Science teaching follows on from Year 7 is divided into similar 10 units that introduce a broad range of scientific ideas into discrete and distinct concepts or 'chunks' that students can easily relate too. This year students will have a new range of topics that cover the remaining concepts of Biology, Chemistry and Physics outlined by the Key Stage 3 National Curriculum and in the two-year programme of study outlined by the AQA Key Stage 3 Syllabus. We used this structure as a basis to feed into our AQA GCSE Science courses.

## Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<p>Across the autumn term the following units:</p> <ul style="list-style-type: none"> <li>• Contact Forces and Pressure (Physics)</li> <li>• Periodic Table and Elements (Chemistry)</li> <li>• Breathing and Digestion (Biology)</li> <li>• Light and Waves (Physics)</li> </ul>	<p>Each unit will have a Check Point Assessment. In order to encourage the students to recall and remember key ideas or skills. An end of term examination will then take place at the end of term, equally weighted between each unit. This will take the form of a 50 min written exam in order to introduce the idea of the 'big exam' and to expose them to exam style questions, skills and command words.</p>
Autumn - 2	<p>The units will be spread across the term equally and when is dependant upon whether the class is taught by a single teacher or shared between more than one.</p> <p>Chemistry, Physics and Biology are always present and taught in each term.</p>	
Spring - 1	<p>The spring term follows the same model the autumn term but has three new units:</p> <ul style="list-style-type: none"> <li>• Magnetism and Electromagnetism (Physics)</li> <li>• Chemical Energy and Reactions (Chemistry)</li> <li>• Evolution and Inheritance (Biology)</li> </ul>	<p>The same assessment model is used.</p>
Spring - 2		
Summer - 1	<p>The summer term follows the same model the autumn term but has three new units:</p> <ul style="list-style-type: none"> <li>• Work and Heating/Cooling (Physics)</li> <li>• Climate and Earth Resources (Chemistry)</li> <li>• Respiration and Photosynthesis (Biology)</li> </ul>	<p>The same assessment model is used resulting in all students exposed to 10 small 'Check Point' tests and 3 larger exam style assessments across the year.</p>
Summer - 2		

### *Homework*

Homework will be set accordance to the topics covered, lesson activities and whether the class is shared or taught by a single teacher. We give advanced warning for assessments and direct students towards revision materials or task, with a focus on developing the skills for independent learning. Students will also have a class login for Seneca Learning that will be used throughout the year to support learning.

### *Learning outside the classroom:*

Dr. Wilson will be leading a Science Club this year and all are welcome. Every week there will be a range of hands on practical sessions and mini-projects in all three Sciences. The key here is to provide a fun learning environment.

### *Parental support and extension:*

Curiosity is a fantastic thing to foster in young learners and, in the addition to formal support (ie. homework, revision etc.), it is great to develop a strong scientific general knowledge. This can take multiple forms and there is no correct way of doing it. But by introducing young minds to: scientific documentaries (Attenborough is always a favourite! iPlayer and other providers have a fantastic selection), attending museums and even through discussing what they are studying can contribute to development.

Online support can be found using the follow websites:

[www.senecalearning.com](http://www.senecalearning.com) – students will have their own login from their school email account.

[www.bcbitesize.co.uk](http://www.bcbitesize.co.uk) – students need to remember to select Key Stage 3 or KS3.

### *More information:*

All of the content of the units selected for the Year 8 Science programme have been derived from the AQA Key Stage 3 Syllabus and cross-checked against the UK National Curriculum topic for Key Stage 3. This means that the topic taught can be found across common media and support materials. This includes BBC Bitesize, Seneca Learning, Revision Guides (including popular ones, such as GCP) and wider.

Support Documents can be found at:

<https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus>

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

# Computer Science

## *Overview of content:*

Over the course of year 8 students will learn how to safely use new technologies including social media, internet web pages and computer systems. Students will improve their coding skills using Scratch and extend their programming skills using Python. They will also look at the basics of computer systems. They will also learn the basics of some Microsoft office programs such as Word, Excel and Powerpoint.

## *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Safe and efficient use of social media and the internet	End of topic online assessment
Autumn - 2	Scratch programming + Bebras Challenge + Hour of code	Review of completed programs
Spring - 1	Microsoft Office: Word, Publisher, Powerpoint, Excel	Review of completed documents
Spring - 2	Internet of things, binary Computer hardware	Online assessment
Summer - 1	Introduction to Python	Online assessment
Summer - 2	Python programming project – adventure game	Review of completed project

## *Homework*

Homework will be set weekly and may be in the form of an online quiz, some research or work on a coding challenge.

## *Learning outside the classroom:*

There are many fantastic computing websites which students could use to improve their understanding of the subject. One excellent site is <https://codecombat.com/> which encourages coding through games. Students can also practise their Scratch programming at <https://scratch.mit.edu/>. Some simple turtle drawing can be found on <https://turtleacademy.com/>.

## *Parental support and extension:*

To extend students knowledge of programming in Python parents can download Python from this website <https://www.python.org/downloads/>. Students will then be able to use the included IDLE editor to write and test Python programs.

A visit to the Centre for Computing History in Cambridge ([The Centre for Computing History - Computer and Video Game Museum - Cambridge](#)) or the National Museum of Computing at Bletchley Park are also excellent ways to enhance the students' learning.

# Physical Education

## *Overview of content:*

Throughout Year 8 students will study a range of individual and team sporting activities. Students will have 2 PE lessons a week, these lessons will teach students about the practical skills, rules and tactics associated with the sports that we do, as well as the importance of life skills and maintaining a healthy and active lifestyle.

## *Programme of Study:*

Students will study the following physical activities: (the order may change slightly due to resources)

Autumn term: Hockey, Rugby, Gymnastics, Dance, Table Tennis and Swimming  
Spring term: Netball, Basketball, Football, Badminton, Multi Sports and Orienteering  
Summer Term: Rounders, Cricket and Athletics

Students will be assessed across 3 strands, Personal Me, Thinking Me and Practical Me. The 'Personal' domain refers to emotions, behaviours and self esteem. The 'Thinking' domain refers to tactics, mental capacity, decision making and evaluation. The 'Physical' domain refers to the physical literacy and movements of the body. Students will be assessed at least twice a year in each domain.

## *Homework*

Students will be encouraged to practise their skills outside of lessons at home, enrichment and clubs. They will also be guided to watch sport live at venues or on TV.

## *Learning outside the classroom:*

The PE department offers lots of different sporting enrichments after school which students are encouraged to attend, students can experience Football, Hockey, Netball, Table tennis, Golf, Squash, Running club, Badminton, Rounders, Cricket, Athletics and Basketball. Some of the clubs are led by outside coaches such as Melbourn Squash club.

## *Parental support and extension:*

Parents can support their children by encouraging them to take part in sport after school and outside of school and by taking them to live sporting events.

## *More information:*

Students are required to wear the PE school uniform for all PE lessons, enrichment and fixtures. Extra protective equipment such as gum shields and shin pads may be required for some sports.

# Spanish

## Overview of content:

Students in Year 8 will build on the knowledge they gained in Year 7.

## Programme of Study:

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	<ul style="list-style-type: none"> <li>• Discussing what people do and don't do</li> <li>• Describing people and possessions</li> <li>• Describing when and where people go</li> <li>• Describing future plans</li> </ul> Possessive adjectives (my, your) Ir – to go, going Ir + a + infinitive to express future	Weekly vocabulary tests
Autumn - 2	<ul style="list-style-type: none"> <li>• Describing events in the past and present (travel)</li> <li>• Comparing past experiences</li> <li>• Talking about what people and places are like now vs in general.</li> <li>• Comparing what you and someone else ('we') do (news and media, parties and celebrations)</li> <li>• Describing what people do (at home)</li> <li>• Asking what people can and must do</li> </ul> Past tense ar verbs I and you Ser and estar (revisit) Present tense er/ir verbs (we) Hacer (plural) Subject pronouns Present for ongoing actions Question words (revisit)	Weekly vocabulary tests
Spring - 1	<ul style="list-style-type: none"> <li>• Describing events in the past and present (at school)</li> <li>• Describing events in the past and present (free time activities)</li> <li>• Describing how people feel in the present (feelings and emotions)</li> <li>• Describing future plans</li> </ul> Talking about what people do (work) Past tense (er/ir verbs I and you) Prenominal adjectives Revisit tener Querer and dar (plural) Ir (we) Para + infinitive Revisit regular present tense verbs	Weekly vocabulary tests



Spring - 2	<ul style="list-style-type: none"> <li>• Describing events in the past and present (at school)</li> <li>• Describing events in the past and present (free time activities)</li> <li>• Describing how people feel in the present (feelings and emotions)</li> <li>• Describing future plans</li> </ul> Talking about what people do (work) Past tense ar/er/ir verbs (he/she) Personal a Reflexive me and te Revisit possessive adjectives mi and tu	Weekly vocabulary tests Achievement assessment covering listening, reading, writing and speaking
Summer - 1	<ul style="list-style-type: none"> <li>• Describing a series of events (Narration)</li> <li>• Talking about giving and receiving (Birthdays)</li> <li>• Describing how things make people feel</li> <li>• Giving opinions about school</li> </ul> Direct object pronouns lo and la Indirect object pronouns me, te, le Gustar type verbs	Weekly vocabulary tests
Summer - 2	<ul style="list-style-type: none"> <li>• Visiting a Spanish speaking city</li> <li>• Describing family members</li> <li>• Describing how people feel</li> <li>• Comparing things</li> <li>• Describing what people do and did (sport)</li> <li>• Comparing where people go and went</li> </ul> Revisit ser, adjective agreement, para + infinitive Possessive adjectives su and nuestro Comparatives más and menos Demonstratives este, esta Hacer and ir in past (singular)	Weekly vocabulary tests End of Year assessment in all skills

### *Homework*

Homework is set once per week and will be to learn 10-15 words using Quizlet and / or their vocabulary guide. The words should be learnt over several days, as this will help students to remember them for longer. Vocabulary will be tested at the end of the second lesson each week, so that students have been using the vocabulary prior to the test.

### *Learning outside the classroom:*

The Spanish Translation Bee is an opportunity for students to practise translating into Spanish. There are regional and national finals for this competition.

If Covid restrictions allow, we intend to give students the opportunity to go to Spain on a language and cultural visit. In the past the cost of this has been approximately £700.

Again, if Covid restrictions allow, we hope to be visited by students from several Spanish schools.

*Parental support and extension:*

Students will benefit from being supported to learn their vocabulary every week. They might enjoy teaching the words to you or ask you to help them practise for the test each week.

*More information:*

Students find that using an app like Duolingo is fun and helpful. Although it does not follow the same curriculum, it is motivating.

# Mandarin

## *Overview of content:*

Students in Year 8 who take Mandarin will follow 'Jing bu 1 & 2' course.

Topics are as follows:

- Time
- School timetable
- Class
- Nationality
- Food and drink
- Weather
- Places
- Transportation
- Appearance
- Room



While developing students' communicative competence, the grammar knowledge necessary to achieve highly is integrated into these topic areas.

## *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Current Time; Timetable; Class; Nationality	Unit 4 Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Autumn - 2	Food & Drink	
Spring - 1	Daily Meals; Order Food	Unit 5 Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Spring - 2	Weather; Country;	
Summer - 1	Place; Transportation; Year	Unit 6 Formal Assessment with four skills (Speaking; Listening; Reading & Writing)
Summer - 2	Appearance; Rooms; Colours	

## *Homework*

Each week student will be given homework which includes one page Chinese character practice sheet and one page of translation/reading and vocabulary practice. At this stage, students are highly encouraged to do the extension questions.

## *Self-learning resources*

In order to encourage students' independent learning, each student is entitled to have free access to 'Go Chinese' website which contains abundant self-learning resources to consolidate four skills in Mandarin, especially the GCSE related practices as the preparation for the next year.

## *Vocabulary and Grammar Booklet*

Each student will have Vocabulary and Grammar Booklet which covers all of the vocabulary and grammar points in all topics. Students can make good use of it for revision as well as the learning support in lessons.

# Art

## Overview of content

All KS3 projects are designed to test the students' embedded learning of core art skills in art and design in preparation for GCSE. The projects cover art from other cultures, realism in art, and the art of popular culture, all linked to influential artist's ideas and work. Throughout each year group, we aim to show students how embedded learning in Art and Design can increase both their skills and creativity and act as a secure building block for future artistic study. We also want students to enjoy their creativity.

We will cover the following core skills, throughout the curriculum introducing new, different content while re-visiting and developing the same core skills aiming for increased technical complexity and sophisticated development of knowledge and understanding over time.

- Core Skill 1 Drawing skills (C1)

The key focus of the year is to increase confidence in drawing. Students will be learning the process of drawing including how to hold the pencil; how to use contour and tone to record shape accurately and how to build detail and texture in stages. They will also experience drawing with a range of materials and to both small and large scales.

- Core Skill 2 The Formal Elements (C2)

Line, tone, perspective, proportion, pattern, texture, blending, composition etc. These skills are taught and consolidated over much of the year's work.

- Core Skill 3 Paint and Colour (C3)

Students will explore atmosphere, memory, emotion and feeling through mark making and colour mixing. They will develop a knowledge and understanding of different painting techniques and use of pastel, ink and pencil to express colour in a creative way.

- Core Skill 4 Knowledge and Understanding (C4)

Knowledge and understanding about the History of art, craft, design and architecture where relevant to project theme, including other cultures. Students should be able to make their own informed judgements and opinions based on the work of others.

## Yr. 8 Programme of Study

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Indian Mehndi Art Project – looking at the art of Mehndi and links between observational drawing, nature and taking these drawings into interlocking patterns and motifs. Cross-curriculum links with Geography/RE investigating another country/culture. Pottery will also be included in this project. C1/C2/C3/C4 Review of year 7 skills based with emphasis in retention of knowledge and technical skill leading to further advancement throughout Year 8 project work.	Through constantly reviewing sketchbook work including verbal feedback and half termly go4schools mark entry. Final marking of each termly project will include marking and summary of achievement in sketchbook also noted in Go4schools. The marks are based on creative development of project work overtime, not one-off pieces of work.
Autumn - 2	Continuation and development of Mehndi project with emphasis on personal creative growth and refinement of technique. C1/C2/C3/C4 skill development	As above

Spring - 1	Aboriginal Art Project – looking at Aboriginal Art and links between observational drawing nature and taking these drawings into interlocking patterns and motifs. Cross-curriculum links with Geography/RE investigating another country/culture. Review of C1/C2/C3/C4 skills from year 7 leading to enhanced learning and technical understanding.	As above
Spring - 2	Continuation and development of Aboriginal project with emphasis on personal creative growth and refinement of technique Development of C1/C2/C3/C4 skills from year 7 leading to enhanced learning and technical understanding.	As above
Summer - 1	Architecture Part Tiffany Decorative Arts Windows This will include Architecture in the form of Tiffany Glass windows. This will focus on how architecture incorporates the decorative arts, colour and natural form. C1/C2/C3/C4 further development with more complexity than year 7 Impact	As above
Summer - 2	Architecture Part 2 Gaudi - Architecture project will have an emphasis on personal creative growth and refinement of technique. Focus on the developing understanding of Architecture and how buildings have creative and cultural impact. Further Development of C1/C2/C3/C4 skills leading to enhanced learning and technical understanding.	As above

### Homework

1 termly project set on Go4schools.

### Learning outside the classroom

Visit museums and art galleries either local or national. Lions Yard and the Fitzwilliam Museum Cambridge are free to visit.

Watch skill-based videos on how to do art technics on YouTube

### Parental support and extension

Encourage all forms of artistic creativity and discuss ideas with students.

Visit exhibitions with students

### More information

Students will have a sketchbook for most work and this should be brought to all lessons. Also, all students can purchase an art pack cost will vary. Please email teachers directly if you have any concerns or questions:

[sward@melbournvc.org](mailto:sward@melbournvc.org) Lead in Art  
[sheeks@melbournvc.org](mailto:sheeks@melbournvc.org) Art Teacher

# Drama

## *Overview of content:*

The Year 8 curriculum will develop the knowledge and understanding gained in year 7. It will also introduce the work of practitioners, as well as introducing work which develops understanding and application of the technical side of theatre in performance.

## *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Texts in Practice- portrayal of a character with a playscript	Teacher assessment of ongoing classwork and rehearsal process
Autumn - 2	Texts in Practice - Scary Play- Introduction to the various technical skills that are required and to consider how these are best applied to the performance.	Individual assessment of Scripted extract
Spring - 1	Analysis and evaluation of live performance – focusing on both the portrayal of the actor and the technical skills within performance.	Individual assessment - theatre analysis and evaluation
Spring - 2	Practitioners – Introduction to different genres, styles and the practitioners who identify with each. Naturalism -Konstantin Stanislavski, Epic Theatre – Bertolt Brecht and Theatre of Cruelty – Antonin Artaud	Individual ongoing classwork Performing within lesson
Summer - 1	Practitioners – Contemporary Theatre Practice – development of knowledge and understanding Poor Theatre – Jerzy Grotowski, Forum Theatre – Augusto Boal, and Total Theatre – Steven Berkoff	Individual ongoing classwork Individual theory assessment
Summer - 2	Devising - from a given Stimuli - considering the given circumstances with a stimulus and a characters own narrative and objectives.	Individual ongoing dramatic process and devising performance.

## *Homework*

Homework will be set when required. Homework examples include to research a given stimuli, complete a written task, preparing for assessment, learning lines etc.

## *Learning outside the classroom:*

Wider reading would benefit all students. Technical research and practitioners research would benefit.

## *Parental support and extension:*

Students would benefit from looking at various playscripts, novels and opening their mind to different literature. Any opportunity to observe live theatre or streamed professional performances would benefit greatly.

*More information:*

Drama is a group-based subject, although students will be assessed on their individual contribution, collaboration and team work is a key to success.

## Music

### *Overview of content:*

In Year 8, student's learning and assessment is centred around the three core areas of British National Curriculum Music. These are Performing, Composing and Understanding. During this year the student will continue to develop their skills and understanding in this discipline.

### *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	C Jam Blues	Keyboard (Practical) assessment
Autumn - 2	Minimalism	Keyboard (Practical) assessment
Spring - 1	History of Jazz Music	Listening and Written assessment
Spring - 2		
Summer - 1	Pop Music Band Project (1)	Practical assessment
Summer - 2	Free Composition	Keyboard (or other instrument) (Practical) assessment

### *Homework*

Homework set will be in the form of a project that will run over the half term. Information will be available on Go4Schools.

### *Learning outside the classroom:*

MVC offers one-to-one music tuition in the following disciplines:

- Violin
- Flute
- Clarinet
- Saxophone
- Voice
- Piano
- Guitar
- Drums

A brochure is available at reception or see Mr Thomson for more details.

As part of the enrichment programme the following activities are available:

MVC Show Band – Tuesdays – 15.00 – 16.00

MVC Choir – Wednesdays – 15.00 – 16.00

### *More information:*

For any other information about music provisions at Melbourn Village College, please email:

[jthomson@melbournvc.org](mailto:jthomson@melbournvc.org)



## Food, preparation and nutrition

### Overview of content:

In Year 8, students will recap and develop skills used in year 7. A range of practical skills will be developed through the preparation and making of a range of dishes. The aim in Year 8 is for students to become more independent when following a recipe and being able to modify a recipe to make it healthier or to serve fewer portions. Students will be expected to follow food safety principles. Students will identify the functions of ingredients used, selecting healthier choices and being able to cook family meals. Students will also explore how to minimise food waste and make affordable healthy meals.

### Programme of Study:

	Topics studied; skills and knowledge	How this will be assessed
Unit 1:  Caking making methods – recap on skills.	<p><b>Personal hygiene and food safety:</b> importance of ensuring high risks foods are kept in the fridge and ensuring food is cooked to the correct temperature.</p> <p><b>Cake making methods:</b> exploring the functions of ingredients in cake making; difference between margarine and butter, exploring why there are different types of sugar and flour used.</p> <p><b>Skills:</b> using digital scales, creaming method, melting method, grating, safe use of an electrical whisk.</p> <p><i>Examples of dishes: Oat biscuits, swiss roll, fruit crumble, mini carrot cakes</i></p>	<p>1 practical assessment 1 written Assessment</p> <p>Rotation 1: October 2021</p> <p>Rotation 2: March 2022</p>
Unit 2:  Eating health for	<p><b>Diet related illnesses:</b> Exploring the health of the U.K; obesity, type 2 diabetes and rickets are on the increase. Students will explore why this is and what is being done to help consumers make healthier choices.</p> <p><b>The importance of nutrition:</b> Students will explain why a balanced meal will provide a range of nutrients and why we need these.</p> <p><b>Skills:</b> Binding, gluten formation, shaping, kneading, meat preparation</p> <p><i>Examples of dishes: breadsticks, chicken nuggets, jambalaya, bolognese</i></p>	<p>1 practical assessment 1 written assessment</p> <p>Rotation 1: December 2021</p> <p>Rotation 2: May 2022</p>
Unit 3:  Family meals	<p><b>Family meals on a budget:</b> students will identify how to minimise food waste and to make meals on a budget. Students will modify meals to suit family tastes and preferences.</p> <p><b>Skills:</b> gelatinisation, shaping, vegetable preparation, meat preparation</p> <p><i>Examples of dishes: Curry, meatballs, sausage rolls, cauliflower/macaroni cheese</i></p>	<p>1 practical assessment 1 written assessment</p> <p>Rotation 1: February 2022</p> <p>Rotation 2: July 2022</p>

### *Homework*

Students will be required to produce one formal written homework per unit to link with taught content in lessons. In addition, students will be asked to research recipes, bring in additional ingredients and explore topical food issues on a weekly basis. Students are encouraged to self and peer assess their dishes at the end of each practical lesson.

Students will be required to keep a food journal to showcase skills, presentation and outcomes.

### *Learning outside the classroom:*

Miss Giles has created a You-Tube channel, and students are encouraged to visit this channel prior to the lesson to observe methods and key tips. Having prior understanding will increase student confidence and independence in lesson. Students are encouraged to watch Food documentaries and programmes, such as MasterChef, to inspire creativity and interest.

### *Parental support and extension:*

If possible, students should use their learned skills at home to further confidence, independence and creativity. Parents can support students by encouraging healthier option choices of additional ingredients. All recipes used in lesson can be located on the CATalogue.

Website for recipes, healthy facts and foodie fun: <https://www.foodafactoflife.org.uk/>

### *More information:*

There are two options for ingredient provision for your child:

1. Pay a requested contribution for basic storeroom ingredients and supply any additional ingredients that may be needed.
2. Provide **all** ingredients for the practical activity.

Students are expected to bring a container for each practical lesson.

A list of ingredients for each practical will be provided at the beginning of each unit to assist with organisation and provision of ingredients.

## Design & Technology

### *Overview of content:*

Through a variety of highly creative and practical activities, the students will be taught the knowledge, understanding and the skills needed to engage in the process of Designing and Making. The projects this year will include wood, plastics, and electronics and some of the skills required to create with these materials.

The department has a rotation system. The students will spend half the year in Technology and the other half of the year in Food (and vice versa).

### *Programme of Study:*

Half term	Topics studied	How will this be assessed
Autumn – 1	Health & Safety Technical Drawing Oblique, Isometric, 1pt and 2pt Perspective.	Test Assessment and Testing
Autumn – 2	Plastics – Making of a Mobile Phone holder using CAD / CAM. Wood – making of the base for the phone holder.	Assessment and Testing
Spring - 1	Wood – Making of Mechanical Toy, use of different mechanisms to make a moving toy.	Assessment and Testing
Spring – 2	Health & Safety Technical Drawing Oblique, Isometric, 1pt and 2pt Perspective.	Test Assessment and Testing
Summer – 1	Plastics – Making of a Mobile Phone holder using CAD / CAM. Wood – making of the base for the phone holder.	Assessment and Testing
Summer - 2	Wood – Making of Mechanical Toy, use of different mechanisms to make a moving toy.	Assessment and Testing

### *Homework:*

Relevant homework will be set with each topic and will be assessed and graded. Homework will be weekly.

### *Learning outside the classroom:*

All students should be encouraged to read and practise the subjects.

By arrangement, with the relevant teachers, some days after school working may be available.

### *Parental support and extension:*

All students should be encouraged to read and practise the subjects.

There will be an opportunity to download a Drawing Programme called 2Ddesign and an Electronic simulation software called Circuit Wizard. These are free to download, but they only work on a PC (not an Apple or a Chromebook). These are very beneficial and very useful programmes for any student.

# History

## *Overview of content:*

In Year 8 students will undertake nine units of study taking them from the start of the Tudor dynasty in 1485 to the end of the First World War. This course builds on the Year 7 curriculum but is very different, whilst starting with Tudors and Stuarts we expand our reach to the History of Great Britain becoming a nation, then onto French, American, Haitian Revolutions and on further to the global conflict of the Great War. Skills such as chronology understanding, significance, diversity of experience as well as change and continuity will be examined.

## *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Early Tudors 1485-1547	Higher and Foundation Examination Paper on the reign of King Henry VIII.
Autumn - 2	Mid Tudor Reigns 1547-1558 Elizabeth I 1558-1601	Higher and Foundation Examination Paper on the reign of Queen Elizabeth I
Spring - 1	The English Civil War 1603-1660 Constitutional Change 1685-1707	
Spring - 2	Revolutions: 1776-1791 The Nineteenth Century	Higher and Foundation Examination Paper on the American Revolutionary War.
Summer - 1	Pre 1914	
Summer - 2	The First World War	Higher and Foundation Examination Paper on the Leadership of Field Marshal Haig.

## *Homework*

Monthly assignments will be set online via our home study website Seneca Learning, it is important for students to sign up to Seneca Learning at the start of September and their teacher will then assign them a class code. Seneca Learning recaps prior learning, revises topics already studied in class to prepare for examinations and covers new areas, not taught in the classroom. There will be reading, mini tests, revision and work on historical skills and embedding understanding.

## *Learning outside the classroom:*

The CAM Academy Trust runs a series of monthly Historical lectures which students are very welcome to join online. This will enhance both subject knowledge and interest in History.

***Parental support and extension:***

The key to success in History is threefold; practicing your P.E.E. paragraphs at home, reading around the subject and taking an interest in the History around you at weekends. Recommended visits include: the Imperial War Museum at both Duxford and London, the Cabinet War Rooms, areas of historic interest such as the battlefields of Marston Moor, Edgehill, Hastings as well as the dockyards at Portsmouth.

***More information:***

***Core texts for Year 8 will be:***

Think History 2 by Caroline Beechner, History in Progress 2 by Nicola Boughey, Think History 3 by Caroline Beechener, Peace and War by Colin Shepard and History in Progress 3 by Martin Collier.

*Essential equipment includes a pencil case, two black pens, two lead pencils, a ruler, colouring pencils, eraser, highlighters and a glue stick.*

# Geography

## *Overview of content:*

Geography is the subject which helps us understand the past, present and future. In Geography you will gain an insight into our coastal and river landscapes as well as also looking at the growth of the global tourism industry and finally focussing on the rise of China and the continent of Asia.

## *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Why is the coast so varied? Knowledge: how both rock type and the waves influence to shape of the coastline?	A mid-term exam based on the physical geography of the coasts.
Autumn - 2	Why is the coast so varied continued? Knowledge: How can we manage our coastline sustainably?	A decision-making exercise based on how a stretch of coastline should be managed?
Spring - 1	Should we be allowed to go on holiday? Knowledge: What are the reasons behind the growth of global tourism? What are the advantages and disadvantages that tourism can bring? Skills: Drawing and interpreting graphs which depict the growth of tourism.	Assessment based on course content and comprising of exam style questions
Spring - 2	Why are rivers so important to us? Knowledge: How do the physical characteristics of a river change from source to mouth	A mid-term exam based on the physical geography of the rivers
Summer - 1	Why are rivers so important to us continued? Knowledge: how can rivers be managed sustainably to reduce the risks of flooding	A decision-making exercise based on how a river can be managed sustainably
Summer - 2	Is China the new superpower and the rise of Asia. Knowledge: What are the human and physical characteristics of Asia? Skills: To construct and interpret graphs on the changes in population of China	Assessment based on course content and comprising of exam style questions

## *Homework*

The homework will be set once every two weeks.

## *Learning outside the classroom:*

Opportunities will be based on the school site and will involve recording the downstream changes of the River Mel.

*Parental support and extension:*

The best way to support your child and develop their understanding of geography is to encourage them to watch the news and take a keen interest on what is going on in the world.

*More information:*

An enquiring mind and a willingness to ask relevant questions is vitally important in geography!

## Religious Education

### *Overview of content:*

Over this year we will be building on the subject knowledge and skills developed throughout Year 7 and continue to explore the 'Big Questions' that have puzzled people for generations. This will be approached through thematic and religion specific approaches. As part of this we will be honing the skills of explanation and analysis that are required at GCSE, as well as developing a greater understanding of two world religions, Hinduism (Sanatana Dharma) and Islam.

### *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1 Autumn - 2	Places and People: inc – places of religious significance and the role of pilgrimage, importance of the Holy Land and India, different types of religious leader and example of how these people have influenced society and an examination of religious communities. Growing up in Sanatana Dharma: inc – beginnings, the concept of God and karma and reincarnation	There is an 11-mark interim test at the end of the Autumn half term. At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.
Spring - 1 Spring - 2	Growing up in Sanatana Dharma cont: inc – Sacred texts and traditions, worship, pilgrimage and celebrations. What is it like to be a British Muslim?: inc – beginnings, beliefs about Allah, Muhammad, interpretations of the Qur'an and denominations.	There is an 11-mark interim test at the end of the Spring half term. At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.
Summer - 1 Summer - 2	What is it like to be a British Muslim?: inc –sharia law, beliefs and choices, religious teachings and global Islam. Creation: inc - How was the world created, different theological approaches, what questions are raised from the perceived design of the world.	There is an 11-mark test interim test at the end of the Spring half term. At the end of the unit there is a 40-minute 8 question paper, applying knowledge and ideas.

### *Homework*

Homework is set approximately every 2 weeks unless students are required to revise for an upcoming assessment. The aim behind the homework is to provide opportunities to develop a student's skills as well as knowledge. The tasks set are standalone pieces to facilitate this.

### *Parental support and extension:*

One of the main ways that a parent or guardian can support their child's learning is through discussion of ethical or religious issues where appropriate. There are often exhibitions at the Fitzwilliam Museum that maybe of interest and even visiting a local place of worship or photos of ones that may have been taken on holiday can be of interest! BBC Bitesize and Oak Academy remain invaluable as a source of information.

### *More information:*

Students would benefit from having their own colouring pencils and highlights for use in class.



## Personal Development

### *Overview of content:*

Year 8 personal development includes aspects of Citizenship and Personal, Social and Health Education. This includes PSHE core themes Health and Wellbeing, Relationships, and Living in the Wider World and Citizenship topics on British values and the British political system.

### *Programme of Study:*

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn - 1	Consent, Contraception, The dangers of pornography, Sexting and image share danger, Sexually transmitted infections, Male body image, Domestic conflict.	Teams short answer and multiple- choice questions. Extended writing literacy focus on Healthy sexual relationships.
Autumn - 2	British values: Tolerance, Radical groups, Extremism, How do leaders attract converts, Sharia law in the UK, Preventing radicalisation and extremism, Prejudice and discrimination: Religion, Anti-Vaxxers, organ donation and stem cell research.	Teams short answer and multiple- choice questions. Extended writing literacy focus on preventing radicalisation and extremism.
Spring - 1	Finance, income and expenditure, Tax and National Insurance, How public money is spent in the UK, Budgeting and saving, Entrepreneurs.	Teams short answer and multiple- choice questions. Extended writing literacy focus on How public money is spent in the UK.
Spring - 2	Free speech and hate speech, Civil liberties, Protecting religious freedom, How can we prevent racism? British values.	Teams short answer and multiple- choice questions. Extended writing literacy focus on British values.
Summer - 1	Vaping, nicotine and addiction, Cancer awareness, Personal safety and first aid, Teenage pregnancy, Stereotypes and prejudice: Disability, LGBT discrimination around the world, Discrimination and stereotypes: Teenagers.	Teams short answer and multiple- choice questions. Extended writing literacy focus on prejudice and discrimination.
Summer - 2	British politics, The political spectrum, Political parties, Which part would I vote for?	Teams short answer and multiple- choice questions. Extended writing literacy focus on the UK political spectrum.

### *Homework:*

There is no homework in Social Studies but students will be encouraged to keep up with current affairs through mainstream media.

### *Learning outside the classroom:*

There will be a Social Studies notice board that students may wish to use to write articles or produce artwork about the issues covered in the lessons.

### *Parental support and extension:*

Please take the time to talk to your child about any issues that arise in the news or other popular media about Health and wellbeing, relationships between people, groups or countries and skills or rights regarding the world of work. Some useful websites include:

<https://www.bbc.co.uk/news>

<https://www.brook.org.uk/>

<https://classroom.thenational.academy/subjects-by-year/year-8/subjects/rshe-pshe>



## **Ofsted Parent View**

Ofsted is the body responsible for inspecting schools and determining their standard. As part of their role Ofsted like to collect the views of parents.

We would welcome all parents to give their views of Melbourn Village College to Ofsted. You can register here: [Give your views | Ofsted Parent View](#) and then complete a short survey; it takes about 5 minutes of your time.

**Thank you for reading the Parental Handbook.**