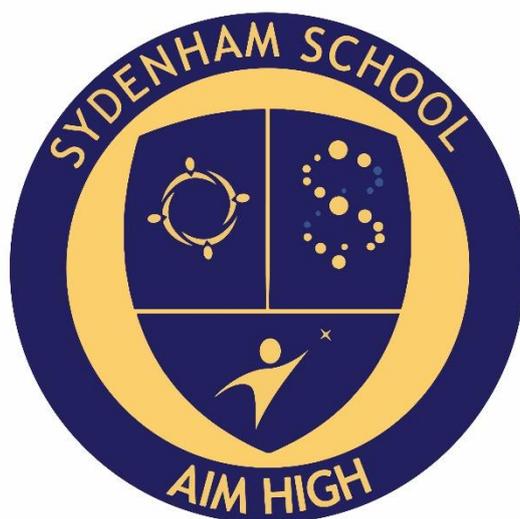


Sydenham School

Curriculum Information for Parents

Summer Term 2022

Year 8



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Assessment Calendar

Year 8 Assessment Fortnight	8 th – 19 th November
Year 8 Parents' Evening	4 th February
Year 8 GCSE Options Evening	11 th February
Year 8 Assessment Fortnight	20 th June – 1 st July

Year 8 English Curriculum

Staffing: Sarah Millar, Acting Curriculum Leader English and Media Faculty
Email: s.millar@sydenham.lewisham.sch.uk

Assessment Overview:

Autumn Term 1: Analysis of a poem

Autumn Term 2: Narrative writing

Spring Term 1: Analysis of a key theme

Spring Term 2: Writing to argue

Summer Term 1: Analysis of a key character in response to an extract

Summer Term 2: Writing to argue

Subject Curriculum Intent:

At KS3, students read and study a range of engaging and significant texts. The curriculum is challenging, and is designed to promote a love of reading and writing and to build upon the knowledge and skills the students have developed at primary school.

Curriculum Content Overview:

Autumn Term 1: Love Poetry	Spring Term 1: <i>Animal Farm</i>	Summer Term 1: Blood Brothers
Autumn Term 2: Short Stories	Spring Term 2: <i>Animal Farm</i>	Summer Term 2: Women in Shakespeare

How will your child be assessed in the Summer Term?

Knowledge checks
 Formal assessment

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Blood Brothers – key characters, events, themes and messages

Developing ideas using evidence from the texts

Exploring the effect of dramatic methods

Exploring the writer's purpose

Writing to argue and persuasive methods

What can you do to support your child in English?

- Encourage your child to read for pleasure every day
- Discuss with your child the texts they are studying and the writers' wider ideas, including how and to what extent these ideas are still relevant today
- Encourage your child to make revision cards for the texts they are studying, focusing on plot, characters, key events, context, methods and messages

Wider reading and useful websites or activities to support learning:

- [Understanding poetry - KS3 English - BBC Bitesize](#)
- [English lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)

Year 8 Mathematics Curriculum

Staffing: Subject/Faculty Leader: Mark Freakes Email: m.freakes@sydenham.lewisham.sch.uk		
Subject Curriculum Intent To inspire pupils to think of themselves as Mathematicians. To build on learning from Year 7 and lay a foundation for Key Stage 4. To drive learners to think independently and with a sense of curiosity. To develop mathematical fluency and confidence so they can analyse, make judgements and justify their reasoning.		
Curriculum Content Overview:		
Autumn Term 1: Proportional Reasoning	Spring Term 1: Algebraic Techniques	Summer Term 1: Developing Geometry
Autumn Term 2: Representations	Spring Term 2: Developing Number	Summer Term 2: Reasoning with Data
How will your child be assessed in the Summer Term? Formal end of year exam in class		
Summer Term Assessment Revision Topics (students will be given detailed checklists): 'Knowledge Organisers' for each unit of study detail the precise content		
What can you do to support your child in Maths? Make sure your child is completing their Homework Check their scores on the Hegarty website and encourage them to redo tasks that are less than 80% Check your child is using the Memri and Fix Up Five features on Hegarty		
Wider reading and useful web-sites or activities to support learning: HegartyMaths Videos and Worksheets – Corbettmaths		

Year 8 Science Curriculum

Staffing:

8x1 – Mr Andrews and Ms Jinadu

8x2 – Ms Pavely

8x3 – Ms Furlong

8x4 – Ms Abbs

8y1 – Ms Bakare

8y2 – Ms Mc Donald and Ms Abbs

8y3 – Mr Martin and Ms Abbs

8y4 – Ms Pang and Ms Furlong

Subject/Faculty Leader: Amy Vickers

Email: a.vickers@sydenham.lewisham.sch.uk

Subject Curriculum Intent

The importance of Science to our students and how it impacts the world around us is emphasised from the beginning of Key Stage 3, and students can understand the purpose and significance of learning about the subject. Our Science curriculum enables students to use their knowledge and skills to develop a deeper understanding of the mechanisms that explain the world around us. All three disciplines are interlinked and taught to enable students to develop their knowledge of Biology, Chemistry and Physics. In line with the school intent, students develop a sense of their responsibilities and possible actions they should carry out as they learn of the important issues that we face as a society.

Students can link their learning from across the curriculum and feel empowered to learn new, unfamiliar material, solve problems and hypothesise. The science curriculum offers students the chance to become High Performance Learners by building their confidence in vocabulary and numeracy skills which they can independently apply to explain observations and interpret data from contextual situations.

The curriculum is well planned, and lessons are sequenced to build on prior learning. Lessons are taught with enthusiasm by teachers who delve into a deeper understanding of the material to meet the national curriculum and beyond. Teachers have high standards and expect to be ready to learn and work with perseverance. They use practical work, modelling, collaborative learning opportunities alongside a strong focus on deliberate practise and retrieval practise when planning and delivering the material. Students are encouraged to ask questions and postulate ideas and explanations of theory while developing their investigative and problem-solving skills.

The work completed in year 7 and 8 builds the foundations for completing their GCSE's in Science.

Curriculum Content Overview:

We use the Exploring Science course provided by Edexcel.

Students will have access to online resources provided by ActiveLearn.

Autumn Term: Students will be taught the following units on rotation;
Food and nutrition
Fluids
Combustion
Plants
Light
The Periodic table

Spring Term: Students will be taught the following units on rotation;
Plants
Light
The Periodic table
Respiration
Energy Transfers
Metals and their uses

Summer Term: Students will be taught the following units on rotation;
Respiration
Energy Transfers
Metals and their uses
Rocks
Unicellular organisms
Earth and Space

How will your child be assessed in the Summer Term?

Assessment will include homework marking in class and completion of marked tasks. At the end of the year students will be tested on all topics covered up until that point (all except Unicellular organisms and Earth and Space).

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Food and nutrition
Fluids
Combustion
Plants
Light
The periodic table
Respiration
Energy transfers
Metals and their uses
Rocks

What can you do to support your child in Science?

Make sure your child is completing their Homework
Encourage your child to complete the revision activities on ActiveLearn and SAM learning.

Wider reading and useful web-sites or activities to support learning:

BBC Bitesize KS3 Science - [KS3 Science - BBC Bitesize](#)
ActiveLearn - [ActiveLearn \(pearsonactivelearn.com\)](#)
SAM learning - [Homepage - SAM Learning](#)

Year 8 History Curriculum

<p>Staffing: Rachel Wylie, Josephine Alexander, Jessica Stoddart, Stuart Pickford, Emma Quartey Subject/Faculty Leader: Rachel Wylie Email: R.Wylie@sydenham.lewisham.sch.uk</p>		
<p>Subject Curriculum Intent Our history curriculum aims to provide students with a deep understanding of how the past has shaped the world we live in, equipping them to make sense of the dynamic environment of the twenty-first century. Our curriculum will explore ‘hidden histories’ to enable students to explore the diversity of the past. Students learn how to use sources to discover and construct the past, igniting their curiosity. The history curriculum is rooted in subject discipline. The history curriculum empowers students to read, engage with and analyse historical scholarship, understanding that the past is also constructed. They are supported by strong substantive and disciplinary knowledge, enabling them to achieve academically. Our history curriculum aims to encourage students to develop a chronological framework of British and world history to help them make sense of the knowledge they acquire. Through our history curriculum, students will expand their historical vocabulary and communicate their ideas in discussion, debates and in extended written work, demonstrating depth of historical thinking and argument. We develop high performance learning by teaching historians to be analytical and critical thinkers, able to articulate the importance of freedom, democracy and the challenges faced to get there.</p>		
<p>Curriculum Content Overview:</p>		
<p>Autumn Term 1: What changes did the Reformation bring?</p>	<p>Spring Term 1: What does lived experience tell us about Empire?</p>	<p>Summer Term 1: How revolutionary was the Industrial Revolution?</p>
<p>Autumn Term 2: Who were the Black Tudors?</p>	<p>Spring Term 2: Slavery & Abolition: Case Study: Oluadah Equiano</p>	<p>Summer Term 2: What did it take to gain universal suffrage?</p>
<p>How will your child be assessed in the Summer term? Extended Essay Knowledge Test Source Analysis</p>		
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): Essay: How revolutionary was the Industrial Revolution Knowledge test based on Year 8 curriculum</p>		
<p>What can you do to support your child in History? Use your child’s knowledge organiser to support quizzing of key historic terms and knowledge Look out for historic documentaries on TV to broaden your child’s historic knowledge, for example Dan Snow’s British East India Company. Encourage your child to read widely; history is a written subject and reading helps with writing great history. Historic fiction is a good place to start. A list will be provided.</p>		
<p>Wider reading and useful web-sites or activities to support learning: The Black Tudors by Miranda Kaufman Black & British: A short essential guide by David Olusoga Sugar in the Blood by Andrea Stuart Suffragettes: The Fight for Votes for Women. Edited by Joyce Marlow BBC Bitesize KS3 History: KS3 History - BBC Bitesize</p>		

Year 8 Geography Curriculum

Staffing: Tom Davidson, Deborah Gostling, George Ranson, Caitlin Dunham, Adam Dallimore-Levinson

Subject/Faculty Leader: Tom Davidson

Email: t.davidson@sydenham.lewisham.sch.uk

Subject Curriculum Intent:

By the end of Year 8, Sydenham will have studied a broad range of topics that focus on some of geography's most fundamental concepts. Students will explore a range of issues and learn about both the natural world and human society. These issues will also support students to further develop the geographic literacy that they began to develop during Year 7.

During Year 8, Sydenham geographers will also continue to develop core geographic skills such as critical thinking, data interpretation and extended writing with a focus on discussing major issues by using real-world examples, facts and figures.

Ultimately, we aim to provide all students with tools that enable them to engage in discussion and thought about our changing world, and their role within it.

Curriculum Content Overview:

Autumn Term 1: <i>How Does Extreme Cold Shape Our Planet?</i>	Spring Term 1: <i>This is Africa</i>	Summer Term 1: <i>Made in China</i>
Autumn Term 2: <i>How Does Extreme Heat Shape Our Planet?</i>	Spring Term 2: <i>What's the Issue in the Sahel?</i>	Summer Term 2: <i>Our Place in the World</i>

How will your child be assessed in the Summer Term?

- Students will complete an end of unit assessment at the end of each half term. In Summer Term 2 students will complete an end of year assessment which will test students' subject knowledge acquired throughout the year
- These assessments will be a mixture of multiple-choice, resource-based and extended writing questions

Summer Term Assessment Revision Topics (students will be given detailed checklists):

- Opportunities and challenges in cold environments
- Opportunities and challenges in hot environments
- Transnational corporations and international aid as solutions to the development gap
- Causes, impacts and solutions to desertification in the Sahel
- The impacts of manufacturing in China

What can you do to support your child in Geography?

- Engage with your child around homework and retrieval (revision) of key knowledge. Quizzes and discussion are good ways to encourage students to test their understanding.
- Watch documentaries or films about the natural world. Geography is a broad subject so anything that focuses on the natural world or how our planet is changing would be relevant.
- Encourage your child to read widely; websites, books and magazines are all great places to learn about current global issues.

Wider reading and useful websites or activities to support learning:

- **Horrible geography – Anita Ganeri**

- **No one is too small to make a difference – Greta Thunberg**
- **BBC Bitesize - KS3 Geography**

Year 8 Spanish Curriculum

Staffing: Yolanda Arteaga Nora Landaluce and Gina Ossa

Subject/Faculty Leader: Gina Ossa

Email: g.ossa@sydenham.lewisham.sch.uk

Subject Curriculum Intent

In Spanish, we aim to introduce students to phonics, vocabulary and grammar. With grammar, we want to teach how to truly manipulate and correctly use verbs. In vocabulary, we teach the most frequently used words in the language and by the board of examinations. Phonics aims to allow students to link the writing system with the sounds it represents. With these three pillars, our curriculum aims to impact language development by ensuring a robust foundation of knowledge and prepare them for their GCSE. At the same time, we aim to give students tools to be independent language learners able to set their own targets and develop their Spanish fluency by themselves.

Curriculum Content Overview:

Autumn Term 1:

- Describing family
- Describing some natural wonders of the Spanish-speaking world
- Asking and answering questions
- Talking about what you do with others (rural life)

Autumn Term 2:

- Talking about what people **can** do
- Contrasting what people **must**, **can** and **want** to do
- Places and locations
- Saying what people are like today vs in general

Spring Term 1:

- Describing activities (travel)
- Describing what people do
Describing what people do (technology)

Spring Term 2:

- Describing people and possessions
- Describing when and where people go
Describing future plans

Summer Term 1:

- Describing events in the past and present (Travel)
- Comparing past experiences
- Talking about people and places now vs in general
- Comparing what you and someone else ('we') do (News and Media)
- Describing what different people do (At home)
- Asking what people can and must do (In class)
- Describing what you and someone else (we) do (Parties / celebrations)

Summer Term 2:

- Describing events in the past and present (At school)
- Describing events in the past and present (Free time activities)
- Describing how people feel in the present (Feelings and emotions)
- Describing where people go and why
- Learning about a South American country

How will your child be assessed in the Summer Term?

Students will be assessed by a Spelling Bee style vocabulary test. Their teacher will spell a word using the Spanish alphabet, students will write it and their meaning in English in front. In this way

Students are assessed on listening, writing and understanding. Children will have several opportunities to practice this type of test in lessons.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Students must join their teacher Quizlet class where they will find the whole set of vocabulary learnt.

Their weekly vocabulary learning will be closely monitor.

The vocabulary list can be found on the Language Guide given to your child at the beginning of the year.

What can you do to support your child?

- Check that your child commits fully to their weekly Spanish homework.
- Learning and revising vocabulary will be almost the only homework your child will receive from Spanish this year.
- The vocabulary list can be found on the Language Guide given to your child at the beginning of the year.
- Encourage your child to join their teacher class on Quizlet and make sure your child spends at least 5 minutes daily revising and learning vocabulary.
- Learn some Spanish, you can either use our class on Quizlet or Duolingo.
- Keep in contact with your child's teacher and encourage your child to contact their teacher for support when need it.

Wider reading and useful web-sites or activities to support learning:

- <https://quizlet.com>
- Your child will receive a language guide booklet, on it you will find also the weekly set of words to be learn, and all the information of what will be taught in lessons.
- BBC Spanish KS3 <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

Year 8 French Curriculum

Staffing: Danielle Walker

Subject/Faculty Leader: Danielle Walker

Email: d.walker@sydenham.lewisham.sch.uk

Subject Curriculum Intent

In year 8, students already have a foundation for the French language. This year we cover different topics and build on previous knowledge. Students consolidate learning of grammatical focuses such as opinions, reasons, identifying and producing different tenses.

Curriculum Content Overview:

Autumn Term 1:

- Talking about television programmes
- Talking about cinema and film
- Talking about reading
- Talking about the internet
- Talking about what you did yesterday evening using the past tense.

Autumn Term 2:

- Saying what you did in Paris
- Saying when you did things, time phrases, frequency phrases
- Understanding information about a tourist attraction
- Saying where you went and how you travelled there

Spring Term 1:

- Talking about personality, adjectival agreement
- Relationships
- Music
- Clothes
- Speaking about your passion
- 3 tenses

Spring Term 2:

- Describing where you live, comparative adjectives
- Describing your home
- Prepositions
- Talking about meals
- Discussing what food to buy

Summer Term 1:

- Talking about talent and ambition
- Encouraging or persuading someone
- Saying who is the best, the most, the least etc. (Superlatives)

Revision and assessment

Summer Term 2:

- Showing how much you can do with the French language using three tenses.
- Francophone project
- Learning about the French revolution

How will your child be assessed in the Summer Term?

There will be assessments in all four skills in class or for independent work.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

<http://quizlet.com> - all vocabulary lists for every topics can be found here. Your child will be added to a 'class' at the beginning of the year.

What can you do to support your child?

You can support your child by revising vocabulary with them and ensuring they are using quizlet regularly. They must also bring the correct equipment to every lesson, including vocabulary booklet. Making sure they do this is very helpful.

Wider reading and useful web-sites or activities to support learning:

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>

Year 8 German Curriculum

Staffing: Danielle Walker, Andrea Bauer, Nora Landaluce

Subject/Faculty Leader: Andrea Bauer

Email: a.bauer@sydenham.lewisham.sch.uk

Subject Curriculum Intent

In year 8, students already have a foundation for the German language. This year we cover different topics and build on previous knowledge. Students consolidate learning of grammatical focuses such as opinions, reasons, identifying and producing different tenses.

Curriculum Content Overview:

Autumn Term 1:

- Talking about what you did on holiday in the past tense
- Travel, tourism
- Weather
- Combining present and past tenses
- Reading an interview

Autumn Term 2:

- Talking about cinema and film
- Talking about television programmes you watch
- Giving opinions and reasons, using adjectives
- Talking about reading preferences
- Discussing screen time

Spring Term 1:

- Talking about typical breakfasts
- Food
- Drink
- Eating out at a restaurant
- Discussing tradition German food
- Understanding and using a recipe

Spring Term 2:

- Understanding rules
- Discussing daily routine
- Using reflexive and separable verbs
- Giving directions
- Describing a festival

Summer Term 1:

- Describing an activity holiday
- Learning about destinations for a class trip
- Revision and assessment

Summer Term 2:

- Talking about clothes and style
- Talking about getting ready to go out
- Talking about plans for a date
- Debating about school uniform and discussing its pros and cons

How will your child be assessed in the Summer Term?

There will be assessments in all four skills in class or for independent work.

SummerTerm Assessment Revision Topics (students will be given detailed checklists):

<http://quizlet.com> - all vocabulary lists for every topics can be found here. Your child will be added to a 'class' at the beginning of the year.

What can you do to support your child in German?

You can support your child by revising vocabulary with them and ensuring they are using quizlet regularly. They must also bring the correct equipment to every lesson, including vocabulary booklet. Making sure they do this is very helpful.

Wider reading and useful web-sites or activities to support learning:

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/subjects/z8j2tfr>

Year 8 Latin Curriculum

Staffing: Ms Andrea Bauer

Subject/Faculty Leader: Ms Andrea Bauer

Email: a.bauer@sydenham.lewisham.sch.uk

In year 8, students already have a foundation for the Latin language. This year we cover different topics and build on previous knowledge. Students consolidate learning of grammatical focuses such as cases and tenses.

Curriculum Content Overview:

Autumn Term 1:

Topic: cena

Grammar Focus: Sentences without subject

Autumn Term 2:

Topic: gladiatores

Grammar Focus: Accusative Plural

Spring Term 1:

Topic: thermae

Grammar Focus: Dative Case

Spring Term 2:

Topic: rhetor

Grammar Focus: Conjugation in Present, Perfect and Imperfect

Summer Term 1:

Topic: candidati

Grammar Focus:

Verbs with the Dative Case

Summer Term 2:

Topic: Vesuvius

Grammar Focus: Consolidation of the conjugation in Present, Perfect and Imperfect

How will your child be assessed in the Summer Term?

There will be assessments in vocabulary, translation or Grammar in class or for independent work.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

All vocabulary lists for every topic can be found in Quizlet. Your child was added to a 'class' at the beginning of the year.

What can you do to support your child?

You can support your child by revising vocabulary with them and ensuring they are using quizlet regularly. They must also bring the correct equipment to every lesson, including vocabulary booklet. Making sure they do this is very helpful.

Wider reading and useful web-sites or activities to support learning:

Practise vocabulary weekly!

<https://quizlet.com/join/grgQQBfyA>

Year 8 PE Curriculum

Staffing: Cassain Chandler, Schakara Notice, Taylor Walker

Subject/Faculty Leader: Alice Fullilove

Email: A.fullilove@sydenham.lewisham.sch.uk

Subject Curriculum Intent

In Year 8 Students will develop on the skills learnt in year 7, they will focus on developing transferable skills between sports. Students will be given the opportunity for regular competitive physical activity and sport

We aim to give students a strong practical knowledge base to enable them to be creative, confident and to perform to a high standard.

We also aim to foster a love for sport, with the intent that students will continue to lead a healthy active life.

Curriculum Content Overview:

Autumn Term 1/2: Basketball

- Passing
- Dribbling
- Shooting
- Attacking and defending
- Game play
- Key rules

Spring Term 1/2: Trampolining

- Health and safety rules
- Straight bounces
- Shaped jumps
- Twisting
- Seat landings
- Back landings
- Front landings
- Creating routines

Summer Term 1: Athletics

- Throwing- Javelin, Discus, Shot Put
- Jumping- Long Jump and High Jump
- Track- 100m,200m,800m and relay

Summer Term 2: Cricket

- Fielding
- Batting
- Bowling
- Game play
- Scoring

How will your child be assessed in the Summer Term?

Students are assessed informally every lesson and formally at the end of term. The practical assessment and knowledge will be assessed through the use of the Head,Heart and Hands criteria.

Students are also assessed on their knowledge of skills, techniques and rules through a Microsoft Form at the end of each term.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Athletics and cricket

Students will be given Knowledge organisers to help with revision

What can you do to support your child in PE?

- Encourage your child to attend extra-curricular clubs
- Support your child to carry out research into the rules of all sports covered in year 8
- Engage with homework
- Encourage your child to take part in a chosen sport outside of school
- Encourage your child to watch Sport on TV

Wider reading and useful web-sites or activities to support learning:

[BBC Teach- KS3 Physical Education](#)

[Youth Sport Trust](#)

Year 8 RE Curriculum

<p>Staffing: Abigail Thirunavukarasu, Joe Mathers, Jessica Stoddart Subject/Faculty Leader: Abigail Thirunavukarasu Email: a.thirunavukarasu@sydenham.lewisham.sch.uk</p>								
<p>Subject Curriculum Intent: Throughout the Religious Education curriculum, we aim to develop integral skills which enable students to understand the society around them and how religion plays a major part within the communities in which they live in. As well as looking at religion we have tried to stretch critical thinking by introducing philosophy and ethics; through this, students will get pushed to think and question things, allowing them to understand the importance of not taking things at face value. We aim to ensure that students are enabled with key skills such as critical thinking, evaluating, extended writing and interpretation of sources. We believe that this will act as a foundation for their learning within RE and will allow them to flourish as well-informed theologians within Sydenham. Students will be looking at a range of different religions and topics which will allow them to understand the diverse nature of religion, philosophy and ethics and how it could affect individual choices. Through the study of religion, students are encouraged to think critically, and it provides them with the ability to evaluate logical arguments and present these in a variety of formats. The subject encourages students to develop as individuals as it gives them the opportunity to work out what they believe in and question why they do. Wherever you work or live, religion plays a part in people's lives, by giving students the opportunity to study the subject, we empower them by giving them the skills to evaluate and analyse the strengths and weaknesses on conflicting matters.</p>								
<p>Curriculum Content Overview:</p> <table border="1"> <tr> <td>Autumn Term 1: Buddhism</td> <td>Spring Term 1: Women within Religion</td> <td>Summer Term 1: Ethics/Philosophy</td> </tr> <tr> <td>Autumn Term 2: Islam</td> <td>Spring Term 2: Women within Religion and Ethics/Philosophy</td> <td>Summer Term 2: Spirited Arts</td> </tr> </table>			Autumn Term 1: Buddhism	Spring Term 1: Women within Religion	Summer Term 1: Ethics/Philosophy	Autumn Term 2: Islam	Spring Term 2: Women within Religion and Ethics/Philosophy	Summer Term 2: Spirited Arts
Autumn Term 1: Buddhism	Spring Term 1: Women within Religion	Summer Term 1: Ethics/Philosophy						
Autumn Term 2: Islam	Spring Term 2: Women within Religion and Ethics/Philosophy	Summer Term 2: Spirited Arts						
<p>How will your child be assessed in the Summer Term? 2 part assessment: part 1 – keywords and knowledge, part 2 – extended writing</p>								
<p>Summer Term Assessment Revision Topics (students will be given detailed checklists): Ethics and Philosophy</p>								
<p>What can you do to support your child in RE?</p> <ul style="list-style-type: none"> Engage with retrieval homework Quizzes to ensure that students understand vocabulary Encourage your child to read widely; as RE is a written subject, reading will help. Encourage students to engage with news, so that they are exposed to religion within the community Have discussions about the content learnt so students can understand the different views on certain topics 								
<p>Wider reading and useful web-sites or activities to support learning:</p> <ul style="list-style-type: none"> KS3 Religious Studies - BBC Bitesize KS3 RE Quizzes Learning and Teaching Year 7, Year 8 and Year 9 (educationquizzes.com) 								

Year 8 PSHE Curriculum

Staffing: Fay Nkrumah, H. Virgo-Furrs, Marie Sylvester, Deborah Gostling

Subject/Faculty Leader: H. Virgo-Furrs

Email: h.virgo-furrs@sydenham.lewisham.sch.uk

Subject Curriculum Intent

The PSHE curriculum intent is to provide a safe environment where our students develop their confidence, sense of responsibility and resilience when faced with challenge. To deliver a curriculum which is accessible to all and that will maximize the outcomes for every child. Our PSHE curriculum equips students with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, nurturing mental and physical health. We further enable through curriculum the development of students' respect, acceptance, and celebration of the diversity of modern society. It helps them to understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. Our students will have a more in-depth understanding of the importance of relationships, health, and well-being, connecting to the wider world and the impact this has on their everyday lives.

We develop High Performance Learners by teaching students how to use meta-cognition in a wide range of thinking approaches and transfer knowledge from one circumstance to another. They show concern for society in their ability to empathize with those less fortunate, to show and respect diversity as a key part of our society. To work collaboratively, to listen to the views of others and show willingness to work in teams

Curriculum Content Overview:

Autumn Term 1:
Emotional Wellbeing

Spring Term 1:

Discrimination

Summer Term 1:

Identity and relationship

Autumn Term 2:
Human Rights

Spring Term 2:

Drugs and Alcohol

Summer Term 2:

Digital Literacy

How will your child be assessed in the Summer Term?
Project

Summer Term Assessment Revision Topics (students will be given detailed checklists):
No formal Assessment

What can you do to support your child?

- Engage with homework.
- Quizzes to ensure that students understand vocabulary.
- Encourage your child to engage in life skills e.g., Internet safety, human rights and managing relationships.
- Encourage students to engage with news, so that they are exposed to topical social issues in the community

Wider reading and useful web-sites or activities to support learning:

[KS3 PSHE and Citizenship - BBC Bitesize](#)

[KS3 PSHE, Relationships and Sex Education, and Health Education - BBC Teach](#)

Year 8 Drama Curriculum

Staffing: Maylene Catchpole and Sian Morrison
Subject/Faculty Leader: Maylene Catchpole
Email: m.catchpole@sydenham.lewisham.sch.uk

Subject Curriculum Intent

At Sydenham School the drama curriculum aims to engage and nurture a passion for drama and the arts focusing on exploration, creation and analysis. We at Sydenham look at a range of key dramatic conventions and genres helping students explore a variety of extracts looking at how meaning is created. Work is both practical and analytical giving students the opportunity to perform as well as become theatre critics using key drama vocabulary. Over the course of Year 8 students will further extend their knowledge of theatre as an art form through a series of collaborative tasks exploring a range of dramatic mediums looking at genre and style focusing on performer and design pathways.

Curriculum Content Overview:

Autumn Term 1:

Dramatic styles and conventions.

- Recapping key terms and exploring ways of using physicality in performance.

Autumn Term 2:

Commedia Dell' Arte -

- Comedy as a genre. Historical and social context.

Spring Term 1

Creating Tension –

- Using Hamlet as a play text to explore performance end design options specific to an extract of text.

Spring Term 2:

Fantasy and Reality

- using text to explore ideas of non-naturalistic performance styles

Summer Term 1:

Greek Theatre

- looking at historical context and the use of chorus work in performance

Summer Term 2:

Devising –

- Working collaboratively in small groups to create a short performance piece

How will your child be assessed in the Summer Term?

- Students are assessed informally by their teacher throughout the term looking and key skills of collaboration, vocal and physical skills in performance as well as drama knowledge through use of key terminology.
- Formal assessments will take place focused on performance skills and

Summer Term Assessment Revision Topics (students will be given detailed checklists):

- Greek Theatre terminology

What can you do to support your child in drama?

- Support your child by asking them about their drama learning
- Encourage your child to practice learning lines at home where appropriate
- Engage with homework tasks via classcharts
- Encourage your child to join extra Curricula or Enrichment Activities open to year 8 students
- Facilitate your child to visit the theatre or watch filmed theatre performances online (The school have a subscription to Digital Theatre plus -see link below)
- Encourage your child to read a wide range of books including play texts (this helps with their imagination and creativity as well as their understanding of genre)

Wider reading and useful web-sites or activities to support learning:

Digital Theatre www.edu.digitaltheatreplus.org

BBC bitesize drama [GCSE Drama - Edexcel - BBC Bitesize](#)

Hamlet- William Shakespeare

Year 8 Dance Curriculum

Staffing: A.Hemstead T. Walker
Subject/Faculty Leader: A.Hemstead /
Email: A.Hemstead@sydenham.lewisham.sch.uk

Subject Curriculum Intent:

In year 8, students already have a foundation for learning dance. This year we cover a diverse range of Dance styles, and we aim to further develop creative, performance and evaluation skills.

We develop group work skills. Students observe each other working and are encouraged to think critically and offer feedback using Dance vocabulary.

We aim to give students a strong practical knowledge base to enable students to achieve academically. Above all we aim to foster a love of Dance, which could lead to the continuation of Dance study at KS4, 5 and beyond.

Curriculum Content Overview:

Autumn Term 1:
Contemporary Dance

Spring Term 1: Rock and Roll

Summer Term 1:
Musical Theatre

Autumn Term 2:
Indian Dance

Spring Term 2: Chance
Choreography

Summer Term 2:
Musical Theatre

How will your child be assessed in the Summer Term?

Students are assessed in every lesson informally and formally every half term. Students are assessed on their choreographic, performance and evaluation skills.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Students will engage in Deliberate Practice based on class work.

What can you do to support your child in Dance?

- Support your child to carry out research into the dances studied
- Encourage your child to practice class work dances at home
- Engage with homework and meet deadlines
- Encourage your child to join Curriculum Enrichment Activities
- Facilitate your child to visit the theatre or watch filmed dance performance

Wider reading and useful web-sites or activities to support learning:

Students should carry out independent research into the Dance styles studied and deliberate practice of classwork prior to the following lesson to help develop movement memory, accuracy and performance skills.

Year 8 Music Curriculum

Staffing: J.Mather and A.Akkari
Subject/Faculty Leader: A.akkari
Email: a.akkari@sydenham.lewisham.sch.uk

Subject Curriculum Intent

The KS3 music curriculum will build students understanding of a wide range of musical styles through an exploration of music from different genres and cultures. The curriculum will introduce students to the skills of listening, performing and composing, building knowledge and understanding of how music communicates. Students will learn how to create and perform music both as individuals and collaboratively, enabling them to learn how to express themselves effectively through the art form.

Students will develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They will learn to listen with increasing discrimination and awareness to inform their practice as musicians. They will be encouraged to use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Through all of KS3 students will build the foundation skills that will support students during the GCSE course.

Curriculum Content Overview:

Autumn Term 1:

The Blues

Development of performance and improvisation skills within the historical and cultural context of Blues music

Autumn Term 2:

Reggae

Development of understanding and use of musical elements in performing and listening

Spring Term 1:

Latin American Music

Development of large and smaller group ensemble skills in performing, arranging and improvising with the cultural context of Latin American Music

Spring Term 2:

Music Technology

Music Technology project developing skills in composing to a set brief using audio and MIDI sequencing

Summer Term 1:

Pop Music

Development of understanding and knowledge about pop music through performance and song-writing

Summer Term 2:

Composition

Students apply the knowledge and understanding gained to composition and group performances.

How will your child be assessed in the Summer Term?

Students will be assessed through a listening examination and through their final composition project.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Key concepts of listening, composing and performing

What can you do to support your child in Music?

Provide opportunities for your child to listen to music and talk to them about the musical instruments and elements they hear. Ask them to talk to you about how it makes them feel and what it is in the music that does that.

Encourage your child to look into more examples of the music we are studying at this time and to explore how the same or different musical elements are present in each piece.

Wider reading and useful web-sites or activities to support learning:

BBC Bitesize KSs3 Music:

[Composing music - KS3 Music - BBC Bitesize](#)

Year 8 Computer Science Curriculum

Staffing: M. Warner, R. Shah

Subject/Faculty Leader: M. Warner

Email: m.warner@sydenham.lewisham.sch.uk

Subject Curriculum Intent: To develop students as effective digital citizens, computer programmers, computational thinkers, and problem solvers.

Curriculum Content Overview:

Autumn Term:

HTML & CSS

Spring Term:

App Development

Summer Term:

Computer Crime

How will your child be assessed in the Summer Term?

An online multiple-choice test in lesson

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Computational Thinking – decomposition, pattern recognition, abstraction, algorithm

HTML & CSS – website evaluation, webpage structure, tag codes, key terms

App Development – types of apps, app interface, key terms

What can you do to support your child in Computer Science?

- Monitor engagement and completion of classwork in OneNote (online exercise book)
- Ensure completion of all set homework
- Encourage independent completion of work missed due to absence

Wider reading and useful web-sites or activities to support learning:

[BBC Bitesize – KS3 Computer Science](#)

Year 8 Design and Technology Curriculum

Staffing: A.Winters, A.Thompson, C.Forbes, D.Bima

Faculty Leader: A.Winters

Email: a.winters@sydenham.lewisham.sch.uk

Subject Curriculum Intent Students have the opportunity to discover their interests and talents through creative designing, planning and focused practical activities. They develop an awareness and appreciation of design and designers and what has inspired them. They build confidence and resilience through deliberate practice and solving problems for themselves and clients. They gain knowledge and understanding in how their choices affect themselves, their communities and the wider world.

Curriculum Content Overview: Each year, all students will study all three DT subjects outlined below for one term but not necessarily in this order. For example, Autumn: Food. Spring: Product Design. Summer: Textiles.

Food Studies rotation

Subject leader: A. Thompson

Food Studies aims to instil a love of cooking in students and understand how to apply the principles of nutrition and healthy eating. Students will learn how to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others affordably and well, now and in later life. They will develop and become competent in a range of cooking techniques and understand the source, seasonality and characteristics of a broad range of ingredients.

Product design rotation

Subject leader: D.Bima

Students on Product Design learn how to work safely and effectively with machines and tools to create an electronic and wooden mood-light to take home at the end of the project. There are some design activities to stimulate creative design and sketching skills. Learning about the social and environmental impact of products is embedded in the project.

Textiles rotation

Subject leader: A.Winters

Students learn how to design and make a tie-dye skirt with a bias-bound casing for elastic and optional applique detail. Students develop greater accuracy and finish in their work. Students research a chosen theme and use this to inspire the pattern/motifs which will be applied to their skirt. They explore the impact of dying on the environment and look into fashion history.

How will your child be assessed? In each DT subject students will be given verbal feedback during lesson time on all practical activities undertaken. Their final product will be formally assessed. They will sit a short end of year theory test, in June, which will contain nine questions, three for each DT subject studied.

Assessment Revision Topics for end of year test:

Food: Principles of nutrition

Product Design: Generating design ideas, Making techniques, Product analysis, packaging, sketching

Textiles: Materials and the environment, Generating Design Ideas, Making techniques.

What can you do to support your child in DT?

Talk with them about their projects. Ask them to recall what the project is and describe what they are designing and making. Ask who it is for, what it will do, what it will be made from and why?

Wider reading and useful web-sites or activities to support learning:

BBC bitesize

Year 8 Art Curriculum

Staffing: Stephanie Bailey, Martin Edwards, Louisa Griffiths, Kate Slipper

Subject/Faculty Leader: Caia Henderson

Email: c.henderson@sydenham.lewisham.sch.uk

Subject Curriculum Intent

The Key Stage 3 Visual Arts curriculum will build students critical thinking through exciting thematic projects. They will introduce students to the specifics of art materials and techniques to build an understanding of value, form and depth to draw, paint and make what they see accurately and skillfully. Through all of Key Stage 3 students will build the foundation skills that will support students during the GCSE course.

Curriculum Content Overview: Art

Autumn Term 1:

Research and planning for illustration drawing.
 -One and two point perspective drawing.
 -Horniman museum research
 -Arts of the world, in particular Benin bronzes.
 -Badaude illustrations and understanding their work.

Autumn Term 2:

Developing illustration through pen skills.

Spring Term 1:

Women of the World project.
 How women artists challenged Patriarchal attitudes and inequality between the sexes through their art work.

Spring Term 2:

Magazine cover design art outcome.

Summer Term 1:

Figure sculpture across time and culture. Contextual studies about artist Niki de saint Phalle. Clay figure sculpture.

Summer Term 2:

Design and paint clay sculpture.

How will your child be assessed in the Summer Term?

Students will consider a wide range of women artists and respond to their ideas. Their skills in design, arrangement and collage will be developed. Students will create a portrait collage outcome.

Summer Term Assessment Revision Topics (students will be given detailed checklists):

Students should continue to practice and develop their drawing skills. And to work with 3D materials including clay if they have some.

What can you do to support your child in Art?

Provide opportunities and give support for your child to complete homework quietly and use the revision tasks above.

Ensure your child has good drawing pencils, a rubber, 30cm ruler and sharpener

Wider reading and useful web-sites or activities to support learning:

TateShots - YouTube Watch short videos about contemporary artists Art & Design lessons for Key [TateShots - YouTube](#)

Stage 3 students -Oak National Academy. Follow online lessons - [Art & Design lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)

BBC bitesize - [KS3 Art and Design - BBC Bitesize](#)