



RYEDALE SCHOOL
Aspire and Achieve

Year 8

AUTUMN TERM

OVERVIEW BOOKLET



Overview:

During the autumn term, students will study detective fiction, focusing on the stories of Sherlock Holmes by Sir Arthur Conan Doyle. The unit will include the study of a range of fictional villains and some writing about students' own lives and experiences.

Content

Villains:

Reading: Students will study a booklet of descriptions of fictional villains. Students will develop their analysis of the ways writers use language and structure to create different effects.

Writing: Students will use the skills learnt from the study of other writers in their own pieces of non-fiction writing.

'The Hound of the Baskervilles' or 'The Adventure of the Speckled Band' by Sir Arthur Conan Doyle.

Reading: Students will focus their study of a Sherlock Holmes story on how the characters of Holmes and Watson are presented, the structure of the story and the use of clues to guide the reader, annotating texts at word level and the importance of the context of the period in which the story is set.

Writing: Students will write their own story in the detective genre demonstrating what they have learned from the work of other writers.

Spoken Language: Students will plan, prepare and present a speech to an audience. Students will develop the ability to evaluate opinions, use research to build on and add weight to their thoughts and to present to an audience with confidence.

Orange Sticker Assessment

- Reading Assessment on an extract of a Sherlock Holmes Story

Assessment:

- A piece of non-fiction writing.
- Spelling, Punctuation and Grammar Test

Feedback:

- For assessments, students will receive summative feedback, highlighting: raw marks, percentages, strengths of the student's performance and targets for future work.
- Students will receive formative feedback throughout their lessons. This may be in the form of verbal feedback, peer or self-assessment with reference to specific success criteria, studying examples of excellent work and examples of work which needs improving, teacher modelling, low stakes testing and quizzing as well as a range of other methods. (Please see Ryedale School website – English – for further details on the English department's methods of feedback.)

Homework:

- Students will be set homework of approximately 40 minutes per week. Homework may be a reading or writing task, learning spellings, or opportunities to extend classroom learning.

Useful Information/further support:

BBC Bitesize

<https://www.arthurconandoyle.com/sherlockholmes.html>



Overview:

In the autumn term we will be studying the topics listed below in maths. Set placements are reviewed termly to ensure students are achieving success and are also challenged. 'One to one' sessions are available for students who have some difficulty with maths.

Subject content:

- 1. Negative integers**
Order positive and negative numbers. Add and subtract in context and with two signs together. Multiply and divide negative integers. Work with negative numbers on a calculator. Use the BIDMAS rules with negative numbers. Substitute negative numbers into expressions and formulae. Work with negative decimals.
- 2. Integers, Powers and Roots**
Use tests of divisibility. Use combined tests for divisibility by larger numbers. List multiples and factors. Calculate the HCF and LCM. Identify prime numbers. Complete a factor tree and write the product using indices. Complete a Venn diagram to find HCF and LCM. Calculate squares, square roots, cubes and cube roots. Know that a square root has two possible values.
- 3. Pythagoras**
Calculate squares and square roots. Know that the longest side is called the Hypotenuse. Be able to calculate the Longest side given the two short sides. Calculate one of the short sides. Apply the rule to isosceles triangles and practical problems.
- 4. Lines and Angles**
Use the correct notation and labelling for lines, angles and shapes. Estimate and measure acute, obtuse and reflex angles. Calculate angles on a line, at a point and in triangles. Identify alternate and corresponding angles. Calculate interior and exterior angles of polygons.
- 5. Sequences and Functions**
Generate a sequence using term to term rules and algebra. Generate sequences in geometric and practical situations. Find the n th term of an arithmetic sequence. Investigate quadratic sequences. Use function machines to find the output and the input. Use the input and output to define the function. Identify inverse functions.
- 6. Constructions and Loci**
Recognise the properties of quadrilaterals. Know the basic parts of a circle. Name and identify 3D shapes. Draw the net of a cube. Know the properties of triangles and polygons. Understand congruence. Sketch 3D shapes and draw the net of the shape. Complete standard constructions using ruler and compasses.
- 7. Fractions**
Identify and shade fractions of shapes. Write one quantity as a fraction of another. Add and subtract fractions with common denominators and with different denominators. Calculate a fraction of a quantity. Convert fractions to decimals. Order fractions. Multiply and divide fractions. Multiply and divide an integer by a fraction.
- 8. Probability**
Use the language of probability. Use the probability scale from 0 to 1. Calculate probability. Calculate probability from the results of an experiment. Find the probability of an event not occurring. Identify outcomes and record in a systematic way. Identify mutually exclusive events. Record outcomes for two successive events. Know that the more times an experiment is carried out the more accurate will be the results. Know that the probabilities of all mutually exclusive outcomes sum to 1.

Mental skills, calculator skills and problem solving will be covered throughout the course.

Assessment:

- Summative half-termly topic tests – the second being the key assessment focus for autumn term.
- Diagnostic low-stakes testing. The above subject content will be tested and students will be asked to revise for this.

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Books will be marked regularly with summative statements and areas for development given.
- Peer and self-marking strategies will be used.

Homework: Either 2 shorter pieces per week or 1 longer piece per week

- Consolidation and extension tasks.
- Puzzles and research.

Useful Information/further support:

- Staff are available to help students at break and lunchtime.
- Equipment can be purchased from the maths department. Calculator £6. Stationery 20p.
- www.mymaths.co.uk for help and practice.

Overview:

In the autumn term we will be studying the topics listed below in science. The relevant page numbers of the *Activate* textbook are identified next to each of the different sections of the topic. This book should contain all of the information you need to help support your child with their study. There is also a link to the *BBC Bitesize KS3* below which provides animations and short tests to aid learning.

Content:

Ecosystems (Activate book 2 pages 22-40 and pages 42 - 56)

1. Photosynthesis 1 (p22-23 Activate 2)
2. Photosynthesis 2 (p22-23 Activate 2)
3. Leaf structure (p24-25 Activate 2)
4. Plant minerals (sets 1&2) (not in the textbook)
5. Aerobic respiration (p30-31 Activate 2)
6. Anaerobic respiration (p32-33 Activate 2)
7. Ecosystems (p34-38 Activate 2)
8. Food chains/webs (include trophic levels sets 1-3) (p34-38 Activate 2)
9. Disrupting food webs (p34-38 Activate 2)
10. Adaptation (competition) (p42-43 Activate 2)
11. Adaptation (environment) (p44-45 Activate 2)
12. Natural selection (p52-53 Activate 2)
13. Extinction (p54-55 Activate 2)

The Reactivity Series

1. Groups and periods of the periodic table (p62-63 Activate 2)
2. Elements of group 1 (p64-65 Activate 2)
3. Reactions of metals and acids (p86-87 Activate 2)
4. Oxidation of metals (p88-89 Activate 2)
5. Extracting metals (p94-95 Activate 2)
6. Elements of group 7 (p66-67 Activate 2)
7. Displacement reactions (p92-93 Activate 2)

Separation Techniques (Activate book 2 Chemistry Chapter 2)

1. Mixtures
2. Solutions and solubility
3. Filtration
4. Evaporation and distillation
5. Chromatography

Assessment:

- Short assessments throughout the year at the end of each topic to improve knowledge and skills.
- Longer formal assessment towards the end of each term identified in exercise books. (Recommended areas for improvement will be given by the teacher and an estimated grade based on performance in this assessment.)

Key assessment focus for autumn term (late November/early December):

- Ecosystems, separation techniques and the reactivity series end of unit test. Students will be asked to revise for this.

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

Homework: (2 per week)

All students will receive 1 homework per week with a further homework set at the discretion of the teacher. Homeworks may be either consolidation to support understanding of classwork in preparation for next lesson or a knowledge based task that will take the form of research or a series of questions to test understanding.

Useful Information/further support:

<https://www.kerboodle.com/users/login> (each student will have a login details for this site which gives online access to the textbooks used in lessons)

<http://www.bbc.co.uk/education/subjects/zng4d2p>

Overview:

In Year 8 we briefly look at the end of the English Civil War and review what was learnt in Year 7. We study the British Empire and the transatlantic slave trade; considering how slaves resisted slavery at this time and how the slave trade was abolished in Britain. We then begin to study the late 18th and early 19th Centuries and the changes brought about by the Industrial Revolution. This study focuses on peoples' experiences in Britain. We then move to studying the political atmosphere at the end of the 19th Century and the causes of World War One.

Content:

Enquiry Question:

What can you remember from Year 7?

Key knowledge:

A brief overview of what was studied in Year 7 and a recap of the events following the English Civil War and the Restoration of the crown.

Skills:

Using historical sources

- Chronological understanding

Enquiry Question:

How can we tell the story of slavery?

Key knowledge:

The roots of slavery in the Atlantic Slave Triangle, the experience of a slave from capture to auction, conditions on plantations and how far slaves resisted their situation with both outright uprising and small resistance.

Skills:

- Using historical sources
- Considering the similarities and differences of peoples' experiences in the past
- Evaluating and judging the historical significance of different individuals

Enquiry Question:

Why was there an Industrial Revolution?

What impact did the Industrial Revolution have on living standards?

Key knowledge:

The reasons for the Industrial Revolution in late 18thC Britain and how it then developed. The similarities and differences of experiences of women, men and children working in factories during the Industrial Revolution. Case studies and investigation of living conditions for the poor and rich in the 19thC.

Skills:

- Thinking about causes and analysing why events happen
- Using language and metaphor to evaluate cause and change
- Independent research
- Using historical sources

Enquiry Question:

Was Kaiser Wilhelm to blame for the outbreak of WW1?

Key Knowledge:

The events leading up to WW1 – the position Germany was in at the turn of the 20thC and the ambitions of Kaiser Wilhelm, it's leader. Analysis of different country's ambitions with regards to militarism, imperialism and nationalism. Key dates such as the assassination of Archduke Franz Ferdinand in 1914.

Skills:

- Thinking about causes and analysing why events happen
- Using language to evaluate cause and consequence

Assessment:

In History students are developing their analytical written and thinking skills and are assessed in a range of ways to ensure progress. Discussion and debate are an integral part of the History classroom so feedback will often need to take place within the lesson environment and verbally either through discussions with peers and the teacher or through verbal teacher feedback to ensure that a misconception or idea is corrected before it is then recorded in books.

Written assessment is used to check individual student progress and help teachers make judgements about how well students are doing and what adjustments need to be made to teaching in light of their understanding. Some written assessments will require longer answers due to the extended nature of historical thinking and this is both valuable for preparing pupils for GCSE and beyond but also developing a transferable skill that can be used regardless of whether History is taken beyond KS3.

- Regular informal tests and pieces of writing to improve knowledge and skills.
- Longer formal assessment, with more extended writing linked to the different styles of question identified in exercise books. (Recommended areas for improvement will be given by the teacher)

Key assessment focus for autumn term (Nov): two shorter answers on the Industrial Revolution, one including some source analysis.

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of knowledge and concepts during the lesson.
- Use of model answers to unpick good technique and prepare in depth for extended writing or source questions.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.
- Whole class feedback with individualised elements and areas for students to engage with improving their work.

Homework: Once a fortnight.

Homework is designed to ensure students:

- Revise key content or practice skills to embed lesson learning
- Research new subject content to prepare for future lessons
- Effectively respond to feedback to improve key skills and content

Useful Information/further support: For general historical enrichment, follow Ms Kesterton on Twitter; @Ryedale_Hist



Overview:

In Year 8 geography, students will develop a wide range of key GCSE skills during each of the topics below.

Globalisation

Key Content	Key Skills
<ul style="list-style-type: none">• Location of manufacturing in the past and now.• What is primary, secondary & tertiary industry?• Reasons for manufacturing occurring in NEEs.• Reasons globalisation is unfair.• Advantages and disadvantages of TNCs to NEEs.• How fair trade works & is important to NEE farmers.• Globalisation of knowledge / info due to media.	<ul style="list-style-type: none">• Describing changes in a graph.• Making detailed links in longer answers.• Using a wide range of key terms in answers.• Using specific facts/figures as evidence.• Clearly explain & support 2 sides to an argument.• Inferring messages from a cartoon.• Revising effectively to remember key content.

The Yorkshire Coast

Key Content	Key Skills
<ul style="list-style-type: none">• Identify physical coastal landforms (features).• How stacks form.• Social effects (impacts) of coastal erosion.• Reasons the Holbeck Hall Hotel collapsed.• How longshore drift works.• Advantages and disadvantages of sea defences.	<ul style="list-style-type: none">• Describing key features in a photo.• Explain a sequence of events clearly and logically.• Making detailed links in longer answers.• Using a wide range of key terms in answers.• Using specific facts/figures as evidence.• Effectively use an OS map as evidence (grid refs etc)• Clearly explain & support 2 sides to an argument.• Revising effectively to remember key content.

Assessment:

- End of topic tests assessing the key content and skills covered during the topic (see above).
- Formative assessments during lessons helping students to develop the key content and skills covered in the end of topic test. These could be in the form of quizzes, group work, practice exam questions, presentations.

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Peer and self-assessment using clear success criteria and WAGOLLS (examples). Peer/self-improvements will be made in books using a green pen.
- Written teacher feedback will be given for key pieces of work focusing on strengths (green highlighter) and areas to develop (yellow highlighter).

Homework: (1 per fortnight)

Homework will involve one of the following tasks:

- Working on written work to ensure depth of understanding is communicated.
- Providing time for students to respond to feedback and improve work.
- Researching content to prepare for future lessons.
- Revision tasks to prepare students for an end of topic test.

Useful information/further support/revision:

<http://www.bbc.co.uk/education/subjects/zrw76sg>



Overview:

In the autumn term we will be studying the topics and grammar points listed below in French. There are also links to websites below which provide support for your child's home learning, short tests and feedback.

Content: LEISURE

Topics

- Revision of free time activities, incl. sport, music, reading preferences.
- Revision of and introduction to new opinions.
- Plans for the weekend.
- Invite a friend for a day out.
- Arranging a trip to the cinema (consolidation of speaking skills).
- Revision of big numbers and telling the time.
- TV programmes and films; comparison with French TV.
- Write about your viewing habits and preferences.
- Talk about what you have watched recently; give your opinion in the past tense.
- What you did during the last Christmas holidays.
- Food and drink.
- Describe what you ate during the Christmas holidays.
- Authentic French recipe for chocolate log.
- Christmas traditions in French speaking countries.

Grammar

- The immediate future tense
- Conjugation of the verb 'aller'
- Modal verbs + infinitive
- Comparatives
- The perfect tense with 'avoir' and 'être'

Assessment:

- Low stakes testing and shorter assessments throughout the year to assess and improve knowledge and skills.
- Longer formal assessment towards the end of each term (orange sticker feedback) to assess reading, writing and listening skills on the topics covered this term. There will be GCSE-style comprehension questions and a short translation into French. Strengths and areas for development identified.

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

Homework: (1 per cycle)

- Vocabulary learning in preparation for a low stake test.
- Consolidation of reading or writing skills.

Useful Information/further support:

www.quizlet.com
www.duolingo.com
www.bbc.co.uk/education/subjects/zgdqxn



Overview:

In the autumn term we will be studying the topics and grammar points listed below in Spanish. There are also links to websites below which provide support for your child's home learning, short tests and feedback.

Holidays and Latin America

- share information about normal holiday plans
- share information about past holidays including means of transport, activities, who went with, how long for
- the geography of Spain and the Spanish-speaking world
- use strategies to work out meaning of new words and how to deal with authentic text (geog topic)
- understand how to form the preterite tense including the use of appropriate time expressions
- introduction to writing in y8
- share information about Spanish speaking countries and autonomous regions in Spanish
- weather (give a forecast mentioning different weather in different areas of Spain / Central / South America)
- understand how to form complex sentences using *cuando* + weather
- explain some differences between usage of *ser* and *estar*
- predict pronunciation of unknown words
- state some facts in English / Spanish about South America

TV and film

- film and TV preferences
- name places in town
- share information in the present and future tenses
- participate in conversations regarding going out
- understand and use different tense use
- take part in spontaneous dialogues
- respond to written and spoken invitations
- apply recognised / known patterns to new language
- refer to knowledge of irregular verbs (e.g. radical / stem-changing verbs PODER and QUERER)

Assessment:

- Low stakes testing and shorter assessments throughout the year to assess and improve knowledge and skills.
- Longer formal assessment towards the end of each term (orange sticker feedback) to assess reading, writing and listening skills. There will be GCSE-style comprehension questions and a short translation into Spanish. Strengths and areas for development identified.

Feedback:

- Regular verbal feedback to help improve quality of work and understanding of topics during the lesson.
- Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI)
- Peer and self-assessment against clear success criteria given in the lesson.

Homework: (Sets 1 & 2: 1 per cycle, set 3: 2 per cycle)

Homework is a mixture of vocabulary learning in preparation for a low stake test and consolidation of reading or writing skills.

Useful Information/further support:

www.quizlet.com

www.duolingo.com

<https://ryedalenyorkssch.sharepoint.com/studentsharedarea/ModernForeignLanguages/SitePages/Home.aspx>



Overview:

In the autumn term we will be studying topics in computing that build on the programming elements covered in Year 7. This will focus primarily on the use of Python programming language and further use of the BBC micro:bits to solve problems. These topics will give students a realistic insight into some aspects of Computer Science at GCSE.

Content:

Topic 1 – Python Programming Language

- An introduction to Python – What is it and why is it used?
- “Hello World” – This involves writing basic programmes using strings and input variables.
- “Sleep Calculator” – This involves writing programmes using numbers.
- “Password Checker” – This involves writing programmes to check if a condition is true using IF statements and selection.
- “Dice Roll” and “Guess the Number” – This involves writing programmes with loops.

Topic 2 – Python Meets the micro:bit

This topic will involve the application of the skills and knowledge developed in Topic 1 (outlined above) in order to create mini programmes for the micro:bit. These programmes will make use of some of the micro:bit features such as the accelerometer, which detects movement, and the output rings to listen to music.

As each of the topics are delivered we will continue to cover relevant digital literacy and software skills. Our focus in the first term will be...

- File types and effective file organisation
- Types of software, such as open source
- How to write effective comment code

Assessment:

- Mini quizzes and recall activities are a regular feature from one computer lesson to the next. This allows us to assess how well students retain key facts, terminology and programming constructs.

Key assessment for autumn term:

- Late in the autumn term (December) students will be given a programming problem to solve using the Python programming language and the micro: bit. They will then write ‘comment code’ to explain what they have done. Students will receive **written feedback** on this assessment (orange sticker feedback).

Feedback:

- The majority of feedback given in computing is verbal and specific to the task and individual student as they work through problems. This feedback is intended to challenge and support each student to allow them to progress.
- Feedback on the key assessment will be specific to each student to allow them to identify ‘what went well’ (www) and how they can improve, ‘even better if’ (EBI).


Homework:

Homework is not set in computing although, occasionally, optional independent research and extension activities may be given.

Useful Information/further support:

The following websites provide information and support for the use of Python and the micro:bits...

www.python.org
www.microbit.org

 RYEDALE SCHOOL <small>Aspire and Achieve</small>	Year Group: 8	Subject: DESIGN AND TECHNOLOGY	Term: AUTUMN
Overview: In the autumn term in year 8, pupils will be designing and manufacturing an ice scraper for a car, to be made from a sheet of acrylic.			
Content: Research <ul style="list-style-type: none"> • Comparison of different methods of carrying out the task of ice scraping or prevention. • Criteria analysis of features of an ice scraper. • Product analysis of existing designs. • A homework to research another scraper design in detail. Designing <ul style="list-style-type: none"> • 2D/3D sketches to show the widest range of ideas possible. • The best ideas modelled in card and thoroughly annotated. Making <ul style="list-style-type: none"> • Card template made to mark out the real design. Working with acrylic to manufacture the final design: <ul style="list-style-type: none"> • Marking out with a permanent pen. • Cutting. • Edge treatment – file/wet and dry/polish. • Heating and forming of acrylic. • Application of stickers using the vinyl cutter. 			
Assessment: <ul style="list-style-type: none"> • Low stakes test 1 – plastics • Assessment 1 – pupil self-assessment of 1st half term design work / teacher checked with teacher targets added. Orange sticker / parental signature sticker home. • Assessment 2 – Teacher feedback on scraper idea sheet – green highlighted WWW, orange highlighted EBI, with a grade and comment. • Assessment 3 – scraper practical work. Teacher feedback – WWW/EBI. Orange sticker / parental signature sticker home. 			
Feedback: <ul style="list-style-type: none"> • Regular verbal feedback. • Marking refers to numbered targets at the front of exercise books. • Additional personalised targets as required. • Peer and self-assessment opportunities. • Termly summary assessment – WWW/EBI highlighted in exercise books and taken home. 			
Homework: <ul style="list-style-type: none"> • Investigate the design of an ice scraper at home and produce an accurate 3D drawing. Label good and weak design features. • Spend 30 minutes improving and completing design work in your book. 			
Useful Information/further support: Example work on the shared area in school and at https://ryedaleschool.org/ks-3-gallery/			



RYEDALE SCHOOL
Aspire and Achieve

Year
Group:
8

Subject:
**FOOD PREPARATION
AND NUTRITION**

Term:
AUTUMN

Overview:

In the autumn term we will be studying a 'Bread Making' topic in Food Preparation and Nutrition. We will learn about the functions of ingredients in bread making, common faults in bread making and commercial bread making. We will produce a range of different bread based products, including a plaited loaf, flavoured bread rolls and a bread based pizza.

Content:

The Science Behind Bread Making

- Gluten content in bread flour- creating a stretchy dough, enabling a good rise.
- Yeast- requires certain conditions for fermentation to be successful, e.g. warmth, moisture, food and time.
- Kneading and knocking back.
- Fermentation- Production of CO₂ bubbles from the yeast, causing the bread dough to rise, before being baked and set.

Common Faults in Bread Making

- Factors that might lead to an unrisen loaf with a heavy/close texture.
- Factors that might lead to a loaf with an uneven texture and large holes.
- Factors that might lead to a dough that collapses when put into the oven.
- Factors that might lead to a loaf with a crust that breaks away.

Functions of Ingredients in Bread Making

- Functions of strong plain flour in bread making- gluten.
- Functions of yeast in bread making- fermentation.
- Functions of liquid in bread making- binding/provides conditions for fermentation.
- Functions of salt in bread making- flavour/controls yeast/strengthens gluten.
- Functions of fat in bread making- colour/flavour/shelf-life.
- Functions of sugar in bread making- fermentation.

Assessment:

- Short assessments throughout the year to improve knowledge and skills.
- Longer formal assessment towards the end of each topic. Recommended areas for improvement will be given by the teacher and an on-track/off-track overview based on performance in this assessment.

Key assessment focus for autumn term:

- Bread based pizza design and practical

Feedback:

- Regular verbal feedback will be given in both practical and theory lessons.
- Key pieces of practical work will be marked so students can identify 'What Went Well' (WWW) and what would be 'Even Better If' (EBI).
- Theory work will be regularly marked, posing further questions for students to think about, extending prior knowledge.

Homework:

- Students will not receive homework in FPN throughout year 9, however there is an expectation that students will attend ALL practical lessons, prepared with the correct ingredients. Failure to do this will result in the detention system.
- If students miss any FPN lesson, it is a minimum expectation that they would find out what they will be cooking next lesson, and come to the practical lesson prepared, thus not having a long standing impact on their progress.

Useful Information/further support:

All student have been equipped with a recipe book in their planner. This is used to outline what students will be cooking, what ingredients they will need and when they will be required to bring them to school.

**Overview:**

The Year 8 curriculum will allow you to explore the following areas of music.

Performance

- Develop keyboard skills learned in Year 7
- Those that have instrumental and singing lessons, how to embrace the opportunity to perform in public
- Considering carefully instructions in a musical score, such as dynamics and articulation
- How to cope with nerves when performing in class/public
- How to join in with whole-class singing activities to make an individual contribution that matters
- How to offer supportive critical feedback to improve the quality of someone else's performance

Composition

- How to exploit a variety of techniques offered by Sibelius software
- How to make melodic writing more interesting and varied using motifs
- Other key fundamentals, such as pedal, sequence and imitation
- How to make accompaniment parts more interesting
- Considering score details such as dynamics, articulation and phrase markings
- How to offer supportive critical feedback to improve the quality of someone else's composition

Listening and Appraising

- Improve the reading of basic and more advanced rhythm and pitch
- Recognize the families of a symphony orchestra, and the instruments in each family
- Learning how to express an opinion about a piece of music we listen to, and respect the opinion of others, using a wider range of technical language, including where appropriate, Italian terms
- Learning the fundamental elements of music in addition to pitch and rhythm – structure, melody, harmony, texture
- Listen to a range of musical styles and understand how they link to the specific topic we are studying
- Learn how to attempt rhythmic and melodic dictation

Content:

- **Salsa** – students will learn how to create a short keyboard improvisation in a Salsa style, hands together. They will also explore some of the commonly used un-tuned percussion instruments to create a group performance.
- **Film and TV music** – students will create a piece of composition using Sibelius software, inspired by film music of the C20th and C21st music. It analyse some of the techniques used by composers such as John Williams to create effective music quickly. This topic is likely to start in the Autumn term and be completed at the start of the Spring term.

The work of every topic is supported by a range of listening activities. Students keep a record of listening work in their workbooks. This also includes continued work on basic musical literacy and the development of the recognition of different instruments and voice types, and other musical features.

Assessment:

- Summative assessments: Salsa improvisation; Salsa listening test; Film and TV music composition, Film and TV music listening
- Ongoing low-level checking of listening work, sometimes verbal, sometimes in back of work book

Feedback:

- Summative feedback for all summative assessments (listed above)
- Frequent teacher-peer and peer-peer feedback of all aspects of performing and composing work. This is usually verbal, or available in Sibelius software,

Homework:

- Formal homework is not set at KS 3 in music.
- Students undertaking private music lessons should always consider the amount of personal practice they do and staff will always support and encourage this.
- Taking part in an extra-curricular musical activity is a good way of broadening your general musical knowledge and improving your confidence as a performing musician.

Useful Information/further support:


There is such a rich range of good online resources, and there are many more than this short list, but these are good starting points:


www.abrsm.org – help with music theory, how to practice, how to prepare for exams.


www.musictheory.net – really good basic theory lessons and tests

www.classicfm.com – great way into classical music

The Year 8 music page of the school website outlines learning in more detail and contains resources to support learning. Listening to a wide range of music broadens musical horizons.

 RYEDALE SCHOOL <i>Aspire and Achieve</i>	Year Group: 8	Subject: ART	Term: AUTUMN
Overview: To learn about how to draw/proportion a face. Use the grid method and continuous line drawings, where you will develop skills in drawing facial features. You will develop skills in using different mediums when creating portraiture work. Your final piece will involve creating a self-portrait that has both realistic and stylised elements, demonstrating the portraiture skills you have learned so far this year in Art.			
Content: Assessment Objective 1 (AO1) RESEARCH – IMAGES & ARTISTS – A minimum of 3 different artists of the student’s choice. <i>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</i> <ul style="list-style-type: none"> • Artist research of one artist using annotation sheet. • Own versions / copies of portrait artists using sample portraits with 4 different examples Assessment Objective 2 (AO2) EXPERIMENTS WITH MEDIA Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. <ul style="list-style-type: none"> • Develop use of tonal values using pencil. • Develop skills in using skin tones using acrylic paint and water colour paint. • Build confidence with using biro as a drawing tool. Assessment Objective 3 (AO3) IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS <i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</i> <ul style="list-style-type: none"> • Develop pencil drawings through a series of accurate drawings of facial features including eyes, mouth, nose and ears. • Develop skills and knowledge with drawing the proportions of the face • Develop understanding of use of continuous line drawings. • Develop accuracy and use of tonal values using the grid method to draw a portrait • Develop skills in mixing skin tones. 			
Assessment: <ul style="list-style-type: none"> • Proportions of the face. (Timed 1 hour October assessment) Using previous skills and knowledge students will be assessed on a 1 hour lesson where they will be assessed on how accurately they can draw a face. • Create a personal response influenced by the work completed in your sketchbook. This will involve creating a self-portrait that has both realistic and stylised elements. (End of project assessment). 			
Feedback: <ul style="list-style-type: none"> • Regular verbal feedback to help improve quality of work and understanding of skills and knowledge during the lesson. • Key pieces of work will be marked so students can identify which elements of their work were successful (WWW) and the skills or knowledge they need to develop (EBI) • Peer and self-assessment against clear success criteria given in the lesson. 			
Homework: 1 per fortnight. Preparation and research to support work in lesson			
Useful Information/further support:			

 RYEDALE SCHOOL <small>Aspire and Achieve</small>	Year Group: 8	Subject: DANCE AND DRAMA	Term: AUTUMN
Overview: Pupils continue to study both dance and drama in the second year of the course. We will begin the year by revisiting the key skills of both disciplines in a project based on interpreting play texts and requires them to take greater responsibility for the organisation and direction of their work.			
Content: ‘Too’ Pupils will consider the relationship between audience and performer by revisiting different ways of staging a production and then designing their own form of staging. We will then look at how we can support each other in rehearsals using directing styles, and work independently to produce our own interpretation of the play ‘Too’.			
Assessment: In Year 8, pupils are assessed on three areas of activity: <ol style="list-style-type: none"> 1. Making -This involves pupils working alone or with others to shape their ideas into actions onstage. ‘Making’ includes discussion, research, questioning, thinking, sharing ideas and experimenting with different approaches to deepen their understanding of an idea, issue or concept. In the later stages of a project, it will involve working collaboratively to finalise ideas and refine material so it is ready for performance. 2. Performing -Refers to the work of a class, group or individual sharing ideas through enactment. Key aspects of performance might include: sustaining a role and giving a coherent interpretation of a text or stimulus; communicating both with fellow performers and an audience using a range of skills, including voice, body, movement, timing and space; creating a dramatic atmosphere showing an understanding of design elements such as lighting, sound, costume and set design. 3. Evaluating - Involves pupils reflecting on their own experience of dance/drama, both as a participant/performer, and as a member of an audience. They must consider what a performance is saying and how it is saying it through conventions and techniques. At KS3, we assess responding in two ways: firstly, through students’ verbal contributions to class discussions, with individuals feeding back to performers in a constructive manner, and through written assessments, where the individual is required to analyse and evaluate their own work during making and performing. In this term, topic 1 will be assessed for making, performing and evaluating, with summative grades given in ATL reports being representative of pupils’ overall progress in all three areas.			
Feedback: <ul style="list-style-type: none"> • Regular verbal feedback to help the improve quality of work and understanding of topics during the lesson. • Students will participate in peer and self-assessment during lessons. • End of topic levels and targets will be recorded in pupils’ assessment booklets. • Written evaluations will feature written feedback from the teacher. 			
Homework: <ul style="list-style-type: none"> • Formal homework is not set during Year 8, although from time to time, students will be given tasks to complete outside of lessons, including learning lines, finding properties or items of costume and revising for informal tests. Later in the year, pupils will be required to revise for the written examination. 			
Useful Information/further support: <ul style="list-style-type: none"> • Students are required to bring their drama kit to every lesson and pupils with long hair are requested to tie it back. If pupils are missing an item of kit, please provide them with a note; otherwise, pupils will be given a kit mark which will be recorded in the register. After three kit marks, students will be given a detention. The three kit marks are replenished at the beginning of each term. 			

 RYEDALE SCHOOL <small>Aspire and Achieve</small>	Year Group: 8	Subject: PHYSICAL EDUCATION	Term: AUTUMN
<p>Overview: Boys and Girls will receive two hours of physical education per week. The Physical Education curriculum at Ryedale inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. By giving pupils the opportunities to compete in sport and other activities it enables pupils to build character and help embed values such as fairness and respect.</p>			
<p>Content: Pupils are taught the necessary knowledge, tactics, skills and techniques and given the opportunity to apply these in a competitive situation.</p> <p>Boys Football, Rugby, Basketball and Health Related Fitness.</p> <p>Girls Netball, Hockey, Football and Health Related Fitness</p>			
<p>Assessment:</p> <ul style="list-style-type: none"> After each unit of work, pupils will be asked to think about their performance to identify what grade they are in each activity. Pupils will self-assess their performance. Due to the nature of the subject, peer assessment is used throughout lessons, assessment criteria is given verbally to the pupils (the key teaching points of a specific skill) and pupils are asked to look at each other's performance and identify what needs to be improved. Pupils will complete the PE progress page within the student planner. 			
<p>Feedback: Feedback is an integral part of all lessons, it is an essential tool to enable pupils progress. A range of feedback used.</p> <p>Peer Feedback</p> <ul style="list-style-type: none"> Within all lessons, pupils are given an opportunity to feedback to each other, whether it is during drills or games. Pupils are given the opportunity to discuss with each other about their own performance and others. During a demonstration the class teacher will identify a list of teaching points, pupils will then go and work in pairs or small groups and they will feedback to each other whether or not their partner has performed the teaching points. <p>Teacher Feedback</p> <ul style="list-style-type: none"> Verbal feedback is given throughout all lessons. Teachers are constantly giving feedback to pupils, whether they are in small groups or in a competitive situations. This lets teachers verbal guide pupils in a range of skills. <p>Intrinsic / Self-assessment Feedback</p> <ul style="list-style-type: none"> Pupils are encouraged in every lesson to self-assess themselves, targeted questions are given to the pupils to make them analyse and assess their own performance. Due to the nature of the subject pupils can often visualise and feel when they have made in an incorrect decision or used the wrong skill and therefore can go on to improve and rectify it. 			
<p>Homework:</p> <ul style="list-style-type: none"> n/a 			
<p>Useful Information/further support:</p> <ul style="list-style-type: none"> Pupils are encouraged to attend extra curricular clubs, information is on the PE noticeboards. 			