



COX
GREEN
SCHOOL

Committed to Achievement



Year 8 Curriculum

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Ethos and Vision

Cox Green aims to make the very most of its students. We do this by providing an education that is both challenging and fulfilling. We offer a full educational diet; not only in the formal curriculum, but also in a wide range of available extra-curricular activities!

School life at Cox Green is full of opportunities for students to learn. We encourage them to grow as individuals and to have a strong sense of community. We expect students to do their best for their own sake and for the sake of others.

We aim for the highest standards of educational achievement and value every student. We expect our students to fulfil their potential academically, personally and socially. To achieve this aim, we want each of our students to develop a sense of **PRIDE**

Passion for learning and a desire to achieve to potential and beyond; to leave Cox Green as confident, well qualified, inspired young people and prepared for any future challenge.

Respect as a core principle of every interaction.

Insight into the needs of others – at a local, national and global level so that each child develops the skills to make a positive contribution to society.

Diligence – the ability to be resilient and persevere; a commitment to make mistakes and to learn from them.

Enjoyment of the opportunities available and to develop a passion for lifelong learning.



Our motto is “Committed to Achievement” and this embodies our belief that perseverance, self-discipline and determination will enable of our students to succeed at school and beyond.

An outstanding education as an entitlement for all embodies all that we do.

We will realise this by adopting the following principles:

- Excellence: exceptional expectations and achievement for all students;
- ‘Whatever it takes’: students, teachers and parents all committed to doing everything needed to ensure that each child succeeds;
- Responsibility and respect: excellent standards of behaviour and conduct in school and the local community at all times;
- Personal development: developing confidence and leadership skills through inspiring teaching and role models, and an extended and enriching curriculum;
- Talented and committed staff: trained and supported to create an academic centre of excellence.

Our Students	thrive in an environment which promotes a passion for lifelong learning and are equipped with the skills, knowledge, values and qualifications to succeed as happy active global citizens.
Our Staff	well-being is at the core of all that we do – everyone feels valued and respected and has every opportunity to develop professionally and personally in collaboration with others.
Our Learning Environment	will be developed and resourced to support and stimulate outstanding learning and achievement.
Our Community	will be one which promotes active participation, challenge and contribution to local initiatives and activities; enabling the development of key skills to ensure future success for all.

Curriculum outline

The Year 8 curriculum provides all students with the opportunity to fulfil their potential.

Students study a broad range of subjects, which promote their academic, spiritual, moral, cultural, mental and physical development.

Staff use a variety of teaching methods so that pupils can develop a range of learning styles.

Lessons are differentiated to ensure that all students are challenged and make effective progress.

Students develop a wide range of knowledge, skills and understanding during their first year at Cox Green.

Subject Departments are well resourced.

There is a strong focus on literacy, numeracy and ICT skills across the curriculum.

Students are encouraged to be creative, to ask questions and to have high expectations of themselves.

Homework is set on a regular basis and there is a whole school approach towards assessment and marking.

Students will be given advice by teachers on how they can improve further.

There are also a range of extracurricular activities and trips which enhance learning across the curriculum.

At Cox Green Year 8 are divided into seven tutor groups, which are then timetabled in 2 blocks – one comprising 4 tutor groups (C block) and one comprising 3 tutor groups. (G block) Students in C block study Spanish; students in G block study French.

Pupils are set by ability in Maths. The department has regular opportunities for movement between the groups.

For Literacy based subjects, English, History, Geography and Modern Languages students are grouped across tutor groups to allow extra support where needed.

All other subjects are taught in tutor groups.



Andy Shields
Assistant Head Curriculum and Assessment

Art and Design

Learning Leader: Ms Williams

Topics/Themes Studied

- Term 1: Portraiture – Fine Art
- Term 2: Portraiture – Fine Art
- Term 3: Protest Posters – Graphic Communication
- Term 4: Protest Posters – Graphic Communication
- Term 5: Perspective/Surrealism
- Term 6: Perspective/Surrealism

Skills

- Drawing in pencil, understanding the differences between graded pencils
- Understanding tone and how to apply it realistically
- Grid technique
- Facial features and facial proportion
- Understanding/interpreting the meaning behind a portrait
- Principles of design
- Collage and mixed media
- Advanced colour mixing
- Perspective
- Artist and culture research

Homework

- Information relating to all homework can be found on DODDLE. Homework tasks should take between 30 and 40 minutes per week.

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of Term 6 (June). The department also undertakes the following to assess student progress:
- Weekly verbal feedback, monitoring each individual piece of classwork and homework
- Self and peer assessment
- WES marking (What Went Well, Even Better If, Student Response)
- DIRT marking (Directed Improvement & Reflection Time)
- Crits

Books/Resources/Web Page References

- <https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/1>
- <https://www.tate.org.uk/>
- <https://www.thisiscolossal.com/>
- <https://www.saatchigallery.com/>
- <https://www.nationalgallery.org.uk/>
- <https://www.britishmuseum.org/>
- <https://wellcomecollection.org/>

Activities and Visits

- Visits to galleries, appreciation of the world around us.

Student View

“In KS3 art I learnt tone, form and texture. This was helpful for sketching. I also learnt about painting and the colour spectrum” GK

“I enjoyed mark making during KS3 art. We used different patterns to create a photo and learnt simple drawing skills and how to add detail. I loved creating artwork that linked to a story through researching artists” CS

Computer Science

Learning Leader: Ms Chaudhry

Topics/Themes Studied

- Term 1: Movie making Project
- Term 2: Web Development using Dreamweaver
- Term 3: Computational thinking
- Term 4: Flowcharts and Algorithms
- Term 5: Managing Data using MS Access
- Term 6: Hardware and Computer Systems

Skills:

- Programming using flowgorithm, Web development using Dreamweaver,
- Windows Moviemaker, MS Access,
- Computational thinking, creating flowcharts

Homework

- Topic related worksheets or quiz.
- Information relating to all homework can be found on DODDLE

Assessment

- End of topic test

Books/Resources/Web Page References

- <https://www.w3schools.com/>
- <https://www.bbc.co.uk/bitesize/>

Activities and Visits

- Coding club, Duke of York, Coding completions

Student View

“It is a very challenging and rewarding subject. It has helped me understand how computers work and how to write programs in a programming language. I have worked on projects like movie making, advert making for radio and website development.”

Design & Technology

Learning Leader: Mrs Darby

Students spend 1 ½ terms across the year in each subject area, rotating between Food Technology and Product Design.

Topics/Themes Studied

- In Year 8 students will cover the following topics across the terms that they study this subject: Product Design- Cool Storage- Research, designing and developing; Cool storage- Practical skills, making and evaluating; Product Design- CAD;

Skills

- Fostering Creativity- Manipulate ideas and shapes for creative solutions.
- Problem Solving- generate imaginative ideas, questioning assumptions and extending thinking.
- Team Work- organise roles and responsibilities according to the strengths of the group.
- Students explore the world of engineering by designing and creating their own racing machines. With the guidance of engineers from Crossrail. Students create imaginative designs from recycled parts that can power their machines to victory in the celebration 'Race Meet' in the final session.
- The students use mathematical skills developing their understanding of the nature of 3D shapes and materials, how to represent speed, distance and time, and think of creative ways to make sure their racing machines are indestructible. Along the way they will not only focus on the core mathematics skills that they need for this challenge, but will also learn about the skills needed to be a successful design engineer

Homework

The students will be set a variety of homework tasks related to the project they are studying. The homework will aim to consolidate what has been covered in lessons and prepare students for future learning.

- Research
- Planning
- Ideas
- Ingredients/materials
- Analysis
- Evaluation

Assessment

The students are assessed at various stages of their projects on both their written and theory work. The assessment areas are listed below:

- Research
- Design
- Analysis
- Evaluation

Books/Resources/Web Page References

- Technology student
- AQA 9-1 technology revision guide.
- BBC bitesize.

Activities and Visits

- In house design competitions
- Break and lunch support clubs

Student View

"Technology is really fun, we learn lots of really good practical skills. I like designing but my favourite lessons are the practical lessons. I really enjoyed making my car."

Drama

Learning Leader: Mrs A Lane

Topics/Themes Studied

- Term 1: Improvisation
- Term 2: The Boy in the Striped Pyjamas
- Term 3: Stage Fighting
- Term 4: The Dome
- Term 5: Sweeney Todd
- Term 6: Devising

Skills

- Characterisation, Still Image, Thought Tracking, Hot-Seating, Split Stage, Proxemics, Group Work, Communication, Listening, Problem Solving and Focus.

Homework

- Information relating to all homework can be found on DODDLE

Homework will include:

- Character profiles
- Research into topics
- Evaluations based on practical work

Assessment

- There are two whole school examination periods each academic year where a written paper will be completed testing knowledge, skills and understanding.

The department also undertakes the following to assess student progress:

- Practical assessments at the end of each unit testing key skills and techniques and knowledge of the topic explored
- Mini written assessments to check understanding

Books/Resources/Web Page References

- BBC Bitesize Drama
- The Boy in the Striped Pyjamas (book and film)

Activities and Visits

- Visiting the theatre at any given opportunity.

Student View

“Drama is my favourite subject and I feel like it’s made me more confident in every day life.”

English

Learning Leader: Mrs S Jafferri

Topics/Themes Studied

- Term 1: Class Reader; Students will study one of the following texts: Liar and Spy, Private Peaceful, Woman in Black

Focus - Narrative, character and theme.

- Term 2: War Poetry and Non-fiction; Focus - viewpoint and language.
- Term 3: Developing a View; Focus - Extended writing to form an argument.
- Term 4: Romeo and Juliet; Focus - Tybalt and Mercutio characterisation. Term 5 and 6: The Supernatural (Thematic Unit);

Focus - Genre, setting and language.

- Students will study a range of fiction and non-fiction covering genres such as Gothic, Fantasy and Science Fiction
- Students also have one Accelerated Reader lesson a week.

Skills

- Comprehension and understanding, analysis, comparison, grammar, organising writing, developing an awareness of craft, understanding character and theme.

Homework

Students will be set one reading homework a week and another homework including:

- extended projects (over a term)
- quizzes
- writing tasks
- comprehension
- skills based activities
- research

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June). Students will also be formatively assessed in every term.

Books/Resources/Web Page References

- BBC Bitesize
- Bristol University Grammar website
- Carnegie Book Awards <https://www.carnegiegreenaway.org.uk/>

Activities and Visits

- Theatre trips
- Visiting theatre companies
- Author visits

Student View

‘English, for me, is the best lesson. I like to find out who murdered someone and to go through text messages and ransom notes. I cannot wait to learn more in English.’ Year 7 student (currently studying Forensic Linguistics!)

Food Technology

Learning Leader: Mrs Darby

Students spend 1 ½ terms across the year in each subject area, rotating between Food Technology and Product Design.

Topics/ Themes Studied:

- In Year 8 students will cover the following topics across the terms that they study this subject: Health and safety, time management, annotated Sketches, plan, design and make. The students will learn a wide range of practical skills. They will also complete three practical dishes.

Skills

- Nutrition, Hygienic & Safe Practices in the kitchen
- Sensory analysis & food descriptors
- Food contamination prevention skills
- Food hygiene skills
- Equipment and preparation skills
- Comparison and evaluation skills

Assessment

The students are assessed at various stages of their projects on both their written and theory work. The assessment areas are listed below:

- Research
- Design
- Sensory analysis
- Practical skills
- Evaluation

Activities and Visits

- In house design competitions- Master chef
- Break and lunch support clubs

Websites/ links

- www.sciencekids.co.nz/food.html
- www.foodafactoflife.org.uk

Homework

- The students will be set a variety of homework tasks related to the project they are studying. The homework will aim to consolidate what has been covered in lessons and prepare students for future learning.
- All information regarding homework can be found on Doodle.

Student View

“I really enjoy Food Technology because I enjoy learning how to prepare and cook different things. I like taking the dishes I have cooked home to my family”.

French

Learning Leader: Ms H Stevenson

Topics/Themes Studied

- Term 1: Film and literature preferences
- Term 2: A trip to Paris
- Term 3: A past trip
- Term 4: Your house and area
- Term 5: Healthy living
- Term 6: Francophone countries

Skills

- Vocabulary development
- Translation
- Extended writing
- Reading comprehension
- Listening
- Speaking

Homework

- Information relating to all homework can be found on DODDLE.

Assessment

- There is a very robust assessment programme in place for Key Stage 3. Pupils complete an assessment in class once a half term. Therefore they will be assessed 6 times over the course of the year. These assessments are marked and awarded a level with detailed feedback provided for the pupils to reflect upon and use to improve their level for the next assessment. In addition pupils are also set one writing piece in class once a half term to complete which will be marked for the students to reflect upon and respond to.

Books/Resources/Web Page References

- Studio 2 (ISBN 9780435026974)
- <http://www.memrise.com>
- <http://www.bbc.co.uk/bitesize/>
- <http://www.kerboodle.com>

Activities and Visits

- N/A

Student View

“I love studying French. The teacher makes it so much fun and I can’t wait for our lessons!”

“My French lessons are very interesting and exciting because we learn through songs and engaging activities.”

Geography

Learning Leader: Mrs J Wick

Topics/Themes Studied

Development, Ecosystems, Natural Hazards, Population demographics, Coastal Environments

- Term 1: Could China be the next superpower?
- Term 2: How could we protect the tropical rainforest?
- Term 3: How do tectonic events create risk?
- Term 4: Where are all the people?
- Term 5: What happens where the land meets the sea?
- Term 6: How do resources create conflict?

Skills

- Map reading
- Graphical literacy
- Mathematical calculations
- Written and verbal communication
- Fieldwork and real world investigations
- Geographical Application

Homework

- Students should be completing 20-30 minutes a week every Tuesday for Geography.
- Sometimes they will be completing an extended project based around the current topic; sometimes they will receive weekly tasks or quizzes.
- Information relating to all homework can be found on DODDLE.

Assessment

Students will be assessed termly using a range of techniques including:

- Examinations
- Extended written tasks
- Class presentations
- Class debates

Books/Resources/Web Page References

- Doodle resources
- Atlas (book or online)
- BBC
- CIA World Factbook
- Meteorological Office
- You Tube

Activities and Visits

- Kew Gardens fieldtrip with Science
- Trash Mob Club

Student View

"I like learning about different countries and how they work, and about different people" CW

History

Learning Leader: Mrs L Clark

Topics/Themes Studied

Twentieth Century World: Russian Revolution, Rise of Hitler, WW2, Cold War and American Civil Rights. Thematic Study: Crime & Punishment through time

- Term 1: Russian Revolution
- Term 2: WW2
- Term 3: Nazi Germany & Holocaust
- Term 4: Cold War
- Term 5: American Civil Rights
- Term 6: Crime & Punishment

Skills

- Source analysis
- Decision making
- Evaluation
- Extended writing
- Explanation of significance
- Independent research
- Interpreting evidence

Homework

- Information relating to all homework can be found on DODDLE

Assessment

- Robust assessment programme in place for Key Stage 3.
- Pupils complete an assessment in class once a half term. Therefore, they will be assessed 6 times over the course of the year.
- These assessments are marked and awarded a level with detailed feedback provided for the pupils to reflect upon and use to improve their level for the next assessment.
- In addition, pupils are also set one writing piece in class once a half term to complete. This will be marked for students to reflect upon and respond to.

Books/Resources/Web Page References

(All Folens)

- Industry, Reform and Empire – Britain 1750 – 1900 (ISBN 9781850083467)
- Technology, War and Identities – A World Study After 1900 (ISBN 9781850083474)
- <http://www.spartacus.schoolnet.co.uk/>
- <http://www.bbc.co.uk/bitesize/>

Activities and Visits

- History Club – Monday Break 2

Student View

“History is the best! It is really enjoyable because there are really nice teachers and every lesson is exciting. I always look forward to lessons” *Diana – Year 8*

Maths

Learning Leader: Mr A Haghazali

Topics/Themes Studied

Students are taught a number of topic areas across the year focussing on basic knowledge with consolidation through practice. This is followed by problem solving techniques embedded in the topic, mastery.

- Term 1: Numeracy work, multiplication, division, units, further area and perimeter, algebra manipulation.
- Term 2: Fractions methods, conversions, angle problem solving.
- Term 3: Plotting graphs, using equations of lines, rounding, indices, data analysis
- Term 4: Transformations including enlargements, multi-step equations, BIDMAS and word problems.
- Term 5: Scale drawing and loci, sequences, volume and surface area.
- Term 6: Ratio and proportion problems, probability

Skills

- Use of basic knowledge and extension to problem solving in the topics listed.

Homework

- Information relating to all homework can be found on DODDLE

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June).
- The department also undertakes the following to assess student progress: regular end of topic tests.

Books/Resources/Web Page References

- mymaths.co.uk

Activities and Visits

- Numeracy Ninja and Numeracy Day.

Student View

'The extra support from the Maths department during after school sessions from Monday to Wednesday is helping me to progress in the subject'.

Music

Learning Leader: Mr O Griffin

Topics/Themes Studied

- Term 1: Djembe rondo (musical structure)
- Term 2: Improvisation
- Term 3: Samba Batucada
- Term 4: The Blues
- Term 5: Horror Story (programme music)
- Term 6: Keyboard Skills 2

Skills

- Progressive Aural development.
- Notation: Treble clef, chord symbols, rhythm, dynamics tempo.
- Technical instrumental skills: Guitar/Keyboard/Percussion.
- Ensemble & solo performance skills.
- Rehearsal skills.
- Vocal skills.

Homework

- Information relating to all homework can be found on DODDLE
- Can expect 1 per week

Assessment

- Solo, small group and whole class performance.
- Small group composition.
- Rehearsal techniques.
- Rhythmic improvisation.
- Listening and appraising.

Books/Resources/Web Page References

- BBC Bitesize music

Activities and Visits

- Choir, Junior Band, Junior Jazz Orchestra, Winter Concert, Spring Concert, School Show

Student View

Students expressed that they enjoy music as it is a safe place for them to be creative and learn in a different way. They enjoy that we explore different styles of music and learning numerous instruments.

Physical Education

Learning Leader: Mr M Gullick

Topics/Themes Studied – On Rotation

- Students take part in a bespoke wide range of sports across the academic year. Each PE group participate in the same sports but on a rotational basis throughout the year.
- Trampolining
- Rugby
- Football
- Badminton
- Table Tennis
- Netball
- Tennis
- Dance
- Athletics
- Hockey
- Cricket
- Tennis
- Softball
- Rounders

Skills

- Attacking, defending, passing and possession, shooting, using space, travelling e.g. Indian dribble, control/receiving, ball familiarisation, communication, problem solving, map reading, poise, flexibility, motif, pivoting, receiving on the move, balance, flight, flow, posture, coordination, hand – eye, foot-eye. Teamwork, Leadership, Sportsmanship, Creativity and Ethics.

Homework

- Information relating to all homework can be found on DODDLE

Assessment

Practical Performance

- The assessment for practical consists of students completing 12 sports over the academic year.
- Students will be assessed against set assessment criteria linked to the Pearson Edexcel
- Level1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria
- These will be assessed by the teacher.

Books/Resources/Web Page References

- Exam Wizard
- www.brianmac.co.uk
- www.quizlet.com
- www.bbc.co.uk/bitesize
- Edexcel GCSE (9-1) PE Student Book (Edexcel GCSE PE 2016)
- Revise Edexcel GCSE (9-1) Physical Education Revision Guide

Activities and Visits

- CGS is part of several leagues competing against schools in the local area as well as competing against schools across Berkshire. Students also have the opportunity to take part in a wide range of extra-curricular clubs.

Student View

'I really enjoy my PE lessons, my fitness is better and I enjoy playing Netball and Hockey'.

'I learn about the muscles and how to take my heart rate in PE lessons, I really want to job in sport in the future so I will take PE for GCSE'.

Religious Studies

Leader: Mrs J Wick

Topics/Themes Studied

- Faith based beliefs
- Religious beliefs
- Ethics and religion
- Religious practices
- Worship and festivals

- Term 1: Abrahamic Faiths
- Term 2: Abrahamic Faiths
- Term 3: The Christian way of life
- Term 4: The Christian way of life
- Term 5: Ethics and religion
- Term 6: Ethics and religion

Skills

- Reflecting
- Presenting
- Discussing and debating
- Literacy skills
- Evaluation/criticism of beliefs and opinions
- Peer assessment
- Self-assessment
- Researching

Homework

- Information relating to all homework can be found on DODDLE

Assessment

- There are two whole school examination periods each academic year – at the end of Term 2 (December) and at the end of term 6 (June).

Books/Resources/Web Page References

- www.reonline.org.uk/ks3
- www.biblegateway.com
- www.bbc.co.uk/religion
- www.lifeofchrist.com

Activities and Visits

Student View

“I like the debates about topics like the afterlife”

“I love learning about different cultures and beliefs”

Science

Learning Leader: Miss L Winchcombe

Topics/Themes Studied

- Term 1: Light, Sound, Photosynthesis
- Term 2: Reproduction
- Term 3: The Periodic Table, Disease and Immunity
- Term 4: Chemical Reactions
- Term 5: Energy, Diet and Digestion
- Term 6: Motion and Pressure

Skills

- Creative writing skills, Graph drawing skills.
- Data analysis, Scientific writing skills (writing to inform, application, practical methods), Chemical equations, Writing word equations.
- Writing symbol equations, Balancing symbol equations, Practical data analysis, Interpreting graphs to calculate variables, Using mathematical equations to calculate variables.

Homework

- Information relating to all homework can be found on DODDLE

Assessment

- Internal Assessment. There are two whole school examination periods each academic year – at the end of term 2 (December) and at the end of term 6 (June).
- The department also undertakes marking points for each topic to assess student progress.

Books/Resources/Web Page References

- Activate Text books,
- Seneca,
- BBC Bitesize,
- Doodle Resources

Activities and Visits

- New Scientist Live

Student View

'I can now see how the subject affects me in everyday life.'

Spanish

Learning Leader: Ms H Stevenson

Topics/Themes Studied

- Term 1: Free time
- Term 2: A trip to Madrid
- Term 3: Healthy living
- Term 4: Plans for the future
- Term 5: Environment
- Term 6: Spanish speaking countries

Skills

- Vocabulary development
- Translation
- Extended writing
- Reading comprehension
- Listening
- Speaking

Homework

- Information relating to all homework can be found on DODDLE.

Assessment

- There is a very robust assessment programme in place for Key Stage 3.
- Pupils complete an assessment in class once a half term. Therefore they will be assessed 6 times over the course of the year.
- These assessments are marked and awarded a level with detailed feedback provided for the pupils to reflect upon and use to improve their level for the next assessment.
- In addition pupils are also set one writing piece in class once a half term to complete which will be marked for the students to reflect upon and respond to.

Books/Resources/Web Page References

- Zoom 2 (ISBN 978-0-19-912762-7)
- <http://www.memrise.com>
- <http://www.bbc.co.uk/bitesize/>
- <http://www.kerboodle.com>
- <http://www.conjuguemos.com>

Activities and Visits

- Spanish club alternate Mondays

Student View

"I really enjoy Spanish because the teachers make the lessons really interactive and we get to do activities which are different, like games."

"I'm so happy that I get to study Spanish. It is my favourite subject because I learn new things in every lesson and can quickly see how much I have improved."



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