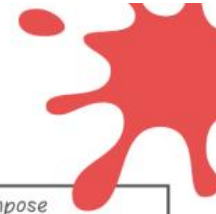


Silverdale Year 8 curriculum

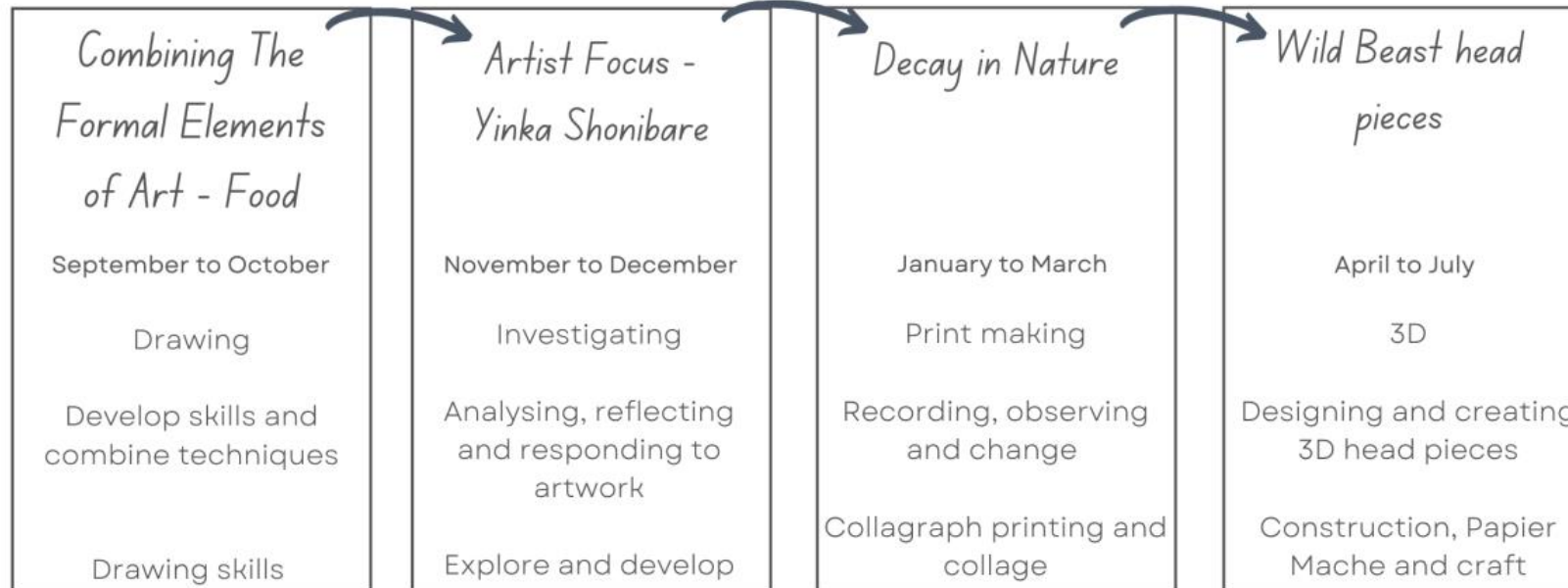
<u>Art and Design</u>	<u>Computer Science</u>	<u>D&T Core</u> <u>D&T Enhanced</u>	<u>Drama</u>	<u>English</u> <u>English texts</u>
<u>French</u>	<u>Geography</u>	<u>History</u>	<u>Maths</u>	<u>Music</u>
<u>PE</u>	<u>PSHE</u>	<u>RE</u>	<u>Science -</u> <u>Biology</u>	<u>Science -</u> <u>Chemistry</u>
<u>Science</u> <u>Physics</u>	<u>Reading</u>			

Y8 Art Learning Map

How to be an artist



<i>Use of Formal elements</i>	<i>Have ideas and Ambition</i>	<i>Make Marks</i>	<i>Observe</i>	<i>Compose</i>
Line Form Texture Movement Mixed Media	Tone Colour Pattern Composition	Own ideas Confidence Reflection Make mistakes Artist influence	Imagination Expression Creativity Risk taking	Exploring Movement Experimenting Mixed media Risk taking
		Expression Range Using tools Make mistakes	Look Coping Interpret Reviewing Artist Influence	View Recording Understand Analyse
				Ideas Design Structure Risk Taking Artist Influence
				Imagination Layout Creativity Expression





Year 8 – Computer Science (2 lessons)

Topic	Essential knowledge	Assessment	Links to resources
8.0: Intro	Expectations for year 8 and the transition from Y7 and to Y9	n/a	
8.1: E-Safety	Online identity: Social media; Gaming; Potential Threats; Safely using technology; Awareness of current trends and impacts.	Exam	Think You Know NSPCC BBC Bitesize
8.2: How Computers Work	A progression from Y7 with many topics developed further. Introduction to binary and data representation. Links to GCSE content for Component 1	<i>Mini exam</i>	BBC Bitesize
8.3: Python	Basic knowledge of algorithms and problem solving: Basic interaction with the IDLE; Using GCSE requirements for programming; Inputs/Casting/Variables; Designing programs; Creative skills	Write code to address a set of problems, and evaluate.	BBC Bitesize Tutorials W3Schools
8.4: Photoshop	Using the skills introduced in Y7 to develop students awareness of the industry use of Photoshop; An understanding of body image and media pressure for young people; Creative skills; Evaluative skills to question what they see	<i>Create a digital artefact made in Photoshop.</i>	Tutorials Photopea
8.5: Web Design	Preparation for the Y9 project: Basics of web structure; Creative skills; Basic elements of coding; Resilience	<i>Design and create a website.</i>	W3Schools

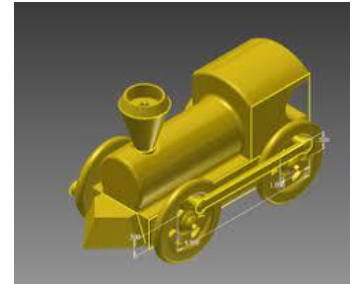
Year 8 – CORE Learning Journey



CAD TRAINS

3D Virtual Design

Scale modelling to accurate dimensions means that you are prepared for more complex modelling in Y9 and GCSE.



RM
GAMING
WHEEL

Scale & Dimensions
and Ergonomics
Tools & Equipment

Working to an exact scale, you are using skills that prepare you to make your own 3D products at GCSE.



3D
MODELLING
CARDBOARD

Sustainability
Advanced
Manufacture
Design Styles

Learning to upcycle and re-use gives you an understanding of why we need to consider our impact when designing.



FOOD PREP &
HOSPITALITY

Intermediate Food
practical skills

Your intermediate skills are closer to the experience you will get from GCSE Food & Nutrition or Hospitality & Catering.





Year 8 – ENHANCED Learning Journey



Black Pen Sketching

Learn how to use black pen to communicate your ideas and how hatching creates various appearances.



Artistic Pencils

Use coloured pencils on coloured paper to learn how you can achieve different effects in visual communication.



Watercolour Architecture

Create more complex architectural images using black pen and watercolour to communicate tone and texture.



Perspective Recap

Revisit perspective to refresh how to communicate accurately in 3D.

Perspective



Perspective Architecture

Merge previously learnt skills to create your own architectural designs using black pen and watercolour.



Branding

Learn how branding plays a vital role in promoting and advertising a product or company.



Menu Planning

Learn how menus are planned according to the target users and how various dietary requirements and preferences affect the way food products are designed.



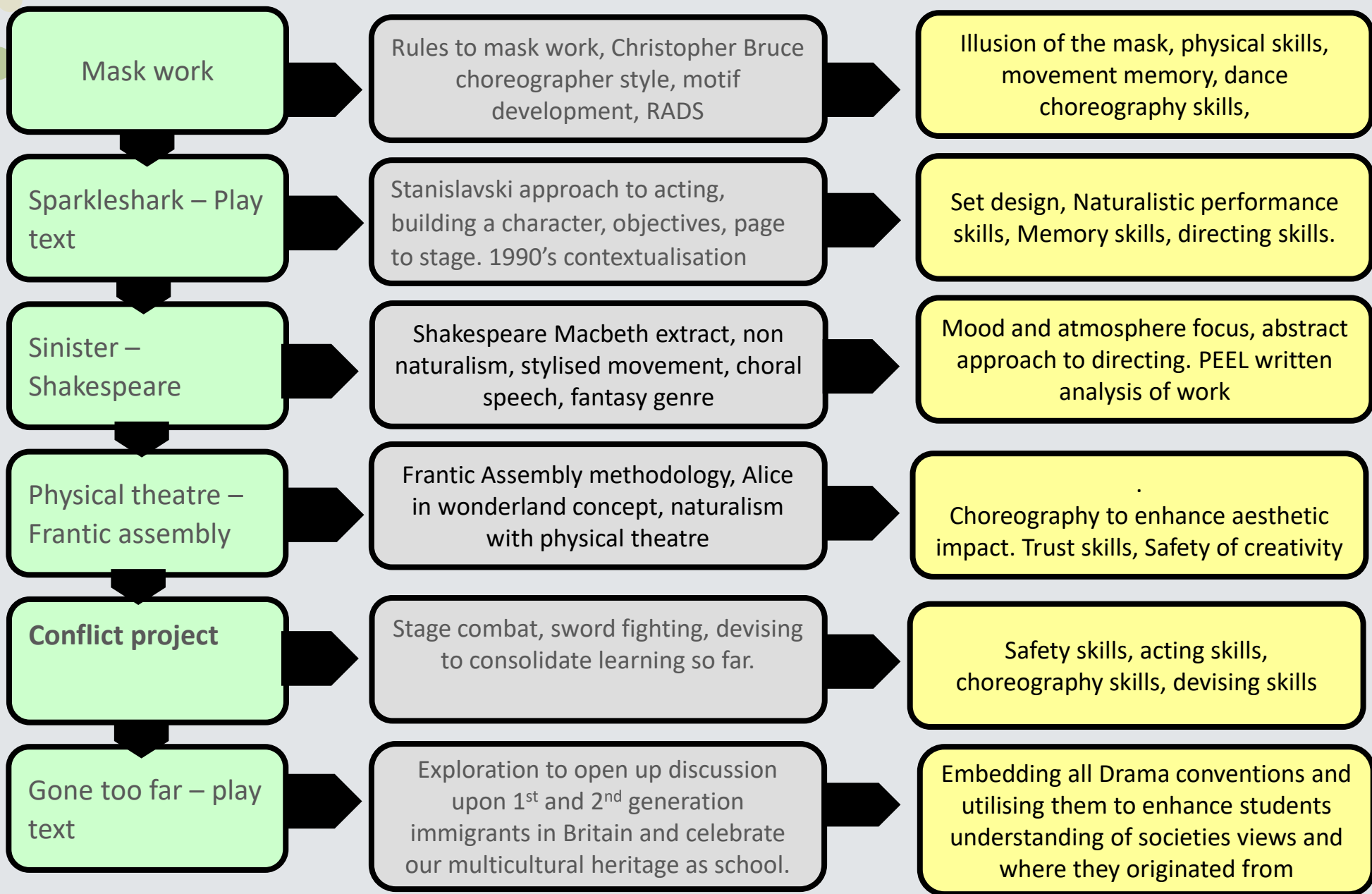
Food Outlet

Bring your skills together to create your own food outlet. From initial ideas to branding, planning and design.





Year 8 – DRAMA – (2 hours)



Support

- BBC Bitesize
- Live theatre

- Confidence
- Communication
- Problem solving
- Group skills
- Reflection
- Analysis
- Evaluation
- Self/peer/teacher assessment

Dramalibraryonline.com
Ask your teacher for the login !



Year 8 – French (6 lessons or 3 lessons + Spanish)

Year 8	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
Context	Talking about your family & where you live	Talking about food	Talking about Holidays	Talking about festivals	Talking about food	Talking about media
Grammar & skills Reading, listening, speaking, writing, phonics & reading aloud are taught throughout the course.	using 2 verbs together plurals complex numbers using de nous boire translation	ils/elles aller a ou/ou vouloir	perfect tense how to say 'in'	The present tense of regular –ir and –re verbs questions in the future tense Translation	pronunciation negatives past/present/future tenses	questions tenses opinions negatives
Assessment	Fortnightly vocabulary tests.	Fortnightly vocabulary tests Module 4 test.	Fortnightly vocabulary tests. Module 5 test (single language).	Fortnightly vocabulary tests. Module 2.1 test. Module 5 test (dual language).	Fortnightly vocabulary tests. Module 2.2 test.	Fortnightly vocabulary tests. Module 2.3 test. Module 2.1 test (dual language).
All students are given a Knowledge Organiser booklet and an exercise book. Students are encouraged to buy: www.cgpbooks.co.uk/secondary-books/ks3/languages/french/fhr32-ks3-french-study-guide		Wider reading: lepetitquotidien.playbacpresse.fr A range of reading books in the school library		Useful websites: <ul style="list-style-type: none">- Quizlet (vocabulary learning)- Pearson Dynamo online activities		Students who study 2 languages complete the course of study more slowly. Each unit takes approximately 11 weeks instead of 7 ; Module tests are later than indicated.



Year 8 – Geography (3 lessons)

Your Y8 Learning Journey

1: How much does my mobile phone cost?

This is another chance to investigate a familiar product. We learn about where the raw materials are from, where phones are manufactured and what happens to them when we throw them away. We can then assess how sustainable this industry is.

2: How sustainably are we living around the world?

Firstly, we learn how global corporation has helped us manage Antarctica in a sustainable way. We then investigate a number of locations around the world like Copenhagen, Tilos, Masdar & Singapore to assess how sustainable they are.

6: How does the physical geography impact what a place is like?

This topic investigates how physical processes have shaped landscapes and changes the way people live in and use places. We then use fieldwork skills to investigate this in Castleton in the Peak District.

3: What's it like to live in a mega city?

We investigate what life is like in Lagos, making sure we understand how our views will be biased. We learn about the rapid growth & development of Africa's largest economic centre, again assessing the impacts of this growth. We investigate the famous floating homes of Makoko & plan for their sustainable future.

4: What are the impacts of exploiting the world's rainforests?

Here we investigate the difficult choices & conflicts between economic development and environmental sustainability for a NEE located in the tropical rainforest. We then look at how we might use these forests in a more sustainable way.

5: What are the impacts of climate change?

This topic introduces the idea of climate justice by looking in detail at who causes climate change and where the impacts are worse. We then research a wide range of the impacts of climate change in different locations around the world from the Arctic to Australia.

Our big ideas are: Sustainability, inequality, awe & wonder, human & physical processes & globalisation



Year 8 – History (3 lessons)

Topic	Essential knowledge	Assessment	Links to resources and revision
The Tudors	How did the Tudor Dynasty begin? What was the reformation and why did Henry VIII close Beauchief Abbey? Was the Spanish Armada the greatest military victory in English history? Why was a Queen held in Sheffield Castle?	Source, knowledge and understanding, written assessment.	The Tudors - KS3 History - BBC Bitesize
The Stuarts	Should we celebrate bonfire night? Why did England go to war with itself? Why was Charles I executed? How did the heroic villagers of Eyam save Sheffield in 1666?	Formative assessment in class.	BBC Two - The Stuarts - Clips
The Industrial Revolution & the Importance of Mining	Was the “Industrial Revolution” a revolution? How is Sheffield’s Cholera monument a reminder of Sheffield’s industrial past? Why is mining so important to South Yorkshire today?	Knowledge & understanding, written assessment.	The origins of the Industrial Revolution - The Industrial Revolution - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize History of Sheffield
The British Empire	How did Britain come to having the biggest empire the World had ever seen? How should the British Empire be remembered? How did Gandhi change protest forever?	Formative assessment in class.	A summary of the British Empire - The British Empire through time - KS3 History Revision - BBC Bitesize
Women’s Suffrage	How did a horse race help to achieve equality for women? How did women rule the home front during WW1?	Source, knowledge and understanding, written assessment.	The fight for female suffrage - KS3 History - BBC Bitesize









Year 8 – Maths (6 lessons)

<u>1. Ratio and Scale</u>	<u>2. Multiplicative Change</u>	<u>3. Multiplying and Dividing Fractions</u>	<u>4. Working in the Cartesian Plane</u>	<u>5. Representing Data</u>	<u>6. Tables and Probability</u>
<u>7. Brackets, Equations and Inequalities</u>	<u>8. Sequences</u>	<u>9. Indices</u>	<u>10. Fractions and Percentages</u>	<u>11. Standard Index Form</u>	<u>12. Number Sense</u>
<u>13. Angles in Parallel Lines</u>	<u>14. Area of Trapezia and Circles</u>	<u>15. Line Symmetry and Reflection</u>	<u>16. Data Handling Cycle</u>	<u>17. Measures of Location</u>	

Autumn Assessment (45 min 'core' paper, 45 min 'higher paper')	Links to resources: White Rose Maths	Spring Assessment (45 min 'core' paper, 45 min 'higher' paper)	Revision: White Rose Knowledge Organisers	Summer Assessment (45 min 'core' paper, 45 min 'higher paper')
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Year 8 – Music (2 lessons)

Topic	The Blues	Rock ‘n’ Roll	Canon	Composing with Ground Bass	Written in The Stars	Battle of The Bands!
						
What We'll Study	<p>Students will develop their knowledge of chords, improvisation, keyboard skills and vocal skills. They will understand the history of The Blues and the genre's cultural significance.</p> <p>Students learn how to play the 12 bar blues chord progression on guitar/ukulele/keyboard and then add a walking bassline, improvisation and lyrics. They then work towards assembling a group performance</p>	<p>Building on their skills, students are taken on a journey of how Rock music developed through the 1950s onwards</p> <p>Throughout this unit they develop their instrument skills (keyboard, guitar, ukulele or bass) and vocal skills.</p>	<p>This topic focuses on student's notation reading, timing and keyboard skills whilst developing their understanding of the Western Classical Tradition. Students learn about Ground Bass, and it's function in music before learning to play this. This unit progresses to give students the opportunity to learn all the parts of Pachelbel's Canon independently before putting this together as an ensemble.</p>	<p>Students use music technology to create their own Ground Bass composition</p> <p>Students are introduced to muse score music notation software and use this to compose their work.</p> <p>Students will develop their composing and music notation skills throughout this topics.</p>	<p>In this project students focus on their song writing skills. They learn about chord progressions, how to write a hook, riffs and melody as well as lyric writing in verse/chorus structure. Students present their work either as a live performance, recording or as a Bandlab project.</p> <p>Students work in bands/pairs to write their own hit single!</p>	<p>In this unit students work together in bands to see who the best band in their class is!</p> <p>Students develop their instrumental skills (keyboard, bass, guitar, ukulele, vocals etc) and work on several songs to prepare for their final Y8 assessment.</p> <p>This unit prepares KS3 students with the ensemble requirements for GCSE as well as developing their ensemble playing musicianship.</p>
What we'll ask you to do	<ul style="list-style-type: none">• Learn a variety of parts on an instrument• Perform as an ensemble	<ul style="list-style-type: none">• Learn a variety of parts on an instrument• Perform as an ensemble	<ul style="list-style-type: none">• Learn a variety of parts on an instrument• Perform as an ensemble	<ul style="list-style-type: none">• Compose a canon in the style of Ground Bass	<ul style="list-style-type: none">• Learn to play the ukulele• Compose a song in a small group	<ul style="list-style-type: none">• Perform as a band• Show their accuracy, fluency, performing and musicianship skills.
Some useful links:	<p>Your class Google Classroom page! All assessment criteria, parts and revision resources are uploaded there.</p> <p>BBC Bitesize</p> <p>Youtube</p>					



Year 8 – PSHE (2 lessons)

Y8	
Health and Wellbeing	Intro and personal development
Health and Wellbeing	Growth mindsets & building resilience
Health and Wellbeing	Mental health - let's talk about anxiety
Health and Wellbeing	Self awareness and emotional literacy
Health and Wellbeing	First Aid
Health and Wellbeing	Cancer awareness
Health and Wellbeing	Alcohol - units and safe drinking (mini AP1 1)

Health and Wellbeing	Digital resilience
Health and Wellbeing	Body image L1
Health and Wellbeing	Body image L2
Health and Wellbeing	Disordered eating
Living in the Wider World	Stereotyping and discrimination (sex and age)
Living in the Wider World	Disability and stereotyping
Living in the Wider World	Understanding disability
Living in the Wider World	(AP 2) and quiz

Living in the Wider World	Understanding Extremism
Living in the Wider World	What is radicalisation?
Living in the Wider World	What are British Values?
Living in the Wider World	Tolerance and Valuing Diversity
Living in the Wider World	Democracy Island

Living in the Wider World	UK Government - Political Parties & Parliament (mini AP 3)
Living in the Wider World	The Voting System
RSE	LGBT homophobia
RSE	What is Online Grooming?
RSE	Sexual relationships - making the right decision
RSE	Conception

RSE	(AP 4)
RSE	Contraception and safe sex
RSE	Consent & Sexual harassment
RSE	Sexual Harassment and Child on-child abuse
RSE	Domestic Conflict
Living in the Wider World	Careers & the skills you have

Living in the Wider World	Careers & and the environment
Living in the Wider World	Taxes
Living in the Wider World	Budgeting
Living in the Wider World	Bank accounts
Living in the Wider World	Financial transactions (mini AP 5)
Living in the Wider World	Gambling awareness
Living in the Wider World	Let's Have a Party!



Year 8 – PE (4 hours)

Rugby	Football	Bball	Gym	Dance	Fitness	Handball
Spin pass technique Passing in formation More advanced rules Rucking and counter rucking Tackling	Ball control with different body parts Passing with both feet Dribbling with both feet Under pressure finishing Marking	Bounce pass Dribbling with both hands Jump-shot Progressed lay-ups Interceptions Guarding Blocking Rebounds	Advanced balances Cartwheels Jumps Twists Routines Flow/ transitions Tension Extension Control	Creating motifs Counts and beats Cannon Mirror Levels Aesthetics Travel Flow Performance	Fitness Tests procedures COF definitions Long-distance strategy Training types Flexibility and power Boxercise Muscles	Precision under pressure Dribbling with both hands Jump shots More complicated rules Marking Interceptions Blocking

Badminton	Hockey	Table tennis	Netball	Athletics	Cricket	S&F
Clears with power Backhand serve long Forehand serve long Dominating a rally Net shots Overhead drop Singles/doubles	Reverse push pass Reverse control Dribbling under pressure Indian dribble Slap shot Positions Jab tackle Complex rules	Top-spin serves Backhand serves Offensive strokes/top-spin Defensive strokes/slice /back-spin Smash Block	Catching on the move Varieties of passes under pressure Footwork Shooting under pressure Marking Dodging Advanced rules	Shot put Discus Javelin 100m/200m 800/1500m Relay - Order Long-jump Triple-jump High jump	Catching Throwing Line bowling Length bowling Defensive batting Drive Cuts Pulls	Bowling/ pitching Fielding (catching/ throwing) over longer distance. Directional batting. Tactics.

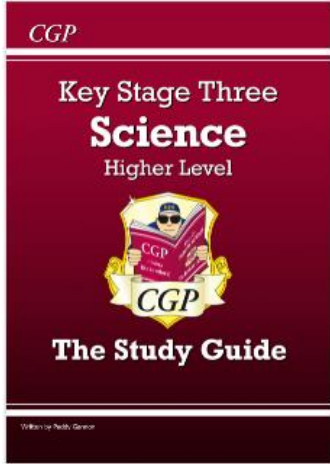


Year 8 – RE (2 lessons)

Topic	Essential knowledge	Assessment
Who, where and what is God? (1 term)	Who or what is God like? The Judeo-Christian attributes of God. Where is God? Identifying Natural and Moral Evil; Can there be a God if bad things happen? Can religion help people deal with evil and suffering? Theodicies: Augustine, Irenaeus.	Mid module Multiple choice assessment. End of unit: <ul style="list-style-type: none">• 3 multiple choice questions (1 mark each)• short paragraphs about the topic (4 marks)• extended written response using texts (15 marks). Links to resources: https://www.therepodcast.co.uk/blog -BBC Bitesize RE KS3 -BBC Learning Zone (videos) -True Tube (RE short videos)
Should Pi keep his faith?	<i>An investigation into the key religious and philosophical themes from the book/film: Life of Pi by Yann Martel.</i> Is reason better than religion for understanding life? Is religion useless? Does Pi's suffering tell us something about God? Can stories be as truthful as facts? Can you believe in more than one religion? Should Pi have lost his faith?	
How do we know what we know?	Is knowledge a Justified, True, Belief? What happens when a Justified, True, Belief is not knowledge? What is truth? What is good evidence? Religious experiences. Is truth absolute? Can religion be true?	
Is religion misunderstood in our society?	Does religion make the world a better place? How is religion linked to terrorism? What is conflict resolution? Who was Muhammad? How has Islam improved the world?	

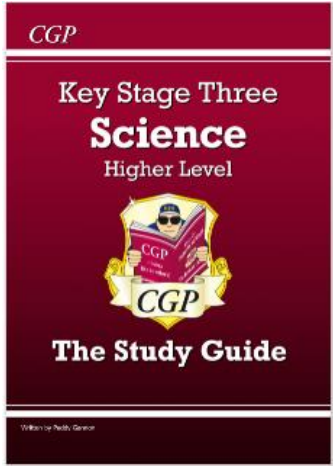


Year 8 – Science Biology (2 lessons)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
BIOLOGY: Reproduction	Learning Pathways	<ul style="list-style-type: none">- Regular homework set.- 40 mark test at the end of each topic.	Reproduction - KS3 Biology - BBC Bitesize	Key Stage 3 CGP Revision Guide. 
BIOLOGY: Respiration and Circulation			Respiration - Respiration - KS3 Biology Revision - BBC Bitesize The circulatory system - Respiration and gas exchange - KS3 Biology - BBC Bitesize - BBC Bitesize	
BIOLOGY: Genetics and Environment			Inheritance and genetics - KS3 Biology - BBC Bitesize	

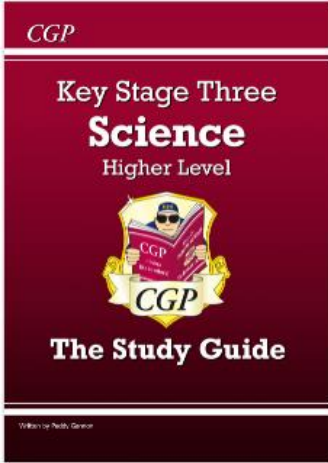


Year 8 – Science Chemistry (2 lessons)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
CHEMISTRY: Simple Chemical Reactions	Learning Pathways	- Regular homework set. - 40 mark test at the end of each topic.	Chemical reactions - Types of reaction - KS3 Chemistry Revision - BBC Bitesize	Key Stage 3 CGP Revision Guide. 
CHEMISTRY: Atoms, Elements and Compounds			Atoms, elements and compounds - KS3 Chemistry - BBC Bitesize	
CHEMISTRY: Solutions and Separation			Separating solids from liquids – filtration - Separating mixtures - KS3 Chemistry Revision - BBC Bitesize	



Year 8 – Science Physics (2 lessons)

Topics	Essential knowledge	Assessment	Links to resources	Revision aids
PHYSICS: Electricity and Magnetism	Learning Pathways	<ul style="list-style-type: none">- Regular homework set.- 40 mark test at the end of each topic.	Electricity- BBC bitesize What is magnetism? - BBC Bitesize	Key Stage 3 CGP Revision Guide. 
PHYSICS: Light			How light travels - Light waves - KS3 Physics Revision - BBC Bitesize	
PHYSICS: Sound			Properties of sound waves - Sound waves - KS3 Physics Revision - BBC Bitesize	



Year 8 – Spanish (3 lessons)

Year 8	Learning cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5	Learning cycle 6
Context	Introducing yourself and family	Birthdays and pets/ Christmas Likes and dislikes / weather	Free time and sports	School and school subjects, school facilities	Family, physical descriptions and personality, describing where you live	Describing your town/city, telling the time, ordering in a café, future plans
Grammar & skills Reading, listening, speaking, writing, phonics & reading aloud are taught throughout the course.	Definite article/ regular present tense verbs/ tener irregular/ adjectival agreements	Possessive pronouns irregular verbs: ser/ hacer. Verb gustar + noun/ + infinitive/ weather / hacer	Stem changing verbs including jugar	Full paradigms of regular verbs and adjectival agreements/ definite and indefinite articles,	Possessive adjectives, ser and tener, estar, third person verbs	Verb IR, verb querer, near future tense
Assessment	Fortnightly vocabulary tests	Fortnightly vocabulary tests Module 1 test.	Fortnightly vocabulary tests.	Fortnightly vocabulary tests Module 2 test.	Fortnightly vocabulary tests Module 3&4 test.	Fortnightly vocabulary tests Module 5 test.
All students are given a Knowledge Organiser booklet and an exercise book. Students are encouraged to buy: www.cgpbooks.co.uk/secondary-books/ks3/languages/spanish/sph3 1-ks3-spanish-study-guide		Wider reading: Mi Semanal (playbacpresse.fr) A range of reading books in the school library		Useful websites: <ul style="list-style-type: none">• Quizlet (for vocabulary learning)• Pearson Viva• Español Extra• Conjuguemos.com		Students who study 2 languages complete the course of study more slowly. Each unit takes approximately 11 weeks instead of 7 ; Module tests are later than indicated.



Year 8 – Reading

In Year 8, students receive the following support with reading:

1. **Accelerated Reader** – ongoing assessment of students' reading age and ability. Students are encouraged to read within their reading range (ZPD) for an optimum balance of enjoyment and challenge, and to take quizzes on the books they read.
2. **Reading Cloud** – all students have a Reading Cloud account. They can browse the school library online and keep track of what they have borrowed. Features include curated Reading Lists by interest, year group and AR book level.
3. **Library lessons** as part of English. Library lessons are designed to foster confidence and enjoyment in reading. Listening to a story, learning how to read and review books, reading in silence and aloud, using the Library and the Reading Cloud (our Library Management System) and taking part in the Accelerated Reader programme all help to create a strong reading culture.
4. **Access to a well-stocked and staffed school Library** – Students are free to use the library at lunchtime and break and can volunteer to be Student Librarians.
5. **Additional support and mentoring** for reluctant and struggling readers.

The screenshot shows the Silverdale School (S11 9QH) Reading Cloud website. The header includes the school name, a search bar, and a login button. The main content area is titled 'Welcome to the Reading Cloud' and features several sections:

- Top Ten Resources:** A row of book covers including 'Awful Auntie', 'Do No Harm', 'The Novice', 'Spark', 'Your Turn to Die', and 'Valley Runaway'.
- Latest Returns:** A row of book covers including 'Teenage Mutant Ninja Turtles', 'One Of Us Is Lying', 'Vile Bodies', 'Places I've Cried in Public', 'Fire Storm', and 'Beauty/How In Beauty'.
- New Resources:** A row of book covers including 'Carry On, Jeeves', 'Salah', 'Pride & Prejudice', 'Wuthering Heights', and 'Awesome Power of Sleep, The: How Sleep Super-TEENAGE BRAIN'.
- Book Of The Week:** A section for 'Positively Teenage: A positively brilliant guide to teenage well-being' by Nicola Morgan.
- News:** A section with links to 'KS4 and Sixth Form Padlet', 'LRC and Literacy Resources for Staff Y7, 8 and 9 Padlet', and questions about logging in and AR book levels.
- Star Review:** A section for 'Big Nate: The Boy with the Biggest Head in the World, Book 1' by Lincoln Peirce.
- Featured Author:** A section for 'Pratchett, Terry'.



Personal Development – Year 8

Form Time and
assemblies

Careers

Student
Leadership

Study Support

Student Voice

Extra-curricular



Year 8 – Home Languages

Silverdale School is extremely fortunate to have students who speak a wide range of languages at home from Gujarati, Persian and Arabic to Urdu, Chinese, Hindi and Turkish as well as a wide range of European languages such as Russian, Lithuanian, Portuguese, Italian, Spanish and German. Being bilingual is fantastic for students' brains and has been shown to improve their creativity, focus, decision making and thinking skills in all subjects.

In celebration of this, we are keen to ensure that students have the opportunity to be accredited in as many of these languages as possible. If your home language is not English, passing an exam in your home language can increase your child's confidence as well as adding to their range of qualifications.

Depending on your child's proficiency, this could be a GCSE or an A level. Last year, with support from home, some students achieved grades 8 and 9 at GCSE and one student achieved an A grade at A level. These high grades can be very helpful when applying to university or college or for jobs in the future.

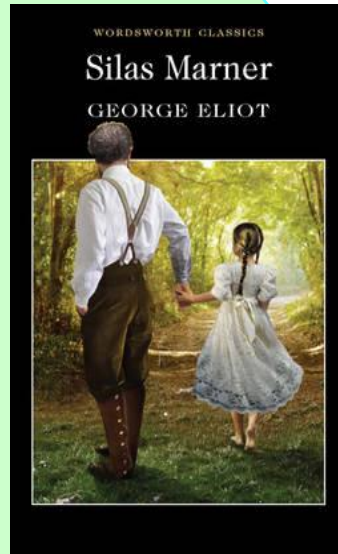
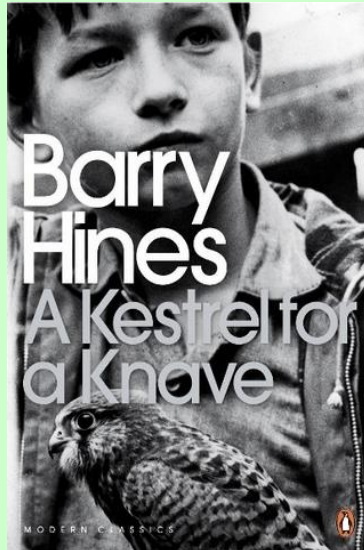
Each year in September we invite Year 9 to Year 13 students to elect to take a GCSE in their home language. We give them the opportunity to do a mock exam in January to practise and to decide if they are ready to do the exam and, if they are, we enter them for the exam.

In 2022 we had over 30 students taking exams in 13 different home languages. This really is something to celebrate!



Year 8 – English texts studied in Year 8

Novel – one of the following:



Drama – one of the following:

