



SETTLE COLLEGE  
*Be the best you can be.*

# Year 8 Curriculum Information Presentation

[J.Nutter@settlecollege.n-yorks.sch.uk](mailto:J.Nutter@settlecollege.n-yorks.sch.uk)

[J.Fraser@settlecollege.n-yorks.sch.uk](mailto:J.Fraser@settlecollege.n-yorks.sch.uk)



# Settle College's Curriculum Intent

- Our vision is to support our students to 'be the best they can be'
  - All subject areas have a rich and exciting curriculum.
  - A school curriculum that is relevant to our locality and provides students with the knowledge and skills needed for this ever-changing world.
  - High quality teaching, which allows all students to make outstanding progress.
  - A curriculum that allows students to successfully reach the next stage of their education.
- Curriculum planning
  - Students complete Key Stage 3 from years 7-9.
  - They study the full range of subjects in the national curriculum, as well as drama and religious studies.



# Settle College's Curriculum Intent

- Departmental curriculum intent
  - Describes what the department intends for students to learn in each subject area.
  - Subject leaders have built and sequenced the curriculum to allow students to develop a strong knowledge of the subject and the skills required to succeed.



## Year 8

Overall curriculum intent for year 8: To gain an understanding of the key themes, individuals and events in British History from the mid 17 <sup>th</sup> century to the early 20 <sup>th</sup> century. To understand the origins, impact and abolition of the Atlantic slave trade.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	The English Civil War and its aftermath.	The Atlantic slave trade and its impact; why slavery was abolished.	To understand how and why Britain experienced profound change from c1700-1900; how this impacted on the wider world.	To assess the impact of the industrial revolution on everyday life.	Key events in Edwardian Britain: votes for women and the Titanic disaster	To learn about different aspects of the First World War.
Content mapping	The causes and key events of the Civil War. The trial and execution of King Charles I. England as a Republic. The Restoration.	The trade triangle. Life in West Africa. Capture and the Middle Passage. Life under slavery. The reasons why slavery was abolished.	Why the industrial revolution happened. Changes in manufacture. Factory life. Changes in agriculture. The British Empire.	Developments in transport. Urban life. Public health and medicine.	Who were the Suffragettes? Arguments for and against women's votes. Methods of protest.  The Titanic disaster – who was most to blame?	The causes of WW1. Joining up. Trench warfare. Soldiers of Empire. The impact of WW1 on our local area.
Disciplinary knowledge	Causation Consequence Significance	Causation Significance	Continuity/change Causation Source skills – inference	Consequence Similarity/difference	Causation Source skills - utility	Causation Consequence Significance



# Settle College's Curriculum Intent

- A curriculum for all learners
  - Year 8 is largely taught in mixed ability classes.
  - The curriculum may be adapted for some students to ensure it is appropriate.
- Literacy
  - Developing students' literacy skills to enable them to share their voice and access opportunities in the future.



# Settle College's Curriculum Intent

- Personal development
  - The curriculum supports students to become responsible, tolerant and active members of society, who embrace diversity.
  - It supports their spiritual, moral, social and cultural awareness, as well as deepening their understanding of fundamental British values.
  - A careers provision that supports students throughout their education.
  - A student leadership programme to develop leadership skills for our students.
  - The Settle College Diploma, which recognises and celebrates students' achievements in their personal development.
- For the full curriculum intent statement, please see the Settle College website, and click on the 'Curriculum' menu, followed by 'Curriculum intent'.



# Art

*To develop students' understanding of Art and the formal elements within art.*

- Art from the Mexican Day of the Dead, to develop observational drawing and creative skills
- Natural forms, to develop experimental, research and application skills
- Portraiture, including observational drawing skills and the creation of artist study pages

*Subject leader: Ms Canning ([R.Canning@settlecollege.n-yorks.sch.uk](mailto:R.Canning@settlecollege.n-yorks.sch.uk))*



# Computing

*To develop understanding in how computers and networks work. Know how binary is used to represent numbers, text and images. Develop skills in specialist software and programming constructs via the use of Python.*

- Computers and networks
- Understanding binary representation of images
- Photoshop skills
- The project development process (iMedia)
- Programming constructs using a based programming language
- Creating a website

*Subject leader: Mrs Partridge ([E.Partridge@settlecollege.n-yorks.sch.uk](mailto:E.Partridge@settlecollege.n-yorks.sch.uk))*



# Drama

*To develop students' understanding of Drama and the different skills required in the subject.*

- An actor prepares: scripted plays, building a role, performance skills, naturalism and Stanislavski
- Pantomime: history, origins and conventions of pantomime, comedy, script writing and performance
- Macbeth: Shakespearean Theatre and understanding tragedy
- Melodrama: exaggeration, silent movies and slapstick
- Physical theatre: storytelling through movement, including stage combat
- Musical theatre: creating a musical and theatre reviews

*Subject leader: Ms Canning ([R.Canning@settlecollege.n-yorks.sch.uk](mailto:R.Canning@settlecollege.n-yorks.sch.uk))*





# DT

*To develop students' practical and theoretical knowledge of the skills required in a range of Technology subjects.*

- Food and nutrition, focusing on multicultural foods, to include both practical and theoretical concepts
- Mechanism project, to include more in-depth design process stages, to create a high-quality card automata
- Phone holder project, to apply practical engineering skills, with a focus on metallic properties and manufacturing, as well as 2D/3D CAD skills

*Subject leaders: Mrs Partridge ([E.Partridge@settlecollege.n-yorks.sch.uk](mailto:E.Partridge@settlecollege.n-yorks.sch.uk))*

*Mr Greenep ([M.Greenep@settlecollege.n-yorks.sch.uk](mailto:M.Greenep@settlecollege.n-yorks.sch.uk))*



# English

*Developing students' ability to empathise with others' experiences in a text; transactional writing for purpose and audience, sharing their own perspectives.*

- *Key question:* How are individuals challenged by society?
- Dystopian fiction: exploring the individual experience and power structures within society through both fiction and non-fiction texts
- Nineteenth century fiction: Great Expectations, including the child hero and individual struggles
- Shakespeare (Macbeth) and war poetry: exploring conflict within society through Shakespeare and poetry

*Subject leader: Mrs Scriven ([E.Scriven@settlecollege.n-yorks.sch.uk](mailto:E.Scriven@settlecollege.n-yorks.sch.uk))*



# French

*Students will develop a firm grasp on the present and past tenses, as well as an understanding of the future tense.*

*Students will be able to use different sentence structures to describe events and give opinions.*

*Students will develop an understanding of French culture.*

- TV, film, books and activities
- Paris
- Identity and local area
- Talents
- World geography and French-speaking countries

*Subject leader: Mme Bataller ([S.Bataller@settlecollege.n-yorks.sch.uk](mailto:S.Bataller@settlecollege.n-yorks.sch.uk))*



# Geography

*Students will develop their understanding of the physical and human environment and the links between the two.*

- The power of water: how do rivers, waves and ice play a role in changing our landscape?
- Why are deserts getting bigger and rainforests smaller?
- How is the world changing? (*How the world is shrinking through the work of the dollar, internet, global travel and why people are on the move*).
- How do rocks influence our local environment?

*Subject leader: Mrs Whitaker ([R.Whitaker@settlecollege.n-yorks.sch.uk](mailto:R.Whitaker@settlecollege.n-yorks.sch.uk))*



# History

*To gain an understanding of the key themes, individuals and events in British history from the mid 17<sup>th</sup> century to the early 20<sup>th</sup> century.*

*To understand the origins, impact and abolition of the Atlantic slave trade.*

- The English Civil War and its aftermath
- The Atlantic slave trade and its impact
- Britain from c1700-1900 and the profound change within this period, including the impact on everyday life
- Edwardian Britain: votes for women and the Titanic disaster
- The First World War

*Subject leader: Ms Fisher ([P.Fisher@settlecollege.n-yorks.sch.uk](mailto:P.Fisher@settlecollege.n-yorks.sch.uk))*



# Maths

*To develop a deeper understanding of numerical methods and shape work, as well as gaining knowledge in algebraic concepts and algebraic manipulation skills.*

- Proportional reasoning: ratio and scale, multiplicative change and multiplying and dividing fractions
- Representations: working in the Cartesian plane, representing data and probability
- Algebraic techniques: brackets, equations and inequalities, sequence and indices
- Developing number: fractions and percentages and standard index form
- Developing geometry: angles in parallel lines and polygons, area of trapezia and circles, line symmetry and reflection
- Reasoning with data: the data handling cycle and measures of location

*Subject leader: Miss Nutter ([J.Nutter@settlecollege.n-yorks.sch.uk](mailto:J.Nutter@settlecollege.n-yorks.sch.uk))*



# Music

*To gain an understanding of musical devices and develop appraising, performance and compositional skills*

- Find your voice 2: exploring how the voice and body can be used to produce music
- Around the World in 80 Days: exploring rhythm, melody and composition through music from around the world
- All about the bass: exploring bass clef notation and improvisation through musical ideas from popular music and films
- Programme music: exploring how to create musical ideas to describe moods and characters

*Subject leader: Ms Canning ([R.Canning@settlecollege.n-yorks.sch.uk](mailto:R.Canning@settlecollege.n-yorks.sch.uk))*



# PE

*To build on existing skills and understanding, further developing students' skills and knowledge in current and new sporting activities.*

- Football and rugby
- Fitness and gymnastics
- Gaelic football
- Netball and basketball
- Outdoor and adventurous activity (orienteering)
- Table tennis
- Athletics
- Tennis, rounders, softball and cricket

*Subject leader: Mr Ellis ([R.Ellis@settlecollege.n-yorks.sch.uk](mailto:R.Ellis@settlecollege.n-yorks.sch.uk))*

*Currently Miss Newbold ([H.Newbold@settlecollege.n-yorks.sch.uk](mailto:H.Newbold@settlecollege.n-yorks.sch.uk))*





# PSHCE

*To introduce students to age-appropriate knowledge that will equip them to live healthy, safe, productive, capable, responsible and balanced lives.*

- Mental health and wellbeing
- Drugs and alcohol
- Relationships and sex education
- Staying safe
- Enterprise and personal finance
- Citizenship
- Careers

*Subject leader: Mr Wiggans ([S.Wiggans@settlecollege.n-yorks.sch.uk](mailto:S.Wiggans@settlecollege.n-yorks.sch.uk))*

*Learning manager: Mrs Jones ([N.Jones@settlecollege.n-yorks.sch.uk](mailto:N.Jones@settlecollege.n-yorks.sch.uk))*



# RS

*Four further investigations, examining in greater depth philosophical and religious debates in order to increase awareness of what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.*

- Why is there suffering? Are there any good solutions?
- What is good and what is challenging about being a teenage Sikh or Muslim in Britain today?
- Is religion a power for peace or a cause of conflict in the world today?
- Is death the end? Does it matter?

*Subject leader: Mr Wiggans ([S.Wiggans@settlecollege.n-yorks.sch.uk](mailto:S.Wiggans@settlecollege.n-yorks.sch.uk))*



# Science

*To build upon content from Year 7 and develop, deepen and broaden understanding of scientific principles and ideas*

- Biology: health and lifestyle, ecosystem processes and adaptation and inheritance.
- Chemistry: periodic table, separating techniques and metal reactions.
- Physics: space, electricity and magnetism, energy and motion and pressure.

*Subject leader: Mr Langan ([M.Langan@settlecollege.n-yorks.sch.uk](mailto:M.Langan@settlecollege.n-yorks.sch.uk))*



# Spanish

*Students will develop a firm grasp on the present and past tenses, as well as an understanding of the future tense.*

*Students will be able to use different sentence structures to describe events and give opinions.*

*Students will develop an understanding of Spanish culture.*

- Holidays
- Everything about my life
- Food, free time and daily routines
- Summer camps, holiday activities and trips
- World geography and Spanish-speaking countries

*Subject leader: Mme Bataller ([S.Bataller@settlecollege.n-yorks.sch.uk](mailto:S.Bataller@settlecollege.n-yorks.sch.uk))*



# Home learning and independent study

- Aim: to extend students' learning beyond the school day to give opportunities to practice what they have been taught, to further their knowledge and to begin to develop independent study skills.
  - Research suggests that strong engagement with homework can add five months to the progress made by students in their learning.
- Home learning will be recorded on Arbor.
- Home learning guides will be added to the college website (Curriculum, home learning) over the next two weeks.
- Students are also encouraged to complete further research and revision, including the half-termly challenge tasks.



# Literacy

- Strategies in school:
  - A focus from departments on disciplinary literacy
  - Form time activities
  - Prefix/suffix of the week as part of explicit teaching of vocabulary
  - The Settle College 'Literacy Rainbow'
  - Differentiated literacy interventions
  - Reading lessons as part of the English curriculum
- Support from home:
  - Encouragement to read more widely
  - Supporting written work, to increase accuracy in spelling, punctuation and grammar and vocabulary choice



# Assessments and reporting

- Students complete summative subject assessments and formative assessment throughout lessons.
- Mastery assessment structure, with levels of mastering, securing, developing and emerging.
- Feedback will be both written and verbal.
- Progress reviews are sent on a termly basis and contain:
  - Levels for specific formal assessments
  - Overall level for the subject
  - Attitude to learning scores for inside and outside the classroom



# Thank you for listening

[J.Nutter@settlecollege.n-yorks.sch.uk](mailto:J.Nutter@settlecollege.n-yorks.sch.uk)

[J.Fraser@settlecollege.n-yorks.sch.uk](mailto:J.Fraser@settlecollege.n-yorks.sch.uk)