



HAYDON  
SCHOOL

HAYDON SCHOOL  
**YEAR 8**  
CURRICULUM GUIDE 2021-2022

ACHIEVING  
**INDIVIDUAL EXCELLENCE**  
IN A CARING COMMUNITY

[www.haydonschool.com](http://www.haydonschool.com)  
Haydon School, Wiltshire Lane, Pinner, HA5 2LX

# YEAR 8 ATTAINMENT GRADE INFORMATION

In Key Stage 3 (Years 7 and 8) at Haydon we use a flight path model. The 'bands' indicate where the student is on the flight path towards their expected GCSE outcome and the On Track column indicates whether (in the teachers professional judgement) a child is on track 'to exceed', 'to meet' or 'to not yet meet' their expected GCSE grade (See Figure 1).

The Minimum Expected Grade (MEG), which is the last column on the school report, is the GCSE grade the student is expected to achieve at the end of Year 11 based on their outcomes at Key Stage 2.

At Key Stage 3 learning should be engaging and creative, preparing to equip students with the necessary skills for GCSE success, as opposed to a 'watered down' GCSE curriculum. Each subject is given flexibility on how they assess their students according to the needs of their subject and as progress is not linear we allow teachers' professional judgement to influence whether a child is on track to fulfil their indicated GCSE MEG.

KS3 Attainment Bands		Key Stage 4 (Years 9-11)	
Year 7	Year 8	New GCSE Numbered Grades	Old GCSE Grade equivalent
Excellence	Excellence	Grades 8-9	A*
Secure	Secure	Grades 6-7	A-B
Developing	Developing	Grades 4-5	B-C
Foundation	Foundation	Grades 1-3	D-G

Figure 1: Key Stage 3 Flight Path Model

This guide is intended to inform you how your child's attainment grade in each subject was reached and also to provide guidance to monitor your child's progress.

## SUBJECTS APPEAR IN THIS ORDER

- Science
- Mathematics
- English
- History
- Geography
- Religion, Ethics & Philosophy
- French
- Spanish
- Italian
- Music
- Physical Education
- Design & Technology
- Art
- Drama
- Computing
- Textiles

FACULTY: SCIENCE

# SCIENCE

## YEAR 8 ASSESSMENT OVERVIEW

Students sit three mini assessments and one larger assessment in the first term. The reported attainment band is an aggregated score of these assessments and one additional mini assessment in term two.

## ASSESSMENT INFORMATION

Topic test scores are stuck in after each assessment. Students complete a Personalised Learning Checklist (PLC) for each topic they complete to indicate their (self-assessed) understanding of that topic.

## COURSE OUTLINE

“Exploring Science” is a lively, carefully structured course written specifically to provide a foundation for further studies in science. It focuses on clear explanations of scientific concepts presented in a familiar and interesting way, as well as on practical activities.

Progression and consolidation are planned into “Exploring Science”. The course focuses on learning within a practical-based framework, enabling students to investigate and question in a very hands-on manner and incorporating “How Science Works” skills. The majority of lessons will include a practical component, encouraging analytical thinking and independent learning.

## WAYS IN WHICH PARENTS CAN HELP

Please check that homework is being set and completed regularly. Students may ask for support with homework assignments. Support can be given with revision using class work and useful websites such as BBC Bite size KS3 chemistry, biology and physics.

FACULTY: MATHEMATICS

# MATHEMATICS

## YEAR 8 ASSESSMENT OVERVIEW

Students will complete open book assessments in lesson at the end of each topic covered across the year. In addition, students sit formal assessments at the end of each term. Students will be given feedback after their assessments, with areas of strength and areas to improve. This will be recorded in their tracker booklets.

## ASSESSMENT INFORMATION

Students record their topic test scores as marks in their tracker booklets. The topic tests are all out of 20. The end of term assessments will be recorded as percentages in their tracker booklets. Tracker booklets will be found inside the students’ exercise books. Targets are then set to help support and improve mathematical skills.

## COURSE OUTLINE

In year 8, students will be reinforcing maths knowledge from year 7, but also challenged with new content. The students will go through a number of topics outlines below:

*Proportional reasoning, Representations, Algebraic techniques, Developing number, Developing geometry and Reasoning with data.*

Students will learn the key skills and methods for each topic, but also be able to apply this across a number of areas of maths. The topics are interleaved and will help strengthen the students’ understanding of each topic. Problem solving and reasoning is inbuilt in the course.

## WAYS IN WHICH PARENTS CAN HELP

Student’s homework is set weekly, so making sure the students are completing this on a regular basis will not only support the school, but support your child’s maths progression through the year. Homework will consolidate skills that students have previously learned, but also reinforce learning from their lessons. There is a compulsory homework, but also stretch and challenge which students may attempt above the weekly homework.

FACULTY: ENGLISH

# ENGLISH

## YEAR 8 ASSESSMENT OVERVIEW

Students complete extended writing pieces every three weeks with a formal assessment completed at the end of each unit. Usually, the reported attainment band is calculated as an aggregate across all assessments.

### The students will study:

- Of Mice and Men by John Steinbeck
- Romeo and Juliet by William Shakespeare
- Gothic Unit
- Poetry
- Boy 87 by Ele Fountain
- Research Project

## ASSESSMENT INFORMATION

Teacher feedback from assessments indicate the band they are working in and can be found after each written assessment. All classwork and assessment feedback can be found in exercise books.

## COURSE OUTLINE

The students will study:

- Of Mice and Men by John Steinbeck
- Romeo and Juliet by William Shakespeare
- Poetry
- Animal Farm by George Orwell
- Frankenstein (Play script) by Mary Shelley adapted by Philip Pullman
- Oracy Unit

## WAYS IN WHICH PARENTS CAN HELP

We appreciate any help that you can give your child with homework, particularly with encouraging the habit of reading and ensuring they are exposed to a variety of texts from different genres. You can also help by monitoring your child's progress on Bedrock and helping to ensure your child is completing their two weekly lessons.

FACULTY: HUMANITIES

# HISTORY

## YEAR 8 ASSESSMENT OVERVIEW

Students are assessed through three formal written assessments and 3 further topic tests throughout the year. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

## ASSESSMENT INFORMATION

The assessment sheets are stapled or stuck into books.

## COURSE OUTLINE

### SLAVERY

What was Africa like before European arrival, the origins of the slave trade, tracing the course of its development through to its abolition. Students will look at life in the plantation fields, acts of passive and active resistance, and the role of abolitionists.

### CIVIL RIGHTS

The development of civil rights for the African-American communities in America. Students will learn about key turning points and figures in the civil rights movement such as Martin Luther King and Malcolm X. A range of sources are used to examine the experiences and legal framework relating to civil rights.

### THE HISTORY OF LONDON

Students trace the history of London from the earliest evidence for settlement through the Roman period, the Black Death and key developments leading to the city we live in today. Within this topic students will also do a case study on Jack the Ripper, analysing evidence to evaluate the effectiveness of Victorian Policing methods.

### THE GREAT WAR AND WORLD WAR II

Students undertake a study on the causes of the Great War. In addition they will study life during the war in the trenches and on the home front. Students will also investigate how its ending and peace settlement signed in Versailles, may have been a contributing factor to the start of the Second World War. Students will also look in detail at some of the key battles of World War II as well as an in-depth study of the Holocaust (studying Nazi atrocities, opposition, resilience, and memorial).

## WAYS IN WHICH PARENTS CAN HELP

Parents can show an interest in their child's work in history, reading through their written work and discussing with them new topics that their child has learnt in class. In particular parents can help their child make progress by encouraging them to explain and justify judgements they have made about the topic studied. Parents can also encourage their child to do extra independent research and about the topic being studied in history lessons.

FACULTY: HUMANITIES

# GEOGRAPHY

## YEAR 8 ASSESSMENT OVERVIEW

Each half term students complete a topic. At the end of the topic students complete a written assessment. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

## ASSESSMENT INFORMATION

PLCs are given to every student at the beginning of every topic. The assessment sheets with teacher feedback and targets are stapled next to the assessment.

## COURSE OUTLINE

Geography is a Foundation Subject in the new 2 year Key Stage 3. The topics covered will be:

- **TECTONIC PROCESSES AND HAZARDS:** This unit considers the physical nature of the events and looks at issues surrounding human vulnerability to them.
- **EXTREME WEATHER:** This unit looks at what makes our world extreme? Some extreme weather that we will be looking at will be climate change, enhanced greenhouse effect and sea level rising
- **GLOBALISATION:** This unit looks at where people live around the world and reasons why countries are rich and poor. It will consider who are the winners and losers of globalisation and their impact.
- **URBANISATION:** This unit investigates why the world is becoming more urbanised. The topic looks at UK urbanisation, the increase of megacities and examines the challenges of urbanisation.
- **CONFLICT:** What is meant by the geography of conflict? This unit considers disputes, land-use and the use of resources. The topic compares conflict at different levels; Local, Regional, National, International

## WAYS IN WHICH PARENTS CAN HELP

Please encourage students to read through work for mistakes and possible improvements. Please try to provide a suitable, quiet place to work and ensure that they spend sufficient time on homework to complete it to the best of their ability. Encourage further private study, using reference books or the Internet, looking at geographical stories and issues in the media.

FACULTY: HUMANITIES

# RELIGION, ETHICS & PHILOSOPHY

## YEAR 8 ASSESSMENT OVERVIEW

Students are assessed through three formal written assessments and three further pieces of classwork or homework throughout the year. The reported attainment band is calculated as an aggregate across all assessments

## ASSESSMENT INFORMATION

Assessment tracker sheets can be found on the front inside cover of the exercise books. Personal Learning Checklists (PLCs) can be found at the beginning of each module.

## COURSE OUTLINE

Students will engage in an enquiry-based approach to the study of religion, ethics and philosophy. This will include an exploration of key religious and philosophical questions.

There are three main areas of study (one each term):

1. Big Philosophical Questions – How do we know things? Why are we here? Why do we suffer? Does God exist?
2. What is right and wrong? – A study of ethical decision making.
3. What is a religion? – An enquiry into religions beyond the major six world religions.

Students will be required to address their own opinions to these questions, as well as understanding and evaluating both religious and secular responses to these questions.

## WAYS IN WHICH PARENTS CAN HELP

Parents are encouraged to read through their child's REP work and discuss this with them regularly. However, please bear in mind that many activities may not be written tasks. Parents can assist by discussing the issues covered with their child, and encouraging them to develop views which they can justify with reasons and respond to opposing opinions.

FACULTY: MODERN FOREIGN LANGUAGES

# FRENCH

## YEAR 8 ASSESSMENT OVERVIEW

Each half term students complete a module and complete assessments in writing, speaking, listening and reading for that topic. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

## ASSESSMENT INFORMATION

Pink assessment grade sheets are stuck into students' books.

## COURSE OUTLINE

### Expo 2

- Family life
- Hobbies
- Out and about
- Food and drink
- Travelling and holidays
- Friends and Free time

- Attainment Target 1: Listening – short texts and transcriptions into French and English
- Attainment Target 2: Speaking – short dialogues and presentations
- Attainment Target 3: Reading – short texts
- Attainment Target 4: Writing – simple sentences building up to paragraphs and more complex language/ translations into French and into English

## WAYS IN WHICH PARENTS CAN HELP

Check presentation and work in exercise books and vocabulary books.

Test students on their vocabulary.

Encourage talking of the language at home.

Watch relevant foreign language learning programmes with students.

Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers.)

Encourage reading in the foreign language and use of language learning websites e.g. [www.linguascope.com](http://www.linguascope.com), [quizlet.com](http://quizlet.com) (flashcards), [memrise.com](http://memrise.com).

FACULTY: MODERN FOREIGN LANGUAGES

# SPANISH

## YEAR 8 ASSESSMENT OVERVIEW

Each half term students complete a module and complete assessments in writing, speaking, listening and reading for that topic. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

## ASSESSMENT INFORMATION

Pink assessment grade sheets are stuck into students' books.

## COURSE OUTLINE

### Viva 2

Freetime activities

Opinions

Holidays

Food and Restaurant

Daily Life

Directions

TV and Music

Clothes

- Attainment Target 1: Listening – short texts and transcriptions into Spanish and English
- Attainment Target 2: Speaking – short dialogues and presentations
- Attainment Target 3: Reading – short texts
- Attainment Target 4: Writing – simple sentences building up to paragraphs and more complex language/ translations into Spanish and into English

## WAYS IN WHICH PARENTS CAN HELP

Check presentation and work in exercise books and vocabulary books.

Test students on their vocabulary.

Encourage talking of the language at home.

Watch relevant foreign language learning programmes with students.

Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers.)

Encourage reading in the foreign language and use of language learning websites e.g. [www.linguascope.com](http://www.linguascope.com), [www.españolextra.com](http://www.españolextra.com), [quizlet.com](http://quizlet.com) (flashcards), [memrise.com](http://memrise.com).

# ITALIAN

## YEAR 8 ASSESSMENT OVERVIEW

Each half term students complete a module and complete assessments in writing, speaking, listening and reading for that topic. The reported attainment band is calculated as an aggregate across all assessments and according to the performance of the whole year group.

## ASSESSMENT INFORMATION

Pink assessment grade sheets are stuck into students' books.

## COURSE OUTLINE

Tutti Insieme 1- Unità 7, 8 e 9 / Tutti Insieme 2- Unità 1, 2 e 3.

- Keeping fit – sports, activities and healthy living
  - Travel – countries, transport and weather
  - Asking and giving directions
  - Clothes and fashion
  - Television and cinema
  - Describing a town or region in Italy and at home
  - Making arrangements
  - Italian Project, focusing on Italian festivals and traditions
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- Attainment Target 1: Listening – short texts and transcriptions into Italian and English
  - Attainment Target 2: Speaking – short dialogues and presentations
  - Attainment Target 3: Reading – short texts
  - Attainment Target 4: Writing – simple sentences building up to paragraphs and more complex language/ translations into Italian and into English

## WAYS IN WHICH PARENTS CAN HELP

Check presentation and work in exercise books and vocabulary books.

Test students on their vocabulary.

Encourage talking of the language at home.

Watch relevant foreign language learning programmes with students.

Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers.)

Encourage reading in the foreign language and use of language learning websites e.g. [www.linguascope.com](http://www.linguascope.com), [quizlet.com](http://quizlet.com) (flashcards), [memrise.com](http://memrise.com).

# MUSIC

## YEAR 8 ASSESSMENT OVERVIEW

Students cover five topics throughout the year with differing focus on four main areas of assessment: Performing, Singing, Improvisation and Composition. Tasks are ongoing throughout a unit and regular formative assessment takes place and is recorded on the student's PLC, which is kept in the classroom.

## ASSESSMENT INFORMATION

Students' PLC assessment sheets are kept at school.

## COURSE OUTLINE

The Year 8 Music Course is divided into five units of work. Throughout the year students will improve their abilities in the key areas of singing, instrumental playing, composing, improvising and developing musical ideas. The five units are:

1. Keyboard Performance – students explore the skills needed to create a successful performance and have the opportunity to learn to play the keyboard with both hands. They learn classical pieces and perform at the end of the unit.
2. Blues and Jazz Improvisation – students identify, explore and make creative use of musical devices found in jazz and blues. Students develop their understanding of chords and improve their improvisation skills.
3. Minimalism - students will learn to use the processes of minimalist composes creating rhythmic then melodic cells and using these to create a structured, layered composition that inspired much of contemporary Electronic Dance Music.
4. Reggae – students have the chance to develop their ensemble performance skills by working in bands to play a song from this iconic genre.
5. Pop Project – students develop their understanding of the devices and structures used in pop songs. Students apply this knowledge by forming a band to compose and perform their own Pop Song. One band from each class is selected at the end of July to perform in front of the whole of Year 8 and compete with the other class bands in the finals for a prize.

## WAYS IN WHICH PARENTS CAN HELP

Parents can support our work by providing opportunities for their children to listen to a wide variety of music and encouraging them to make full use of any musical instruments they may have access to at home. Children who receive instrumental or vocal tuition at the school are expected to attend at least one extracurricular musical activity per week. Parents are expected to support this policy by ensuring their children attend on a regular basis. All children are invited to join in the range of vocal and instrumental extra- curricular activities the Music Department offers and to participate in concerts and other musical events put on during the year.

FACULTY: PHYSICAL EDUCATION

# PHYSICAL EDUCATION

## YEAR 8 ASSESSMENT OVERVIEW

Students complete multiple activities throughout the year. Teachers provide an aggregated score across all the activities and according to the performance of the whole year group.

The reported attainment band relates to students potential score in the practical component (40%) of the GCSE Physical Education course only.

## ASSESSMENT INFORMATION

Students are told verbally either at the end of each activity or after each half term.

## COURSE OUTLINE

Physical Education at Haydon aims to develop students' physical competence, self-esteem and their ability to apply skills in increasingly complex practical settings. Positive attitudes towards active and healthy lifestyles are fostered through a diverse curricular and extra-curricular time-table.

The Physical Education course at Haydon provides a balanced programme of activities in line with the new PE curriculum.

For students in Year 8 Physical Education aims to develop movement, co-ordination and basic games skills learned in Year 7.

Activities covered include: Athletics, Badminton, Basketball, Cricket, Dance, Football, Gym, Trampolining, Netball, Rounders, Table-tennis, Health Related Fitness, Rugby and Tennis.

Students also have the opportunity to attend Year 8 Camp, where we focus primarily on outdoor and adventurous activities.

## WAYS IN WHICH PARENTS CAN HELP

Parents can take a leading role in providing the opportunity for students to follow a healthy and active lifestyle both within school and in their leisure time.

FACULTY: ART, DESIGN & TECHNOLOGY

# DESIGN & TECHNOLOGY

## YEAR 8 ASSESSMENT OVERVIEW

Students complete three different subjects – Food, Textiles and Resistant Materials. Different classes will complete these subjects in different orders, so the grades that are reported will only be from the subjects which pupils have completed at the time of reporting. The grades for each of our subjects are based upon two tests and ongoing assessments of both book based work and practical tasks.

## ASSESSMENT INFORMATION

Current attainment with feedback is written in students' books.

## COURSE OUTLINE

Design & Technology is associated with solving the problems of designing and making a variety of products using different materials. It is also about developing new skills, both in understanding designs and in creating the products themselves. Students will have the opportunity to work with wood, plastic, food, textiles, card, paper and metal and during the year should produce a variety of products. Above all we hope and aim that all students enjoy what they are doing and learning!

There are three projects in Year 8 which have been designed to further develop skills and understanding in writing a brief, researching, developing ideas, making a chosen idea and then finally evaluating and testing. There is a project that involves designing and making an amplifier for portable music devices. Students will extend their knowledge and understanding of materials and processes. The project introduces electronics and develops students' knowledge of how electricity and simple electrical circuits work. The amplifier project develop students' understanding of materials and CAD/CAM. There is a food module that explores food preparation skills and nutrition with an emphasis of food science. The textiles project will develop understanding of materials and the skills in designing and making personalised pencil cases using the sewing machine.

## WAYS IN WHICH PARENTS CAN HELP

Access to encyclopaedias, books relevant to the project topics and catalogues are always useful. Books or CD Roms on 'How Things Work' and titles on designing, technological change and craft skills, such as the Usborne series may be of interest. Much of this can be found in a good library. Any activity or kits that involve drawing skills, construction and assembly or the handling of food will help to develop awareness of space and fine control of tools. Students will need to use parents for research and opinions about ideas and products. Parents may also be able to help with developing drawing, by asking their child to describe what they have produced and help to check that they have given all the details of their chosen idea necessary for others to understand.

FACULTY: ART, DESIGN & TECHNOLOGY

# ART

## YEAR 8 ASSESSMENT OVERVIEW

Students complete three projects throughout the year. Assessment is ongoing, each piece of work is marked with targets on how to improve and students are given time in lessons to refine their work. Termly assessment sheets are completed indicating what band the student is working at.

## ASSESSMENT INFORMATION

Termly assessment sheets are stuck in the front of students' sketchbooks.

## COURSE OUTLINE

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Students use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities students learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse functions of art, craft and design in contemporary life and from different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Term 1: Pop Art  
Term 2: Recycling Project  
Term 3: Shillinglaw

## WAYS IN WHICH PARENTS CAN HELP

Try to encourage students to add their own extension work to each project. Please make sure that your child brings the equipment necessary to every lesson. Please check homework. If your child has a problem please make sure that they contact their art teacher before the homework is due in.

FACULTY: PERFORMING ARTS & MEDIA

# DRAMA

## YEAR 8 ASSESSMENT OVERVIEW

Each half term the students complete a topic. At the end of the half term they are assessed on a performance using the range of skills they have studied and their development of the piece. The students are assessed on their knowledge, skills and understanding. The reported attainment is an average of the grades they receive in class.

## ASSESSMENT INFORMATION

Current attainment is recorded on their class assessment sheet.

## COURSE OUTLINE

Drama is an exciting, experimental and inspirational subject and every student is exposed to the innovative and magical world drama creates! Drama has the potential to inspire young adults. They can have fun and express themselves in dynamic ways.

The schemes of work are skills based and provide the students with:

- The opportunity to adopt the roles of theatre practitioners including actors, directors and designers
- The opportunity to use a variety of techniques, forms and conventions to create effective Drama
- The chance to learn about the history of Drama and utilise this knowledge within their performance work.

Drama in addition is recognised for the people skills that it develops. These include the following:

- Encouraging co-operation and team working abilities
- Increasing social awareness
- Building self confidence
- Encouraging self expression and sparking creativity
- Encouraging analytical, reasoning and evaluative skills

Topics covered:

*Pantomime, Physical theatre, Mask and Mime, Commedia, dell'Arte, The Pop Project, The Tempest*

## WAYS IN WHICH PARENTS CAN HELP

A parental interest in practical work and encouragement to visit the theatre would also aid the students understanding of the context of the subject. Parents may find themselves as a prompt when students are memorising lines for assessments.

FACULTY: COMPUTING

# COMPUTING

## YEAR 8 ASSESSMENT OVERVIEW

Students are given a mid-term and end-of-term assessment. The grades from these together with ongoing assessments from practical work are combined to produce an attainment level.

## ASSESSMENT INFORMATION

Current attainment is recorded in students' Computing passports.

## COURSE OUTLINE

Students will be taught a variety of skills in Computing lessons that increase their knowledge of:

- Web development
- Animation
- Programming and development
- Video editing
- Interactivity

During the year they will be using a range of software applications to produce materials to satisfy specified criteria in a given set of tasks. They will develop skills in programming, website development, graphics, presentations and interactive media production, in addition students undertake a student led project consolidating the skills and knowledge gained throughout the year. Students will be taught in mixed ability groups and will have a lesson every week. Students will use Computing to enhance their work and learning in other areas of the curriculum and develop their ability to judge how and when to use technology.

## WAYS IN WHICH PARENTS CAN HELP

Parents can help by showing an interest in their child's work. Support with revision for interim assessments and homework will also be valuable. Resources for lessons can be found on Google Classroom

FACULTY: ART, DESIGN & TECHNOLOGY

# TEXTILES

## THE INTENT OF THE TEXTILES CURRICULUM

GCSE Design & Technology enables students to understand and apply the iterative design processes through which they explore, create, and evaluate a range of outcomes. They should be prepared to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. They will also continue to expand their theory knowledge from KS3, gaining a deeper understanding of different materials and manufacturing processes. Students will develop an understanding of how manufacturing impacts on daily life and the wider world and learn that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of the nation and the global community. The KS4 Textile curriculum is intended to enthuse and excite students to develop a passion and interest for textiles as a subject. Through the exploration of different materials, techniques and processes, students will be given the opportunity to explore and investigate the work of contemporary and historical designers. This will in-turn inspire them to develop and create their own textile-based products which are suitable for a wealth of textile based industries and markets.

Students will have 5 x 1-hour lessons over the two-week timetable.

## THE IMPLEMENTATION OF THE TEXTILES CURRICULUM

Details about the course can be found in the Exam specification: <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552> Syllabus : AQA GCSE Design & Technology, Specification Code 8552

## STUDENTS WILL HAVE 5 X 1 HOUR LESSONS OVER THE TWO WEEK TIMETABLE

	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<b>Theory Content</b> Unit 1- New and Emerging Technologies  <b>Coursework:</b> Practise NEA 1	<b>Theory Content</b> Unit 4- Common Specialist Technical Principles  <b>Coursework:</b> Practise NEA3 - Children's, Learning & Play	<b>Theory Content</b> During theory lessons students will recap and revise all theory content studied throughout Year 9 & Year 10.  <b>Externally set NEA:</b> (Non-Examined Assessment); students will be given a context at the end of Year 10 and will spend approximately 35 hours of lesson time completing their NEA throughout Yr11 which is 50% of their final grade.
SPRING	<b>Theory Content</b> Unit 2- Energy, Materials, systems, and devices.  <b>Coursework:</b> Students complete practice NEA 1, and Start Practise NEA 2	<b>Theory Content</b> Unit 5E- Textile Base Materials Unit 5D- Polymers  <b>Coursework:</b> Practise NEA3 - Children's, Learning & Play	
SUMMER	<b>Theory Content</b> Unit 3 - Materials and working properties Revision/ Mock exam  <b>Coursework:</b> Students complete practice NEA 2	<b>Theory Content</b> Unit 6: Designing Principles (Drawing) Revision/ Mock exam.  <b>Coursework:</b> Practise NEA3 - Children's, Learning & Play	<b>Theory Content</b> Revision & External Exam <b>NEA</b> Submission, assessment, and moderation

## THE IMPACT OF THE TEXTILES CURRICULUM:

All students will have covered all the course content detailed in the GCSE AQA DT Specification throughout this course. They will have successfully completed their NEA Coursework and will be prepared for their Theory Exam in June Year 11. Students' progress and learning in the subject will be assessed formally between a combination of coursework and an external exam; Unit 1: Written Paper (50%) - two-hour exam sat at the end of Year 11; Unit 2: NEA - Non-Examined Assessment (50%) - Design & make project completed during Year 11. Students will be internally assessed throughout the course on a variety of investigation, design, making and evaluation related tasks. Students will also complete written tasks, drawing tasks and practice papers. Students will also develop their wider understanding of the design world which will also help them to think critically and enter the world of work with greater skills. The curriculum is designed to develop on the knowledge and understanding of textiles gained in KS3 and expose them to further knowledge and information which will later inform their future studies at KS5, university and in the workplace.

**WAYS IN WHICH PARENTS CAN HELP:** In all design projects, the students will be asked to get feedback on their designs. Parents can be informative and can offer ideas and opinions about how work and products can be improved. Developing design skills can be encouraged through drawing and developing existing products at home where possible. Discussion at home about the latest product designs and developments is also very useful, by looking at news articles and websites or visiting museums. The managing and organisation of their own work is an important feature of this course. Please ensure that students meet deadlines and hand in homework every week. Try to make sure that students are fully equipped for lessons. To enable students to complete the course, they will be required to purchase basic sewing and art materials. It is also advisable that students purchase the course textbook and revision guides to assist in the learning of the theoretical content. It is also advisable that students are exposed to technological developments through the reading of relevant articles, visiting museums and galleries and watching TV documentaries.