Eden Boys’ School, Birmingham

Year 8 Curriculum Guidance
2017 - 2018

September 2017

Nurturing today’s young people, Inspiring tomorrow’s leaders.
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Foreword

Welcome to the Year 8 Curriculum Booklet. I hope this will give the parents and students an insight of what we offer at Eden Boys’, Birmingham. Our aim is use your son’s skills from year 7 and develop them throughout his years at the school so when he leaves this school he school ready to tackle any challenge.

We offer a broad and balanced curriculum to holistically develop your son’s skills providing him with endless opportunities in his future.

Please take time to read the Curriculum Booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning. There are also some excellent resources suggested to supplement their studies. The year 8 Curriculum Booklet also consists of a subject’s outline, its long term plan and the assessments it offers.

Students are assessed on a regular basis and are given feedback with the opportunity to make corrections and reflect on their performance. We encourage our students to make the most of what the school has to offer including participating in enrichment activities and volunteering for school events. We carefully track and monitor the progress of children against the National Curriculum Levels. This data is included in each pupil’s Report Card and discussed at Parents evening.

If you have concerns about your son in a particular area, it is important that you contact the school.

I look forward to watch your son develop as he becomes an increasingly confident, knowledgeable and accomplished young person. May I take this opportunity to wish the students every success at Key Stage 3 at Eden Boys.

I hope you find the details here helpful. Please get in touch with the teachers and Director of Learning if you would like any further information.

Your son’s progress and well-being are always our top priority.

Mrs A Ravat
Principal of Eden Boys’, Birmingham.
Curriculum Staffing

**Senior Leadership Team**
Mrs A Ravat  Principal
Mr A Patel  Vice Principal
Mr S Islam  Assistant Principal
Mr J Pierce  Assistant Principal

**Pastoral**
Mr T Hanna  Head of Year 8

**Access and Inclusion Faculty**
Mrs M Kapadi  Director of Learning: SENCo
Mrs C Elia  Higher Level Teaching Assistant

**Communications Faculty**
Mrs L Ashworth  Director of Learning: Communications
Miss H Morris  English Teacher
Mr D Darby  English Teacher
Mrs E Khan  English Teacher
Mrs C Nsiri  Arabic Teacher
Miss M Mushtaq  French Teacher

**Mathematics Faculty**
Mrs P Jones  Director of Learning: Mathematics
Mr S Ubah  Mathematics Teacher
Miss M Mohamoud  Mathematics Teacher
Miss S Javed  Mathematics Teacher

**Science Faculty**
Ms N Fox  Director of Learning: Science
Miss A Islam  Science Teacher
Mr T Khan  Science Teacher

**Humanities Faculty**
Miss K Matthewman  Head of RE and PSHE
Miss A Bishop  Geography Teacher
Mr B Ravat  History Teacher
Miss S Jabeen  RE Teacher

**Computer Science Faculty**
Mr J Heras  Computer Science Teacher

**Expressive Arts Faculty**
Mr T Rowell  Art Teacher

**PE Faculty**
Mr T Ditta  PE Teacher
**Course outline**  
Students will be undertaking in-house spelling programmes to build upon their vocabulary repertoire and will also continue with grammar and punctuation work to build their literacy skills.

Students have been introduced into the world of the contemporary beginning with the infamous novel entitled ‘The Hunger Games’ by Suzanne Collins. They will also be studying literary heritage war poetry from the 19th and 20th century and will be expected to write creative and analytical responses to these texts. Additionally, pupils will be studying gothic short stories across the ages, a modern play as well as Shakespearean tragedy ‘Macbeth’. They will continue to analyse a section of non-fiction texts to further develop their linguistic skills in line with the new curriculum.

**Long Term Plan**  
Throughout Year 8 pupils will be taught the following topics:

**Autumn Term**
- Competence: To study a Classic Contemporary novel- Creative Writing.
- Pre & Post 19th Century War Poetry- Analysing an Unseen Poem.

**Spring Term**

**Summer Term**
- Creativity: High Quality Works: Pre & Post 19th Century short stories- focus on Gothic Literature.
- Competence: Spoken Language: Analysing Speeches & Media texts.

**Assessment**  
Students will be formally assessed twice every half term and this will consist of a timed response using the new GCSE Specifications. Nevertheless, there will be formative assessments carried out each week involving spelling tests and homework tasks.

**How can you support your child?**
- Ensure your son is completing all English homework set to the best of his ability.
- Remind and check that your son has a book to read during form times at school every day. This book should stretch and challenge your son to ensure he improves his vocabulary and reading skills.
- Encourage your son to read at home by visiting your local library.
- Engage in conversations about what your child has learnt in English to support their communication.
- Help your child to improve his SPAG by investing in SPAG revision guides and worksheets from BBC Bitesize for him to complete. Use ‘Look, Cover, Write and Check’ to practise words on a weekly basis.
- Purchase a notebook for your child to record new words on- he should be learning 5 imaginative words each week.

**Useful websites**
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons.
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
**Course outline**

In KS3, the focus for students is the acquisition of skills; mathematical fluency, mathematical reasoning and problem solving. There will be a focus on more formal and sophisticated thinking by students in response to a wider variety of problems. Key words and phrases used in the new curriculum are ‘mastery’, ‘fluency’ and ‘reasoning’. Content is now grouped under 6 areas: Number, Algebra, Ratio, Proportion & Rates of Change, Geometry and Measures, Probability and Statistics.

**Long Term Plan**

Year 8 are following Pearson Maths for KS3, a course based on the new GCSE curriculum where pupils will complete a KS3 programme in 2 years. We will cover all the topics listed below in great detail and in accordance to the national programme of study. Throughout Year 8 pupils will be taught the following topics:

**Autumn Term**
- BIDMAS & Estimation.
- Algebra 1.
- Collecting, interpreting & representing data.
- Transformations.
- Compound Measure & rates of change.

**Spring Term**
- Construction & loci.
- Algebra 2.
- Circles & Pythagoras theorem.

**Summer Term**
- Sequences & graphs.
- Probability.
- Trigonometry.

**Assessment**

Students will be assessed once every half term. Assessment will cover topics that they learnt up to that point in the year. For example if the assessment is in term half term five, the topics will include everything they have learnt from September up to term five. However at times the teacher may give pupils a short end of chapter assessment in addition to the half term assessment.

**How can you support your child?**

- Please ensure that he is completing his maths homework to a high standard.
- Please make sure your son is confident calculating sums mentally.
- Please encourage your son to use the ‘mymaths’ website and ‘Corbett maths’ videos for revision as well as for completing homework tasks.
- Please ask your son to explain new mathematical concepts that he has learnt.

**Useful websites**

Pupils will be encouraged to be independent and take responsibility of their own learning. This means that pupils need to spend time outside school going over topics they have covered in maths lessons and need to ensure that they revise consistently throughout the year. Before their assessments, pupils will be given a list of topics that they will be examined on. It is their responsibility to ensure that they cover all of these topics in great depth which will involve independent research above and beyond their classwork and homework.

- https://corbettmaths.com/contents/
- http://nrich.maths.org/frontpage
**Science**

**Course outline**
The course is divided into several modules covering all aspects of the National Curriculum, which include Biology, Chemistry, Physics and working scientifically. Pupils will follow the new edition of ‘Exploring Science: Working Scientifically’ which is a comprehensive programme for the new curriculum providing the best preparation for our Pupils for the new GCSE right from the start of Year 7.

In year 8 topics cover more demanding areas of the curriculum which includes aspects of human biology, chemical reactions, light, elements, compounds and ecology. Pupils study the most complex areas of the curriculum, whilst revisiting work done in the previous years in preparation for the End of Year examination.

**Long Term Plan**
Throughout Year 8 pupils will be taught the following topics:

**Autumn Term**
- 8E: Combustion.
- 8F: The periodic Table.
- 8A: Food and nutrition.
- 8C: Breathing and Respiration.

**Spring Term**
- 8K: Energy transfer.
- 8L: Earth and Space.
- 8B: Plants and their reproduction.
- 8J: Light.

**Summer Term**
- 8G: Metals & their uses.
- 8I: Fluids.
- 8D: Unicellular organisms.

**Assessment**
Pupils will be assessed twice every half term; this includes a formal end of unit test, which focuses on the unit of work covered and a skills assessment which range from planning an investigation, obtaining and recording results and analysing data.

**How can you support your child?**
Parents can encourage their children to observe, ask questions, experiment, and seek their own understandings of natural and human-made phenomena. Foster children’s creative and critical thinking, problem solving, and resourcefulness through authentic tasks such as cooking, doing household chores, gardening, repairing a bike or other household object, planning a trip, and other everyday activities. Actively engage with your children during mealtime discussions or group games requiring mental or physical skills, or by talking about books they are reading or television programs about science they have watched.

**Useful websites**
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in Science lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons.

- [http://www.bbc.co.uk/education/subjects/zng4d2p](http://www.bbc.co.uk/education/subjects/zng4d2p)
**Course outline**

The study of Geography at key stage 3 stimulates an interest in and a sense of wonder about the world. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected. It builds on pupils’ own experiences to investigate places at all scales, from the personal to the global.

Students will develop their map skills and knowledge of their Global, National and Local area. They will be able to use atlases, globes, maps at a range of scales, and other geographical data including photographs. Students will study human and physical Geography including Weather and climate.

'The aim of this module is to introduce to students the location of China, its physical and human features, what rural life in China is like, comparisons with urban China, and exploring the One Child Policy (the reasons for its implementation, impacts and future of the policy), as well as the Three Gorges Dam case study'.

**Long Term Plan**

Throughout Year 8 pupils will be taught the following topics:

### Autumn Term
- Place knowledge part 1.
- Human and physical geography part 1.
- Cultural understanding and diversity part 1.
- Environmental interaction and sustainable development part 1.

### Spring Term
- Space.
- Place knowledge part 2.
- Cultural understanding and diversity part 2.

### Summer Term
- Place knowledge part 2.
- Human and physical geography part 2.
- Environmental interaction and sustainable development part 2.

**Assessment**

- Pupils will have 2 pieces of class work and homework diagnostically marked to give pupils feedback on how to improve.
- Formative assessment will be taken to assess student learning.

**How can you support your child?**

- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.

**Useful websites**

Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either revise or research the topics in preparation for future lessons.

- [http://www.bbc.co.uk/education/subjects/zrw76sg](http://www.bbc.co.uk/education/subjects/zrw76sg)
## Course outline

Important abilities and qualities of mind are acquired through the study of History. These are particularly valuable for students and are readily transferable to many occupations and careers. At Eden Boys' School, we aim to help develop and hone key skills like analysis and evaluation at KS3.

History at Key Stage 3 distinguishes itself from other humanities and social science subjects in the curriculum because it consciously analyses the victories and failures of human beings in the past in a systematic and detailed way. It also encourages students to ask pertinent questions about the ramifications of key historical events in the world we live in today. History provides a distinctive education by providing a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes.

Students will study the British Empire using India as a case study. They will study Slavery and will contrast the difference between then and now and consider lessons learnt from History. They will also investigate the impact of the slave trade and the abolition movement on the British Empire at the time.

### Long Term Plan

Throughout Year 8 pupils will be taught the following topics:

**Autumn Term**
- Evidence, Similarity and Difference Significance.
- Partition.
- Wider World Case study.

**Spring Term**
- Period Study.
- Thematic Study part 1.
- Industrial Revolution part 1.

**Summer Term**
- Thematic Study part 2.
- Industrial Revolution part 2.
- In depth, Jack the Ripper.
- British Depth Study.
- Britain during WW1.

### Assessment

- Students will have 2 pieces of class work and homework diagnostically marked to give students feedback on how to improve.
- Formative assessments delivered to assess student learning.

### How can you support your child?

- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.

### Useful websites

Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either revise or research the topics in preparation for future lessons.

- [http://www.bbc.co.uk/education](http://www.bbc.co.uk/education)
**Course outline**
Students learn about the major world religions and their beliefs and practices.

Students will explore religious traditions about prejudice and discrimination. They will investigate the causes of poverty and its effects and how different religions respond to it. They will also explore ideas about war and peace in different religions. Evil and suffering will be explored. This will include the different types of suffering and what can be done to limit suffering.

They will also be looking at beliefs in Christianity including the role of the Trinity, sin and salvation and Jesus’ incarnation.

**Long Term Plan**
Throughout Year 8 pupils will be taught the following topics:
- **Autumn Term**
  - Prejudice and discrimination.
  - Poverty.
- **Spring Term**
  - Evil and suffering.
  - Sanctity of life
- **Summer Term**
  - Beliefs within Christianity.

**Assessment**
- Pupils will have 1 piece of class work and homework diagnostically marked to give pupils feedback on how to improve.
- Formative assessment delivered to assess student learning.

**How can you support your child?**
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Look out for Religious stories in the news and bring them in on Thursdays to form times to discuss.

**Useful websites**
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either revise or research the topics in preparation for future lessons. They will also be asked to complete at least two homework projects during the year.
- [http://www.bbc.co.uk/education(subjects/zh3rkqt](http://www.bbc.co.uk/education(subjects/zh3rkqt)
**Course outline**
Once basic principles have been explored in Year 7 and a sense of confidence is found within students, ideas and techniques will become more complex and will offer a higher level of challenge that will require learners to draw upon personal ability and experience in order to produce more meaningful art. Students will be given extra support if required and there will be several opportunities for skills and techniques to be monitored. As students will be beginning the GCSE Art & Design course next year, they will be required to format their work in a professional manner relevant to the specification (shown above).

**Techniques & Skills:** Artist Research, Reflection, Colour Theory, Mono-print, Architecture, Ceramics/ Mosaic, Aboriginal Art, Sculpture, Land Art & Graphic Design.

### Long Term Plan
Throughout Year 8 pupils will be taught the following topics:

**Autumn Term**
- Creativity: Learners are to produce work that is relevant to their home and family life, concluding their explorative finding’s in a professional manner.

**Spring Term**
- Creativity: To use the surrounding local environment to explore and interpret their surroundings within their art practice.

**Summer Term**
- Creativity: To manipulate the features of sculpture to meet personal requirements, through categorisation.
- Creativity: Learners are to understand the qualities to graphic based design, with social and cultural references.

### Assessment
Half termly assessment for each unit based on:
- Generation of ideas.
- Level of practice from students.
- Reflection/ evaluation.
- Independent study and initiative taken by students.
- Finalisation of skills and techniques.

### How can you support your child?
Failure is crucial in art and this must come from not only the school environment but from parents at home. In order for students to become better skilled in relevant techniques, they must be willing to make mistakes in order to evaluate their ability and therefore enhance their skills in the process. Positive reinforcement will also help students, as a lack of confidence can often hide a natural talent. Art is not simply about what you can or can’t do, it teaches cognitive thinking and can help enhance learner's ability to question and interrogate. This must therefore be reiterated by parents at all times.

### Useful websites
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons.
- [http://www.tate.org.uk/art](http://www.tate.org.uk/art)
- [http://arthistoryresources.net/ARTHLinks.html](http://arthistoryresources.net/ARTHLinks.html)
Course outline
Students will have the opportunity to talk about cities, countries, weather, free-time activities, grammar, food, shopping, clothes, holidays in the past tense and give complex opinions.

Why are languages important?
The importance of language is becoming very important in all aspects and interactions in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situations. Communication drives our lives and broadens our horizons. To appreciate other cultures and traditions, it is vital to study language, as it is the portal to other cultures and people.

Long Term Plan
Throughout Year 8 pupils will be taught the following topics:
Autumn Term
- Les Autres Pays (Countries).
- En ville (cities).
Spring Term
- Le futur (The future).
- La gastronomie (Gastronomy).
Summer Term
- Le monde de la mode (Fashion).
- Les voyages (Travel).

Assessment
Half-termly assessment will be carried out in reading and translating a paragraph (as in the new curriculum, translation plays a major role). Students will also be formally assessed after each term in the four skills: reading, listening, writing and speaking. Each skill has equal weight in marks and therefore, it is important that the students do well in all four skills.

How can you support your child?
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Encourage students to practice talking in French.

Useful websites
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons. The students can go onto the internet, to practice what they have learnt in class. There are a variety of internet sites for example:
- http://www.bbc.co.uk/education/subjects/zgdqxn
## Course outline

Students will learn Arabic. They will have the opportunity to give personal information about themselves (name, age, physical descriptions, family, hair & eyes colour and adjectives), alphabet, pencil case items, birthdays, colours, school, subjects, time, daily routine, hobbies, and opinions.

### Why are languages important?

The importance of language is becoming very important in all aspects and interactions in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situations. Communication drives our lives and broadens our horizons. To appreciate other cultures and traditions, it is vital to study language, as it is the portal to other cultures and people.

## Long Term Plan

Throughout Year 8 pupils will be taught the following topics:

### Autumn Term
- Countries/Nationalities.
- Expressing opinions about school.

### Spring Term
- Numbers and time.
- Weather and seasons.

### Summer Term
- News and media.

## Assessment

Half-termly assessment will be carried out in reading and translating a paragraph (as in the new curriculum, translation plays a major role). Students will also be formally assessed after each term in the four skills: reading, listening, writing and speaking. Each skill has equal weight in marks and therefore, it is important that the students do well in all four skills.

### How can you support your child?

- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Get the student to practise speaking in Arabic at home.

## Useful websites

Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either revise or research the topics in preparation for future lessons. The students can go onto the internet, to practice what they have learnt in class. There are a variety of internet sites for example:

- [http://arabalicious.com/secondary-resources.html](http://arabalicious.com/secondary-resources.html)
Course outline
Critically evaluate and apply information technology (including new or unfamiliar technologies) confidently, responsibly, collaboratively and effectively to solve problems and work creatively. Understand the fundamental principles of computer science, including algorithms, data representation, and communication protocols. Learn to see problems in computational terms, and have repeated practical experience of writing computer programs in order to solve them. Develop awareness of the individual and societal opportunities, challenges and risks raised by digital technology.

Students in year 8 will cover some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and Copyright Law and their implications for computer use. Students will learn the basics of HTML and CSS, and how to create a responsive design. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. In the spring term students will cover the basic theory, creation and use of a single-table database and a simple relational database involving two tables in a one-to-many relationship. Finally the students will undertake a creative project to analyse, plan, shoot and edit a short advertisement for TV, a short movie on a topic such as Cyber Crime or a short film trailer.

Long Term Plan
Throughout Year 8 pupils will be taught the following topics:

Autumn Term
- Website Design.
- Text Based Computer Programming using Python.

Spring Term
- Computer systems – Hardware.
- Algorithmic Thinking.

Summer Term
- Iteration.
- Computer systems – Software.

Assessment
Half termly assessment for each unit based on:
- Practical demonstration of IT capability using specific software – teacher observation
- Pupils will sit an end-of-unit test and create a digital portfolio with link to key evidence required for the unit.
- Independent study unit as part of the homework task.

How can you support your child?
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.

Useful websites
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons. Links for CS resources:
- www.teach-ict.com and BBC Bitesize Computer Science KS3
### Course outline
The Aims of the PSHE programme are to encourage pupils to:
- Respect fundamental British values
- Learn about themselves as growing and changing individuals
- Develop a sense of wellbeing and self esteem
- Understand and manage a wide range of relationships
- Develop mutual respect and support
- Think about issues and make informed opinions
- Be sensitive to the feelings of others
- Be constructively critical and questioning
- Be responsible for their behaviour and learning
- Understand the responsibility of citizenship
- Recognise the need to contribute to society
- Develop self-knowledge, awareness and confidence

In Year 8 students will cover the following topics: citizenship, human rights, democracy and animal rights, wellbeing, drug awareness, growing up and feelings, personal finance, business and enterprise.

### Long Term Plan
Throughout Year 8 pupils will be taught the following topics:
- **Autumn Term**
  - Democratic participation and Voting.
  - Drug Awareness.
- **Spring Term**
  - Human rights.
  - Personal Finance.
- **Summer Term**
  - Relationships.

### Assessment
Half-termly assessment will be carried out for each unit of study to assess understanding of key terms and concepts. Students will also be formally assessed after each term in the skills:
- Ability to communicate their knowledge and understanding using a variety of sources.
- Ability to discuss a range of opinions.
- Ability to work effectively as part of a team.

### How can you support your child?
- Encourage students to do independent research online.
- Read around topics school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Look out for relevant information on the news.

### Useful websites
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either revise or research the topics in preparation for future lessons.
- KS3 Bitesize citizenship and PSHE
Course outline
PE and sport play an important part in the life of all students at Eden Boys’. Being physically fit and healthy are just as important as being academically focussed. A healthy body serves a healthy mind. At Eden Boys’ our aim is to provide every student with the opportunity to experience as many different sports and activities possible, in order to foster a love of exercise and adopt a healthy lifestyle. Equally important is the concept of completion and competing.

Year 7 and 8 students currently follow the same sports/PE curriculum that involves a range of different sports such as Football, Basketball, Health Related Fitness, Gymnastics, Cricket, Volleyball, Badminton, Table Tennis, Hockey, Athletics and Tennis. These sports aim to deliver a global sports experience and students should see them as opportunities to develop individual skills.

Why is PE/Sport Important?
As mentioned previously, health and fitness are equally important to us at Eden as well as academic excellence. Sports and PE are important for developing leadership, communication, and team-working skills. Furthermore, sports and PE open the doors to many opportunities outside of school.

Long Term Plan
Throughout Year 8 pupils will be taught the following topics:

**Autumn Term**
- Football, Basketball, Badminton, Volleyball.

**Spring Term**
- Athletics, Handball, Table Tennis, Hockey.

**Summer Term**
- Gymnastics and Movement.
- Striking and Fielding.
- Health Related Fitness.

Assessment
Like the academic curriculum, half-termly assessments will be carried out. These will be based on Teacher and Coach judgements and will focus on areas such as teamwork, ball skills, physical fitness, etc.

How can you support your child?
- Encourage students to do independent research online.
- Read around topics you are studying in school by taking out books from the library.
- Discuss topics we are studying with family and friends.
- Practice skills they have learnt in PE.

Useful websites
Pupils will be encouraged to be independent and take responsibility of their own learning. Pupils will need to revise the work they have learnt in lessons. Pupils need to spend time outside school going over topics they have covered in lessons. Pupils are given a topic list at the beginning of each half term, they can use this list to either revise or research the topics in preparation for future lessons.
- BBC Bitesize Physical Education

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**PE**
Nurturing today’s young people,
Inspiring tomorrow’s leaders.