



Year 8 Curriculum Booklet for Parents



‘Opening Minds to Success’ through
The International Baccalaureate
Middle Years Programme

Dear Parents and Carers,

Welcome back to The Leigh Academy, where we Open Minds to Success!

In Year 8 at The Leigh Academy, we continue to prepare our students for the rigours of academic assessment at GCSE and A Level through a highly tailored Key Stage 3 curriculum. Whilst our focus continues to be on achievement in future public terminal examinations, we continue to strive to develop all our students into citizens that we and you, as parents and carers, can be proud of.

Entering into Year 8, your child will continue to develop all the knowledge and skills required to be successful as they continue their journey through The International Baccalaureate Middle Years Programme (IB MYP) and also commence new topics in our award winning Healthy Minds programme.

This booklet contains valuable information about the subjects your child will be studying whilst with us in Year 8 and provides an overview of our extensive and forward-thinking curriculum. It will outline the subjects being studied, the IB MYP values, assessment, literacy, numeracy, Healthy Minds, My Child at School (MCAS) and homework.

The Academy Day and IB MYP curriculum:

For Year 8 students, each academy day begins at 8.30am with a Tutor session. These sessions are carefully crafted to ensure all students have access to pastoral care and include a variety of activities: Global Citizenship, Literacy, Fairness and Development, Big Questions and Numeracy.

The academy day includes five, one hour lessons (apart from Wednesday when we have four) with subjects across our IB MYP curriculum as follows:

Subject	Number of lessons per week
Language and Literature	3
Mathematics	3
Sciences	3
Individuals and Societies	3
Language Acquisition	2
Arts	3
Design	4
Physical and Health Education	3

The International Baccalaureate Middle Years Programme

The IB MYP is designed to develop enquiring, knowledgeable and caring young people, who help to create a better and more peaceful world through intercultural understanding and respect. Year 8 students are encouraged to become independent learners, who can discover links between subjects and the real world in line with our academy motto 'Opening Minds to Success'.

The IB MYP Learner Profile Attributes are embedded in everything we do across our curriculum. As an IB MYP learner we want our our students to be able to say they are:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

As well as building disciplinary knowledge, understanding and skills, the MYP builds students' capacity to think and act in interdisciplinary ways. This is achieved through the explicit development of **Approaches to Learning** skills in the following areas:

- **Communication**

- * Interactive skills
- * Language skills

- **Social**

- * Collaboration

- **Self Management**

- * Organisation skills

- **Affective skills**

- * Mindfulness
- * Perseverance
- * Emotional management
- * Resilience

- **Reflection skills**

- **Research**

- * Information literacy skills
- * Media literacy skills

- **Thinking**

- * Critical thinking skills
- * Creative thinking skills
- * Transfer skills

Assessment in Year 8

Each of the 8 subject groups is divided into four assessment criteria (A B C D) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme.

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Communicating spoken and visual text	Comprehending spoken and visual text	Communication	Using language in spoken and/or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

MYP General Grade Descriptors:

Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band the student will be awarded an achievement level that reflects the evidence they have collected. Achievement levels for the four criteria are added together creating a total number out of 32. Using the MYP rubric, the total sum equates to a holistic grade from 1 -7 as featured below.

Sum of Criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Healthy Minds

By Year 8 students will have gained a shared understanding of how we discuss issues in Healthy Minds lessons. The aim is to continue to use the resilience skills to persevere when faced with real life scenarios when at home or in school. The .Breathe course provides breathing techniques to use, and gives students various strategies to think about when dealing with a mixture of emotions.

Students will also learn key skills that can be used to avoid confrontations while encouraging them to stop and think about others. They will develop their self confidence and learn to deal with the emotions that often cause anxiety and stress. Students will also be taught breathing techniques, how to engage with positive social interaction and as well as not catastrophising, thinking positively and demonstrating empathy at times when it's necessary to be kind to others.

Finally, students will also be taught how to remain safe when using technological devices and the risks associated with navigating the internet. The aim is now to take this knowledge and partake in another year of discussions and debates within lots of key PSHE topics.

Literacy

At The Leigh, we recognise the importance of strong literacy skills, not just so your child can be successful in their examinations, but as a tool for success throughout the entirety of their lives. We offer a variety of activities in order to support your child in developing their literacy skills:

Tutor time reading

During the Drop Everything And Read sessions within tutor times, students take part in reading for pleasure, led by tutors. We are fortunate to have a wide range of books for this purpose, catering for every student's reading needs.

Resource Centre

Our library is well stocked with books for every ability and age, by a range of authors, and our Librarian is always on hand to make suggestions regarding reading choices. Each student has access to the library once a week as part of English lessons, so there is always an opportunity to discover a new love of reading.

MyOn

Our online library MyOn enables your child to access thousands of books and non-fiction texts at the push of a button! Once your child has started their education with us, they will be given access to their own extensive online library, linked to Accelerated Reader. Students are encouraged to read on MyOn via prizes in each module. MyOn can be accessed at myon.co.uk



Accelerated Reader

At the beginning of Year 8, your child will have their reading age assessed to ensure that they are given support to develop their literacy skills if need be. The results of the Accelerated Reader test links directly to MyOn, ensuring that reading age appropriate texts are available to your child. Our library also has an extensive range of AR relevant texts.

Numeracy

The importance of good numeracy skills is not to be underestimated, and at The Leigh, we understand the need for students to gain mastery over core skills as early as possible in their secondary school education and as such, have the following to compliment your child's in school learning.



My Maths

My Maths is vital in supporting your child with developing their numeracy skills. It contains booster packs covering all the core skills at Key Stage three. Your child will be given their own designated login and password when they begin their Mathematics journey with us

Homework

We recognise the importance of homework and the role it plays in the development of knowledge and skills. Homework is not set for homework's sake, but is linked to the topics being studied in each subject during Year 8, through the provision of Knowledge Organisers and through teacher set tasks. At the beginning of each module, your child will be given a Knowledge Organiser full of tasks to be completed at home, to compliment their in-school learning. Homework is to be uploaded to your child's Google Classroom for each subject, for marking by your child's classroom teacher.

Google Classrooms

To compliment in-school learning, your child will be given an individual username and password to access subject specific, tutor and year group Google Classrooms. Should there be a need for students to be taught at home, lessons will take place using the Google Classroom and Google Meet platforms. Please ensure that your child has all the Google codes for the Google Classrooms and has joined each of them - these can be found on your child's timetable which you can view on MCAS.

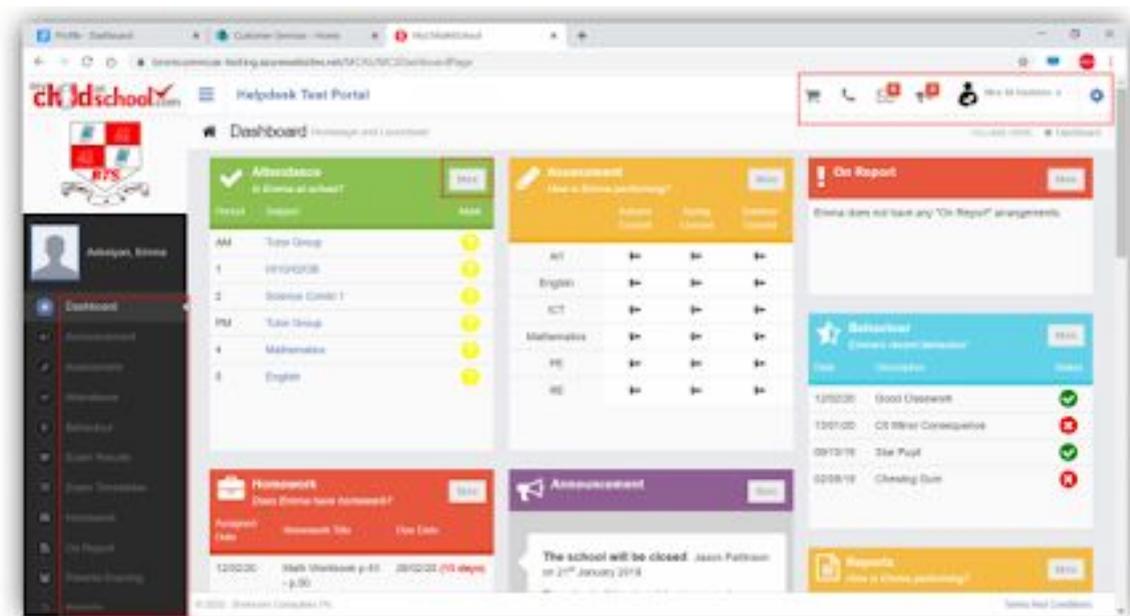
Knowledge Organisers

Each module your child will be given a knowledge organiser for each subject they study. The knowledge organisers complement in class learning, and contain a variety of information, terminology and research tasks that are pertinent to the topic they are studying in a particular module. The tasks are designed to assist your child in becoming knowledgeable, inquiring and communicative learners who are able to work independently. The tasks are also designed to ensure that your child accesses a breadth and depth of knowledge and skills to assist their development within the classroom. Knowledge organisers form an important part of your child's homework routine and should be referred to regularly.

My Child At School (MCAS)

MCAS is a comprehensive online resource that allows you, as a parent or carer, to view your child's academic progress, in real time. You will have access to the following:

- Access to real-time Attendance, Assessment and Behavioural data
- An insight to parents on their child's schoolwork (homework topics etc.)
- Communication facilities to improve contact between parents and schools
- Instant access to Published Reports and Letters
- Option to purchase Items, join Clubs or book Trips



Year 8 subject specialist choices

With GCSE options only 1 year away, we allow students to make a curriculum choice in Year 8 for subjects they wish to specialise in through Year 9. The aim of this is to give students ownership of their curriculum and give greater depth of understanding to subjects they may wish to take forward as GCSE options in Key Stage 4. Students will therefore be able to choose 2 of the following 5 subjects to study in more detail through Year 9:

- Physical Education
- Dance
- Art (including photography)
- Music
- Drama

Further information on this process will be shared with you in Module 4.

Subject Specific Information

In the following pages, information is given about each of the areas within the IB MYP curriculum that your child will study in Year 8.

IB MYP Language and Literature

Our English curriculum has been designed to provide continuity and progression between key stages. At Key Stage 3 we follow the IB Middle Years Programme (MYP) alongside the national curriculum. The MYP allows us to introduce students to ideas and concepts that are new with a focus on inquiry and exploration. The texts that we study from Year 8 onwards are designed to provide a solid basis for study at GCSE and beyond. We include a wide range of literary texts to teach the skills of analysis and evaluation and provide our students with the opportunity to explore and develop their voices as critical and creative writers.

Our curriculum has been organised to offer our students the opportunity to explore texts that they may not ordinarily choose to read outside of the classroom. Knowledge and skills have been sequenced to build in challenge and planning is designed to enable students to make connections between what they have studied, what they are studying at a given point and what they will study in the future.

Lessons seek to enable our students to gain new knowledge and build on what they have learnt previously. Lessons are organised to enable students to make connections between texts, themes, ideas and contexts and to return to key ideas to deepen their understanding and knowledge. We provide opportunities for students to develop using their knowledge and skills in written and verbal form.

For specific information about the Year 8 English Curriculum please contact either of the members of the team detailed below.

Ms Sarah Bardell – Director of Learning for English

sarah.bardell@leighacademy.org.uk

Ms Rebecca Voller – Co-ordinator of Learning for KS3 MYP English

rebecca.voller@leighacademy.org.uk

Summary of Year 8 curriculum content

Students are taught over 3 lessons per week.

Here is a summary of the topics covered in Year 8.

Module	Topics covered
1	Myths and Legends
2	The Giver
	Christmas Holidays
3	19th Century Literature
4	Poetry
	Easter Holidays
5	Macbeth
6	Macbeth

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Analysing	2,3,4,5 & 6	Students are given the opportunity to produce critical essays that allow them to explore extracts of texts in detail. They will also respond to assessments that look at the whole text and explore themes and ideas across texts alongside the contexts within which they are written.
Criterion B Organising	1,2 & 5	Students are given opportunities to produce personal and critical writing and demonstrate their skills in structuring and organising their ideas and opinions in a logical and coherent way. Assessments include personal writing tasks alongside formal essay writing and speaking and listening tasks.
Criterion C Producing Texts	1,3,4 & 6	Students have the opportunity to create their own written responses developing and exploring approaches to writing and using appropriate literary techniques. They have the opportunity to produce personal and imaginative responses for a range of purposes and audiences.
Criterion D Using Language	1,3 & 4	Students are provided with the opportunity to demonstrate their ability to use appropriate, varied and ambitious vocabulary for a range of purposes. They are assessed on their ability to use language in written and verbal forms.

Year 8 Resources

Students are expected to join a Google classroom run by their English teacher(s), where homework will be set. It is important that students are regularly checking the classroom for updates.

All students have access to Myon and are able to read a range of fiction and non-fiction texts.

Accelerated Reader is promoted across Key Stage 3 providing students with the opportunity to become enthusiastic and critical readers.

IB MYP Mathematics

The Leigh Academy is proud to have a strong Mathematics learning area dedicated to developing our young students into knowledgeable, respectful young people. We believe that mathematics curriculum equips students with a powerful set of tools to understand and change the world. Mathematics breaks down cultural and international barriers and is a global language, essential in everyday life and all aspects of employment. We nurture a love of mathematics as a creative challenge while developing the skills of logical reasoning, sophisticated problem solving and the ability to think in abstract ways.

For specific information about the Year 8 Mathematics Curriculum please contact either of the following members of the team:

Mrs Dina Grozdanic - Director of Learning for Mathematics	almedina.grozdanic@leighacademy.org.uk
Ms Cynthia Amegadzie – MYP Coordinator of Learning	cynthia.amegadzie@leighacademy.org.uk
Mrs Ravinder Sandhu - Maths Mastery Lead	ravinder.sandhu@leighacademy.org.uk

Summary of Year 8 content

Module	Topics covered
1	Equivalence through fractions and percentages (prime factor decomposition, conceptualising & comparing fractions, properties of fractions, manipulating and calculating with fractions, percentages)
2	Forming and solving equations and inequalities (forming and solving equations, forming and solving inequalities)
3	Graphs and proportions (transforming 2D figures, linear graphs, ratio)
4	Proportional reasoning (real life graphs and rates of changes, direct and inverse proportion)
5	Statistics: types of data, averages and interpretations (univariate data, bivariate data, accuracy and estimation, circles)
6	Geometry: circles, 3D shapes, including surface area and volume (composite shapes, volume of prisms, surface area of prisms)

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Knowledge and understanding	Every module	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, teachers will assess students' knowledge through various mini tests/homework tasks/quizzes.
Criterion B Investigating patterns	Module 3 Module 6	Involves the completion of real life problem solving questions, where students experience excitement and satisfaction of mathematical discovery. We encourage students to become risk-takers, inquirers and critical thinkers through investigations they do.
Criterion C Communicating	Module 3 Module 6	This is assessed alongside Strand B (the same questions) and requires students to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.
Criterion D Applying mathematics in real life context	Module 2 Module 5	Encourages students to answer a question or solve a real-world mathematical problem, such as what to consider when converting a house (how much paint to buy, how to measure and etc.). Students are expected to transfer theoretical mathematical knowledge learned previously into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Year 8 Resources

Students will have individual classrooms for their specific mathematics teachers, where homework will be set. It will be important that students are regularly checking these for updates.

IB MYP Sciences

The Leigh Academy is proud to have a strong science learning area dedicated to developing our young students into knowledgeable, respectful young people. Our aim is to enable our students to develop the ability to critically analyse the world around them, as well as applying their new knowledge and skills to real world scenarios. Through the use of investigative skills and observation, they should develop an understanding of how science shapes our world and their responsibility for improving the world around them.

The science IB MYP curriculum, which we follow from Year 7 through to Year 9, is the ideal vehicle for developing thoughtful and enquiring minds. The MYP allows for a rigorous, yet creative, approach to learning that will enable students to ask questions of the world around them, as well as answering them, and to develop into researchers who are aware of the importance of critical analysis of the information around them.

For specific information about the Year 8 Science Curriculum please contact either of the following members of the team:

Mr Craig Goddard – Director of Learning for Science craig.goddard@leighacademy.org.uk

Miss Suzanne Collins – CoL for KS3 IB MYP Science
suzanne.collins@leighacademy.org.uk

Summary of Year 8 curriculum content:

Module	Topics covered
1	Unit 6: Electricity, Magnetism and Energy (Physics)
2	Unit 7: The Periodic Table and Reactions of Metals and Acids (Chemistry)
	Christmas Holidays
3	Unit 8: Health and Lifestyle (Biology)
4	Unit 9: Separating Techniques (Chemistry)
	Easter Holidays
5	Unit 10: Adaptation, Inheritance and Ecosystems (Biology)
6	Unit 11: Earth and Space (Physics)

Year 8 Assessment

Strand	When assessed	How assessed
Criterion A Knowledge and understanding	Module 2 Module 5	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, students will complete mini 'End-of-topic' assessments at the end of each topic.
Criterion B Inquiring and designing	Module 3 Module 6	Involves the completion of practical-based activities, where students design their own practical investigations. We assess their ability to think scientifically and apply knowledge of scientific concepts to formulate and test hypotheses. Students will gain experience of this skill throughout the year as they complete mini investigations or carry out observations.
Criterion C Processing and evaluating	Module 3 Module 6	This is assessed alongside Strand B and requires students to analyse data, identify trends and formulate conclusions. It develops the ability to critically evaluate their work with regards to the reliability of their data and methods. Students suggest how to improve on their work through changes to their method and consider future questions of interest.
Criterion D Reflecting on the impacts of science	Module 1 Module 4	Requires students to answer a question or solve a real-world scientific problem, such as considering the ethical implications of using embryonic stem cells in research and medicine. Students are required to conduct independent research (with guidance) to find suitable information to inform their work, and come to an overall conclusion.

Year 8 Resources

Students will be part of the IB MYP Year 8 Science Google classroom. They can join using this code: **pl7obvw**. This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers. Students will also have individual classrooms for their specific science teachers, where homework may be set. It will be important that students are regularly checking these for updates.

IB MYP Individuals and Societies

At The Leigh Academy and within the IB MYP framework, Individuals and Societies is the name given to what we traditionally refer to as humanities subjects. Individuals and Societies includes the following components: Ethics, History and Geography

Ethics

In Year 8, students begin to examine religious and ethical perspectives in relation to Prejudice, Suffering and the Planet. This prepares students for Y9 when they develop their evaluative skills through learning about religious and non-religious attitudes towards Rites of Passage, Drugs, and Medical Ethics.

For more information about Ethics in Year 8, please contact

Mrs Wilkinson Coordinator of Learning: lynne.wilkinson@leighacademy.org.uk

Summary of Year 8 curriculum content:

Module 1 and 2: Is it possible to end discrimination?

Module 3 and 4: Why do people suffer?

Module 5 and 6: Can we solve environmental issues?

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Knowledge and understanding	Module 2 Module 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
Criterion B Investigation	Module 3 Module 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
Criterion C Communication	Module 3 Module 5	Communicate information and ideas in a way that is completely clear Complete and organise information and ideas effectively List sources of information in a way that follows the task instructions.
Criterion D Thinking critically	Module 1 Module 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

Year 8 Resources

Students will have individual Google Classrooms, where homework may be set. It will be important that students are regularly checking these for updates from their teachers.

The Humanities Learning Area has created a website to support student learning in Ethics. Here you will find resources and instructions on how to complete work if you are working from home but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/ethics/ethics-ks3-myp/ethics-year-8>

History

In Year 8, students study the most controversial period of Britain's history. Did modern Britain rise out of the ashes of an overpowerful and brutal Empire? Between the English Civil war 1642-1646; that toppled a King, and the Great Reform Act in 1832 that introduced a form of political representation, it is possible to chart the rise of a great Empire that inspired democracy and liberalism globally. But on closer inspection, that view is shattered and the reality of the struggles facing those alive at the time makes for hard reading.

For more information about history in Year 8, please contact:

Ms Wood Coordinator of Learning: jean.wood@leighacademy.org.uk

Summary of Year 8 curriculum content:

Module 1: The English Civil War

Module 2: The Industrial Revolution

Module 3: The origins of Empire

Module 4: An Empire in decline

Module 5: Democracy: Protest and riot

Module 6: Modern Democracy

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Knowledge and understanding	Module 2 Module 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
Criterion B Investigation	Module 3 Module 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
Criterion C Communication	Module 3 Module 5	Communicate information and ideas in a way that is completely clear Complete and organise information and ideas effectively List sources of information in a way that follows the task instructions.
Criterion D Thinking critically	Module 1 Module 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

Year 8 Resources

Students will have individual Google Classrooms, where homework will be set. It will be important that students are regularly checking these for updates from their teacher.

The Humanities Learning Area has created a website to support student learning in history. Here you will find resources and instructions on how to complete work if you are working from home but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/history/hi-ks3-year-8>

Geography

Studying IB MYP KS3 Geography at the Leigh Academy gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

For more information about Geography in Year 8, please contact:

Ms Nazima Farukh Coordinator of Learning for Key Stage 3 Geography:

nazima.farukh@leighacademy.org.uk

Summary of Year 8 curriculum content:

The content is based on both human and physical geography and covers both UK and international modules.

Module 1: Tectonic Hazards (Volcanoes and Tsunamis)

Module 2: Tectonic Hazards (Earthquakes)

Module 3: China

Module 4: Rivers (Processes)

Module 5: Rivers (Human interventions)

Module 6: Tourism

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Knowledge and understanding	Module 2 Module 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
Criterion B Investigation	Module 3 Module 5	Explain the choice of the research question Follow an action plan to explore a research question Collect and record relevant information consistent with the research question Reflect on the process and results of the investigation
Criterion C Communication	Module 3 Module 5	Communicate information and ideas in a way that is completely clear Complete and organise information and ideas effectively List sources of information in a way that follows the task instructions.
Criterion D Thinking critically	Module 1 Module 4	Identify the main points of ideas, events, visual representation or arguments Use information to justify an opinion Identify and analyse a range of sources/data in terms of origin and purpose Identify different views and their implications

Year 8 Resources

Students will have individual Google Classrooms for their specific geography teachers, where homework will be set. It will be important that students are regularly checking these for updates from their geography teacher.

The Humanities Learning Area has created a website to support student learning in geography. Here you will find links to resources that are used in geography lessons and for revision but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/geography/g-geography-ks3-myp/g-8/year-8-m1-2>

Useful websites

<https://www.bbc.co.uk/bitesize/guides/zyhv4wx/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zdcwxnb/revision/2>

<https://www.bbc.co.uk/bitesize/guides/zkrdmp3/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zqk7hyc/revision/1>

IB MYP Language Acquisition

French and Spanish

At The Leigh Academy, we are committed to broadening student understanding of the world and developing the skills and confidence to nurture 'World Citizens' who feel they belong in a multicultural, mutually respectful world. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; developing a love of languages, nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We want to develop enthusiastic and independent learners, who reflect on and enhance their skills, ask questions and enjoy challenges.

PLEASE NOTE: In Year 8 all students study French. Dual linguists will take both French and Spanish.

For any questions or queries, please contact:

Miss G Stroud: Director of Learning for MFL	gemma.stroud@leighacademy.org.uk
Mr T Hurth: Coordinator of Learning for MFL	thomas.hurth@leighacademy.org.uk

Summary of curriculum and assessment content for French:

Unit 1	Media and New Technology: Introduction of new technology items, talking about how we use the internet in our freetime/at school, introduction of blogs, using the past tense.
MYP Assessment	Criterion A (Listening): To be able to listen to short texts in French and identify key information Criterion D (Writing): Students need to produce a paragraph talking about how they use new technology in two tenses
Unit 2	The Wider World: Talking about the advantages and disadvantages of where we live. Using the future tense to talk about future plans. Giving opinions and suggestions about where we would ideally like to live.
MYP Assessment	Criterion D (Writing): Students need to produce a paragraph about where they live, inc. the future tense Criterion B (Reading): To be able to read a text in French and answer comprehension questions
Unit 3	Lifestyle & Healthy Lifestyle: Fruits, vegetables, snack items, breakfast items, opinions and reasons. Talking about what we eat and how this contributes towards a healthy lifestyle. Revision of the past and future tenses
MYP Assessment	Criterion C (Speaking): To be able to respond in French to questions relating to what you normally eat
Unit 4	Future Plans (jobs): talking about chores, pocket money and the jobs we would like to do in the future
MYP Assessment	Criterion B (Reading): To be able to read a text in French and answer comprehension questions Criterion A (Listening): To be able to listen to short texts in French and identify key information
Unit 5	The Future (Holidays): Talking about where we go and what we do in 3 tenses (past, present and future), inc. transport, weather and who we go on holiday with
MYP Assessment	Criterion D (Writing): Students need to produce a paragraph about holidays using 3 tenses (past, present and future)
Unit 6	Tourism & Culture: Looking at the francophone community. Investigating the culture of different countries around the world where French is spoken
MYP Assessment	Criterion C (Speaking): To be able to respond verbally to questions related to La Francophonie.

Resources

The academy has a **linguascope** subscription which students can use at home for additional support. All students have the username and password written in their planners.

Spanish

Spanish is only offered to the top linguists and will be studied together with French in Year 8. This decision is taken by the MFL Learning Area at the end of Year 7 based on both attainment and effort in lessons.

For any questions or queries, please contact:

Miss G Stroud: Director of Learning for MFL	gemma.stroud@leighacademy.org.uk
Mr T Hurth: Coordinator of Learning for MFL	thomas.hurth@leighacademy.org.uk

Summary of curriculum and assessment content for Spanish:

Unit 1	Identity and Self: days, months & numbers. Describing yourself, family members, pets, personal descriptions and characteristics.
MYP Assessment	Criterion A (Listening): To be able to listen to short texts in Spanish and identify key information Criterion D (Writing): Students need to produce a paragraph describing themselves and their families
Unit 2	Local and International Places: To describe where you live, where others live and where you would like to live. Rooms of the house & furniture, describing your bedroom, places in the town. Making comparisons with English and Spanish towns.
MYP Assessment	Criterion C (Speaking): To be able to respond verbally to questions related to home & town. Criterion D (Writing): Students need to produce a paragraph about town Criterion B (Reading): To be able to read a text in Spanish and answer comprehension questions
Unit 3	In & Out of School: To be able to identify the time and to tell it. To be able to give opinions on schools subjects and teachers. To talk about school facilities and make comparisons with schools in Spain.
MYP Assessment	Criterion B (Reading): To be able to read a text in Spanish and answer comprehension questions Criterion C (Speaking): To be able to respond in Spanish to questions relating to school Criterion D (Writing): Students need to produce a paragraph about school
Unit 4	Traditions & Cultures: To look at a variety of customs and celebrations across the Spanish speaking world and compare them to our own.
MYP Assessment	Criterion A (Listening): To be able to listen to short texts in Spanish and identify key information Criterion D (Writing): Students need to produce a paragraph talking about a festival from memory

Resources

The academy has a **linguascope** subscription which students can use at home for additional support. All students have the username and password written in their planners.

IB MYP Arts

At The Leigh Academy and within the IB MYP framework, Arts is the name given to what we traditionally refer to as drama, music and Art.

Drama

Our Drama curriculum philosophy is proud to create and deliver a curriculum which ensures all children master the powerful knowledge necessary to think hard, make informed decisions and actively engage in the origins, development and modern interpretations of Drama. This will enable them to achieve outstanding individual results both academically and in their personal development as individuals.

They will learn the intricacies of how a person communicates, why they express themselves and what influences their life choices and opinions. The intent of the curriculum is to create perceptive and instinctive individuals armed with knowledge, empathy and resilience to succeed in life. By following the IB MYP framework we aim to develop inquiring, knowledgeable and caring young people who are motivated to succeed; we strive to develop students who will build a better world through intercultural understanding and respect.

Year 8 students will add emotional intelligence to the techniques where they develop empathy and understanding of why people act and react within the characters contextual factors.

For specific information about the Year 8 Drama curriculum please contact the Coordinator of Drama Mrs Helen Wilson on helen.wilson@leighacademy.org.uk

Summary of Year 8 curriculum content:

Module	Topics covered
1	Acting on TV and Film
2	Radio acting
3	Exploring an issue through drama - Joyriding
4	Shakespeare - Macbeth
5	Page to stage
6	Devising your own play

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Knowledge and understanding	Every module	Final assessment on solo / paired/group filmed performance at the end of each module to check knowledge and understanding. Written assessment using peer review sheets against criteria
Criterion B Developing Skills	Module 3 Module 6	Final assessment on solo/paired/group filmed performance of scripted and devised piece. Written assessment using peer review sheets against criteria
Criterion C Thinking Creatively	Module 4 Module 6	Final assessment on solo / paired/group filmed performance Shakespeare and devised piece. Written assessment using peer review sheets against criteria
Criterion D Responding	Every module	Final assessment on solo / paired/group filmed performance at the end of each module to learn how to interpret and articulate criteria. Written assessment using peer review sheets against criteria

Year 8 Resources

Students will have individual classrooms for their specific drama teachers, where homework will be set. It will be important that students are regularly checking these for updates.

Art

It is our aim through Year 8 to develop control and confidence in the handling of a range of media and processes so that our students can make creative decisions and respond effectively to the world around them. Analysis of the ideas and practices of other artists and designers will enrich and enhance their own work. Therefore a large component of our study is contextual as well as practical. We aim to support students in their learning and understanding and challenge them to become independent learners , prepared to take a risk or two with their work, but also be prepared to review and refine outcomes .

The Art IB MYP curriculum programme at The Leigh is designed to explore Fine Art , Graphic Design and Photographic practices, and the guidance given opens up opportunities for higher level learning at GCSE. Students are challenged with big ideas and expectations. All work is also matched to the National Curriculum structure and expectation .

We aim to both explore and record and also to express and evoke. Ideas underpin all the work asked of students. We teach specific and discrete skills in order that students can apply these to express themselves creatively.

For specific information about the Year 8 Art Curriculum please do not hesitate to contact either of the following members of the team:

Christine Britton – Coordinator of Learning for Art

christine.britton@leighacademy.org.uk

Rachael Blackledge – Coordinator of Learning for KS3 IB MYP Art

rachael.blackledge@leighacademy.org.uk

Summary of Year 8 curriculum content:

The work for year 8 explores 'pollution in the ocean' : Save our Seas.

Module	Topics covered
1	Explore ideas about pollution in our environment . Introduction to some graphic design and photography
2	Experimentation with media with observational drawing and develop understanding of other artists' practices
	Christmas Holidays
3	Transfer and transform observational studies into another form
4	observational drawing test with supporting critical and contextual studies
	Easter Holidays
5	Develop a broader understanding of Graphic design principles and digital practices / photoshop editing/ Typography
6	Explore colour and a tool to evoke mood , idea and feeling

Year 8 Assessment

Criterion	When assessed	Assessment
Criterion A Knowledge and understanding	Specific reference in all modules	Investigation of the work of artists' In depth analysis and context of the work of Georgia O 'Keeffe, Rembrandt, Rob Ryan and Paul Klee.
Criterion B Developing skills	Specific reference In modules 1,3,4,5 and 6	Revisit observational drawing with a focus on form and layout. Development of photographic skills with a focus on layout, and contrast. Typography: Letter forms with creativity and experimentation. Print
Criterion C Thinking creatively	Specific reference in modules 1,3,4 and 6	Development and review experimental students effect and affect Development of ideas in the planning of Poster Planning and layout of lettering [Typography]
Criterion D Responding	Specific reference in all modules	Responses can be both analytical and practical . Students will make a range of responses throughout the year Including : Poster Save our seas. Combination of image and text Paul Klee mirror poem colour exercise

Year 8 Resources

Students will be part of the MYP Year 8 Art Google classroom and can join using this code: d7pegv4. This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers.

Students will also have individual google classrooms where they can see work and communicate with their teachers ,see homework and upload it to teachers. It will be important that students are regularly checking these for updates.

Music

The Leigh Academy is passionate and dedicated to developing music potential in our young students. Our aim is to enable our students to develop the ability to appreciate all art forms of music, create and perform many styles and genres of music.

Through the use of listening, developing composition and performance skills, and showing awareness of each style/genre they should develop an awareness of how music is constructed and influences those around us.

The music IB MYP curriculum, which we follow from Year 7 through to Year 9, is ideal for developing thoughtful and inquiring minds. The IB MYP allows for a rigorous, yet creative, approach to learning that will enable students to ask questions of the world around them, as well as answering them, and to develop into researchers who are aware of the importance of critical analysis of the information around them.

For specific information about the Year 8 Music Curriculum please contact:

Mrs Emma Judges – Coordinator of Learning for Music

emma.judges@leighacademy.org.uk

Summary of Year 8 curriculum content:

Module	Topics covered
1	Unit 3: Making Arrangements (Melody, Harmony and Rhythm)
2	Unit 3: Making Arrangements (Melody, Harmony and Rhythm)
	Christmas Holidays
3	Unit 3: Making Arrangements (Melody, Harmony and Rhythm)
4	Unit 4: Feelin' Blue (Blues and Jazz)
	Easter Holidays
5	Unit 4: Feelin' Blue (Blues and Jazz)
6	Unit 4: Feelin' Blue (Blues and Jazz)

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Knowledge and Understanding	Module 1 Module 4	<p>Students will take part in keyword tests with a larger end of unit test which tests their understanding of these words.</p> <p>They will also complete work booklets showing understanding of what the three principles are and the theory behind them including chords, scales and keys.</p>
Criterion B Developing Skills	Module 3 Module 6	<p>Students will complete skills audits and determine areas of strengths and weaknesses.</p> <p>They will be in pairs and will be given a part to play that makes up the harmony or melody of the music. As part of this they will identify the notes and chords of the key.</p> <p>Students will learn to progress to play a melody and a bassline or a melody with chords. Students will learn to play Pop, Blues and Jazz songs with chords and basslines and critically choose which accompanying patterns suit the song.</p> <p>They will then present their composition and submit an audio recording, screenshots and annotations of final compositions and work in progress. They will review and evaluate their skills progress throughout.</p>
Criterion C Thinking Creatively	Module 3 Module 6	<p>Students will keep a Process Journal (PJ) with their ideas and developments during the creative process including the use of musical elements to create expression and interest.</p> <p>The PJ will show decisions they have made and how these fit with the purpose of the musical work. This will include updates of when changes have been made and how and why things have been developed.</p>
Criterion D Responding	Module 2 Module 5	<p>Students will take part in listening tasks evaluating how melody, harmony and rhythm are used in a variety of styles and genres and how musical elements and techniques enhance compositions. There will be an emphasis on ensembles and how they combine these three elements to create music. They will then complete their work booklet.</p>

Year 8 Resources

Students will be part of an IB MYP Year 8 Music Google classroom.

This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers.

Students will have individual classrooms for their music teacher, where homework may be set. It will be important that students are regularly checking these for updates.

IB MYP Design

At The Leigh Academy and within the IB MYP framework, Design is the name given to what we traditionally refer to as Design and Technology and ICT.

Design and Technology

Our Design and Technology Learning Area at The Leigh Academy offers an innovative and unique approach to understanding design in Britain as well as opening minds to the wider world. We pride ourselves on the technical manufacturing knowledge our students gain and have a passion for inspiring the younger generation to engage successfully within education.

We offer our Year 8 cohort a wide range of design and manufacturing experiences that involve problem solving, design challenges, creative idea generation and independent working techniques. Students get to work from a set brief and investigate needs of a client or problem. From this point they develop solutions to real world scenarios using iterative design development in the cycle of the design. As such, students sample what it is actually like to work in the Design, Engineering or Food sectors.

Contacts

Director of Learning, Design and Technology: raina.coules@leighacademy.org.uk

Coordinator of Design and Technology: anastasia.fairs@leighacademy.org.uk

Summary of Year 8 curriculum content:

Module	Topics covered
1	Biomimicry and Footwear investigation and design development
2	Footwear graphics, packaging and manufacture.
3	Independent materials mini project involving research and design
4	Independent materials mini project involving manufacture and evaluation
5	Portfolio project
6	Portfolio project

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Inquiring and Analysing	Module 1,3 & 5	This involves gathering research to inform an ongoing project, the learner may investigate how a problem could be solved or how they could meet the brief requirements. Successful research in strand A will be represented as what the learner has discovered and how they might use the information to inform their ideas.
Criterion B Developing Ideas	Module 1, 3 and 5	The students will be assessed on the range of design ideas developed within the project and how well the designs link to research gathered for strains A. Design work should be communicated clearly, this can be achieved through drawing style, labelling and describing the ideas (annotation). Learners will also produce a specification that can clearly inform the manufacturing of the solution.
Criterion C Creating the Solution	Module 2,4 & 6	Students will be assessed on their ability to create a plan of manufacture or follow the plan for manufacture and create a working solution. This can be developed from the student and or teacher implemented but the learner will need to demonstrate technical ability when making the solution and this will be evident through the end product produced. Finally learners should demonstrate an ability to reflect on what has been successful and what could be improved, this is evidenced through sketchbook manufacturing notes and discussion.
Criterion D Evaluating	Module 2, 4 & 6	Evaluation is important for students to engage in throughout their project as well as at the finale. This involves the learner being reflective and constructive in their approach to analysing. It can be completed by self evaluating, peer feedback and tests to see if the development of the idea and the solution can work as intended.

Year 8 Resources

Please refer to your child's individual Google Classroom for lesson specific resources.

Information and Creative Technology (ICT)

The Leigh Academy is proud to have an experienced ICT Learning Area which boasts a range of skilled programmers with in-depth ICT/computing knowledge. Technology is part of just about everything that touches our lives, from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us and each other. Therefore, students will need to understand that ICT is concerned with the storage, retrieval, manipulation, transmission or receipt of digital data. Additionally, it is also concerned with the way these different uses can work with each other.

For specific information about the Year 8 ICT Curriculum please the following member of the team:

Mr Manjinder Hayre	manjinder.hayre@leighacademy.org.uk
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Summary of Year 8 curriculum content:

Module	Topics covered
1	Computer Networking - Understanding different network types; hardware, connection media.
2	Website Development - Using Google Sites to create a website.
3	Computer Security and Ethics - Securing computer hardware, software and data. Communicating appropriate principles when using computers.
4	Intermediate Algorithm - Developing a deeper understanding into computational thinking techniques such as pattern recognition, abstraction, algorithmic thinking and decomposition.
5	Advanced Graphics - Creating graphical products using appropriate tools.
6	Basic Python - Understanding the fundamentals of Python programming language.

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Inquiry and Analysis	Every module	Students will be required to research the various topics covered in every module. Information that is researched should be recorded in their MYP booklet and or notebook. This will be reviewed by the teacher.
Criterion B Developing Ideas	Module 2 Module 5	This will entail solving real life problems using their creative and computing skills. Students are encouraged to think critically and develop ideas that could possibly solve the problem in question.
Criterion C Solution	Module 2 Module 5	This criteria requires students to use various tools to create digital products. Proper documentation is required in this section.
Criterion D Evaluation	Module 2 Module 5	Students will need to review their design and product. They are to examine the strengths and weaknesses and come up with possible ways to correct or improve on their shortcomings. They can also use peer evaluation by creating surveys through Google Forms.

Year 8 Resources

Resources will be provided by the teachers either on Google Classroom or within the classroom. Classwork and Homework will be set/given periodically. It will be imperative that students regularly check for updates in their classroom.

IB MYP Physical and Health Education

The Leigh Academy Physical and Health Education Learning Area is focused on equipping students with the skills and knowledge to perform in a wide range of sporting activities where they will also learn how to communicate in teams, how to lead and how to make good strategic decisions. In addition to the practical activities, students will gain valuable knowledge in health and fitness which will enable them to make informed decisions in terms of diet and exercise choices throughout their lives. The Learning Area also offers a wide range of extra curricular clubs in a variety of sports, as well as many local, European and worldwide educational sports trips throughout the year.

For specific information about the Year 8 Physical and Health Education curriculum please contact the following member of the team:

Mr Andrew Pickett: Coordinator of Learning for Physical and Health Education	andrew.pickett@leighacademy.org.uk
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Summary of Year 8 curriculum content:

Module	Unit theme	IB MYP assessments
1	Demonstrating personal improvement	Assessment on - Body systems (cardiovascular, respiratory, muscular and skeletal).
2	Performing in aesthetic activities	
3	Developing skills, techniques and roles (winter sports)	
4	Participate in problem solving activities	
5	Developing skills, techniques and roles (summer sports)	Assessment on - Diet and Nutrition.
6	Range of tactics and strategies	

Practical sports covered across all classes during Year 8:

Cross Country, football, handball, table tennis, athletics, softball or rounders, cricket, fitness suite, trampolining, dance, gymnastics, rugby and softball.

Year 8 Assessment

Criterion	When assessed	How assessed
Criterion A Applying knowledge	Module 1 Module 5	Students in year 8 sit an exam at the end of module 1 on body systems (cardiovascular, respiratory, muscular and respiratory) and also in module 5 on diet and nutrition. PE knowledge organisers will contain the information to revise from. Additionally, teachers will incorporate the topics into their lessons.
Criterion B Planning	Module 2 Module 4	Throughout the MYP students will plan activities in a range of sports such as: Dance, Gymnastics, Trampolining, Fitness suite and Football. A planning booklet will be completed for each student.
Criterion C Applying and performing	All modules	Throughout year 8, students will be assessed performing in a wide range of sports.
Criterion D Reflecting	Module 2 Module 6	Throughout the MYP students will reflect on performances in a range of sports such as: Dance, Gymnastics, Trampolining, Fitness suite and Football. A reflection booklet will be completed for each student.

Year 8 Resources

Students will have access to a Year 8 PE Google classroom, where MYP revision tasks may be set and important information will be shared, such as PE timetables and extra curricular club details. It will be important that students are regularly checking this classroom for updates. The Google Classroom code for this is: **x3vjgk**