



# Year 8 Curriculum Booklet for Parents 2022-23



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## ‘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 curriculum your child will be studying whilst with us in Year 8 and provides an overview of our extensive and forward-thinking IB MYP programme. You will also see key information on assessment, literacy, numeracy, My Child At School (MCAS), Healthy Minds and the co-curriculum.

### **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 including details on upcoming events, reciprocal reading, careers and study skills.

The academy day is comprised of five 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 Leigh Academy is proud to be accredited as an IB World School (IBWS). Our IB philosophy means 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 continuum of programmes](#) are designed to develop well-rounded individuals who can respond to today's challenges with optimism and an open mind. Our curriculum provides a solid, consistent framework and the flexibility to tailor students' education according to their culture and context.

IB programmes enable teachers to develop resilient, self-motivated young people who have the knowledge, skills, and sense of purpose they need to thrive throughout their lives and contribute to making the world a better place.

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

## Service as Action

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own and acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

## Assessment in Year 8

Each of the 8 subject groups is divided into four assessment criterion (A,B,C and 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
<b>Language and Literature</b>	Analysing	Organising	Producing Text	Using Language
<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesising	Communicating	Reflecting

## IB 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 IB MYP rubric, the total sum equates to a holistic grade from 1 -7 as featured below.

Sum of Criteria	MYP Grade	Description
<b>28-32</b>	<b>7</b>	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.
<b>24-27</b>	<b>6</b>	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.
<b>19-23</b>	<b>5</b>	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
<b>15-18</b>	<b>4</b>	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.
<b>10-14</b>	<b>3</b>	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.
<b>6-9</b>	<b>2</b>	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.
<b>1-5</b>	<b>1</b>	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.

Each criterion is assessed on a Trust-wide basis at two points in the year. At the end of the year, we take the best score from each strand and use this to calculate an IB MYP grade.

This is then carried forward and used to set a target for the end of Year 9 to show progress in learning.

## The Leigh Academy Year 8 IB MYP Assessment Overview:

### Language and Literature (English)

Criterion A	Criterion B	Criterion C	Criterion D
<b>Analysis</b>	<b>Organisation</b>	<b>Producing Text</b>	<b>Using Language</b>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Myths and Legends  Assessment: A	Topic: The Giver  Assessment: B, C, D	Topic: The Giver  Assessment: A	Topic: Poetry - Chaos and Conflict  Assessment: A	Topic: Macbeth  Assessment: A, B, C, D	Topic: Macbeth  Assessment: B, C, D

### Mathematics

Criterion A	Criterion B	Criterion C	Criterion D
<b>Knowledge &amp; Understanding</b>	<b>Investigating Patterns</b>	<b>Communication</b>	<b>Real - Life Application</b>

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Thinking with models (sequences, forming and solving equations, inequalities)  Criterion: A	Topic: Linear graphs and approximation  Criterion: B, C	Topics: Proportional reasoning and real life graphs (ratio, real life graphs, direct and inverse proportion)  Criterion: D	Topic: Reasoning with data (direct and inverse proportion, univariate data)  Criterion: A	Topics: Circles and compound shapes (bivariate data, circles and compound shapes)  Criterion: A, B, C, D	Topic: Volume and surface area (including bearings)

## Sciences

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Inquiry and design	Processing and evaluating	Reflecting on the impacts of science

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Electricity, magnetism and energy  Assessments: B, C	Topic: Periodic table, Metals and acids  Assessments: A, D	Topic: Health and lifestyle  Assessments: No assessment	Topic: Separating techniques  Assessments: D	Topic: Adaptations and Ecosystems  Assessments: A, B, C	Topic: The Earth  Assessments: No assessment

## Individuals and Societies - History

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and Understanding	Investigating	Communicating	Thinking Critically

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: The English Civil War  Assessment: A	Topic: The Industrial Revolution  Assessment: B & C	Topic: The beginning of the British Empire and the Slave Trade. Assessment: D	Topic: The British Empire - India Case Study  Assessment: No formal assessment	Topic: The struggle for Democracy in the UK.  Assessment: A & D (The struggle for Democracy in the UK. Case study The Peterloo Massacre).	Topic: The Trade Union Movement in the UK.  Assessment: B&C (The struggle for Democracy in the UK).



**Individuals and Societies - Geography**

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and understanding	Research	Communication	Critical thinking

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Geophysical hazards  Assessment: D	Topic: Resource pressure  Assessment: B & C	Topic: Wonderful Asia  Assessment: D	Topic: Rivers (physical Processes)  Assessment: A & D	Topic: Rivers (flooding and human intervention)  Assessment: B & C	Topic: Tourism  Assessment: A

**Individuals and Societies - Ethics**

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and Understanding	Investigating	Communicating	Thinking Critically

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: What do religions teach about discrimination?  Assessment: C	Topic: How should we respond to prejudice and discrimination?  Assessment: A & D	Topic: Is it right to cause suffering?  Assessment: B	Topic: What was the Holocaust?  Assessment: C	Topic: How are we damaging the planet?  Assessment A & D	Topic: How was the universe created?  Assessment: B

### Language Acquisition - French

Criterion A	Criterion B	Criterion C	Criterion D
Listening	Reading	Speaking	Writing

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Tourism Assessment: A & B	Topic: Town, cities, communities  Assessment: C & D	Topic: Healthy living  Assessment: A & B	Topic: Holidays and Trips  Assessment: C	Topic: Fashion  Assessment: C & D	Topic: Tourism and culture  Assessment: A & B

### Language Acquisition - Spanish

Criterion A	Criterion B	Criterion C	Criterion D
Listening	Reading	Speaking	Writing

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Identity and Relationships, My Family  Assessment: A & B	Topic: Identity and Relationships, Who am I?  Assessment: C & D	Topic: In and out of school, Different School Systems  Assessment: C	Topic: Local and international places  Assessment: A & B	Topic: In and out of school, After School Activities  Assessment: D	Topic: Traditions in Different Cultures  Assessment: C & D

**Physical and Health Education (P.E.)**

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Module 1	Module 2 / 3	Module 2 / 3	Module 4	Module 5	Module 6
Topic: Demonstrating personal improvement  Assessment: A	Topic: Performing in aesthetic activities  Assessment: B & D	Topic: Developing skills and techniques in winter sports  Assessment: C	Topic: Participating in problem solving activities  Assessment: C	Topic: Range of tactics and strategies  Assessment: B & D	Topic: Developing skills and techniques in summer sports  Assessment: A & C

**Design (DT)**

Criterion A	Criterion B	Criterion C	Criterion D
Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: hand held games  Assessment: A & C	Topic: hand held games  Assessment: A & C	Topic: Metal exploration - habitats  Assessment: B & D	Topic: Metal exploration - habitats  Assessment: B & D	Topic: Picnic food  Assessment: A & B	Topic: Picnic food  Assessment: C & D

### Design (Computing)

Criterion A	Criterion B	Criterion C	Criterion D
Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Computer Networks Assessment: A & D	Topic: Web Design Assessment: A, B, C, D	Topic: Spreadsheets Assessment: A & C	Topic: Digital Graphics Assessment: A, B, C, D	Topic: Algorithms Assessment: A & C	Topic: Python Assessment: A, B, C, D

### The Arts: Visual Art

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Developing ideas	Creating Art	Evaluation

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Save our seas :Plastics in the Ocean Exploration of issues and visual communication. Developing concepts that underpin art and how art can effect change Shell drawing/ photography / in the style of Edward W Weston Sue and Tim Webster Assessment: A, B,C	Topic: Save our seas: Plastics in the Ocean Make cutouts from shell drawing and SOS lettering. Arrange photos and drawings behind cut out to complete. Exploring the work of Chinese paper cutting + Rob Ryan Assessment:A, B,C	Topic: Save our seas: Plastics in the Ocean Matisse inspired cut outs and analysis of work Investigate billboard advertising and construct a mock bill board with cut out. Assessment: A, B,C,D	Topic: Save our seas: Lino print working from shell drawing, repeating pattern Assessment: Interim review + modification .What make a s successful print A, B, C, D	Topic: Save our seas :plastics in the ocean Glass of water painting that explores light and refraction using paint techniques from year 7 Assessment: A,B,C,	Topic:Save our seas: plastics in the ocean Poster in grunge style influenced by Davd Carson and Paula Scher Final review and artist's statement Assessment: A,B, C, D

### The Arts: Music

Criterion A	Criterion B	Criterion C	Criterion D
Investigating	Developing	Thinking creatively	Responding

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Purpose and meaning Assessment: A & D	Topic: Purpose and meaning Assessment: A, B, C, D	Topic: Developing as a musician Assessment: A, B, C, D	Topic: Developing as a musician Assessment: A & D	Topic: Genre conventions Assessment: A, B, C, D	Topic: Genre conventions Assessment: A, B, C, D

### The Arts: Drama

Criterion A	Criterion B	Criterion C	Criterion D
Knowing and understanding	Developing skills	Thinking creatively	Responding

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Drama Skills (Staging, Character, Atmosphere) Assessment: A,B,C,D	Topic: Page to Stage Assessment: A, C, D	Topic: EXploration of a social issue - Joyriding Assessment: A,B,C,D	Topic: Physical Theatre - Frantic Assembly skills and techniques Assessment: B,C,D	Topic: Genres Assessment: A,B,C,D	Topic: Macbeth Assessment: A, B, C, D

### Key assessment and reporting dates for Year 8 2022-23:

Wednesday 21st September: Year 8 Information Evening

End of Module 4: Report published with AES score and Interim IB MYP grade

Wednesday 14th June: Year 8 Parent-Teacher afternoon / evening

End of Module 6: Report published with AES score and EoY IB MYP grade

## **Healthy Minds**

The Leigh Academy has led the way in Healthy Minds since 2014 and we are the first school in the country to be awarded the 'Healthy Minds Award' for 'Outstanding Commitment to Personal Development and Student Well-Being'.

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 RSE topics.

## **Reading and Literacy**

At The Leigh Academy, 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 and reading skills:

### **Reciprocal Reading and Reading Age testing**

Reciprocal reading is a strategy designed to provide all students with the tools they require to be able to read and understand texts from each of their key stages. Reciprocal reading uses four main processes; prediction, clarification, questioning and summarising designed to aid your child to access texts independently. In tutor time, students will have access to a range of fiction and non-fiction texts from a variety of writers and cultures to ensure a comprehensive view of the world around them.

To ensure your child is making progress with their literacy and reading skills, students are tested via the Star Reader online tests, twice a year. Following each testing cycle, you will be provided with your child's reading age, and some strategies to help your child at home.

### **Reading for Pleasure**

#### **Resource Centre**

Our library is well stocked with books for every ability and age, by a range of authors, and our Learning Resources Administrator 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.

#### **IB MYP World Reading Challenge**

This year, The Leigh Academy launches its Key Stage 3 reading challenge, whereby students are challenged to read texts from the seven continents. Students who complete the challenge will have their names added to a prize draw - the more times your child completes the challenge, the more likely they are to have their name drawn as the winner of the challenge. Students will also be allocated tokens towards the new annual Literacy College Award, ensuring a sense of achievement for the whole winning college.

#### **Literacy Reward Points**

Our new literacy reward points ensure that your child can be rewarded for taking part in their own literacy development and students will be recognised in college assemblies in each module.

## **Numeracy**

The importance of good numeracy skills is not to be underestimated, and at The Leigh Academy, 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.



### **Sparx Maths**

Sparx Maths is vital in supporting your child with developing their numeracy skills. It is a software that teachers will be using to give a weekly homework to the students and it contains booster packs covering all the core skills at Key Stage three. Your child will be explained on how to create 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 complement 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 complement in-school learning, your child will be given an individual username and password to access subject specific, tutor and college 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

The screenshot shows the My Child At School (MCAS) dashboard for a child named Emma. The dashboard is divided into several sections:

- Attendance:** A table showing attendance records for Emma at school. The table has columns for Period, Subject, and Mark. The data is as follows:

Period	Subject	Mark
AM	Tutor Group	?
1	HI10X20B	?
2	Science Combi 1	?
PM	Tutor Group	?
4	Mathematics	?
5	English	?
- Assessment:** A table showing Emma's performance in various subjects. The table has columns for Subject, Autumn Current, Spring Current, and Summer Current. The data is as follows:

Subject	Autumn Current	Spring Current	Summer Current
Art	3+	3+	3+
English	3+	3+	3+
ICT	3+	3+	3+
Mathematics	3+	3+	3+
PE	3+	3+	3+
RE	3+	3+	3+
- On Report:** A section indicating that Emma does not have any "On Report" arrangements.
- Behaviour:** A table showing Emma's recent behaviour. The table has columns for Date, Description, and Status. The data is as follows:

Date	Description	Status
12/02/20	Good Classwork	✓
13/01/20	CO Minor Consequence	✗
08/10/19	Star Pupil	✓
02/08/19	Chewing Gum	✗
- Homework:** A section showing homework assignments. The table has columns for Assigned Date, Homework Title, and Due Date. The data is as follows:

Assigned Date	Homework Title	Due Date
12/02/20	Math Workbook p.43 - p.50	28/02/20 (15 days)
- Announcement:** A section with a message: "The school will be closed on 21<sup>st</sup> January 2019" by Jason Pattinson.
- Reports:** A section with a "More" button to view Emma's performance reports.

The dashboard also includes a navigation menu on the left with options like Dashboard, Announcement, Assessment, Attendance, Behaviour, Exam Results, Exam Timetables, Homework, On Report, Parents Evening, and News. The top right corner shows the user's name, Mrs M Haddon, and a settings icon.

## **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)
- Computing (DIT / Computer Science)
- Drama

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

### The Year 8 co-curriculum offer

The co-curriculum consists of all the experiences our students can access beyond the taught curriculum. This can be before school, after school, during break or lunch, or a school trip. At The Leigh Academy in our capacity as an IB World School, we recognise the importance of building cultural capital and giving students the opportunity to bring their learning to life. Our aim is for every student in Year 8 to get involved with at least one co-curricular activity throughout the year whether that be attending an after school club, or being part of a school trip relevant to their learning.

The Year 8 co-curricular activities in Module 1 after school (3.15pm - 4.15pm) are as follows, and all updates as we move through the academic year will be shared with you via MCAS.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Challenge Club MD 2.01 Ms Neilson  Science Club MD 0.02 Ms Ragavaloo  Trampolineing LE 0.01 Miss Keveth  Boys Football Club GOALS Mr Fryer	Football Team practice LE0.01  Girls Football Club GOALS Miss Marshall  Dance Club DA 1.03 Miss Keveth  Drama Club DR 1.01  Diversity Club CU0.06 Mr Lecky  Maths Catch Up Club MD2.02 Mrs Elias  Music (DJ practice) LE1.16 Mr Harrison		Music Club (Music Tech and Choir) LE1.16 Mr Harrison  Debate Club SE 2.07 Mr Bradley	Unity AT 0.01 Mr Burton

## **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 McFarlane-Farmani** – Director of Learning for English:

[fiona.mcfarlanefarmani@leighacademy.org.uk](mailto:fiona.mcfarlanefarmani@leighacademy.org.uk)

**Ms Voller** – Coordinator of Learning for KS3 IB MYP English:

[rebecca.voller@leighacademy.org.uk](mailto:rebecca.voller@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23**

<b>Module</b>	<b>Topics covered</b>
1	Myths and Legends
2	The Giver
	Christmas Holidays
3	The Giver
4	Poetry - Power and Conflict
	Easter Holidays
5	Macbeth
6	Macbeth

## Year 8 Assessment

Criterion	When assessed	How assessed
<b>Criterion A</b> Analysing	Module 1,3,4 & 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.
<b>Criterion B</b> Organising	Module 2,5 & 6	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.
<b>Criterion C</b> Producing Texts	Module 2,5 & 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.
<b>Criterion D</b> Using Language	Module 2,5 & 6	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 the library at breaks and lunch - students will also have a library lesson every fortnight where they are encouraged to explore and read a range of fiction and non-fiction texts.

Reading for pleasure is promoted across Year 8 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 Grozdanic** – Director of Learning for maths: [almedina.grozdanic@leighacademy.org.uk](mailto:almedina.grozdanic@leighacademy.org.uk)

**Mrs Sandhu** – Coordinator of Learning and Maths Mastery Lead:

[ravinder.sandhu@leighacademy.org.uk](mailto:ravinder.sandhu@leighacademy.org.uk)

### **A summary of Year 8 curriculum content: 2022/2023**

Students are taught over 3 lessons per week.

<b>Module</b>	<b>Topics covered</b>
1	Thinking with models (sequences, forming and solving equations, inequalities)
2	Linear graphs and approximation
3	Proportional reasoning and real life graphs (ratio, real life graphs, direct and inverse proportion)
4	Reasoning with data (direct and inverse proportion, univariate data)
5	Circles and compound shapes (bivariate data, circles and compound shapes)
6	Volume and surface area (including bearings)

## Year 8 Assessment

Criterion	When assessed	How assessed
<b>Criterion A</b> Knowledge and understanding	Module 1,4 & 5	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.
<b>Criterion B</b> Investigating patterns	Module 2 & 5	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.
<b>Criterion C</b> Communicating	Module 2 & 5	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.
<b>Criterion D</b> Applying mathematics in real life context	Module 3 & 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 may be set. It will be important that students are regularly checking these for updates.

<p><b><u>Knowledge Organisers</u></b></p> <p>These are created for each unit of the MYP course for each module, and are a summary of the topics covered, including homework tasks after each unit. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments, and this is the minimum homework they will be given to complete in each module.</p>	<p><b><u>Homework</u></b></p> <p>Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning. Homework is set weekly on SPARX and your child will be explained how to do this by their teacher.</p> <p>In a case that homework is not set, students are expected to take responsibility to conduct revision using the knowledge organisers and to ensure they fully understand the content being taught, as well as complete the homework tasks after each unit in knowledge organisers.</p>
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## **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 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 Science Curriculum please contact either of the following members of the team:

**Mr Goddard** – Director of Learning for Science: [craig.goddard@leighacademy.org.uk](mailto:craig.goddard@leighacademy.org.uk)

**Miss Collins** – Coordinator of Learning for IB MYP Science:  
[suzanne.collins@leighacademy.org.uk](mailto:suzanne.collins@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23:**

<b>Module</b>	<b>Topics covered</b>
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

Criterion	When assessed	How assessed
<b>Criterion A</b> 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.
<b>Criterion B</b> Inquiring and designing	Module 1 Module 5	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.
<b>Criterion C</b> Processing and evaluating	Module 1 Module 5	This is assessed alongside Criterion 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.
<b>Criterion D</b> Reflecting on the impacts of science	Module 2 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 have individual Google Classrooms for science. They will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers. 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 Year 9 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](mailto:lynne.wilkinson@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23:**

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**

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Knowledge and understanding	Module 2 & 5	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
<b>Criterion B</b> Investigating	Module 3 & 6	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
<b>Criterion C</b> Communicating	Module 1 & 4	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.
<b>Criterion D</b>	Module 2 & 5	Identify the main points of ideas, events, visual representation or arguments

Thinking critically		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
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### **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](mailto:jean.wood@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23:**

Module 1: The English Civil War

Module 2: The Industrial Revolution

Module 3: The beginning of the British Empire and the Slave Trade

Module 4: The British Empire - India Case Study

Module 5: Democracy: Protest and riot

Module 6: Modern Democracy

### **Year 8 Assessment**

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Knowledge and understanding	Module 1 & 5	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
<b>Criterion B</b> Investigating	Module 2 & 6	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
<b>Criterion C</b> Communicating	Module 2 & 6	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.
<b>Criterion D</b> Thinking critically	Module 3 & 5	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 geography:

[nazima.farukh@leighacademy.org.uk](mailto:nazima.farukh@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23:**

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

Module 1: Geophysical Hazards (Volcanoes and Tsunamis)

Module 2: Resource Pressure

Module 3: Wonderful Asia

Module 4: Rivers (Processes)

Module 5: Rivers (Human interventions)

Module 6: Tourism

### **Year 8 Assessment**

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Knowledge and understanding	Module 4 & 6	Use vocabulary in context Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
<b>Criterion B</b> Investigating	Module 2 & 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
<b>Criterion C</b> Communicating	Module 2 & 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.
<b>Criterion D</b> Thinking critically	Module 1 & 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**

At The Leigh Academy, we are committed to broadening our 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.

For specific information about the Year 8 French curriculum please contact either of the following members of the team:

**Mr Hurth** – Director of Learning for MFL: [thomas.hurth@leighacademy.org.uk](mailto:thomas.hurth@leighacademy.org.uk)

**Mrs Pooley** – Coordinator of Learning for KS3 MFL: [karen.pooley@leighacademy.org.uk](mailto:karen.pooley@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23**

<b>Module</b>	<b>Topics covered</b>
1	<b>Media and New Technology:</b> Introduction of new technology items, talking about how we use the internet in our freetime/at school, introduction of blogs, using the past tense.
2	<b>The Wider World:</b> 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.
3	<b>Lifestyle &amp; Healthy Lifestyle:</b> 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
4	<b>Future Plans (jobs):</b> talking about chores, pocket money and the jobs we would like to do in the future
5	<b>The Future (Holidays):</b> 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
6	<b>Tourism &amp; Culture:</b> Looking at the francophone community. Investigating the culture of different countries around the world where French is spoken



## Year 8 Assessment

Criterion	When assessed	How assessed
<b>Criterion A</b> Listening	Module 1,3 & 6	Listening to short texts in French and identifying key information.
<b>Criterion B</b> Reading	Module 2 & 5	To be able to read a text in French and answer comprehension questions  To be able to respond in French to questions relating to what you normally eat
<b>Criterion C</b> Speaking	Module 2 & 5	To be able to respond verbally to questions related to La Francophonie.
<b>Criterion D</b> Writing	Module 1 & 4	Students need to produce a paragraph talking about how they use new technology in two tenses  Students need to produce a paragraph about holidays using 3 tenses (past, present and future)

### Google Classroom / Resources

Please refer to your child's Google Classroom available on MCAS.

The academy has a **language nut** subscription which students can use at home for additional support. All students have the username and password written in their planners. Other recommended websites for revision are **BBC Bitesize, Duolingo and Quizlet**.

## **IB MYP language acquisition - Spanish**

At The Leigh Academy, we are committed to broadening our 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.

For specific information about the Year 8 Spanish curriculum please contact either of the following members of the team:

**Mr Hurth** – Director of Learning for MFL [thomas.hurth@leighacademy.org.uk](mailto:thomas.hurth@leighacademy.org.uk)

**Mrs Pooley** – Coordinator of Learning for KS3 MFL [karen.pooley@leighacademy.org.uk](mailto:karen.pooley@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23:**

<b>Module</b>	<b>Topics covered</b>
1	<b>Identity and Self:</b> days, months & numbers. Describing yourself, family members, pets, personal descriptions and characteristics.
2	<b>Identity, Self and Relationships</b>
3	<b>In &amp; Out of School:</b> To be able to identify the time and to tell it. To be able to give opinions on school subjects and teachers. To talk about school facilities and make comparisons with schools in Spain.
4	<b>Local and International Places:</b> 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.
5	<b>In &amp; Out of School:</b> To be able to give opinions on after school activities. To talk about school facilities and make comparisons with schools in Spain.
6	<b>Traditions in different cultures:</b> To look at a variety of customs and celebrations across the Spanish speaking world and compare them to our own.

### **Year 8 Assessment**

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Listening	Module 1,3 & 6	Listening to short texts in Spanish and identifying key information.

<b>Criterion B</b> Speaking	Module 2 & 5	To be able to read a text in Spanish and answer comprehension questions  To be able to respond in Spanish to questions relating to what you normally eat
<b>Criterion C</b> Reading	Module 2 & 5	To be able to respond verbally to questions related to home & town.
<b>Criterion D</b> Writing	Module 1 & 4	Students need to produce a paragraph about school  Students need to produce a paragraph talking about a festival from memory

### **Resources**

Please refer to your child's Google Classroom available on MCAS.

The school has a language nut subscription which students can use at home for additional support. All students have the username and password written in their planners.  
Other recommended websites for revision are BBC Bitesize, Duolingo and Quizlet.

## **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 Middle Years Programme 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:

Mrs Wilson - Coordinator of Learning for Drama [helen.wilson@leighacademy.org.uk](mailto:helen.wilson@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022 - 2023:**

<b>Module</b>	<b>Topics covered</b>
1	Drama skills
2	Page To Stage
3	Social Issues
4	Physical theatre
5	Genres
6	Macbeth

## Year 8 Assessment

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Knowledge and understanding	Module 1,2,3,5 & 6	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
<b>Criterion B</b> Developing Skills	Module 1,3,4,5 & 6	Final assessment on solo/paired/group filmed performance of scripted and devised piece. Written assessment using peer review sheets against criteria
<b>Criterion C</b> Thinking Creatively	All modules	Final assessment on solo / paired/group filmed performance Shakespeare and devised piece. Written assessment using peer review sheets against criteria
<b>Criterion D</b> Responding	All modules	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 google classrooms from their specific Drama teachers to which they will automatically be added.. Here they will find homework and knowledge organisers. 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 Academy is designed to explore Fine Art, Graphic Design and Photographic practices, and the guidance given opens up opportunities for higher level learning. 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:

**Ms Britton** – Coordinator of Learning for Art: [christine.britton@leighacademy.org.uk](mailto:christine.britton@leighacademy.org.uk)

**Ms Blackledge** – Coordinator of Learning for KS3 IB MYP Art:  
[rachael.blackledge@leighacademy.org.uk](mailto:rachael.blackledge@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23:**

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

<b>Module</b>	<b>Topics covered</b>
1	Exploration of issues and visual communication. Developing concepts that underpin art and how art can effect change. Shell drawing and photography in the style of Edward Weston, Sue Webster and Tim Nolan.
2	Make cutouts from shell drawing and SOS lettering. Arrange photos and drawings behind cut out to complete. Exploring the work of Chinese paper cutting and Rob Ryan.
	Christmas Holidays
3	Matisse inspired cut outs and analysis of work. Investigate billboard advertising and construct a mock bill board with cut out.
4	Lino print working from shell drawing, repeating pattern Assessment: Interim review and modification. What makes a successful print?
	Easter Holidays
5	Glass of water painting that explores light and refraction using paint techniques from Year 7.
6	Poster in grunge style influenced by Davd Carson and Paula Scher Final review and artist's statement.

## Year 8 Assessment

<b>Criterion</b>	<b>When assessed</b>	<b>Assessment</b>
<b>Criterion A</b> Knowledge and understanding	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.
<b>Criterion B</b> <b>Developing skills</b>	All modules	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
<b>Criterion C</b> <b>Thinking creatively</b>	All modules	Development and review experimental students effect and affect  Development of ideas in the planning of Poster  Planning and layout of lettering [Typography]
<b>Criterion D</b> <b>Responding</b>	Module 3,4 & 6	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 have individual google classrooms from their specific Art teachers to which they will automatically be added.. Here they will find homework and knowledge organisers. 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 in Year 8 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:

Mr Harrison – Teacher of Music: [macaulay.harrison@leighacademy.org.uk](mailto:macaulay.harrison@leighacademy.org.uk)

### **A summary of Year 8 curriculum content 2022/2023:**

Students are taught 1 lesson per week.

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

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
<b>Criterion A Knowing and Understanding</b>	Module 1 & 4	Students will take part in keyword tests with a larger end of unit test which tests their understanding of these words. They will also complete work booklets showing understanding of what the three principles are and the theory behind them including chords, scales and keys.
<b>Criterion B Developing Skills</b>	Module 3 & 6	Students will complete skills audits and determine areas of strengths and weaknesses. They will be in pairs and will be given a part to play that makes up the harmony or melody of the music.



		<p>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>
<p><b>Criterion C</b> <b>Thinking Creatively</b></p>	Module 3 & 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>
<p><b>Criterion D</b> <b>Responding</b></p>	Module 2 & 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.</p> <p>There will be an emphasis on ensembles and how they combine these three elements to create music.</p> <p>They will then complete their work booklet.</p>

### **Year 8 Resources**

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.

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.

### **Knowledge Organisers**

These are created for each unit of the IB MYP course, and are a summary of the topics covered. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments.

## **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 Computing.

### **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 the 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**

Ms Coules - Director of Learning, Design and Technology:  
[raina.coules@leighacademy.org.uk](mailto:raina.coules@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022 - 2023:**

<b>Module</b>	<b>Topics covered</b>
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**

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Inquiring and Analysing	Module 1,2 & 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.
<b>Criterion B</b>	Module 3,4 & 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.

Developing ideas		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.
<b>Criterion C</b> Creating the solution	Module 1,2 & 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.
<b>Criterion D</b> Evaluating	Module 3,4 & 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. Home learning will be set by each teacher according to the needs of the student and topics covered in class. This can in many forms and is dependent on what has been covered in class, such as paper based in the sketch book or online on the google classroom. In addition, students should be supporting their learning by using the knowledge organisers to enhance their understanding.

## Computing

The Leigh Academy is proud to have an experienced computing Learning Area which boasts a range of skilled programmers with in-depth 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 computing 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 computing curriculum please contact:

Mr Hayre – Coordinator of computing [manjinder.hayre@leighacademy.org.uk](mailto:manjinder.hayre@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23:**

<b>Module</b>	<b>Topics covered</b>
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 the Python programming language.

### **Year 8 Assessment**

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Inquiring and analysing	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.
<b>Criterion B</b> Developing ideas	Module 2,4 & 6	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.
<b>Criterion C</b> Creating the solution	Module 2,3,4,5 & 6	This criteria requires students to use various tools to create digital products. Proper documentation is required in this section.

<b>Criterion D</b> Evaluation	Module 1,2,4 & 6	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.
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### **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 Pickett – Coordinator of PE [andrew.pickett@leighacademy.org.uk](mailto:andrew.pickett@leighacademy.org.uk)

### **Summary of Year 8 curriculum content 2022/23:**

<b>Module</b>	<b>Unit theme</b>
1	Demonstrating personal improvement
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)
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**

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A</b> Knowing and understanding	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.
<b>Criterion B</b> Planning for performance	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.
<b>Criterion C</b> Applying and performing	All modules	Throughout year 8, students will be assessed performing in a wide range of sports.

<b>Criterion D</b> Reflecting and improving performance	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.
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### **Year 8 Resources**

Each student will automatically be part of their PE class Google Classroom. This site will give important information on the sports and topics being covered in each module as well as updates on clubs, fixtures and other co curricular activities.