



Wallington

County Grammar School

ENGLISH

Subject	Subject Leader
English	Ms C. Coe
Students will be assessed for writing, reading and speaking & listening. Students will participate in a writing workshop once a fortnight, which will focus on vocabulary acquisition, creative writing skills, and Accelerated Reader progress.	
The units of work are: Introduction to Poetry Victorian Literature (<i>A Christmas Carol</i>) Shakespeare (<i>A Midsummer Night's Dream</i>) Contemporary American Literature (<i>To Kill A Mockingbird</i>) 21st Century British Fiction (<i>Guantanamo Boy</i>)	
Recommended additional reading materials: Read as much as possible. This could include non-fiction texts, such as newspapers, as well as fiction. We recommend your student begins by finding non-fiction they are interested in, e.g. the Guardian's football section on their website, games journalism. Reading and developing vocabulary acquisition will be important for all subjects, not just English.	
Additional subject support available: Check the WCGS Learning Drive on Google. Students are also advised to reread texts studied in class, as this will help with knowledge retention and understanding of whole texts.	

MATHS

Subject	Head of Department
Maths	Miss G. Bird
The Year 7-8 Scheme of Work covers the National Curriculum for Key Stage 3 within two years. The end of year assessment includes both SATS-style questions and questions which form a good transition to the new GCSE 9-1 grades.	
The department pioneers an investigative and problem-solving approach to the study of mathematics, aiming to inspire and support students to develop mathematical confidence, initiative and creativity. We will be monitoring student progress using the new GCSE 9-1 grades.	
Year 8 Scheme of work main contents: Number: Fractional and decimal arithmetic, decimals, rounding including upper and lower bounds, recurring decimals, percentage change including compound interest, direct and inverse proportion. Algebra: Straight line graphs and curved graphs (quadratic, cubic, reciprocal, exponential), factorising and solving quadratic equations, simultaneous equations by elimination and substitution; the nth term of sequences including quadratics. Geometry: Pythagoras' Theorem, similarity and congruence, volumes of prisms, converting units of area and volume, trigonometry using sin, cos and tan, transformations and loci.	

Statistics: Mutually exclusive and independent events, combined probabilities, tree diagrams, sample spaces, scatter graphs and correlation, statistical investigations, comparing distributions, cumulative frequency tables and graphs, stem & leaf diagrams, box plots.

Course textbooks

Essential Maths 7H, 8H and 9H textbooks by David Rayner, Elmwood Press.

7H ISBN 9781902214733: <http://astore.amazon.co.uk/wallcoungrams-21/detail/1902214730>

8H ISBN 9781902214764: <http://astore.amazon.co.uk/wallcoungrams-21/detail/1902214765>

9H ISBN 9781902214795: <http://astore.amazon.co.uk/wallcoungrams-21/detail/190221479X>

Recommended additional reading materials

The school subscribes to, and makes extensive use of www.mymaths.co.uk and www.drfrstmths.com. Students should ask their teachers for their individual logins to these websites.

To stretch themselves, students should explore the problems & puzzles at www.nrich.maths.org

All students take the UKMT Junior Maths Challenge in April. Information and resources for this competition can be found here: <http://www.ukmt.org.uk/individual-competitions/junior-challenge/>

Additional subject support available

All students are welcome to see teachers at any time if they need help, so long as the teacher is not busy. They may ask any maths teacher for help or advice, not just their own teacher. They may also ask a Sixth Former to help them.

There is a lot of information on the course, including previous SATS papers, on the Maths pages of the school's Google Learning Drive.

Additional information

Students need to bring to every Maths lesson, their own scientific calculator (marked/engraved with the student's name), protractor, ruler and compass.

The calculator that we recommend that will take students all the way through from Key Stage 3 to A Level, is the 'Casio FX-991EX ClassWiz Advanced Scientific Calculator' (this will be available to buy through Parent Pay).

GEOGRAPHY

Subject	Subject Leader
Geography	Mrs N Evans
KS3 Geography Geography is a diverse subject and this is reflected in the variety of topics we study at KS3. Year 8 Geography is specifically designed to give students a wide range of Geographical knowledge and understanding. We deliver a relevant and engaging course which will help develop young Geographers and equip them with the key skills needed to progress to GCSE and A level. We recommend that all students have access to an atlas to support their independent work.	
Assessment Geography is assessed through a range of different formats. The subject lends itself well to a variety of different teaching and learning activities, from group work to independent research with an emphasis on personalised learning in the classroom. Students will have opportunities to engage with ICT for assessments as well as complete longer independent projects and decision making activities in groups alongside written assessments.	
Topics of Study Glaciation and Polar regions Climate Change Plate tectonics Asia	

HISTORY

Subject	Subject Leader
History	Dr K. Meek
<p>History is the study of how people lived, thought and acted in the past. We seek to understand why events happen and what effects they have. We are interested in how the world has changed over time and what the significance of events and individuals is in bringing about that change. We learn skills of analysis and evaluation. We learn how to interpret and use source materials to build robust historical arguments. We learn how to write fluent and persuasive essays based on skilful use of reason and evidence. We also learn how to debate issues, to form and challenge opinions and formulate judgements. Building on the work undertaken in Year 7, we focus on the 'Great Tales' of British and World History, 1750-Present Day, paying much greater attention to more controversial topics in History and trying to understand the world from different perspectives. In the process, we study:</p> <ul style="list-style-type: none"> • The course of the Industrial Revolution in Britain, and its impact on the lives of ordinary people; • The growth and fall of the British Empire, including the role of Slavery in Africa and America, and the impact of Empire both on Britain itself and on those colonised by the British; • The causes, key features and consequences of WW1 and WW2. • Life in Nazi Germany and the causes and key features of the Holocaust. • The development of 'Modern Britain' with a focus on the NHS, immigration, and London. 	
<p>Assessment</p> <p>Students undertake levelled assessments at key points during the year. These consist of short and long answer essays or source-based tasks. In class, there will be a strong emphasis on group work and social learning in which students are encouraged to talk through their ideas and debate. We also seek to challenge our students through regular deep-thinking questions, and additional reading which is designed to help bridge the transition to GCSE. Assessments will be regularly peer- and self-assessed, as well as teacher-assessed, in line with the whole-school approach to marking. We seek to engage our students in a dialogue in assessments as a means of supporting their progress.</p>	

BIOLOGY

Subject	Subject Leader
Biology	Mr Smith
<p>Introduction</p> <p>In KS3 Biology students undertake a course of study that teaches skills and knowledge in an exciting and interesting way to promote discovery and exploration. Themed units set the scientific content in relevant contexts, which brings Biology to life!</p>	
<p>Assessment</p> <p>Students undertake tasks based on the units of study. These tasks can be projects, investigations or foundation level GCSE questions, but all of them allow students to see exactly what they need to do to achieve the Grade they are aiming for and to chart their progress and areas for improvement against a structured success criteria.</p>	
<p>Units</p>	

<p>Plant Reproduction - What organelles are involved in plant reproduction?</p> <p>Breathing - How do we breathe?</p> <p>Respiration - What is the difference between respiration and breathing?</p> <p>Photosynthesis - What organelles are involved in photosynthesis?</p> <p>Inheritance - How are desired and undesired characteristics transferred in a family?</p> <p>Evolution - How have plants evolved to be better adapted to their environment? A visit to Kew gardens!</p> <p>Individual Investigative skills Assignment (IISA): How do scientists carry out Investigations?</p>

CHEMISTRY

Subject	Subject Leader
Chemistry	Mr D. Cole
<p>Introduction</p> <p>In Year 8 we continue to prepare students for their GCSE course by developing their practical skills and fundamental chemistry knowledge.</p>	
<p>Assessment</p> <p>The students will be assessed at the end of each topic through a test and there will be an end of year exam in the summer term. Assessments will be based on foundation level GCSE questions on the topics covered.</p>	
<p>Students will study the following topics:</p> <p>Atomic Structure and the Periodic Table: The year 8 students start by learning about the history of the atom and the development of the modern model of the atom. They then look at the development of the periodic table and how the modern periodic table is arranged.</p> <p>Heat Energy Changes: Students will look at the way that energy is exchanged between substances and their surroundings during chemical reactions.</p> <p>Reactivity Series: Students will learn how metals react and determine the order of reactivity of the metals</p> <p>Earth and Atmosphere: The students will learn about the atmosphere, both from a historical perspective and modern day perspective. They will learn about how the environment is changing over time due to the effects of humans.</p>	

PHYSICS

Subject	Subject Leader
Physics	Mr J. Croft
<p>Introduction</p> <p>At Key Stage 3, students study fundamental concepts of Physics in preparation for their GCSE course. There is a focus on developing pupils' practical skills.</p>	
<p>Assessment</p> <p>In Year 8 students are assessed topic by topic throughout the year using written exams.</p>	
<p>Students will study the following topics:</p> <p>Electricity</p> <p>Waves</p> <p>Moments & Pressure</p> <p>Magnetism</p>	
<p>Additional Resources</p> <p>Physics for you textbook (any edition)</p> <p>CGP Key Stage 3 Physics Higher level Study & Question book (ISBN 978 1 98294 112 5)</p>	

FRENCH

Subject French	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Throughout Years 7 & 8, our students learn communicative language that enables them to enact short dialogues, write mini-essays and read and understand a range of texts (including songs, poems, adverts, etc.) in French.	
<u>Y8 main topics include:</u> <ol style="list-style-type: none"> Talking about holidays Food and festivals Talking about celebrities and TV programmes Talking about sport and leisure activities Arranging to go to the cinema Describing where you live Daily routines Talking about your area How to give directions Talking about injuries and illness 	
The textbook used is <i>Dynamo 2 Rouge</i> (YR8). Each student has a copy of the textbook and is given access to online homework and practice exercises on Active Learn as well as other reputable websites. Students are also asked to purchase a <i>Tricolore Grammar in Action 2</i> workbook in September which is mainly used for practice and reinforcement of various grammar points learnt in class.	
Our students have the opportunity to practise their listening, speaking, reading and writing skills every lesson and they are encouraged to use the language in class as much as possible, be it through pair work, group work or meaningful games. There is also a strong focus on phonics to help students decode and acquire new vocabulary as well as understanding and producing the language more accurately.	
We like to use as many authentic materials as possible to make the language as 'real' as we can and we ensure that our students develop a deep cultural awareness of France and other French speaking countries.	
At the end of each unit taught, we assess our pupils on two or more of the main language skills (listening, reading, speaking, writing and translation), as well as grammar and vocabulary. Most of the assessments are modelled on the tasks students will take for their GCSE assessment at KS4. Through this regular practice, our students develop the skills required at GCSE level from the start of their language learning experience.	

SPANISH

Subject Spanish	Subject Leader Mrs A. Gabriele (Faculty Leader of MFL)
Throughout Years 7 & 8, our students learn communicative language that enables them to enact short dialogues, write mini-essays and read and understand a range of texts (including songs, poems, adverts, etc.) in Spanish.	
<u>Y8 main topics include:</u> <ul style="list-style-type: none"> Talking about activities, nationalities and places in town 	

- Talking about television programmes, films and likes/dislikes
- Describing past holidays
- Shopping for food and drink
- Eating at a restaurant
- Talking about clothes and school uniform Learning the parts of the body, describing symptoms and getting remedies
- Talking about healthy living and lifestyle changes
- Learning about Spanish-speaking countries

The textbooks used are Mira Express 2 (Yr8). Each student has a copy of the textbook and is asked to purchase a workbook in September (Cuaderno A) which is mainly used for practice and reinforcement of content learnt in class.

Our students have the opportunity to practise their listening, speaking, reading and writing skills every lesson and they are encouraged to use the language in class as much as possible, be it through pair work, group work or meaningful games. There is also a strong focus on phonics to help students decode and acquire new vocabulary as well as understanding and producing the language more accurately.

We like to use as many authentic materials as possible to make the language as 'real' as we can and we ensure that our students develop a deep cultural awareness of Spain and other Spanish speaking countries.

At the end of each unit taught, we assess our pupils on two or more of the main language skills (listening, reading, speaking, writing and translation), as well as grammar and vocabulary. Most of the assessments are modelled on the tasks students will take for their GCSE assessment at KS4. Through this regular practice, our students develop the skills required at GCSE level from the start of their language learning experience.

RELIGIOUS STUDIES

Subject	Subject Leader
Religious Studies	Mr A Philippou
Islam Should our moral beliefs guide our laws for society? Is faith or action more important? Can we understand or depict God?	
Cults What distinguishes a cult from a 'healthy' group? How should we deal with the threat of cults? Is WCGS a cult?!	
Ethical Theories Why are ethical theories useful? How have Divine Command Theory, Utilitarianism, Deontology and Situation Ethics each tried to solve moral dilemmas? How successful are their responses?	
Buddhist Beliefs This is the first unit of the RS GCSE, which we begin in Y8 so we can be prepared for the exams in the summer of Y10. It covers the life of the Buddha, his 'four noble truths', denominational differences and approaches in Buddhist ethics.	

COMPUTER SCIENCE

Subject	Subject Leader
Computer Science	Mr J Barwick
Introduction In Year 8, students will build upon the skills they have learnt in Year 7 and apply understanding to learning new languages. Students will also look at the impact of Computer Science on the wider society	

Assessment

Their work is assessed at the end of the unit. The assessed work can be a practical assessment based on the student's coding skills, a written assessment on theoretical understanding or occasionally research tasks or evaluations.

Units**Python: Success I**

Learn more advanced features of Python, including using functions and subroutines

Boolean and Binary - Understanding Computers

Learn how a computer works, from its CPU to the ROM and RAM. Understand binary and convert numbers into binary numbers and hexadecimal.

Spreadsheets and Mail merge

Further develop functional skills in Google Sheets with complex functions.

Python: Success II

Advanced programming in Python

HTML

Design and build interactive web pages in HTML

LATIN

Subject Latin	Subject Leader Ms Z. Boland
Exam Board	OCR
<p>In Year 8 students will continue their study of Latin using de Romanis (book 1-2). The return to this textbook series allows more opportunity to examine Roman culture and history alongside our language learning, and allows us to avail of a wide range of online resources. Students will strengthen their grasp of the language by means of stories set in Roman Britain and Egypt. They will become more confident in understanding the intricacies of Latin language and grammar, develop confidence in reading and understanding the language, and form an appreciation of Roman civilisation and culture.</p> <p>Verbs: Irregular verbs, verbs taking dative case, pluperfect tense, imperfect tense, perfect tense</p> <p>Adjectives: 2-1-2 adjectives, comparatives and superlatives, 3-3 adjectives</p> <p>Nouns etc.: noun cases, pronouns, numbers.</p> <p>Vocabulary: All words from both books</p> <p>Civilisation and Culture: Roman gods and key mythical heroes</p>	
Textbook: de Romanis book 1; de Romanis book 2 (will not be completed in Y8)	

DRAMA

Subject Drama	Subject Leader Mr P Grace
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<p>In Year 8 the students continue to develop their understanding of drama and theatre, exploring their own creativity and the history of world theatre, including the work of key practitioners. They will develop a range of dramatic skills, including:</p> <ul style="list-style-type: none"> • working individually and collaboratively to devise and present scripted and unscripted work, which maintains the attention of an audience; • extending their spoken repertoire by experimenting with language in different roles and dramatic contexts; • using explorative strategies to discover more about a variety of situations and texts; • reflecting on and evaluating their own presentations and the work of others; • exploring and developing ideas, issues and relationships through work in role; • developing the dramatic skills that enable them to create and sustain a variety of roles; • taking creative risks to push beyond their initial response to a task and encourage deeper thinking and creative experimentation.
<p>Topics include:</p> <ul style="list-style-type: none"> • Commedia Dell'Arte • War • The Curious Incident of the Dog in the Night-Time • Noughts and Crosses (written exam) • Devising in a Brechtian 'Epic Theatre' style <p>The focus in Year 8 is on developing students' abilities to experiment with performance techniques and to discover how to meet the needs of the audience, especially focusing on stage presence. The emphasis on developing personal and social skills continues and students are encouraged to become reflective learners and independent enquirers.</p>
<p>Beyond the taught curriculum, students will have many opportunities to engage in Drama throughout their time at WCGS, such as in the KS3 Drama Club. There is an annual House Drama Competition, and at least one major production of either a play or a musical every year. Students are also encouraged to use the skills they develop in Drama lessons on a cross-curricular basis, using performance and presentational skills in their work in many other subjects. WCGS also provides the opportunity for students to participate in LAMDA sessions, run by an external LAMDA teacher.</p>

ART

<p>Subject Art</p>	<p>Subject Leader Ms L Musselbrook</p>
<p>Curriculum Pupils are taught for one hour each week and are given homework tasks normally once a fortnight unless the pupils are asked to bring in resources or research information.</p>	
<p>Introduction The Year 8 curriculum is designed to build on the knowledge acquired in Year 7 but to broaden the range of materials and techniques available to our pupils.</p>	

<p>Course Content</p> <p>Autumn Term - Just my Type' (Typography) – Key Techniques: Lettering / Colour Mixing / Computer aided design / Artist analysis</p> <p>Spring Term – 'Food, glorious food' (Illustration) - Key Techniques: Painting / Drawing / Photography / Ink / Watercolour / Printmaking</p> <p>Summer Term – 'Masterpiece' – Key Techniques: Artist analysis / Material exploration / Photography</p>
<p>Assessment</p> <p>Pupils are assessed for key tasks over the course of a project. Typically these will take place twice a half term and will concentrate on one or more of the key skill areas: Artists / Experiment / Record / Outcome</p>
<p>Extension</p> <p>We encourage personal visits to galleries/museums and places of interest to inspire our pupils and extend their knowledge and appreciation of the many aspects of art, craft and design. The following London galleries are suggested:- Tate Modern, Tate Britain, National Gallery & National Portrait gallery, British Museum, Royal Academy of Art and the Victoria & Albert museum. These institutions also have excellent digital resources.</p>

MUSIC

<p>Subject</p> <p>Music</p>	<p>Subject Leader</p> <p>Mrs J. Martin</p>
<p>Introduction</p> <p>In Year 8 students develop performance, composition, listening and notation skills through study of a variety of styles of music. Most lessons feature a high proportion of practical work with a particular emphasis on keyboard skills as these help students access all the other areas of the subject more readily and in a more meaningful way.</p>	
<p>Assessment</p> <p>Their work is assessed and levelled either weekly or at the end of the unit. The assessed work can be performances, compositions or occasionally written research tasks or evaluations. Students are given worksheets that show them what they need to learn to achieve each level. We also inform them of what level they should be aiming for in each project. During the exam week students will do a short listening exam that is based on the topics learned during the year.</p>	
<p>Units</p> <p>Pop/Band project – Students will learn about 'Shape of You' by Ed Sheeran and 'Something Just Like This' by Chain smokers/Coldplay and how to play the chords and riff on keyboards. Students will perform this song in small groups as a band to develop their ensemble skills further.</p> <p>Film Music/composing - Students will study the music in Films by analysing different film music composers. Students will then compose music to a film clip themselves, using a music technology here as well.</p> <p>World Music - Students will learn about different music genres around the world e.g. Reggae, Indian tradition and Blues.</p> <p>20th century music - Students will learn different styles of music from the 20th century e.g. minimalist, serialism and experimental music. Students will compose music in the 20th century style.</p>	

On top of the curriculum we also offer music clubs, for example a music technology club. We are also offering 1-to-1 instrumental lessons, please email jmartin129.319@wcgs.foliotrust.uk if you are interested. We also have annual concerts and House Music events which we encourage everyone to take part in.

FOOD TECHNOLOGY

Subject	Subject Leader
Food Technology	Mrs D. Mason-Mullings
In Year 8, pupils will build on the cooking skills and work on the techniques that they have acquired in Year 7. Pupils will take part in a lesson on a fortnightly basis. Pupils will undertake two Projects; during Project One pupils will produce an individual portfolio of work and during Project Two pupils will work in small groups on a group task. Pupils will be encouraged to source their own ingredients for practical lessons and to seek innovative ways of adapting the standard recipe they will be given.	

P.E.

Subject	Subject Leader
P.E.	Mr D. Johnson
The programme of study is as follows: Term 1 - Badminton and Football Term 2 – Games for Understanding and Handball Term 3 - Athletics, Cricket, Rounders and Softball	
In the Autumn and Summer terms two lessons are spent doing fitness tests - Sit ups (Muscular Endurance); Press ups (Muscular Endurance); Sit and reach (Flexibility); Standing Broad jump (Power); Alternate ball toss (Coordination); Illinois agility test (agility); 20m Sprint (speed) and the 12 minute Cooper run (cardiovascular endurance).	
These tests are completed yearly to track progress and improvement in fitness levels.	

GAMES

Subject	Subject Leader
Games	Mr D. Johnson
The programme of study is as follows: Term 1 - Rugby Term 2 - Rugby / Football / Basketball / Table Tennis Term 3 - Athletics / Cricket / Rounders / Softball / Tennis / Basketball / Volleyball / Table Tennis	
There are several house events during the year - Rugby, Football, Table Tennis, Sports Day and Cricket as well as House cross country.	
There are also a number of extra-curricular clubs run outside of PE and games lessons	

WELLBEING

Subject	Subject Leader
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Wellbeing	Ms Adams
HEALTH AND WELLBEING <ol style="list-style-type: none"> 1. how to manage transition 2. how to maintain physical, mental and emotional health and wellbeing; 3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity 4. mental and emotional health and wellbeing. 5. how to assess and manage risks to health; and to keep themselves and others safe 6. how to identify and access help, advice and support 7. how to respond in an emergency, including administering first aid 8. the role and influence of the media on lifestyle 	
RELATIONSHIPS <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills 2. how to recognise and manage emotions within a range of relationships 3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse and other violence and online encounters 4. about the concept of consent in a variety of contexts 5. about managing loss including bereavement, separation and divorce 6. to respect equality and be a productive member of a diverse community 7. how to identify and access appropriate advice and support 	
LIVING IN THE WIDER WORLD <ol style="list-style-type: none"> 1. our rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy 2. how to make informed choices and be enterprising and ambitious 3. how to develop employability, team working and leadership skills and develop flexibility and resilience 4. about the economic and business environment 5. how personal financial choices can affect oneself and others and the rights and responsibilities as consumers 	
Assessment: There is no final exam or qualification achieved. The aim of the Wellbeing curriculum is to work alongside the academic subjects supporting the Wellbeing of students to enable them to achieve their best. Wellbeing provides a platform for students to air concerns and discuss the issues affecting them, in a safe and supportive environment. Assessment in Wellbeing is informal, based on the level of understanding of the following key concepts: Personal Wellbeing: 1.1 Personal identity; 1.2 Healthy Lifestyles; 1.3 Risk; 1.4 Relationships; 1.5 Diversity Economic Wellbeing: 1.1 Career; 1.2 Capability; 1.3 Risk; 1.4 Economic Understanding	

DESIGN TECHNOLOGY

Subject Design & Technology	Head of Department Mr S. Weston
We believe that Design Technology should be an enjoyable experience for all pupils. Our aim is to encourage pupils to foster an independent and discerning approach to their D&T project work, thus raising their self-esteem, self-discipline and their awareness of the impact of technology on their lives.	
Learning:	

- To develop creativity using a range of communication and making skills that are central to designing and making.
- To be able to tackle increasingly complex tasks, where a proper balance is maintained between open ended capability tasks and structured resource tasks, working individually and collaboratively.
- To foster learning that is guided by discovery. Pupils will be encouraged to research, experiment and find things out for themselves - bearing in mind safety requirements at all times.
- As the pupils progress through the school they should be given more and more freedom to express themselves. In the senior school the pupils should be able to clearly identify a need for their product, i.e. identify their own problems, develop ideas, and independently produce a solution.

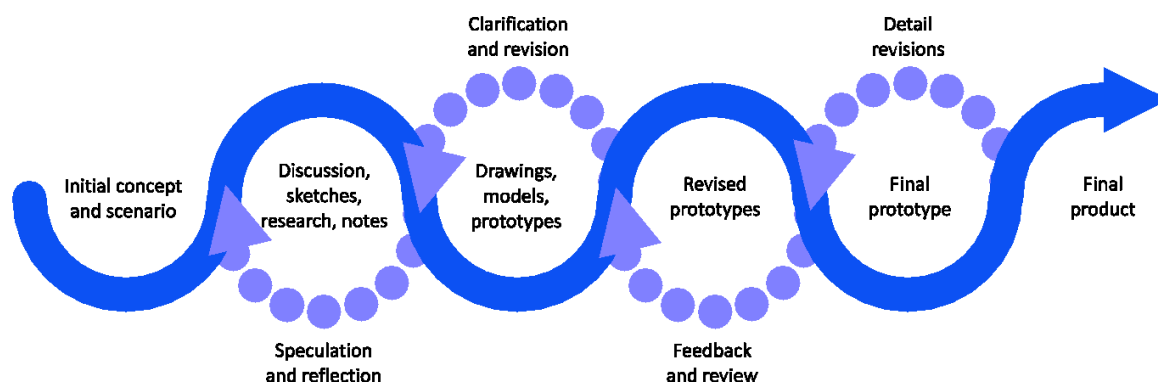
Teaching:

- To deliver Design and Technology in the National Curriculum for KS3 and KS4 pupils and to help each pupil to achieve as high a level as possible at each key stage.
- To foster awareness, understanding, and expertise in areas of creative thinking, that can be expressed and developed through Designing and Making.
- To promote an autonomous approach through the development of enquiry, initiative, resourcefulness, discrimination and application.
- To teach pupils to recognise and practise the necessary safety requirements when involved in all D&T activities.
- To provide an enjoyable experience up to the end of KS4, that encourages pupils to develop and continue their Design and Technology studies through to AS and A2 levels.
- To provide effective and efficient teaching to cover the wealth of knowledge and educational experience in a five year course.
- To make available to all students, over a Key Stage, the full range of contexts and materials described in the National Curriculum.

Assessment:

Pupils will follow the iterative Process of Designing to design & make quality products:

iPod iterative Process of designing



Year 8 Scheme of Work main contents:

How Alarming!

Intermediate level electronics – soldering & PCB production

Thyristor latching circuit

Woodworking & introductory metalwork skills
Making a pressure pad switch

Techknowledge

Using CAD & 3D modelling systems
MS Publisher